CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is a way of man to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations and feelings by spoken, written and from body language. Language plays an important role in human life. There are so many languages in the world such as French, Spanish, Portuguese, Rematch, Japanese, Mandarin, German, English and etc.

English is an international language. English becomes as an international language because English is used by more than 300 milion people inn the world. Nowadays, English is like a symbol of aspiration for quality and education and a full participation in national and international life. English is needed in many conditions like in workplaces, products, travels, publics, educations, etc. Finally, English is uttered in many countries includes Indonesia. English is a foreign language in Indonesia. It is happened because colonialism and imperialism era in Indonesia brought English. In that era, mass media as a communication tool used English. That is why English is important to learn and teach in Indonesia. English is teaching legally since 1967 in Indonesia. Teaching English is impacting the politic, economic, education, and curriculum. It has been taught to students in Indonesia from elementary school up to the university level now. The students are expected to be able to master four language skills namely: listening, speaking, reading, and writing.

According to KTSP 2006, one of the writing skills that should be mastered in Senior high school is narrative writing, which is taught in eleven grade. It is stated in the standard competency 12 of the KTSP 2006 "*Mengungkapkan makna dalam dalam teks tulis fungsional*

dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar." It shows that the students are expected to comprehend the purpose, the structure, and the language features of the narrative text and be able to write narrative text to interact with others. In learning narrative text, the students will acquire information such as characters, plot, settings, conflict, and point of view.

However, writing is considered as the most difficult skill in English for the students. It is because writing craves an abroad perception and related to an extensive thinking process As Richards and Renandya stated that writing is the most difficult skill to be mastered by the ESL students. In writing, the students must put together their idea on a piece of paper. Writing is a structured thinking and it needs much effort to build and produce the idea on a piece of paper.

Many previous types of research showed that writing difficulties of the students are caused by the mistakes in the process of teaching and writing in the English class. Harmer (2004:5) stated that in the long span of time writing has been seen only as a support system for learning grammar and vocabulary rather than as a skill in itself. It shows that teaching writing is only emphasize the theory of grammar and vocabulary instead of giving the students the opportunity to write as much as possible. Students also have to concern with the contents of the writing, not only how to write it.

In addition, based on the researcher's pre-observation in SMKN 1 MEDAN, the researcher found that some of the tenth grade students faced obstacles in writing. First, students were only asked to write directly based on the topics given and only the score is taken without concerned about the mistakes that the students made. This fact could make the students often repeat their mistakes in writing because their writing did not correct well. It often happens because they only know their major mistakes without knowing what needs to be fixed. Next,

students only get a short explanation about the major problems in their writing. So, the students who do not have the same mistakes will be confused and cannot straighten their misunderstanding. The last, the students did not get the opportunity to learn from their previous mistakes because for them score is more important instead of the revision. So, these conditions decrease the students' writing achievement. Therefore, the students need a feedback in writing to make the process of writing is meaningful. Harmer (2004:12) stated in his book that the teachers need to consider the way in which they respond their students' work in order for a writing process approach to work well. The researcher also has proven that the students still feel difficulty in answering questions about writing bility using a type of narrative text.

The table of Rubric Score of Preliminary data at SMKN 1 Medan

No	Students Identity	KKM	Score
1	Py	75	60
2	Sa	75	70
3	Ry	75	40
4	Aa	75	30
5	Ss	75	40
6	Ay	75	30
7	Ha	75	60
8	Sm	75	40
9	Ma	75	30
10	Na	75	75
11	Jo	75	30
12	De	75	40
13	Ir	75	30
14	Si	75	40
15	Ta	75	40
16	Ma	75	50
17	Ra	75	60
18	Es	75	75
19	Me	75	65
20	Ta	75	50
	TOTAL		$\sum = 955$
	MEAN		$X = 47,5$

Based on the preliminary data in writing ability, the students get low score in writing narrative text. In this research, the researcher will make one technique to stimulate students in writing ability by using indirect corrective feedback. The students need a technique to develop their writing ability especially in writing narrative text by knowing their mistakes. They need to learn from their previous mistakes so they will not repeat it. So in their future writing, the students are expected to be able to avoid their mistakes and make their writing result better.

Sivaji (2012:78-79) stated in his journal that the indirect correction from the teacher triggers the learners to become independent and responsible learners in the learning process. It means that the students must be responsible for their writing errors by solving the problems and make their written work better by finding the correct point of their writing. Besides, Chandler (2003:293) believes that the indirect corrective feedback may give some more benefits such as improving students accuracy, providing the teacher more time to give feedback so that students will be mixed up with the learning process. It implies that the students who are given the indirect corrective feedback will remember the errors that they have made in their written works because they will think critically about their mistakes then find the solution by themselves. They are likely to find the intention that given by the teacher before correcting their errors. Then, after they are finding the correct answers later in the further writing they will not repeat the same mistakes. Eventually, Each student will get the point of their mistakes and know which part they have to correct.

So the analysis their capability on understanding a text mostly still lack of writing based on the result of analysis that the total score of the students was 20, the researcher will raise the thesis with the title is " The Effect of Teacher Indirect Corrective Feedback Technique Towards The Students' Writing Ability of Narrative Text at SMKN 1 MEDAN".

1.2. The Problem of Study

In reference with the background of research, the problem is stated in the form of question as follow :

" Does the Teacher's Indirect Corrective Feedback Technique affect the Students' Writing Ability of Narrative text of the Tenth grade at SMK N 1 Medan ? "

1.3. Objective of the Study

The objectives of the research are as follows :

To find out whether the teacher's inderect corrective feedback technique affect the students' ability of Narrative text of the tenth grade at SMK N 1 Medan.

1.4 The Scope of Study

As we know there are many kinds of technique in teaching writing namely expository writing, descriptive writing, persuasive writing, narrative writing, Inderect Corrective Feedback. In this study, the writer limits her reseacrh on Inderect Corrective Feedback technique. According to Gerrot and Wignel (1994:192-218) in their book making sense of functional grammar divide genres into twelve types, they are: Spoof/Recount, Report, Analytical Exposition, News Items, Anecdote, Narrative, Procedure, Description, Hartatory exposition, Explanation, Discussion and Review. But the writer just focus in Narrative text. The subject of this research is The Tenth Grade of SMKN 1 MEDAN.

1.5 Significances of the Research

By conducting this research, the researcher hopes to contribute to the improvement of English language teaching in writing skill. The researcher hopes that this research can give benefit.

1. Theoritically :

This research finding is also expected to develop the theories on teaching learning English as foreign language and for those who are concerned with the current issue on learning and teaching language. This research will give more understanding to achieve the ability of students' writing by using Indirect Corrective Feedback Technique.

2. Practically :

   1) For students'

   It will be a very inveresting technique in the learning process and students' are able to write a narrative text.

   2) For teachers

   They could properly use this technique as a part of teaching and learning process in order to improve students' ability in writing, especially in writing the narrative text.

   3) For other reseacher

   It is expected that the result of this research will be a basic consideration and basic information to do further investigation.

1.6 Hypothesis

(Ha)   :There is a significant effect of teacher's indirect corrective feedback teaching into students' writing ability of narrative text.

(Ho)   :There is no significant effect of teacher's indirect corrective feedback teaching into students' writing ability of narrative text.

CHAPTER II

THORETICAL FRAMEWORK

2.1 Definition of Feedback

Bookhart & Susan M (2017:2), feedback is a part of the formative assessment which informs the students about the activities that they are doing and helps them determine their targets and plans to achieve their aims. It means that feedback is an activity that can help students to reach their objective. Indeed, feedback is essential to enhance students' ability in learning.

Feedback is defined by Bitchener, Jhon & Dana R. Ferris (2012:125) as an "important part of the learning process and written feedback is provided as a response to errors that learners have made in their written output." Furthermore, the students who get a feedback will tend to be more encouraged in revising their work because they know which part that they need to revise. Irons also added that feedback also has a formative feature which can be a constructive tool in a learning process. It means that feedback also has a formative function to make the students learn through the tasks given during the learning process. From that, it can be said that feedback has a strong impact because the students who get a feedback from the teacher will tend to be more motivated and confident in revising their error because they know which mistake that they need to fix.

However, the feedback only works for the students that have mistakes in their writing, not for the students who have no idea about what to write. Hattie and Timperley (2007:2) also state that feedback has a strong impact when it comes to improper interpretations but it doesn't work to a student with zero understanding. It means that the feedback is effective to be applied to the students who have errors in writing, not on the students who really do not know what to write.

Generally, there are two forms of feedback. Direct feedback is when the correct answer is immediately given, while indirect feedback is when the errors are pointed out but the correct answer is not given. It means that through indirect feedback the students are required to fix the error by themselves, while indirect feedback it is not necessary for the students to fix their errors because the teachers have given the correct answer. Westmacott & Anne (2017:19) posited that most of the students distinguished that the indirect feedback has a notable benefit that it forces the students to be more active in responding the feedback.

Elham (2014:425-445) stated that most of the students prefer indirect feedback rather than the direct feedback because it involves them in "guided learning and problem solving." He also supports that indirect corrective feedback is actually more effective because the students will have the opportunity to think about their mistakes then solve it by themselves. From that, it can be said that in the indirect feedback, students are required to think harder to revise the results of their work without relying on the teachers because the teachers only act as facilitators. Therefore, the indirect feedback is also beneficial for the teachers, because they do not have to spend much time to correct the students' work one by one.

Additionally, indirect corrective feedback also encourages the students to have a self-editing section. A self-editing exercise will show the students that they can learn to correct their own work without the exaggerated pressure from teachers. It can be said that when students get a direct feedback from their teachers, it will make the students feel discouraged and cause the motivation decreased.

To conclude, Indirect corrective feedback has powerful effects on the learning and teaching process that allows students to reflect on their learning and it requires students to self-assess their skill by revising their work by themselves.

2.2. Teacher's Indirect Corrective Feedback

From the earlier explanations, the indirect feedback has many advantages to be gained by the students rather than the direct feedback. Written feedback in direct correction occurs when the teacher not only marks the errors of students work but also give the correct form, while in an indirect correction the teacher only points out the errors without giving the explicit corrections and explanations. Shirotha stated in his journal that in indirect feedback teacher only point out the error parts without providing the correct form. By using the indirect feedback, the students

will feel more confident in revising their work because they already know which part that they need to fix without relying on the teachers.

The Indirect feedback refers to the situations when the teacher only shows the errors that the students' made without revealing the correct answer while the direct feedback directly identifies the errors and provides the correct answer. It can be said that the indirect feedback requires the students to recognize their mistakes and correct it by themselves.

Many teaching and learning process for the ESL learners apply the indirect corrective feedback to the students. Some studies proved that the indirect corrective feedback is effective and give a significant result. The ESL students in Indonesia whom treated by the indirect feedback has the most noticed enhancement which is the students never make the same mistakes twice when it comes to writing task. From that, it can be seen that the indirect corrective feedback brings the independent learning to the students.

Tursina (2016:213) stated in their journal that no matter whether from low or high proficiency, the students all appreciate the feedback given by the teachers. It is because in Indonesia the students usually appreciate the figure of a teacher. Therefore, they will receive all forms of feedback provided by their teachers.

The ESL students who received the indirect corrective feedback might encourage their willingness to revise their own mistakes and produce a better essay. It shows that by using the indirect corrective feedback the teachers do not have to exert excessive pressure on the students in teaching and learning process.

To conclude, giving the indirect corrective feedback to the student means the teacher gives the students a guided instruction on how they should revise their writing. The teacher only points out which part of the students' mistakes and errors. The way of giving feedback could be

done by giving mark, circle, underline and etc. Teacher asks the students to submit their first draft before it comes to the final draft.

2.2.1 Providing Indirect Corrective Feedback in Indonesia

The indirect corrective feedback has been used by some teachers in Indonesia because they feel it is an effective way to encourage their students in the learning process of English.

Directly correct the students in the class would make them unmotivated to be active. Thus, it is better for the teachers to let the students finish their assignment first then at the end of the session the teacher writes the mistakes on the board without telling whose mistakes are whose. Therefore, the assessment process did not only judge the students' ability, but also builds their confident. Appreciate the students' work will make them not afraid in making mistakes. Thus, it will make the students feel more confident in the class.

From the cases above, it can be concluded that the indirect feedback can encourage the ESL students in Indonesia to not be afraid to make the mistakes. It also helps the teacher to not only judge the students' ability but build students confidence. Thus, it will engage them in an effective teaching and learning process.

2.2.2 Providing Indirect Corrective Feedback for Students' Writing

The existence of feedback is essential in teaching and learning process of writing. As Ariyanti (2016:16) stated in her journal that one way to develop the students' ability of writing is by having the feedback from the teacher and the students are asked to make drafts before the teacher gives the final score on the students' work.

In providing students' feedback, the teacher should identify the specific linguistic targets for the correction (grammar, vocabulary, punctuation, etc) then the teacher should make sure that

the students' work are being corrected. Then, the teacher have to set the time limit in the correction or revision part for the students to submit their final draft.

Therefore, there are several steps in giving feedback to the students. First, the teacher needs to share the rules of writing which are the principals of rhetoric and organization to the students. Second, the teacher needs to provide students with topics to write. They can choose the interesting topic that had been given by the teacher. Third, the students asked to do writing assignment following by an outline that they need to make before they start to write the assignment. The last, the teacher marks the feedback by marking the wrong part and describes the kind of mistake the students made.

There are many various types of giving indirect corrective feedback that can be used by a teacher to assess students' writing. According to Chandler. (2003:12), there are three kinds of giving indirect corrective feedback, they are underlining, describing, or underlining and describing. *Underlining* means the teacher gives the underline mark on students error part without giving the correct answer. It motivates the students to think what are their errors. In *describing*, teachers pointed out the errors by writing comments about the students' kind of mistakes without giving the underline. Besides giving the information about the mistakes, the teacher also could provide some suggestions. In *underlining and describing*, teachers giving the underline right under the students' mistakes then give the comments afterward. Teachers give their comments and suggestions as short as possible yet should be clear.

2.2.3 Teaching Writing in Indonesia

In School-Based Curriculum (SBC) released in 2006 as the regulation from the Ministry of National Education in Indonesia No. 22 and 23, Indonesian students are required to be able to write various kinds of text. Beside teaching the writing skill to fulfill the requirements of The

Ministry of National Education, the teachers also need to teach the students how to write to communicate. Therefore, the teachers must have effective techniques to teach the ESL students in Indonesia to write well in English.

In the curriculum of KTSP, it is explained that the ability to communicate is an ability to understand and produce oral or spoken text which is included in the four language skills of listening, speaking, reading and writing. It shows that writing is one of the most important skills that should be mastered by the students. In the 11th grade *standar kompetensi* explained that "Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar." From that, it can be seen that writing narrative is an important type of skill that needs to be learned by the students, especially for the eleventh grade of senior high school students.

In Indonesia, mostly the ESL students do not avoid writing activity, but they become anxious when they realize that they work might be evaluated by the teacher. It shows that the teachers should have an acceptable but effective way of providing feedback for the students so their motivation does not go down in the learning process of English. Hence, the indirect correction is an effective way to implement the feedback to the students.

To conclude, the writing skills and the narrative text are things that essential to be learned by Indonesian ESL students, especially for the eleventh grade of senior high school students. Therefore, the teacher should find an effective way to the students' work without decreasing their motivation to learn.

2.3 Narrative Text

Narrative simply means telling a story whether fiction or fact, imagined or historical. Clouse (2006:186) stated that narration can entertain, instruct, clarify and persuade. It means that narrative text is a way to tell the story that has so many purposes depends on what kind of contain that the writers want to deliver to the reader.

Raymond (1980:122) also states that narrative texts are sequential, time organize, contents of an event in the story, and one step after the other happens sequentially. It can be said that the narrative has a chronological order that makes the story seem coherent. But sometimes narrative story writer does not always write the story chronologically or based on arranged narrative sequence. Not all the writer would like to write their story chronologically from the orientation to the ending. Sometimes they tell the ending at the first part of the story, then the next parts will contain the explanation of the ending.

2.3.1 Structure of Narrative Text

The narration is concerned with time; it is arranged chronologically and in the order of the importance of events. The narrative text consists of three parts:

1. An *orientation* sets the scene and introduces the participants and the characters of the story.

2. A *complication* comes when the crisis points which arise in the story.

3. A *resolution* comes when the crisis is resolved, for better or for worse.

2.4 Previous Related Study

The first study was implemented by Islami and Elham (2014:98) under the title *The Effect of Direct and Indirect Feedback Technique on EFL Student's Writing*. He conducted this study to compare two different written feedback techniques. The participants were 60 low intermediate EFL students in Karaj, Iran. Then the participants were divided into two groups, the first group is given the correct forms directly and the second group was given the indirect corrective feedback.

Both groups were given a treatment with three pieces of writing, those are the pre-test, the unmediated post-test, and delayed post-test in order to survey students' achievement.

The result of the study showed the indirect corrective feedback group have the better change in delayed post-test. This study confirmed that indirect corrective feedback is more beneficial because it leads the students to accuracy of writing over time. Additionally, indirect corrective feedback could give students long term memory because they learn from their previous mistakes and figure out by themselves the correct form of the errors.

The next study is by Gandy, Maryam and Motjaba Maghsoudi (2014:7) entitled *The Effect of Direct and Indirect Corrective Feedback on Iranian EFL Learners' Spelling Errors.* The objective of this study is to analyze the effect of indirect corrective feedback on Iranian high school students' spelling accuracy. The sample is 56 inexperienced high school students and they were divided into two groups of 28 people, the first group was provided the corrective feedback and the second group is given indirect corrective feedback by using the underline and providing the error codes. They were treated differently based on their spelling errors and this experiment takes time for about five weeks. The result of this study proves that direct corrective feedback that given for spelling accuracy was not effective. Meanwhile, indirect corrective feedback tends to be more effective to assess students' spelling accuracy because by using this technique students engaged in the revision and the correcting process. Indirect corrective feedback provides students to contribute to the enhancement of their learning. Furthermore, they can be more responsible in correcting their assignment. Moreover, this study improves students' writing accuracy in long term memory and could make them conscious of their mistakes and errors.

The third study is titled *The Effect of Indirect Written Feedback on Students' Writing Accuracy* conducted by Shirotha, Fastha Bagus (2016:6). The study investigates the effectiveness

of the indirect feedback to the low-proficiency ESL students to improve their writing accuracy. The study employs a pre-experimental quantitative research. The pre-experimental research is an experimental research done without a control group. The sample consisted of 35 Indonesian college students majoring in the non-English department. The researcher used the pre-test and the posttest as the instruments of the research. The treatments are given in five meetings. The researcher collected the data of this research by following some steps such as providing the pre-test, providing the treatments during conducted the research, and at the end of the research, the researcher gave the post test. The researcher uses the indirect written corrective feedback to treat comprehensive students' error. It means the researcher will mark all errors made by students regardless of error types. The result showed that the score of the post test was 69,94 with 3.54 as the standard deviation.and the pre-test score was 66,57 with 3.79 as the standard deviation. This shows that the posttest score was higher than the pretest score Therefore, it could be concluded that indirect corrective feedback is effective in improving students writing ability of narrative text.

The next study is conducted by Westmacott, Anne (2017:22) entitled *Direct vs. Indirect Written Corrective Feedback: Student Perceptions*. The researcher wants to know the effect of the indirect corrective and the direct corrective feedback towards the students' writing skill. The participants in this study were 6 undergraduates learners from Spanish. They are Andrea, Beatriz, Bianca, Carmen, Diana, and Maria. The research result suggested that some participants prefer the direct corrective feedback, and the other choose the indirect corrective feedback. Beatriz, Diana, Bianca, and Carmen said that they prefer the indirect corrective feedback rather than the direct corrective feedback. According to them, the indirect corrective feedback is more effective than the direct corrective feedback. This is because the indirect corrective feedback makes them

pay greater attention to their language use. However, two of the four students, Diana and Maria, admitted that they preferred the direct corrective feedback. Maria perhaps due to learning in a natural way without considering about the details of grammar, and Carmen due to the difficulties in knowing which answer was correct. From that, it can be seen that most participants in this study claimed indirect feedback was more useful as it prompts deeper cognitive processing and learning.

In addition, Noroozizadeh, Sogand (2009:6) also conducted a study under the title *Indirect Feedback: A Plausible Suggestion for Overcoming Error Occurrence in L2 Writing.* The aim of the study was to prove that indirect corrective feedback is an effective technique for teaching writing. The populations were two groups of 22 students who given 8 essays that they have to be written on suggested subjects during one semester. The first group is treated by indirect corrective feedback, they just were given a specific error category that marked by the teacher and they must edit the essay by themselves, also they have to give the first draft if their revision. While the second group treated by direct corrective feedback, they given the detail comments on every single error. After giving those treatments, the participants must make an essay by themselves. Moreover, the result of the study revealed a significant difference between the two groups. The first group proves that indirect corrective feedback is a useful way because they were required to do self-editing to their own written text based on the type of errors that marked by the teacher. Furthermore, indirect corrective feedback could help the students to enhance their writing ability because they can focus on the inaccuracies of their written works.

From the relevant studies above, it can be seen that the most of the previous study was purposed to differentiate the direct and indirect corrective feedback technique in teaching writing and spelling. The purpose of these studies is using the indirect corrective feedback technique to

see the errors that occurred in students' performance. While the uniqueness and the difference of this research with the previous research above, this research is only focusing on the effect of indirect corrective feedback technique on students' on students' writing ability of narrative text.

2.5 Conceptual Framework

Based on the theories and the explanations above, the researcher gets the point that writing narrative is one of the important kinds of writing that need to be mastered by the students. However, the students still face the difficulties in writing narrative text, especially in fixing their own writing so they will not repeat their mistakes in the further writing.

Writing is an unnatural skill that can be mastered by keep practicing and learning. It is not an instant skill, therefore, students need a technique to improve their writing ability. Based on the theories and the explanations above, the feedback is one of the effective ways to learn the writing skill, especially narrative text. The feedback must be marked clearly because it will be used by the students to improve their writing ability in the order they can write concisely, credibly, clearly, and correctly.

The researcher considered using the teacher's indirect corrective feedback in teaching writing narrative text. In providing the indirect corrective feedback in the experimental class, the teacher should mark the first draft of the students' work by underlining and describing the errors by writing brief but clear instructions.So the students can manage their writing errors and mistakes without relying on the teacher. When the students only rely on the teacher, they will keep repeating their mistakes in writing without knowing where their mistakes are and did not know how to make their writing result better. Moreover, they do not engage in the learning process and do not know how far their progress because it is only the teacher who is busy correcting and scoring their works.

By seeing the fact that students feel more comfortable to get a correction from the teacher and they are able to make time in revising their work, so the researcher assumes that *Indirect Corrective Feedback* technique could be an effective way that can be implemented to overcome the obstacles and the difficulties in writing the narrative text.

TECHNIQUE

⬇

BRAINSTORMING TECHNIQUE

MIND MAPPING

INDIRECT CORRECTIVE FEEDBACK

WARMING UP

DRAFTING

SKILL

⬇

• LISTENING • SPEAKING • READING • WRITING

WRITING

⬇

NARRATIVE TEXT

GENRE

⬇

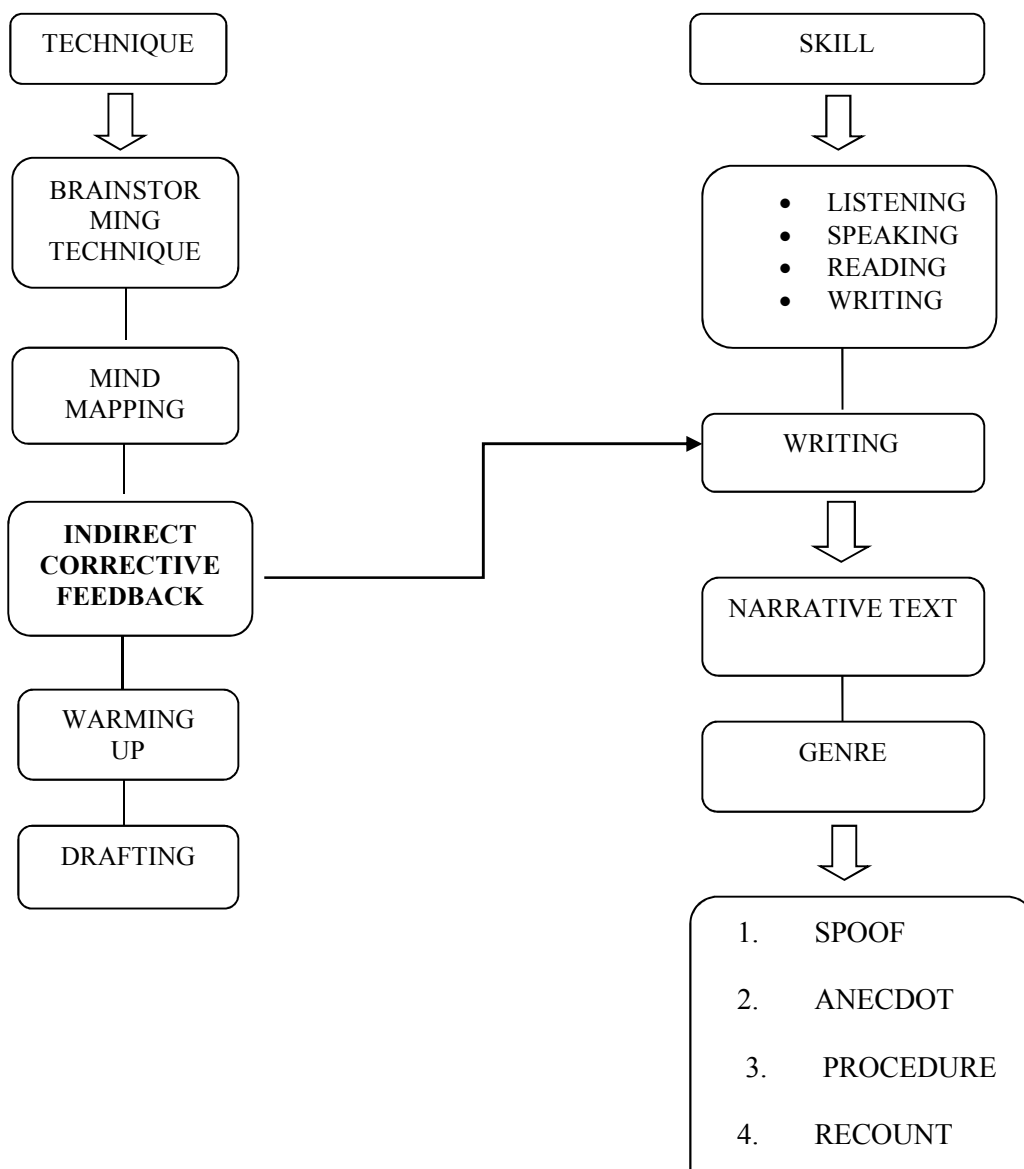| 1. SPOOF |
| --- |
| 2. ANECDOT |
| 3. PROCEDURE |
| 4. RECOUNT |

Figure 2.1

Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used quantitative research as the method. Creswell (2011:309) Quantitative research required the explanitions of how a variables can affect another. It is used to see the impact of teacher's indirect corrective feedback on students' ability in writing narrative text. The variables are teachers' indirect corrective feedback as the independent variable (X variable) and students' writing ability as the dependent variable (Y variable).

In this research, the quantitative method was chosen because it's the best method to find out the effect of the students in learning narrative text through indirect corrective feedback. **The Table of Research Design**

Class	Pre-test	Treatment	Post-test
Controlled class X- 3	√	Traditional technique	√
Experimental class X- 2	√	Indirect corrective feedback technique	√

3.2 Population and Sample

Arikunto (2006:131) stated that population is all subjects of the research.The population of this study is students taken from Tenth grade of SMK NEGERI 1 MEDAN. The amount of the Tenth grade students were 136, however the participants are engaged in this research are 40 students.

Sample is the representative of the population to be research, which is used as source of the real data of the study. The samples were taken 2 classes by using by using random sampling. The samples were taken 2 classes, that was XI-2 and XI-3, it choosing by using random sampling. Sugiyono (2003:93) it is said as simple random sampling because the taking of sample members from population is done randomly without considering the levels that are in the population. To choose the sample, the researcher used purposive sampling. Purposive sampling was used because there was a specific purpose.[47] In this research, the researcher asked for recommendation from the teacher in the school and considered as the grouping criteria. The sample of this research would be taken from two classes which were XI- 3 as a controlled class which was taught without teacher's indirect corrective feedback and XI- 2 as an experimental class which was taught using teacher's indirect corrective feedback.

3.3 Technique of Collecting Data

There were some steps in collecting the data for this research. The researcher used the test in the data collection technique. The test is used to measure the persons' competence and to

achieve the objective. The data were collected by giving the writing test. The writing test was conducted twice.

3.3.1 Pre-test

Before starting the experiment, writing test was administered to the students in the controlled and the experimental groups, in order to know the students' ability in writing narrative text. Students wrote a narrative text with a topic that determined.

3.3.2 Treatment/ Teaching

The researcher gave different treatment in teaching both classes. The experimental group received treatment by learning writing narrative text by using teacher's indirect corrective feedback and the students of the controlled group were not exposed to this treatment and they were only exposed to the regular way of teaching followed in the school.

3.3.2.1 Teaching Practice in the Experimental Group

The treatment were conducted after doing the pre test. The teacher were teach the material narrative text by using teacher's indirect corrective feedback technique, as the learning method and following these procedures:

Table 3.2. The Treatment for Experimental Group

Teacher's activities	Students' activities
1. Teacher gave brainstorming about narrative. 2. Teacher explained about narrative paragraph and its features. 3. Teacher explained about teacher's indirect corrective feedback technique to the students and guide the them to do that. 4. Teacher asked the students to write a	1. Students answered the questions. 2. Students listened and discussed the topic. 3. Pairs of students wrote a narrative paragraph based on the teacher instruction. 4. Students showed their work to the teacher. 5. The pairs paid attention

narrative paragraph and guide them to do that by using indirect corrective feedback technique. 5. The students were asked to show their work to the teacher to get some comment and corrective feedback. 6. Teacher gave comment and corrective feedback. 7. Teacher asked students to collect their writing.	

These activities are done for three meetings for experimental group

3.3.2.2 Teaching Practice in the Control Group

The teaching learning process that would be applied in the control class was without using teacher's indirect corrective feedback technique.

Table 3.2. Teaching Practice in the Control Group

Teacher's activities	Students' activities
1. Teacher gave brainstorming about narrative. 2. Teacher explained about narrative paragraph and its features. 3.The teacher asked the students write narrative paragraph about their unforgettable experience. 4. Teacher evaluated the students work.	1. Students answered the question. 2. Students listened to the teacher;s explanation about narrative paragraph. 3. students wrote a narrative paragraph.

These activities are done for three meetings for control group

3.3.3 Post-test

After giving the treatment, the researcher gave the post-test to the students. The test would be also the same as the pre-test with a different topic. Thus, the score of the post-test would be compared with the pre-test before. Then, those two scores would be used as numerical

data to measure the effect of teacher's indirect corrective feedback in teaching writing narrative skill.

3.3.4 Scoring System

To score the students performance in narrative paragraph, some criteria is used. Weigle (2009:116) states that there are five components that must be paid special attention in scoring writing namely: content, organization, vocabulary, language use, and mechanics. The spesific criteria are described in greater detail in the following table :

Table 3.4. Criteria of scorings

Organization	Score
Well-organized, logical sequencing –etc	20-18 (excellent to very good)
Logical but incomplete sequencing – etc	17-14 (good to average)
Lacks logical sequencing and development – etc	13-10 (fair to poor)
No organization, not enough to evaluate – etc	9-7 (very poor)
Content	
Relevan to assigned topic – etc	30-27 (excellent to very good)
Mostly relevant to topic –etc	26-22 (good to average)
Inadequate development topic –etc	21-17 (fair to poor)
not enough to evaluate –etc	16-13 (very poor)
Vocabulary	
Word form mastery, appropriate register (word use for particular situation –etc)	20-18 (excellent to very good)
Occasional errors of word form, choice, usage but meaning not obscured	17-14 (good to average)
Frequent errors of word form, choice, usage and meaning confused or obscured –etc	13-10 (fair to poor)
Little knowledge of English vocabulary, word form or not enough to evaluate	9-7 (very poor)
Language use	
Few errors of word order/ function, articles, preposition – etc.	25-22 (excellent to very good)
Several errors of word order/ function, articles	21-19 (good to average)
Frequent errors of word order/function, articles, preposition –etc	17-11 (fair to poor)
Dominated by errors, or not enough to evaluate – etc	10-5 (very poor)
Mechanic	
Few errors of spelling, punctuation, capitalization –	5 (excellent to very good)

etc	
Occasional errors of spelling, punctuation, capitalization – etc	4 (good to average)
Frequent errors of spelling, punctuation, capitalization – etc	3 (fair to poor)
Dominated by errors of spelling, punctuation, capitalization –etc	2 (very poor)

In scoring the n writing test, the scores are from 0-100 for all components students were getting 100 point. The formula is below:

$$S = \frac{R}{N} \; X \; 100\%$$

Where :

S = Score of the test

R = Number of the correct answer

N = Number of test items

3.4 The Validity of the Test

Validity was concerned with whether a test measure what it is intended to measure. An instrument can be said valid if it can measure what is supposed to be measured. Thus by applying content validity, the writer knew whether the test items were valid or not the behavioral objectives.

3.5 Technique for Analyzing Data

In order to find out the differences mean of the two groups, the writer was used the test formula. The result of data was used to different which is higher between result of test in order to find out if the Indirect Corrective Feedback Technique gives positive or negative effect on students writing narrative paragraph, t-test formula is as follow :

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{(Nx+Ny)-2}\right]\left[\frac{1}{Nx}+\frac{1}{Ny}\right]}}$$

Where :

t   = the effect

Mx   = mean of experimental group

My   = mean of control group

Dx^2 = the deviation square of experimental group

Dy^2 = the deviation square of control group

Nx   = the sample of experimental group

Ny   = the sample of control group

3.6 Procedure of Analyzing the Data

There were some steps that will be done in analyzing the data of this research :

1. Scoring the students writing result after they were tested by using narrative paragraph.

2. Tabulating the score of pre-test and post-test

3. Count the mean of the students

4. Find the result of the analysis / compare by using formula

The outcome data of the pre-test and post-test will apply t-test formula as follow:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{(Nx+Ny)-2}\right]\left[\frac{1}{Nx}+\frac{1}{Ny}\right]}}$$

Where :

t   = the effect

Mx   = mean of experimental group

My   = mean of control group

Dx^2 = the deviation square of experimental group

Dy^2 = the deviation square of control group

Nx   = the sample of experimental group

Ny   = the sample of control group

5. Conclude the findings
6. Writing some findings

3.7 Hypothesis Test

After being analyzed on Ms.Excel and finding out that the data distribution is normal and homogenous, the researcher will analyze the pre-test and the post-test of experimental and controlled classes. The researcher will use the t-test formula to conduct t-test by using Ms.Excel. The t-test is used to compare the scores between experimental and controlled class. So the researcher will use the t-test to find out the difference between experimental class that is taught by using teacher's indirect corrective feedback and controlled class that is taught without using teacher's indirect corrective feedback.