

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Writing is a complex language ability because it involves various processes and aspects. According to Kane (2000, p. 17), writing is a complex activity. The process of writing is not only an activity to express ideas in writing, but it also consists of a set of stages that are organized to get text quality. These stages include planning, drafting, editing, and final drafts. Harmer (2007, p. 5) reveals that the writing process has four elements: planning, drafting, editing, and final draft. In planning, the writer will collect ideas, decide the purpose, and make an outline. In the drafting, the idea will express its purpose without focusing on completeness. Next, in this stage, editing was carried out to revise the structure again, and writing was used to make it clear and organized. This stage is to improve grammar, spelling, punctuation, etc. This process is complex because stages make writers view the writing as requiring improvement and idea development.

The writing process involved stages relevant to the *kurikulum merdeka belajar*. In this curriculum, the implementation of relevant literacy becomes positive in the development of writing skills in learning. Ningsih et al. (2024) assert that using or implementation literacy in *kurikulum merdeka belajar* can give positive impact to students writing skills. In emphasizing learning of various projects and contextual, the student was given the flexibility to explore the ideas and relate to real experiences. One of the implementations is through writing recount text. This text aims to retell an experience or event that occurred, recount

text perhaps students to practice conveying information by chronologies using relevant language. However, many students face challenges in writing recount text, like understanding grammar, lack of vocabulary, and organizing ideas. According to Al Hafizh (2020), the causes of students' problems in writing recount text were grammatical weakness, lack of knowledge and understanding, less practice, and lack of educational background. Other results studies also show the same cause. Saputra et al. (2022), assert that identified two categories of pupils' writing challenges in recount text are grammar and sentence structure. Fitria (2020) shows that students' errors in simple past tense writing compositions consist of grammar, punctuation, and spelling. Sinta and Astutik (2019) reveal that the students' difficulty in writing recount text are caused by two factors, the internal factor is from the ability of students is incorrect to use of words, incorrect word patterns, grammatical errors, and punctuation. External factors such as the teacher, facility, or infrastructure influence this. These various factors require a strategy for teachers to help students in writing recount text. One of the strategies that can help students is teacher's guidance.

Teacher have a crucial roles in helping students to face this challenge. One of effective strategy is giving indirect feedback. It is a type of feedback given by teacher to students without directly pointing out or correcting errors, but only marking that there is an error and letting the students find and correct it themselves. Then, teachers can direct students to recognize and improve their writing skills through this. Devi et al. (2023) reveal that the implementation of indirect written corrective feedback was effective in improving student's writing performance, especially in recount text writing. similarly Yuniarti (2022) shows that students'

ability to write recount texts improves as a result of teachers providing indirect feedback. According Rahma et al. (2020) show that indirect corrective feedback improves their writing recount text ability. Based on the findings, indirect feedback effectively increases students' ability to write recount text. However, the studies do not determine the type of indirect feedback used in this study, so it is unclear whether the indirect feedback includes strategies such as coded feedback, underlining errors, or other forms.

Considering the various findings, This study aims to investigate the effect of indirect feedback on students' recount text writing ability and focus in emphasizing the use of codes as a correction tool. Knowing whether indirect feedback using correction codes can have significant effect to students within writing ability will provide important insights for educators and help create more effective teaching strategies in the classroom, focusing on grade X students of SMK Fatihul Ulum in Tamanan, Bondowoso.

1.2. Problem of the Research

The problem in this research is, "Is there any significant effect of indirect feedback on student writing ability in recount text?"

1.3. Objective of the Research

This research aims "to investigate the effect of indirect feedback on students' writing ability in recount text."

1.4. Operational Definition of the Terms

Operational definitions are important to avoid misunderstandings among readers. The operational terms are writing ability, recount text and indirect feedback.

1.4.1. Writing skills

Writing skill refers to compose and express ideas by considering aspects of language, organization, and coherence. Then, the language skill includes the ability to build a clear text structure, use proper grammar, choose appropriate vocabulary, and connect ideas logically so that the writing is easy to understand. In addition, writing also involves mechanical aspects, such as spelling and punctuation, which support the clarity of communication in writing.

1.4.2. Recount text

Recount text refers to retell past experiences or events using past tense as the main grammatical form. This text aims to record or share experiences coherently and chronologically so that readers can understand the sequence of events clearly. The experiences told in the recount text can be real events experienced directly by the writer or events that were known by the writer.

1.4.3. Indirect feedback

Indirect feedback is a type of feedback in which the teacher will give correction to the errors. The form of indirect feedback in this study includes marking errors with codes as instructions without explaining specific improvements. Indirect feedback is applied to improve students' writing skills in recount text. So that students can correct these errors through the process of reflection and revision.

1.5. Significance of the Research

The following is the significance of the research from a theoretical and practical perspective:

1.5.1. Practical

This research will benefit and offer insights into the effectiveness of indirect feedback in developing students' writing abilities. The result can guide learning practices, especially in giving indirect feedback to students' writing recount text. This research can help the students develop their writing ability and learn how to correct themselves from indirect feedback.

1.5.2. Theoretical

This research contributes to the development of theory in the field of writing learning, especially in the use of indirect feedback correcting code to improve students' writing skills in recount text. These findings can enrich research on how effective indirect feedback is in improving students' understanding of the use of past tense and the structure of recount text. In addition, this research can also be used as a reference for further research on teaching writing in EFL (English as a Foreign Language)

1.6. Scope of the Research

This study focuses on the effect of indirect feedback on students' writing in recount text, especially in using code as correction. It will be conducted at SMK Fatihul Ulum and will involve students at grade X. The writing task will centre on recount text, which focuses on retelling past events or experiences. This study will analyze the effect of indirect feedback on students' writing ability to produce

recount text. This study will be limited to the writing process and feedback intervention over a period of time.

