IMPROVING THE STUDENTS’ WRITING SKILL
THROUGH FEEDBACK

(A Classroom Action Research at the Second Grade of SMP Negeri 16
Surakarta, 2008/2009)

THESIS
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2009
This research aims to find out how far teacher’s feedback improves the students’ writing skill and to find out how far teacher’s feedback improves the quality of teaching writing in SMP Negeri 16 Surakarta.

The approach used in this research is classroom action research. The action research is conducted in two cycles. Each cycle consists of four steps: planning, action, observing and reflection. To collect the data, the researcher uses observation, field notes, photographs, interview, questionnaire and test. The tests were pre-test and post-test. Then, the researcher analyzes the mean scores of the tests. The test is used to find out the improvement of the students’ writing after the research is conducted.

The result of the research shows that teacher’s feedback can improve the students’ writing skill. It can be seen from the numbers of the students who can make use of teacher’s feedback to improve the content and the language of their composition. In the first cycle, there are 23 students who can make use of teacher’s feedback to improve the content of their composition and 28 students who can make use of teacher’s feedback to improve the language of their composition. Those numbers are increasing in the second cycle. There are 29 students who can make use of teacher’s feedback to improve the content of their composition and 34 students who can make use of teacher’s feedback to improve the language of their composition. The improvement of the students’ writing is also reflected in the test scores. The mean score of the test result are 58.5 for pre-test, 72.6 for the post-test 1 and 74 for the post-test 2. The second point to be concluded is that the implementation of teacher’s feedback improves the quality of teaching writing and the students’ motivation in learning writing. as can be seen in their positive attitudes towards writing indicated by the numbers of students who show activeness and seriousness in performing the steps of writing are increasing, from 17 students or 42.5 % in the first cycle become 30 students or 75 % in the second cycle. It means a lot because it is not easy to make the students realize that writing is a process, all they have to do is practice and they have to be active learner; not afraid to ask and not afraid to try.

Based on the result of the study above, the researcher suggests that English teacher is better implement teacher’s feedback in their class in order to help the students improve their writing skill. The teacher should also focus on the process not only on the product.
APPROVAL

This thesis has been approved to be examined by the board of the Thesis Examiners of the Teacher Training and Education Faculty of Sebelas Maret University as a partial fulfillment of the requirements for the Undergraduate Degree of Education in English.

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MOTTO

There’s always going to be another mountain

Always going to be an uphill battle,

Sometimes I’m gonna to have to lose.

Ain’t about how fast I get there,

Ain’t about what’s waiting on the other side

It’s the climb.

These are the moments that

I’m going to remember most

Keep on moving

Keep climbing

Keep the faith

And keep moving forward...............  

Trust yourself & don’t give up...

(The Writer)
DEDICATION

The writer dedicates this thesis to:

- Her beloved Mom and Dad.
- Her big brothers and sister.
- Her cute niece “bilbul”
ACKNOWLEDGEMENT

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The writer is also fully aware that her thesis can never be finished without the help of others during the process of writing. She also realizes that she has involved so many kind-hearted people from the beginning of exploring the idea until the completion of this thesis. It gives her the real pleasure to acknowledge their precious contribution on these pages. Therefore, in this occasion she would like to express her deepest gratitude and appreciation.

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Surakarta, May 8, 2009

Riyani
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CHAPTER I
INTRODUCTION
A. Background of the Study

Language, according to a widely used definition, is a system of sounds for conveying meanings. Language provides the means for us to take our place in society, to express our wants and convey information, to learn about the people and the world around us. Language in short, enables us to live effectively, to develop our capabilities and to satisfy our curiosity about our surroundings. There are many languages that exist in the world. Among the many languages, English is admitted as the international language.

As an international language, English plays an important role in many aspects of life. The importance of English is not just in how many people speak it but in what it is used for. English is commonly used as a medium for the communication of information and news. Five thousand newspapers, more than half of the newspaper published in the world, are published in English. Even in many countries where English is a minority language, there is at least one newspaper in English. English is a major language of international business, diplomacy, science, technology, and the profession. It is also the official language of many international organizations, including the United Nations and many professional organizations.

As we have seen, English is a widespread and important language in the world today. It is used for everything from international academic conferences to news reports to science and technology. ¹ is used not only for communication
between native speakers and nonnative speakers of English but also between nonnative speakers. English is the most widely used language in the world, and it will be used by more and more people in the future.

In Indonesia, English is the first foreign language which is taught to Indonesian students from kindergarten up to the university level. Actually, English is rarely used as a means of daily communication either in formal or informal situation in Indonesia. However, nowadays, people in Indonesia come to realize about the importance of English in facing globalization. They do not want to be left behind by the fast development of science and technology. English gives a wide variety of information including science and technology. English is the international language and it is admitted to be the first foreign language in Indonesia. The government of Indonesia decides that English is a compulsory subject in Elementary school, Junior High school, Senior High school and University.

For Indonesian students, understanding English is not easy because it is different from our native language, Indonesian. The differences are found in the system of sound, vocabulary and structure. These differences may bring about some problems in language learning and will influence the students’ acquisition in mastering English. The objective of English instruction is to develop students’ communicative competence. English communicative competence covers four skills, namely reading, listening, speaking, and writing. The four language skills, both spoken and written, are taught in an integrated way supported by some
language aspects, such as grammar, vocabulary, pronunciation and spelling. It is also clearly stated in the curriculum of Junior High School 2004.

1. Mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing).

2. Menumbuhkan kesadaran tentang hakikat dan pentingnya bahasa inggris sebagai salah satu bahasa asing untuk menjadi alat utama belajar.


When we learn a second language, we learn to communicate with other people: to understand them, talk to them, read what they have written and write to them. The fact that people frequently have to communicate with each other in writing is one of the reasons to master writing skill well. Writing is a complex process as stated by Hamps-Lyons and Heasley (in Nunan, 1998: 91) as follows:

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone else. When the ‘someone else’ is a teacher, whose eye may be critical, and who indeed may assign a formal assessment to the written product, most people feel uncomfortable. It makes sense then, that the atmosphere of the writing classroom should be warm and supportive, and non-threatening. It helps if the teachers show willingness to write too, and to offer their attempts for class discussion along with those of the students. Writing is commonly seen as a three-stage process: pre-writing, writing and rewriting. Although this is very much oversimplification, it is a helpful one. In the past, teachers concentrated on the end of the second stage, i.e. after the writing had been done. They did not see how they could intervene at the pre-writing and writing stages, as rewriting was seen only as ‘correcting the mistakes’.
We now understand the importance of all three stages as part of the writing process, and try to help the students master the process by participating in it with them, rather than contenting ourselves with criticizing the product, i.e. the composition, without knowing much about how it was arrived.

Most of Indonesian students have difficulties in mastering writing skill, it also happens to students of SMP Negeri 16 Surakarta. It is very difficult for students of SMP Negeri 16 Surakarta, especially class VIII B to make a correct composition. It is not surprising because studying writing is difficult as stated by Tribble (1996: 12) as follows:

Learning to write in either a first or second language is one of the most difficult tasks a learner encounters. Many native speakers school with a poor command of writing. Learning to write is a difficult and lengthy process, one that induces anxiety and frustration in many learners. Learning to write is not just a question on developing a set of mechanical ‘orthographic skill’: it also involves learning a new set of cognitive and social relations.

Based on the result of the pre-research done in SMP Negeri 16 Surakarta, the researcher could identify some problems faced by the eighth year students in learning writing: (a) They had low level of writing skill so that they find difficulties in developing their ideas into the written language. The indicators of this problem could be seen from their attitudes towards writing lesson. They always complained whenever they were asked to write. Besides, they also said that they were unable to write although they have not tried it. (b) They seemed to be discouraged to have writing lesson. In short, they try to avoid it because they were afraid if they make many errors in writing. According to the teacher, the problem faced by the students was actually resulted from the lack of vocabulary and grammar structures mastery, and from the lack of creativity skills. Moreover,
the students had low motivation in learning writing since they thought that writing was a very difficult lesson to be learned. There were also several possible causes of the problem that can be identified by the researcher, among others: (1) The teacher never used certain method to make the students interested in writing, (2) the teacher seemed never encourage the students to write and told them not to be afraid to make mistakes because they can learn from the mistakes they did before.

The above reasons urged the writer to do the classroom action research in SMP Negeri 16 Surakarta. The writer will focus on improving students’ writing skill through feedback. Giving feedback is one of the most important responsibilities of a teacher. Through feedback, the teachers enable the students to check their own performance and monitor the progress of their learning.

In many cases, the students would need intervention from the teachers in terms of not only their writing instructions but also their comments on their submitted worksheets or drafts in order to identify their own strengths and weaknesses which will make the students know how to go about improving themselves and become effective writers. Thus, feedback can be considered as pedagogical tool for students’ writing improvement. According to Leki (1990: 58), teachers’ response can even serve as “the final arbiter of whether a writer will continue to write at all”. Undoubtedly, good feedback gives students not only stimulations for revision but also motivation to maintain their interest in writing.

Based on the background above, the writer is interested to conduct a study on “Improving the Students’ Writing Skill through Feedback ( A
B. Problem Identification

Based on the background study above, there are many problems that arise. Some problems that can be identified are as follows:

1. Why is writing difficult for many students?

2. What have the teachers done to help the students in writing?

3. What method should the teachers use to help the students to improve their writing skill?

4. What is the purpose of teachers’ feedback on students’ writing?

5. How can the teachers’ feedback lead to revision and then to the cognitive change that will allow the students to really revise and therefore be capable of transferring the change to other pieces of writing?

C. Limitation of the Problems

It is impossible for the researcher to cover all of the problems. To limit the research, the writer wants to focus on the students’ writing skill at the second grade students of SMP Negeri 16 Surakarta which is still low and needs improvement. In this research, the researcher tries to improve the students’ writing
skill through feedback. Writing skills here includes the use of grammar, vocabulary, mechanic, etc. In order to improve students’ writing skills, teacher will give feedback both on the students’ worksheets or drafts and also individual feedback. Since there are some aspects of the writing skills, the researcher limits it to sentence construction which deals with grammar structure and vocabulary.

The scope of this research is also directed to these limitations:

1. The writing material. The main writing material which is used as the object is based on the Junior High School Curriculum for the eighth grade semester II that is writing Recount text.
2. The quality of teaching writing. It is observed during the teaching and learning process.
3. The students’ writing. It is known from the results of the test.

D. Problem Statement and Problem Solving

1. Problem Statement

In this study, the writer only focuses on a certain problem. The problems are formulated as follows:

1. How far is teacher’s feedback in improving the students’ writing skill at the second grade students of SMP Negeri 16 Surakarta?
2. How far is teacher’s feedback in improving the quality of teaching writing at the second grade students of SMP Negeri 16 Surakarta?

2. Problem Solving

As has been stated before, one of the ways to solve the problem which is happening in teaching writing at the second grade students of SMP Negeri 16 Surakarta is by improving the students’ writing skill and motivation in writing through a technique working in a non threatening condition called teacher’s feedback. Teacher’s feedback is the teacher’s act to the students’ performance on writing by marking the errors on their composition by giving certain marks to the errors so that the students recognize their errors and can discover deviant forms and structures of the target language learned. Teacher’s feedback enables the students to self correct their own writing. It helps the students to be more accurate in their use of language. That is the reason of the researcher to implement teacher’s feedback to improve the students writing skill and the quality of teaching writing.

To measure the success of this action research, the researcher needs to formulate the indicators. This indicator is formulated by considering some things i.e. (1) all this time, teacher’s feedback has never been applied in teaching writing in SMP Negeri 16 Surakarta, (2) the number of the students who get minimum score 62 are less than 50% (3) most of students are still considered English lesson especially writing is very difficult, that is why most of them do not like English. Remembering those things, the indicators of success are formulated as follows:

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<td>The students ability in improving the content of the composition based on the feedback given by the teacher</td>
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<td>The students’ ability in improving the form of the language based on the feedback given by the teacher.</td>
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<td>The completion of the study.</td>
<td>70% It is counted by counting the number of the students who get score 62 or more. The student who get score 62 or more is stated has been reached the completion of the study.</td>
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**E. The Objective of The Study**

The study aims at finding the answers to the questions stated in the problem statement. Therefore, the objectives of this study are:
1. The writer wants to find out how far teacher’s feedback improves the students’ writing skill at the second grade students of SMP Negeri 16 Surakarta.

2. The writer wants to find out how far teacher’s feedback improves the quality of teaching writing at the second grade students of SMP Negeri 16 Surakarta especially class VIIIB.

F. The Benefits of the Study

The result of the study can be useful for English teachers as contribution for better teaching and learning process, especially to the second grade students of SMP Negeri 16 Surakarta. There are some expected benefits of the study for the English teacher and students.

1. For the English Teacher

It will hopefully make teachers:

   a. know the importance of teacher’s feedback on students’ errors for the purpose of improving students’ writing skill.

   b. apply the teacher’s feedback on students’ composition.

2. For the students

It may enable students to:

   a. correct their own errors on their composition.

   d. write good composition with good grammar

   c. feel more confident in their ability to communicate in writing
d. be more courage to write in English and not to be afraid to produce errors because they have to realize that they learn by doing.
CHAPTER II
REVIEW OF RELATED THEORIES

A. Review on Feedback

1. The Definition of Error Correction Feedback

a. The Definition of Error

Learning English as second language is different from the first language. Therefore some problems may arise from the learning process. The different system may be considered as the cause of the problems in the process. And errors often come since learning is fundamentally a process that involves the making of errors.

Several conditions may cause the errors in learning process. One of them is that errors may arise from the choice of the materials. It includes the presenting of the materials, the ordering of the examples, practicing works or tasks after the examples. As the learners may get many difficulties in learning English, the teacher has to motivate their students and teach them with the right and simple way according to their abilities.

Linguists have different description of error. Some of them also made a distinction between error and mistake. Corder states that the term error tends to be reserved for willful or negligent breaches of rules that are known, or ought to be known by the offender (1973:260). Error occurs when the learners still develop knowledge of the second language as stated by Norris that a systematic deviation, when a learner has not learnt something and consistently ‘gets it wrong’ is called

From the discussion above, it can be concluded that error is a failure dealing with the student’s competence.

**b. The Definition of Feedback**

In the literature so far, there have been few attempts to define the term ‘feedback’ in teaching writing because researchers seemed to reach a consensus of the nature and function of feedback that are clearly stated by some scholars in the field. According to Keh (1990) as quoted by Reid (1993: 218) feedback is defined as any input from readers to writer that provides information for revision. Thus teacher feedback can be considered an effective means to communicate to the students about their writing and respond to this information before counting their product as finished they will discover that good writing involves an interaction between their ideas, the expression of the ideas, and their reader’s perception and reactions to the expression (Chaudron, 1984: 2).

Harwood (2002) states that feedback is the part of writing program which is either underused or misunderstood. Feedback need not be limited to the overt correction of errors and the provision of comments and or grades by the teacher. Feedback can (and should) be a learning experience, which provides the link between consecutive writing lesson. During feedback, learners are invited to identify the merits and shortcomings of their writing performance, understand the reasons for these shortcomings and the discussion of possible improvement. When
learners have become familiar with feedback procedures, feedback activities can also be set as homework.

Then, Lumetta (2005) states that feedback is the process by which the teacher provides learners with information about their performance for the purpose of improving their performance.

According to Heidi (1982:62), feedback generally refers to the listeners’ or readers’ response given to the learner speech or writing. One type of feedback is correction.

Although different in some ways, the above definitions have offered a fairly full account of what feedback is. In short, it is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback.

c. Error Correction Feedback

Heidi (1982:62) says that one type of feedback is correction. Edge (1997:59) says that correction means helping people to express themselves more accurately. Correction should not mean insisting on everything being absolutely corrected. It helps the students to become more accurate in their use of language. If a student can not self correct a mistake in his or her own English written work, but the teacher thinks that the class is familiar with the correction as a way of giving information or feedback to your students, just when it will support their learning.
Hendrickson (1979:5) states that he gives correction to ESL students’ composition by giving marks to the errors in order that they would be able to identify many of their errors and recognize the deviant form and structures in their written work and finally reconsider them in correct sentences. Also, Wingfield, as quoted by Byrne (1998) has pointed out that the teacher should choose correcting techniques that are most appropriate most effective for individual students. He lists five techniques for correcting written errors.

1. The teacher gives sufficient clues to enable self-correction to be made.
2. The teacher corrects the scripts.
3. The teacher deals with errors through marginal comments and footnotes.
4. The teacher explains orally to individual students.
5. The teacher uses the error correction as an illustration for a class explanation.

In short, it can be stated that error correction feedback is the teacher’s act to the students’ performance on writing by marking the errors on their composition by giving certain marks to the errors so that the students recognize their errors and can discover deviant forms and structures of the target language learned. It helps the students to become more accurate in their use of language. In association with the error correction, error analysis is needed. Hendrickson (1979:3) has stated that errors are always produced by language learners and these errors can provide significant insights into how languages are learned if they are studied systematically.
To know the difference between error and mistake, the writer tries to present, the following are:

1. **Error vs. Mistake**

   In teaching EFL it is common practice to distinguish between mistakes and errors. A mistake can be thought of as a slip of tongue or pen. The student is able to correct it himself or herself, either completely unprompted or with the guidance of the teacher or other students. An error is much more deeply ingrained. The students might:

   - Believe what he or she is saying or writing is correct.
   - Not know what the correct form should be.
   - Know what the correct form should be, but not be able to get it right.

   Several conditions may cause the errors in learning process. One of them is that errors may arise from the choice of the materials. It includes the presenting of the materials, the ordering of the examples, practicing works or tasks after the examples. As the learners may get many difficulties in learning English, the teacher has to motivate their students and teach them with the right and simple way according to their abilities.

   Linguists have different description of error. Some of them also made a distinction between error and mistake. Corder states that the term error tends to be reserved for willful or negligent breaches of rules that are known, or ought to be known by the offender (1973:260). Error occurs when the learners still develop knowledge of the second language as stated by Norris that a systematic deviation, when a learner has not learnt something and consistently ‘gets it wrong’ is called

In the terms of mistake, Brown (1994:205) states that a mistake refers to a performance error that is either random guess or “a slip’, in that it is a failure to utilize a known system correctly. It means that the learners actually have known their own mistakes so that they can easily correct them. In this case the learners have already known the grammatical rules of the mistake. While Norris says that the inconsistent deviation done by the learner is called mistakes; sometimes the learner ‘gets it right’ but sometimes he makes a mistake.

From the discussion above, it can be concluded that error is a failure dealing with the student’s competence while mistakes is performance of error that is failure to use a known system correctly.

2. Types of Error

Errors can be classified according to some observable surface features of errors without reference to their underlying causes of errors. Dulay et al says that the most useful and commonly used bases for the descriptive classification of errors are linguistics categories, surface strategy, comparative analysis and communicative effect (1982:146).

1) Linguistics Category

The linguistics category classifies errors according to their both the language components or the particular linguistics constituents the error effect. Language components include phonology (pronunciation), syntax, and
morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) while constituents include the elements that comprise each language component.

2) Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. The learners may omit necessary items, add unnecessary ones, misform items or misorder them. Analyzing errors from a surface strategy perspective concern with identifying cognitive process that underline the learner’s reconstruction of the new language.

Surface strategy taxonomy includes errors of omission, addition, misformation and mis-ordering as stated by Dulay, Burt, and Krashen that surface strategy taxonomy highlights the way surface structures are altered: learners may misform items or misorder them (1982: 150-162)

a) **Omission**

Omission errors are characterized by the absence of an item that must appear in a well-form utterance. Language learners omit grammatical morphemes much more frequently than contents words. Content words include nouns, verbs, adjectives and verb. While grammatical morphemes include noun and verb inflection, articles, verb auxiliaries and preposition.

Example: - Obama president United States of America.

The correct sentence is *Obama is the president of United States of America.*
b) **Addition**

Addition errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in well-formed utterance. There are three types of addition errors.

1) **Double Marking**

The failure to delete certain items which are required in some linguistics contraction but not in others.

Example: - she didn’t went
- he doesn’t eats.

2) **Regularization**

Regularization errors are those in which marker that is typically added to a linguistics items is erroneously added to exceptional items of the given class that do not take a marker. For example: the verb “eat” does not become “eated”; the noun “sheep” doesn’t become “sheeps” in the plural. Both of them are regularization in which the past tense markers –s and –ed and regular plural, respectively, a have been added to items which do not take markers.

3) **Simple Addition**

If addition errors are not double marking nor regularization, it is called a simple addition.

Example: - the fishes doesn’t live in the water.

The correct answer: the fish do not live in the water.
c) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation frequently reported in literature.

(1) Regularization

Regularization errors that fall under misformation category are those in which a regular marker is used in place of an irregular marker such in the example below:

– runned for ran
– gooses for geese

(2) Archi-form

The selection of on member of a class of forms to represent other in the class.

For example: a learner may temporarily select just one of the English demonstrative adjective this, that, these, those to do the work for several of them:

– that dog
– that dogs

(3) Alternating form

As the learners’ vocabulary and grammar grow the use of archi-form often gives the way to the free alternation of various members of ma class with each other.

For example: -those dog
d) Misordering

Misordering errors characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

For example: “what you are doing?”, you are doing is misordered, it should be: “what are you doing?”

2. Types of Feedback

Feedback is widely seen as crucial for encouraging and consolidating learning, and this significance has also been recognized by those working in the field of second language (L2) writing. Its importance is acknowledged in process-based classrooms, where it forms a key element of the students' growing control over composing skills, and by genre-oriented teachers employing scaffolded learning techniques. In fact, over the past twenty years, changes in writing pedagogy and research have transformed feedback practices, with teacher written comments often supplemented with peer feedback. The most common sources of feedback come from teacher and friends/peer. Feedback that comes from teacher is known as teacher’s feedback and feedback which is given by friends/peer is known as peer feedback or peer review. Here is the further explanation about the types of feedback:

a. Teacher’s Feedback

Teacher’s feedback is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than
the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback.

The most prominently used methods of feedback fall into two common categories: feedback on form and feedback on content. The most common methods of feedback on form are outright teacher correction of surface errors, teacher markings that indicate the place and type of error but without correction, and underlining to indicate only the presence of errors. The first requires students to copy the corrections and the latter two require students to correct the errors on their own. Feedback on content consists mainly of comments written by teachers on drafts that usually point out problems and offer suggestions for improvements on future rewrites. Students are usually expected to incorporate information from the comments into other versions of their papers. Here are some types of teacher’s feedback on form and content:

1). **Marginal Feedback versus End Feedback**

Marginal feedback is a kind of feedback that is written in the margin or between sentence lines of the students’ paper. It refers to the teacher’s immediate intervention in discrete parts of the students’ draft. By contrast, summary feedback at the end of the paper is normally an overview of more consideration in an essay. According to Ferris and Hedgcock (1998) there is no conclusive evidence that either marginal or end comments are preferable or more effective. However, in case teachers can only give one form of commentary given the overwhelming number of papers and severe time constraints, a comprehensive and clear end note is strongly recommended.
When time permits, writing teacher should try to make a combination of both to give the students more chance to revise their writing.

2). **Negative Feedback versus Positive Feedback**

Much research has been done into the effect of positive and negative comments on the students’ revision. In these studies, the researchers found out that the students remember and appreciate encouraging remarks made by their teachers. The students would have better attitudes towards writing if they receive positive feedback. However, some researchers some described critical comments as being positive since they all helped them improve their papers. It is clear that, although the students appear to enjoy and appreciate praises, they expect to receive constructive criticisms and are not necessarily offended by this.

The question is a good teacher must know how to keep a balance between these two kinds of feedback. Too many praises, especially at the early stage of the responding process, may actually discourage the students from revising (e.g., “*My teacher liked this part, so I shouldn’t change it*”) or may lead the students to resent receiving low marks (e.g.,” *My teacher said that there are a lot of good things about my essay, so why I get such a low grad?*”). Being excessively negative to the students’ writing is also a disincentive to the student writers. Therefore, the wisest course of action is the teachers should strive for a balance, providing some praise for the students’ efforts, but not forgetting their crucial instructional role of helping the students to revise, to improve on what they have done badly.
3). **Text-specific Feedback versus General Feedback**

Text-specific feedback is a kind of comment that directly relates to the text at hand; whereas, general feedback can be attached to any paper. Many experts in that field argued that teacher feedback is more helpful if it is text-specific. According to Reid, feedback should be informative and detailed enough to help the student writers return to the task of writing but not so overwhelming that they cannot form a revision plan. As they write, receive response, and revise, students should be able to feel good about what they have done well and realize that they can improve on what they have not done effectively (1993: 225). There is a role in teacher commentary for general responses. A general response of encouragement is no doubt better than none.

**b. Peer Feedback**

Peer feedback also known as Peer review is a learning strategy in which a student reviews another student's written work and provides feedback. Since students are asked to revise their work based on the feedback they receive, peer review puts the focus on the process of writing. Peer editing generally refers to commenting on a paper's organization, tone, format, flow, grammar, punctuation, and so on. Peer feedback/peer review usually includes an examination of the content as well. When reviewing a paper for content, students assess factors such as a well-defined thesis statement, the depth to which the topic was adequately covered, assumptions and biases, and the strength of the paper's argument.
Peer feedback or peer review is an active learning strategy with a number of benefits for learners. It focuses on the writing process, improves students' critical analysis skills, and allows them to improve their work before it is graded.

Despite the benefits of social interaction to the learning process, simply asking students to work in pairs exchanging ideas about their papers is no guarantee that the activity will achieve its goals in helping learners to revise. For peer feedback to play its proper role in the writing instruction, according to Jacobs et al (1998, p.314), a well-planned implementation process is needed. Moreover, Ferris (2002, p.103) states that some students may not welcome their partners' feedback because they do not believe that someone who is also in the process of learning the target language is capable of making worthwhile comments. Therefore, as Rollinson (2005:26) points out many students may need a significant amount of initial persuasion of the value of peer feedback, since they may not accept the idea that the peers are qualified to take on the role of teachers and critique their writing.

To ensure that students understand the importance of peer feedback at the revision stage, teachers should explain to students the rationale behind this pedagogical practice. Besides, the benefits which will come along this practice should be discussed and an atmosphere of mutual trust among learners should be established. Above all, students must know that the use of peer feedback does not mean that teacher feedback is being substituted. On the contrary, the aim here is
to provide learner with other people's views on their texts and the opportunity to revise based on the feedback they receive. Eventually, there will be a moment in the writing process when the teacher will comment on the revised versions of the texts.

In addition, it is also highly recommended to present students with the language they need to express / respond to criticism in a tactful and respectful manner. This should be done in order to prevent students from making comments which may sound harsh or impolite, thus affecting negatively the social aspect of the interaction.

3. Correcting and Giving Feedback to Writing

We have all written papers for some courses to be checked and graded by our instructors. We know very well that a paper that is returned with red markings and notes all over is quite discouraging for the writer. Knowing this, while giving feedback we may of course use pink pens and put smiling faces here and there on the paper but still we see the light in the students’ eye fading. If our aim is to win the student instead of discouraging him, we should be looking for ways of giving feedback without losing the student.

The most important aspect while giving feedback is adopting a positive attitude to students’ writing. While marking mechanically we may not realize that we are showing the student only his mistakes – negative points. If the student receives only negative feedback, he may easily be discouraged from trying to
form complex structures and using new vocabulary. However, feedback sessions can be a beneficial experience for the student if the teacher shows the strong points as well.

Another important point to consider while giving feedback is the amount of correction on the end product. In academic writing, the end product is expected to have:

- A wide range of vocabulary
- Correct grammar
- Meaningful punctuation
- Accurate spelling
- Varied sentence structures
- Unity and coherence in ideas
- Well-supported and explained major points.

If the teacher tries to make comments and corrections on the final version of the student paper, the teacher would be exhausted and the students would be discouraged. One alternative can be giving feedback through the process of writing. That is, while the student is planning and organizing his ideas, the teacher can comment on the unity and coherence of ideas. Or while the student is writing his draft, the teacher can proofread for word-order, subject-verb agreement, spelling mistakes. This gradual checking can minimize the exhaustive red marks on the student paper. Another advantage of such correction is that the student sees these comments when the writing experience is still fresh in his mind.
Another strategy for decreasing teacher writing on a student paper is to use some kind of “code”. Here are some of the correcting codes proposed by Hedge (1998: 152).

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>WF</td>
<td>wrong form</td>
<td>there are many <strong>apple</strong> the table</td>
</tr>
<tr>
<td>T</td>
<td>wrong tense</td>
<td>In the last few weeks you <strong>didn’t</strong> have much fun</td>
</tr>
<tr>
<td>^</td>
<td>word missing</td>
<td>she <strong>^</strong> a beautiful girl</td>
</tr>
<tr>
<td>Sp</td>
<td>wrong spelling</td>
<td><strong>comfortable</strong></td>
</tr>
<tr>
<td>WO</td>
<td>wrong word order</td>
<td>I like <strong>very much</strong> children</td>
</tr>
<tr>
<td>P</td>
<td>wrong punctuation</td>
<td><strong>look out</strong></td>
</tr>
<tr>
<td>Voc</td>
<td>vocabulary</td>
<td>the scenery was very <strong>happy</strong></td>
</tr>
<tr>
<td>//</td>
<td>new paragraph is needed</td>
<td></td>
</tr>
<tr>
<td>Ø</td>
<td>not necessary</td>
<td>John came in and he sat down</td>
</tr>
<tr>
<td>A</td>
<td>article</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td></td>
<td>I don’t understand what you’re trying to say</td>
</tr>
<tr>
<td>!!</td>
<td></td>
<td>You really should know what’s wrong here because</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>we’ve just done it in class</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>I’ve told you so many times</td>
</tr>
</tbody>
</table>

For such a code to be useful for the students, they should be familiar with it beforehand. If you think photocopying would not be enough, you could post an enlarged version on the wall of the class as well. Seeing the common mistakes on the wall may also reduce the number of student mistakes.

Providing constructive feedback to the student, using a special code for proofreading, and editing a student paper through planning and drafting stages are some suggested ways for correcting and giving feedback to student writing.
4. **Focus of Teacher Feedback**

As the teachers are engaged in the process responding, they are faced with a very fundamental question of what the focus of their feedback should be. The major question confronting any theory of responding to the students’ writing is where we should focus our attention? Fathman and Whalley (1990: 178) stated that much of the conflict over teacher response to written work has been whether teacher feedback should focus on form or content.

Traditionally, teachers and researchers focused mainly on form and the final product. In recent years, there has been emphasis placed on the writing process. Many “process” teachers have focused their comments on an essay’s overall shape and intention to help the writers present their ideas effectively. Still, some others maintain a strong interest in correctness in spite of this recent focus. Research in this area, which has been carried out so far, seemed to agree that attention must be paid to both content and form. Raimes stated that teachers should look at content as well as errors because grammatical inaccuracies can have negative effects on the overall quality of the students writing (1992: 308).

In an experimental study, Fathman and Whalley concluded that focus on grammar does not negatively affect the content of writing (1990:186). This would suggest that students can improve their writing in situations where content and form feedbacks are given simultaneously. Raimes expressed that teachers should focus on linguistics features after ideas have been fully developed (1992: 129). In conclusion, researchers seemed to agree on where the focus of teacher feedback should be. However, there is still some disagreement over when
teachers should respond to content or form of the students writing. This implies that more studies are needed in order to find out clearer answer to the problem.

5. The Importance of Teacher’s Feedback

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also translating these ideas into readable text. In many cases, the students would need intervention from the teachers in terms of not only their writing instructions but also their comments on their submitted drafts in order to identify their own strength and weaknesses, which, in the case of the latter, will make the students know how to go about improving themselves and become effective writers. Thus feedback can be considered a pedagogical tool for the students’ writing improvement.

Written feedback is an essential aspect of any English language writing course. This is especially true now with the predominance of the process approach to writing that requires some kind of second party feedback, usually the instructor, on student drafts. So dependant is current writing instruction on instructor feedback that Kroll (2001) describes it as one of the two components most central to any writing course with the other being the assignments the students are given. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity.

According to Leki, teacher response can even serve as the final arbiter of whether a writer will continue to write at all (1990:58). Undoubtedly, good
feedback gives students not only stimulation for revision but also motivation to maintain their interest in writing. In addition, provision of comments helps individualize writing instructions in that the student writers will be able to get individual attention to have their own needs or problems rightfully addressed (Reid, 1993). In this way, feedback is an important step towards the learner centeredness. Especially when feedback is combined with instruction in the writing process, the dialogue between students and teacher is strengthened. Giving and receiving feedback also helps students to develop ‘reader sensitivity’ and their own writing style. In conclusion, feedback is essential to students writing because it creates a context in which the students learn to write better and more easily.
B. Review on Writing

1. Writing Skill

a. The Nature of Writing

Writing or composition has been defined in a variety of ways. Writing is defined as the act or art forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words expression, or of communicating them to others by visible signs (http://dictionary.cambridge.org/define/writing.html).

Traditionally, researchers focused mainly on form and the final product, while current research in composition emphasizes the composing process and strategies which are utilized by the writers to attain the final product. Byrne (1991) says that writing can be seen as an act of forming graphic symbols, that is, letters or the combination of letters (p.1). In fact, writing is a far more complicated process than the production of graphic symbols. According to Lannon, writing is a process of transforming the material discovered by research inspiration, accident, trial and error, or whatever into a message with a definite meaning. Writing is a process of deliberate decision (1989: 9).

In language teachers’ opinion, writing is a language skill which is difficult to acquire (Tribble, 1996: 3). It is a process that
occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft (Harris, 1993:10). Tribble also stressed that writing normally requires some forms of instruction and that it is not a skill that is readily picked up by exposure (1996: 11).

Hart and Reinking (1986: 12) say that writing is a process of building larger units from smaller ones, that is, the writer uses words to make sentences, sentences to make paragraphs and paragraphs to make compositions, letters, reports, college themes. Bell and Burnby (1984) as quoted by Nunan (1998: 36) propose that writing is an extremely complex cognitive activity in which a writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation beyond the sentence, writer must be able to structure and integrate information in cohesive and coherent paragraphs and texts.

From the definitions above, it can be concluded that writing is both physical and cognitive activity in which the writer uses certain convention of variables of linguistics aspects which consist of word, spelling, sentence structure, punctuation etc. in order to express idea, thought, opinion, and feeling in the
written form so that other people can understand. It is also a process of building text from smaller ones that is the writer uses words to make sentences, sentences to make paragraphs, then, to make the whole composition.

b. The Nature of Skill

“Skill” according to Hornby (1995:820) means the ability to do something well. Another definition comes from Webster (1968:50) who states that “Skill” is technical competence without insight or understanding or the ability for further elaboration or development. Writing is a skill like driving, typing, or cooking, and like any skill, it can be gained by learning and practicing.

Writing skill is then defined as technical competence to do something well using physical and cognitive activity, in which the writer uses certain convention of variables of linguistics aspects that consist of word, spelling, sentence structure, punctuation in order to demonstrate knowledge and express idea, thought, opinion, and feeling in the written form so that other people can understand. Writing skills can be seen from the writer’s process, purpose, word choice, mechanics, grammar, syntax, content, audience, and organization (Raimes, 1983: 6)

1.) The Stages in the Writing Process

There are different points of view on the number of stages comprising the writing process. In the view of Hedge (1990), the process contains a lot of stages which can be illustrated in the following figure:
Meanwhile, according to Oshima and Hogue (1991), the writing process embraces essentially three stages: pre-writing, planning (outlining) writing and revising drafts. Each stage involves certain kinds of tasks that the writers have to fulfill in order to construct a good piece of work. Reid (1993) offered a more complete description. Process writing as a classroom activity incorporates the four basic writing stages: planning, drafting, revising and editing and three other stages externally imposed on students by the teachers, namely, responding, evaluating, and post-writing. The writer of this thesis takes the view that is close to the way Reid defined the writing process, that is, the process of writing comprises five stages: pre-writing, planning, drafting, revising and editing, and three others initiated by the teachers including responding, evaluating, and post-writing.

a. Pre-writing

Pre-writing is any activity in the classroom that encourages the students to write. It stimulates thoughts for getting started. It moves the students away from having to face a blank page or what researchers often call the “writer’s block” and transit them smoothly onto another stage. It may include understanding the purpose of writing, discovering the topic, and thinking about the audience, gathering information or inventing possible content. Once the possible content for writing has been explored,
the writers will feel more confident to move to the second stage, which is called the planning stage.

b. Planning

In the planning stage, the students organize the ideas they have generated. The most efficient way to do this is to make an outline. An outline is a plan in which the writer writes down the main points and subpoints in the order in which they plan to write about them. Outline can be either simple or detailed. However, even when quite elaborate outlines are prepared, good writer changes their ideas as they write and reshape their plans. Hedge(1990: 22) noted this tendency by saying, “in writing one so frequently arrives at a destination not originally envisaged, by a route not yet planned for in the original itinerary”.

c. Drafting

Once sufficient ideas have been gathered and plan already drawn, the first attempt at writing, that is drafting, may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft but a conscious visualization of audience is vital here since it can influence the choice of organization and language to be used.

d. Responding

Responding to students writing has a central role to play in the successful implementation of process writing. It is a kind of oral or written intervention by teachers or other possible readers after the writers have
finished drafting and are to proceed to revising. This activity is intended to provide the students useful information to improve the content of their writing. However, in doing such a kind of job, the teachers may encounter a lot of problems. Some problems are the class is too large, or there is not enough time to implement other responding techniques such as conferencing or peer reviewing. Other problems may reflect the teaching climate or culture of some Asian countries, Indonesia included, in which a lot of red marks on students’ paper are associated with working hard, but just carry a lot of face value since it produces little or no effects on students’ rewriting. These problems are very real to the writer’s belief and cannot be dismissed lightly. Therefore, a movement towards the process orientation must require teachers, among other things, knowledge and commitment to the job to help the students to make actual, progress in their writing skill.

e. Revising

When the students revise, they review their texts on the basis of the feedback given in the responding stage. They examine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve the global content and the organization of ideas so that the writer’s intent is made clearer to the reader.

f. Editing
At this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. This activity is very important in that no matter how interesting or original the students’ ideas are, an excess of linguistics errors may distract and frustrate the reader, which may result in negative evaluation of their overall writing abilities. In addition, editing within process writing is vital because it is not done for its own sake but as a part of the process of making communication as clear and unambiguous as possible to the reader. Teachers should teach the students to edit their own writing because they will not succeed outside of the sheltered world of the class unless they can learn how to reduce their errors.

In short, although revising and editing concentrate on different aspects of students’ writing, they share a common purpose of improving the overall quality of the students’ texts. Learning how to revise and edit is thus central to the process of learning how to write in a foreign language.

**g. Evaluating**

Very often, teachers under the pretext of time restraint, compress responding, editing and evaluating into one. This would, in practice, deprive the students of a vital link between drafting and revision, that is, responding will often make a big difference to the kind of writing that the students finally produce.

In evaluating the students’ writing, the teachers normally assign scores, which may be analytical (based on specific aspects of writing
ability) or holistic (based on a global interpretation of the effectiveness of that writing). In order to be effective, the criteria for evaluation need to be made known to the students in advance. Students, once they have become a skillful independent editor, may be encouraged to evaluate their own and other’s texts. In this way, they are made to be more responsible to their writing.

h. Post-writing

Post-writing constitutes any classroom activity that the teacher and the students can do with the finished product. It may be, publishing, sharing, reading aloud, and transforming the texts for stage performances. The post-writing stage is a platform for recognizing students’ work as important and worthwhile. It may be used as a motivation for the coming assignment or as termination of the students’ finding excuse for not writing next time. The students must be made to feel that they are writing for a very real purpose.

By describing the components constituting the writing process above, the writer has revealed that responding to students’ writing is an integral part of the teaching and learning process as revision to the process of writing.

2). The Purpose of Writing

Harris (1993: 18) says that some consider the purpose of the text that is, its communication function. Text can be grouped, for example, according to
whether they are intended to entertain, inform, instruct, persuade, explain, and argue a case, present argument and so on.

3). **Word Choice**

Words carry meaning. If the writers use the wrong words, the message of the text cannot be delivered. An English word sometimes has more than one meaning. This implies that context plays an important role, in other words, the meaning of a word depends on the context (Bram, 1995: 48). A writer must use the right words to make the readers understand what is the writer wants to say. Raimes (1983:6) claims that there are three terms of word choice, that is, vocabulary, idiom, and tone.

4). **Grammar**

To become good and responsible writers, the students need to write grammatically and semantically. They have to use Standard English which is commonly used by educated speakers of English. As a matter of fact, writing using strict, standard grammar encouraging the students to become careful, discipline and responsible writers (Bram: 1995: 53)

Whenever we speak and write in English, we must check to make sure that we do not make any of the grammar mistakes listed below. These points of grammar are minimum requirements. If our written works contain these mistakes, your grades will be reduced greatly. If we write without these mistakes will
improve. Freedom from these mistakes is the lowest possible standard which will be accepted (Bram, 1995: 92).

1) Concord

a) Make sure the use of correct masculine and feminine pronouns.

Example: “My brother goes to school everyday. He is in the first grade”.

b) Make sure the use of correct singular and plural forms for verbs and pronouns.

Example: “She writes…….”

“What are………….”

c) Make sure the use of correct forms of the nouns after the following words:

1. One, a, an, each, another, and every are followed by countable singular nouns.

2. Two, three, etc, both, many, those, and a few are followed by countable plural nouns.

3. This and that are followed by countable or uncountable singular nouns.

4. Much is followed by uncountable noun.

2) Finite Verb
Make sure that every simple sentence and the principle (main) clause in every complex sentence each contains a finite verb.

Example: “She smiles”

“He lends me money”

3) Tenses

Make sure not to change the tense from present to past or from past to present unless we have a good reason.

Example: “The students are ready. The teacher taught the next step”. (false)

4) Verb Groups

Make sure that the verbs in questions and negative constructions have the correct form.

Example: “He does not see….?”

“Did she know….?”

5). Mechanics

Mechanics includes neatness, appearance, spelling, and punctuation. This section assesses the value of these features as part of the resources of the written form of the language and therefore their relative importance in writing is programmed.

1) Spelling

Mastery of the writing system includes the ability to spell. Since the relationship between sound and symbol in English is a complex one, spelling is a problem for many users of the language, native and
nonnative speakers alike, and most of us are obliged to consult a
dictionary from time to time. On the whole, spelling efficiency and
improvement is likely to relate to reading and this again emphasizes the
importance of reading in developing writing ability (Byrne, 1988: 6).
The following is a list of commonly misspelled or misused words
(Gerson, 1999: 469).

- accept, except
- incite, insight
- addition, edition
- affect, effect
- passed, past
- all ready, already
- brake, break
- desert, dessert
- forth, fourth
- loose, lose
- quiet, quite
- whose, who’s
- its, it’s
- miner, minor
- fiscal, physical

  your, you’re

2) Punctuation

Punctuation is fundamentally a mean of marking boundaries and
relations hip between the grammatical units of written texts. It may be
useful to think of the relationship between punctuation and meaning as
operating on two parallel continuant that moves from rules to conventions,
the other from marking relationship that are grammatically defined to
those that are expressive (Harris, 1993: 9). For further understanding, the
following is the example of punctuation.

a) Apostrophe (’)

Place an apostrophe before the final s in a singular word to
indicate possession.
Example: *Mary’s house is big.*
Place the apostrophe after the final s if the word is plural.
Example: *the employees’ reception will be held next week.*

b) Colon (:)  
Use a colon after salutation.
Example: *Dear Mr. Carter:*  
Use a colon after an independent clause precedes a quotation, list, or example.
Example: *She said the following: “no comment”*

c) Comma (,)  
Place a comma before a coordinating conjunction (and, but, or, for, so, yet) linking two independent clauses.
Example: *you are the best person for the job, so I will hire you.*
Use comma to set off introductory comments.
Example: *first, she cuts the paper.*
Use comma to set off sentence interrupters.
Example: *the company, started by my father, did not survive the last recession.*

d) Dash (-)  
A dash, typed as two consecutive hyphens with no spaces before or after, is a versatile punctuation mark used in the following ways.
1) After a heading and before explanation.

Example: *Forecasting-Jack and Jill will be in charge of researching fourth-quarter production quotes.*

2) To indicate an emphatic pause.

Example: you will be fired-unless you obey the company rules.

e) Exclamation point (!)

Use an exclamation point after strong statements, commands, or interjections.

Example: *You must study hard!*

*Danger!*

f) Parentheses ( )

Parentheses enclose abbreviations, numbers, words, or sentence for the following reasons.

1) To define a term or provide an abbreviations for later use.

Example: *We belong to STC (Society for Technical Communication)*

2) To clarify preceding information in a sentence.

Example: *The people in attendance (all regional sales managers) were proud of their accomplishments.*
g) Period (.)

A period must end a declarative sentence (independent clause).

Example: *She bought some flowers yesterday.*

Periods are often used with abbreviations.

Example: *e.g. Mr. Mrs.*

h) Semicolon (;)

Semicolons are used in the following instances.

1) Between two independent clause not joined by a coordinating conjunction.

   Example: *The light source was unusual; it emanated from a crack in the plastics surrounding the cathode.*

2) To separate items in a series containing internal commas.

   Example: When the meeting was called to order, all members were present, including Susan Way, the president; Ruth Schneider, the vice president; Harold Rossdale, the treasurer; Jesse Zegers and Blake Lively, the secretary.

6). Syntax

Syntax enables one to know how words are combined to form sentences and to apply the rules, which govern the formation of sentences. It is focused on sentence structure, for this is where the most important grammatical
relationships are expressed (Crystal, 1997: 49). Syntax refers to the systematic arrangement of words and group of words (phrases and clauses) into sentences. Understanding how words combine to form phrases, clauses, and sentences is fundamental concern of grammar. One of the most important skills a writer can have is the ability to compose clear, complete sentences (Funk, McMahan, and Day, 1991: 3).

7). **Content**

In writing, one has to keep the channel of communication open through his or her own effort and to ensure both through his or her choice of sentence structure and the way his or her sentences are linked together and sequenced, the text he or she produces can be interpreted on its own. One has to master the written form of the language and to learn certain structures, which are used in speech, or perhaps not used at all, but which are important for effective communication in writing. This is not only has a psychological effect; it may also cause a problem in term of content what to say (Byrne, 1997: 5).

8). **Audience**

Writing by pupils was almost always addressed to the teacher seen either as an assessor or examiner—the person who told you whether it was good or bad piece of work. In an attempt to provide more flexibility and a greater sense of reality in the writing curriculum, a greater diversity of audiences was proposed (Harris, 1993:21). The most comprehensive is the classification formulated by the writing research team at the Institute of Education London University (Britton et al, 1975). This identifies the following categories of audience:
1) Self

Child or adolescent to self

2) Teacher

Child to trusted adult

Pupil to teacher, general (teacher-learner dialogue)

Pupil to teacher, particular relationship

Pupil to examiner

3) Wider audience (known)

Expert to known laymen

Child to peer group

Group member to working group (known audience which may include teacher)

4) Unknown audience

Writers to his readers (or his public)

5) Additional categories

Virtual named audience

No discernible audience

It seems that it is much more helpful to the writer and, therefore, more positive as a feature of the writing curriculum to think about the nature of the readership for a piece of writing (Harris, 1993:22).

9). **Organization**
Writing is a thinking process. It needs organizing thought, argument, and logical. According to Penny Ur (1996:161) a written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading. If one’s writing is clear, concise, and accurate, but the other cannot follow his or her train of thought because of the text rambles, he or she still has not communicated effectively. Successful writing then, must be well organized. Brown (1994: 342) claims that there are four terms for the organization, they are: effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.

2. The Approaches to Teaching Writing in ESL Classes

a. The Controlled-to-Free Approach

The Controlled-to-Free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences. This approach stresses three features of grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

b. The Free-Writing Approach

The emphasis in this approach is that intermediate-level students should put content and fluency first and not to worry about form. Once ideas are
down on the page, grammatical accuracy, organization, and the rests will gradually follow. Concern for “audience” and “content” are seen as important in this approach, especially since the writings often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused writing tasks.

c. **Communicative Approach**

The Communicative Approach stresses the purpose of a piece of writing and the audience for it. Students writer are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience:

- Why am I writing this?
- Who will read it?

Teachers using the Communicative Approach, therefore, have extended the readership. They extend it to other students in the class, who not only read the piece but actually do something with it, such as respond, rewrite in another form, summarize, or make comments—but not correct.

d. **The Process Approach**

Central to this approach is the view that writing is a process which contains a number of stages or activities the writers have to go through in order to produce a good piece of writing. Translated into the classroom context, this approach calls for providing a positive collaborative and encouraging environment within which students with ample time and minimal interference, work through
the processes. The teachers’ role is to help the students develop viable, cognitive strategies for getting started, for drafting, for revising as well as for editing.

Teachers who use The Process Approach give their students two crucial supports: *time* for the students to try out ideas and *feedback* on the content of what they write in their drafts. They find that then the writing process becomes a process of discovery for the students: discovery of new ideas and new language forms to express those ideas. Therefore, it seems a comprehensive theory integrating a focus on product into the process approach is the most satisfactory alternative to the previously described, dogmatic theories in the sense that it can guarantee the quality of both form and content as Reid states that such an approach enables learners to write their way into more precise, interpretive texts, while at the same time fostering greater attention to forms of the writing, to reflection on what is involved in the creation of a text and to adapting writing style to the audience and context of writing (1993: 30). This leads to a very significant implication for the writing instructors that besides encouraging the students to write multiple drafts to achieve meaningful communication, they should also focus on the problem—solving aspects of identifying and practicing discourse conventions of the writing piece to make it a truly fine piece of writing in terms of both content and form. That is why the writer of this thesis uses The Process Approach to teach writing to the students in class VIII B SMP Negeri 16 Surakarta.

3. **The Importance of Teaching Writing**
The fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language curriculum. There is an additional and very important reason such as; writing helps the students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching the students. Second, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the efforts to express ideas and the constant use the eye, hand, and brain is a unique way to reinforce learning. As writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They discover a real need for finding the right word and the right sentence.

The close relationship between writing and thinking makes writing a valuable part of any language course (Raimes, 1983:3). The most important reason for teaching writing, of course, is that it is a basic language skill just as important as speaking, reading and listening.

4. **The Correction and the Scoring of Students’ Writing**

Correction of written work can be done by both teacher and student. In correcting students’ writing, the teacher may use a variety of codes, instead of underlying the wrong point. By them, she not only indicates where the mistake is, but also what type of mistake it is.
Here are some of the correcting codes proposed by Bartram and Walton (1991: 84):

\[\begin{array}{ll}
  GR & : \text{grammar} \\
  ( ) & : \text{unnecessary words} \\
  T & : \text{tense} \\
  ? & : \text{don’t understand} \\
  Voc & : \text{vocabulary} \\
  A & : \text{article} \\
  Sp & : \text{spelling} \\
  \lambda & : \text{word missing} \\
  P & : \text{punctuation} \\
  ! & : \text{careless mistake} \\
  w.o. & : \text{word order} \\
  \text{reg} & : \text{register}
\end{array}\]

Meanwhile, there are two general types of scoring students’ writing: holistic and analytic scoring (Genesee and Upshur, 1997: 206).

In holistic scoring, a single score is assigned to a student’s overall test performance. It represents the teachers’ overall impressions and judgments of students’ writing. Genesse and Upshur emphasize that this type of scoring provides no detail about specific aspects of performance so that it is not very useful in guiding the teaching and learning process of writing.

In analytic scoring, different components and features of students’ writing are given separate scores. The components are content dealing with the appropriateness to the title, organization dealing with the text cohesion and paragraph unity, vocabulary dealing with the precision of choosing and using words, language use or grammar dealing with tenses, and mechanics dealing with spelling and punctuation.

The scoring of each component is as follows:
This kind of scoring helps the teacher makes the right decisions about what should be done further in order to reach the objective of the teaching of writing.

C. Rationale

In learning a foreign language, students may think that writing is the most difficult language skill to be learned since it tends to attach more importance to correctness of every kind (word choice, punctuation, and text cohesion, for example). The result of these difficulties is that students try to avoid writing and they do not try their best whenever they are asked to write.
However, writing is a basic language skill that must be learned by students. Therefore, English teachers should find and use the ways that make writing lesson effective. It is very difficult for students to produce a good piece of writing since English is very difficult from Indonesian. In addition, the teacher has not implemented method in teaching writing which can facilitate the students actively correcting their own writing, so that students know what they have done wrong or right.

Feedback is widely seen as crucial for encouraging and consolidating learning, and this significance has also been recognized by those working in the field of second language (L2) writing. Its importance is acknowledged in process-based classrooms, where it forms a key element of the students' growing control over composing skills, and by genre-oriented teachers employing scaffolded learning techniques. In fact, over the past twenty years, changes in writing pedagogy and research have transformed feedback practices, with teacher written comments often supplemented with peer feedback, writing workshops, conferences, and computer-delivered feedback.

Written feedback is an essential aspect of any English language writing course. This is especially true now with the predominance of the process approach to writing that requires some kind of second party feedback, usually the instructor, on student drafts.

D. Hypothesis
By considering the rationale, the hypothesis proposed is that teacher’s feedback can improve the students’ writing skill and the quality of teaching writing.
CHAPTER III
RESEARCH METHODOLOGY

A. The Research Setting
This research was conducted in SMP Negeri 16 Surakarta. It is located at Jln. Kolonel Sutarto 188 Surakarta, Central Java. The time allotment for this research is about five months, from October 2008 to February 2009. It includes the pre research, action and activities after the action. It can be listed as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Time of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre research (class observation)</td>
<td>October 2008</td>
</tr>
<tr>
<td>3.</td>
<td>Pre research (interview)</td>
<td>November 2008</td>
</tr>
<tr>
<td>4.</td>
<td>Pre test</td>
<td>January 2009</td>
</tr>
<tr>
<td>5.</td>
<td>Action 1</td>
<td>February 2009</td>
</tr>
<tr>
<td>6.</td>
<td>Post test 1</td>
<td>February 2009</td>
</tr>
<tr>
<td>7.</td>
<td>Action 2</td>
<td>February 2009</td>
</tr>
<tr>
<td>8.</td>
<td>Post test 2</td>
<td>February 2009</td>
</tr>
<tr>
<td>9.</td>
<td>Analysing the result</td>
<td>February – March 2009</td>
</tr>
</tbody>
</table>

B. The Subject of the Research
The subject of the research is the second grade students of SMP Negeri 16 Surakarta in academic year 2008/2009. It is only one class that is class VIIIB. The number of the students is 40 students that consist of 19 boys and 21 girls.

C. Research Method
1. **The Nature of Action Research**

The research method used in this study is an action research. There are many definitions about Action Research. The first definition is given by Kemmis (1983) in McNiff (1992:2) who says that Action Research is a form of self-reflective inquiry undertaken by participants (teachers, students, or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out.

Watts Heidi considers the following definitions which are stated on http://www.alliance.brown.edu/pubs/themes_ed/act_research.pdf

- Action research is systematic and involves collecting evidence on which to base rigorous reflection.

- Action research involves problem-posing, not just problem-solving. It is motivated by a quest to improve and understand the worlds by changing it and learning how to improve it from the effects of changing made.

- Action research is research by particular people on their own work to help them improve what they do, including how they work with and for others.

- Action research is not just about hypothesis-testing or about using data to come to conclusions. It is concerned with changing situations, not just interpreting them. It takes the researcher into view. Action research is a systematically-evolving process of changing both the researcher and the
situations in which he or she works. The natural and historical sciences do not have this aim.

The other definition states that Action Research is any systematic inquiry conducted by teacher researcher, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involve (Mills, 2000: 6)

According to Gwynn Mettetal (2001), Classroom Action Research (CAR) is research designed to help teacher find out what is happening in his or her classroom, and to use that information to make wise decisions for the future. Classroom Action Research is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching. [http://www.scu.edu/~genetteta/classroom/Action/Research.html](http://www.scu.edu/~genetteta/classroom/Action/Research.html)

Anne Burns (1999: 30) suggests a number of general features, which characterize the action research. They are:

a. Action research is contextual, small-scale and localized – it identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.

From the definitions above, it can be summarized that that Action Research is the systematic study of efforts to overcome educational problems or to change things related to educational problems for improvement. It is done by practitioners or teachers, or in collaboration of teachers and researchers by means of their own practical action and their own reflection upon the effects of those actions.

2. The Procedures in Action Research

As stated before that action research occurs through a dynamic and complementary process, which consists of four essential moments. They are planning, action, observation, and reflection (Kemmis and McTaggart in Burn, 1999:32). Kemmis and Mc Taggart (1988) illustrate their view of the action research process as follows:
In more detail, the process done in this research runs with the following procedures:

a. **Identifying the Problem**

   To start an action research project, the researcher needs to decide the problem. In this research, the problems are identified after doing the pre-research and interviewing the English teachers. It refers to the students’ writing skill which is still low and needs improvement.

b. **Planning**

   The most important outcome of the planning phase is a detailed plan of the action the researcher intends to take or the improvement she intends to make. Here, the researcher prepares everything needed in doing the action in order to improve the students’ writing skill. In this research, the researcher works as the teacher.

   Since the time is limited, the use of teacher’s feedback to improve the students’ writing skill in this research is adapted directly to the curriculum. It means the students are asked to write based on the topics –recount- decided by the researcher which is in accordance with the curriculum. Nevertheless, the teaching of the topics (the explanation of the grammar, generic structure, and vocabulary needed) is delivered as easily as possible so that it will not give any burden to students.
The planning of the research consists of some steps, as follows:

1) The researcher gives the students a pre-test and evaluates the result of the test.
2) Then, she makes lesson plans that will be used to teach the students in order to improve their writing skill.
3) After making lesson plans, she provides the students with the copy of feedback codes and its meaning and the examples in sentences. Besides, she also explains simply the guidelines of teacher’s feedback.
4) The researcher implements the lesson plans she has made.
5) Having finished applying all the lesson plans, the researcher gives a post-test and evaluates the result of the test.
6) Then, she compares the result of the pre-test and the post-test by using the mean score in order to identify the improvement.

c. Action Implementation

In carrying out the action, the researcher does the planning has been made. She implements the lesson plans she has made. She does deliberately all the things written in the lesson plans and does needed changes since in carrying out a plan, things will rarely go precisely as expected. The writer does the teaching and learning process by implementing teaching technique in improving writing through feedback. The writer implements the lesson plan made by her.

d. Observation

The Observation phase is done during the teaching and learning process. In this phase, the researcher ask a partner to observe all activities
happened in the classroom and taking notes related to the teacher’s feedback in students’ writing and the teaching of writing in general.

e. Reflection

At the end of the action implementation, the researcher reflects critically on what has happened. There are some questions used to guide reflection in this research, as follows:

1) Is there any improvement?
2) If there is any improvement, how effective is it?
3) If there is no improvement, what are the barriers to improve?
4) What further cycle should be taken?

f. Revised Plan

Revised plan is needed when the action cycle does not make any improvement on the students’ writing skill. It means that the researcher should do further cycle.

D. The Technique in Collecting the Data

In conducting an action research project, there are some techniques that can be used to collect data. The choice of which technique to use depends on the question or problem being asked. In this research, the problem is about the low level of students’ writing skill which needs to be improved. Therefore, the researcher carries out observation, interview with the teacher, takes field notes and photographs, and gives questionnaire and tests to the students as the techniques of collecting the data.
1. Observation

When doing observation, the researcher observes the classroom interaction and collect needed information related to the teaching of writing.

2. Field Notes

Taking notes or field notes is another way of collecting information about classroom events, the teaching process, or the students’ behavior. They are used to record activities happening in the class.

3. Photographs

The photographs help the researcher in coding students’ specific behaviors during the teaching and learning processes.

4. Interview

The researcher interviews the teacher to identify the problem and the source of the problem faced by the students in learning writing so that she can decide the most appropriate ways in solving it.

5. Questionnaire

The questionnaire given to students is used to know the students’ opinion and feeling towards the implementation of teacher’s feedback in writing in the class.

6. Test

The test used in this research is an essay test which is given before (pre-test) and after (post-test) the action. In the pre-test, the students are asked to write a composition. By this test, the researcher will get description about the
students’ writing skill. After the action cycle, the students are asked to write a composition then collect it to the researcher in order to get response or feedback on both the content and the linguistic form. After the teacher gives the feedback codes on students’ worksheet, she distributes it to the students so that the students can revise it based on the feedback given. It is for the post-test. The result of this test is compared with the result of the pre-test so that the researcher can identify whether or not the action has made any improvement on the students’ writing skill.

E. Technique for Analysing Data

The data which are collected are analyzed by qualitative and quantitative ways. The qualitative data analyses are used to analyze the data that are taken during the teaching learning process. The writer uses the indicators that show the improvement of the students’ writing skill. The qualitative approach is done by describing, investigating, and evaluating the observation result, field notes, photographs, interview note, and questionnaire result. Meanwhile, the quantitative approach is done by describing the tests results.

The quantitative data analyses are used to analyse data from the result of the teaching learning process. It is done to compare the students’ writing skill before and after the action or the result of pre-test and post-test. The results of the test are analysed by using the formula which is stated as follows:
a. The mean of the pre-test and the post-test can be calculated with the formulas as follows:

\[
\overline{X} = \frac{\sum X}{N} \quad \overline{Y} = \frac{\sum Y}{N}
\]

In which,

\[\sum X = \text{the sum of students’ pre-test scores}\]
\[\sum Y = \text{the sum of students’ post-test scores}\]
\[\overline{X} = \text{the mean of the pre-test scores}\]
\[\overline{Y} = \text{the mean of the post-test scores}\]
\[N = \text{the number of students (Sukardi, 2003: 91)}\]

Finally, by analyzing the data collected, the researcher can draw conclusion how far is teacher’s feedback in improving the students’ writing skill and the quality of teaching writing.
CHAPTER IV
THE RESULT OF THE STUDY

This chapter deals with how the research was implemented. It is undertaken to identify the improvement of the students’ writing skill. The explanation of the result of the study described in this chapter is broken down into two sections: research finding and discussion.

A. Research Finding

The research finding is taken from the beginning of the research until the last teaching-learning process done in this research. The research consists of two cycles. There are three meetings at the first cycle and two meetings in the second cycles. The findings can be explained as follows:

1. Identifying the Problem

The writer did some observations to know the pre-condition before the implementation of the action research. Based on the result of the pre-research done in class VIIIIB in SMP Negeri 16 Surakarta, the researcher could identify the problem faced by the eighth year students in learning writing. In the beginning of the research, the researcher conducted pre-observation toward the teaching-learning process and interview with the teacher; she found some problems arise in that class. The first was the students were not interested in English class; they thought that English was a difficult lesson. The second, the students had low level of writing skill so that they found difficulties in developing their ideas into the written language. The indicators of this problem could be seen from their attitudes
towards writing lesson. They always complained whenever they were asked to write. The third, the students seemed to be discouraged to have writing lesson. In short, they tried to avoid it because they were afraid of making many errors in writing and got a bad score. According to the teacher, the problem faced by the students was actually resulted from the lack of vocabulary and grammar structures mastery.

There were also several possible causes of the problem that could be identified by the researcher, among others: (1) The teacher never used certain method to make the students interested in writing, (2) the teacher seemed never give the students a courage to write and not to be afraid to produce many errors because they can learn from the mistakes they did before.

In this step, the researcher also conducted a pre-test to know the condition of the students’ writing skill. In this test, the students were asked to make a simple composition in form of Recount text. The mean score of the pre test result was 58.5. This score showed that the students’ writing skill was still low.

In addition, based on the interview with the teacher and the pre-test result, the researcher identified that the students’ writing skill needed to be improved. She decided to improve it through a technique working in a non threatening condition called teacher’s feedback. Teacher’s feedback is the teacher’s act to the students’ performance on writing by marking the errors on their composition by giving certain marks to the errors so that the students recognize their errors and can discover deviant forms and structures of the target
language learned. It helps the students to become more accurate in their use of language. The focus of teacher’s feedback is to improve the students’ writing skill on the aspect of sentence construction (dealing with grammar structure, mechanics and vocabulary) since it became the major problem faced by the students. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity.

2. The First Cycle

a. Planning the action

After finding the problems faced by the students, the researcher made a preparation to conduct the research. She made lesson plans for the first cycle. She also chose the appropriate techniques supporting the process of the teaching writing. Here, the researcher used lecturing, and question and answer. The lecturing technique helped the students to understand about the recount text and the essence of teacher’s feedback. The researcher also prepared the teaching aids being used such as hand-made poster which was containing about the list of the codes and its meaning. She prepared the teaching material based on the topic stated in the curriculum. The material was about Recount text and the theme was Recreation. For the first cycle, she planned three meetings. The meeting was conducted once a week. She made one lesson plan for each meeting. Before doing the teaching in the class VIII B, the researcher gave the students pre-test. The test was aimed to know their writing skill. The test was also given in the end of the first cycle as a post-test.
b. Implementing the action

In implementing the action, the researcher played a role as the teacher. Meanwhile, the real English teacher helped the researcher in observing the students and in overcoming the problems faced by the researcher in the class (during the teaching and learning process). The researcher also asked one of her friends to observe the teaching and learning process. So, there were two observers in the class.

The researcher did the teaching-learning process in three phases: pre-activity, main activity, and post-activity. The pre-activity phase covered all the things done as the opening such as greeting, checking the students’ attendance. In this phase, the researcher also did brainstorming or gave some questions to students to stimulate their participation in the lesson. In the main activity, the researcher gave explanation about the material and about what teacher’s feedback was. In this phase, the researcher also gives the students opportunity to ask about everything dealing with the material (recount text) and the codes in teacher’s feedback. In the post activity, the researchers summarizes the lesson, doing reflection, and the closing the lesson.

Here is the description of the action implementation:

1. **The first meeting (09.15 a.m. – 10.25 a.m.)**

The first meeting was conducted on Thursday, January 29, 2009. The topic was *Recreation*. In short, the teaching and learning process ran as follows. Firstly, the researcher introduced the topic (Recreation) and stated the goal of the lesson. Then, she distributed the copy of the material that was recount text with
the title *Going to Parangtritis*. The researcher asked the students to comprehend the copy of the material: recount and its example. After that, she asked one of the students to read the text loudly and then discussed the content and the generic structure of the text. Then, the researcher gave explanation about recount. The students had learned about Recount text before so that the researcher didn’t find any meaningful difficulty in explaining about Recount.

The time left was about 45 minutes. The researcher asked the students to make a composition in form of recount text with the titles given by researcher. At the first time, all of the students refused to do that they said “Ngga bisa mba, kan mengarang bahasa inggris susah, nanti kalau salah semua gimana mba?” then, the researcher encouraged the students that it was OK if they produced many errors in writing. The researcher said “tidak apa-apa kalau membuat kesalahan, namanya juga masih belajar. Jangan takut nanti kalian malah bisa belajar dari kesalahan itu dan tahu mana yang benar”

Finally, the students did what the researcher asked them to do that was made a composition in form of recount. Then, the researcher distributed worksheet to the students. The students started to write and the researcher walked around the class to make sure that all students wrote the composition. After a few minutes, they were asked to collect their worksheet. In the post-activity phase, the researcher just said goodbye to the students since the time was limited.

2. **The second meeting (07.00 a.m. – 08.20 a.m.)**

The second meeting was conducted on Monday, February 2, 2009. The topic was still *Recreation*. The researcher gave another example of recount text.
The researcher reviewed the last meeting to refresh students’ memory about recount text. Then, she introduced about teacher’s feedback to the students and distributed the copy of it. She explained about what teacher’s feedback was and explained about the feedback codes and its meaning. She also gave the examples in sentences for each code. The researcher gave the students opportunity to ask questions dealing with teacher’s feedback. There was one student asked “jadi nanti karangan kita tidak langsung dinilai tapi diberi tanda dulu lalu dibenarkan lagi ya mba?” then, the researcher answered “ya, nanti karangan kalian tidak langsung saya nilai tapi diberi kode feedback dulu setelah itu kalian mengoreksi karangan kalian lagi berdasarkan feedback yang diberikan, bagaimana sudah jelas?” the students answered “yes!!”

The next, the researcher asked the students to make a composition in form of recount text based on the titles given by the researcher. The researcher did the brainstorming before the students started to write. It was done to avoid the blank page on students’ worksheet because sometimes they did not have idea how to develop a paragraph. She distributed the worksheet to the students. The students started to write, while the researcher was walking around the class to make sure that all students were writing the composition and also gave oral or individual feedback for each student who needed some helps (it is called the process approach).

After the students finished writing, the researcher asked them to check their writing again before collected it to the researcher. She told the students that
their writing would be returned the following week. She summarized the lesson on that day and then closed it by saying goodbye.

3. The third meeting (07.00 a.m. – 08.20 a.m.)

The third meeting was conducted on Monday, February 9, 2009. The topic was still Recreation. The researcher reviewed the last meeting to refresh the students’ memory. Then she distributed the students’ writing from the last meeting. She asked the students to correct their own writing based on the feedback given and then rewrote it on the new worksheet. She also put a big handmade poster on the white board to familiarize feedback codes to the students. Before asking the students to correct their writing, the researcher explained about what kind of error they often made and she took the example from the students’ writing. The students started to correct their writing. As usual, the researcher was walking around the class to make sure that all students were correcting their writing and helped the students who was still confused about the feedback.

Having finished corrected their writing, the students collected their writing again to the researcher. Finally, the researcher closed the lesson by thanking the students for their attention and then saying goodbye.

c. Observing the action

During the teaching and learning process, the researcher did not only teach the students, but also observed the things happening in the class. The following is the detail explanation about the result of the observation.
1) **The first meeting**

In the first meeting, the students were still looked ashamed to the researcher. During the activities, they paid attention to the researcher’s explanation. When the researcher gave the opportunity to ask questions dealing with the material, they said they have learned about the recount before, so they did not confuse. Some boys and girls were kept talking while the researcher explained the material. There much time was wasted to make them listen. The class became very noisy when the researcher asked them to write a composition.

2) **The second meeting**

In this meeting, the researcher explained once again about recount especially about its language feature for about 15 minutes to refresh the students’ memory. She gave another example of recount text. Then, she introduced teacher’s feedback to the students. Some students seemed interested to the researcher’s explanation about teacher feedback, it was seen from some students who asked questions dealing with the teacher’s feedback. But the rest of the students were still looked confused with the researcher’s explanation. Most of them asked about the vocabulary when they were writing the composition. Most of the students did not re-check/ edit their writing before they collected it to the researcher.

3) **The third meeting**

On the third meeting, the students and the researcher started to have a good relationship. The students were not ashamed anymore to ask questions if they did not understand. They also seemed very interested to the big poster that
had been made by the researcher. They asked question to the researcher if they did not understand about the feedback given.

**d. Reflecting the result of the observation**

The researcher did reflection to evaluate the teaching and learning process she has done in cycle one. After the implementation of teacher’s feedback, the researcher saw some positive results.

Firstly, the students started to show the positive attitudes toward writing. It could be seen from the students’ activeness and seriousness in performing the steps of writing. They became more active in joining the lesson taught by the researcher. They were also actively involved in brainstorming session; some of them were very enthusiastic and also gave some inputs during the activity. In writing activity, some students were looked very serious; they did not cheat or imitate someone’s work like most of their friends did. They used their own idea. They just asked about the vocabularies and the verb in past form to the researcher. The researcher marked the names of those students in observation paper. And the result, there were 17 students from 40 students or 42.5% of the whole students who showed the activeness and seriousness in performing the steps of writing. This number was better than when they did pre test. When pre test was conducted, there were only 7 to 9 students who showed seriousness in doing writing.

The improvement of students’ writing skill could be seen from the students’ ability in improving the content of the composition and improving the form of the language based on the feedback given by the teacher. The researcher
counted the number of students who could make use the teacher’s feedback to improve the content and the language of the composition. As the result, there were 23 students from 40 students or 57.5 % who could improve the content of the composition based on the feedback given by the teacher. And the numbers of students who could improve the form of the language based on the feedback given by teacher were 28 students from 40 students or 70%.

The improvement of students’ writing competence could also be seen from the changing of the mean score. The mean score of the post test results done at the end of the cycle one was 72.6. Meanwhile, the mean score of pre test was 58.5. It showed that there was an improvement although it was not the best achievement. The implementation of teacher’s feedback in writing gave contribution in improving students’ writing competence.

The numbers of the students who got score 62 or more was rising. In the pre test, the students who got score 62 or more was eleven students or just 27.5%. In the end of the first cycle, the number of students who got score 62 or more was rising, that was twenty-nine students or 72.5%.

Nevertheless, the improvement of the students’ writing skill has not effective yet since the main targets have not been achieved yet. The researcher has formulated the indicators of success of this research that covers four aspects; (1) The students’ activeness and seriousness in performing the steps of writing,(2) The students ability in improving the content of the composition based on the feedback given by the teacher,(3)The students’ ability in improving the form of the language based on the feedback given by the teacher,(4) The completion of the
study. The target of achievement for each aspect is 70 %. And from the result of the first cycle, it can be seen clearly that there are two aspects that have not reached the target, they are; (1) The students’ activeness and seriousness in performing the steps of writing which is only 42.5 %,(2) The students ability in improving the content of the composition based on the feedback given by the teacher, it is only 57.5 %.

There were also several problems that the researcher found in the first cycle, among others:

1. There were some students who were reluctant to write. They seemed do not have self-confident to write because they were still afraid making many errors.
2. The students still found difficulties in constructing sentences.
3. The researcher did not give enough explanation about the way to construct sentences (the grammar structure) and about the essence of teacher’s feedback because the lack of time.
4. Some students ignored the feedback given on their worksheet. They corrected their work but they seemed do not understand what the essence of teacher’s feedback itself was.
5. Some students found difficulties in understanding the researcher’s response on their worksheets since it was written in form of codes and they often forgot about its meaning. Therefore, they could not make use of the researcher’s response.
6. The researcher did not manage the class well enough so that sometimes the students were busy with themselves and finally they did not join and understand the lesson well.

7. Editing and revising stage did not run optimum. It means that almost of the students did not edit their writing result by their own awareness. Because editing stage was leaned, of course they did not revise their writing. They submitted their writing result directly without edited and revised it first. Sometimes students disregarded the importance of editing and revising in their writing process. It caused by the student hastiness to submit their writing.

Referring to what she identified as both positive and weaknesses above, the researcher decided to take the second cycle in order to make better improvement of the students’ writing skill.

3. The Second Cycle

a. Revising the plan

The reflection demanded the researcher to do better efforts in improving the students’ writing skill. Based on the result of the first cycle, it was found that there were several remaining problems which needed to be solved. The researcher decided to take the second cycle and revise the plan.

In this cycle, the researcher tried to overcome the barriers to improve. She decided to teach the students by presenting the same topic, namely Recreation and the example of text entitled Visiting Grandparents. She taught the students by giving enough explanation about the grammar structure and by first explaining again about the guidelines of teacher’s feedback. Before the students corrected
their writing based on the feedback given on their worksheet, the researcher gave some times to explain once again about the feedback codes and she took the examples directly from the students’ writing so that it would be easier for them to understand. Moreover, she gave two codes to the students’ writing. In this case, she gave an underlining to the wrong sentence structure and put a code on it so that the students knew the errors they made.

The researcher became more active in managing the class so that the students could join the class optimally.

b. Implementing the action

The researcher implemented the action in two meetings.

1). The first meeting (07.00 a.m. – 08.20 a.m.)

The first meeting was conducted on Monday, February 16, 2009. The topic was Recreation. The researcher started the lesson by reviewing the last discussion and then explaining more about teacher’s feedback. She also explained about the function of her response to the students’ writing. Having finished explaining about teacher’s feedback, the researcher asked the students, “Do you understand?” They answered together, “Yes!”

Then, the researcher asked the students to make a simple composition with the titles given by the researcher. She also distributed the worksheet. One of the student asked to the researcher “ini masih kaya yang dulu ya mba?” then, she answered “iya, kamu masih bingung tidak?” the student answered “tidak”.

The researcher went around the class to make sure that all the students understood what they had to do. She gave individual feedback to some students who really needed it. Most of the students still asked about the vocabulary.

The time left was about ten minutes. Most of the students had finished writing and they collected it to the researcher. However, there were some students who had not finished their writing so that the researcher gave them a few more minutes to finish it.

Finally, they all collected their work. Then, the researcher closed the lesson by saying thanks to the students and saying goodbye.

2. The second meeting (07.00 a.m. -08.20 a.m.)

This meeting was conducted on Monday, February 23, 2009. The topic taught was Recreation. The researcher distributed the students’ writing from the last meeting and she also distributed the new worksheet to the students. Before asking the students to correct their writing, the researcher explained once again about the feedback codes given on their worksheet. She also took the example directly from the students’ worksheet.

Having finished the explanation, the researcher asked the students to correct their writing and wrote it on the new worksheet. She walked around the class to make sure that all students were correcting their writing and also give individual feedback to the students. After the students finished correcting their writing, some of the students showed it to the researcher in order to ask whether they had made the correct writing.
Finally, the time was up and the researcher closed the lesson by asking some questions first. She asked, “Is there any question?” The students answered, “No!” Then, the researcher asked in Indonesian, “menurut kalian teacher’s feedback itu membantu kalian dalam menulis bahasa inggris tidak?” They answered, “yes!” then she pointed one students to say her reason said so, “ya, Rani menurut kamu kenapa teacher’s feedback sangat membantu?” then Rani answered “karena tulisan kita tidak langsung disalahkan, dan kita bisa mengoreksi kesalahan kita sendiri jadi kita tidak takut salah, apalagi mba selalu membantu selama proses writing”. “Ok, thank you Rani” said the researcher. Then, she closed the lesson by saying thanks and goodbye.

c. Observing the action

The result of the observation done during the teaching-learning processes in the second cycle is as follows:

1) The first meeting

In this meeting the students seemed to have better attitudes towards writing and teacher’s feedback since the researcher had explained it clearer. It could be seen from their expression and their response towards the researcher’s explanation about it. Most of the students did not complained anymore when they were asked to writing and they also made use the feedback given to improve their writing.

They also seemed to have better understanding about the way of constructing simple sentences. Most of the students could construct sentences correctly when they were asked to write a simple composition.
The researcher had applied better control towards the students’
behaviour in the class so that the teaching and learning process could run
smoothly and the students could concentrate well.

2) The second meeting

The essence of this meeting was just to ask the students to check and
correct their writing they had collected in the previous meeting. Therefore, the
topic was still Recreation. The students find it easier to correct their writing since
the researcher had put two codes; underlining and code.

They were also asked to read the researcher’s response which was provided in Indonesian so that it was not difficult for them to understand it. Some students laughed happily finding that the researcher gave good response to their writing. They enthusiastically read the researcher’s response since it was written in Indonesian so that it was easy for them to understand the researcher’s intention. Besides, they revised their writing without any feeling of aversion or burden. They made better writing.

d. Reflecting the result of the observation

It comes to the last reflection to be concluded after the series of
treatments and evaluations. The researcher has tried as best as she can do in her
trial of improving the students’ writing skill through feedback. It ends into a
statement it is not easy to make chances and improvement toward the students’
writing skill and behaviour in learning how to write. It actually takes more than 5
meetings treatment to make great chances and improvement toward the students’
writing skill. The treatment the researcher conducted; help them a bit in improving
their writing skill, but it is not enough to make them labelled as competent writer, not yet. But this treatment and evaluations definitely changed students’ attitude and behaviour toward writing.

Referring to the target she wants to achieve, which is improving students’ writing skill, she finds the result of the treatments and evaluations satisfying. Overall, she can say that teacher’s feedback works well in improving students’ writing skill. The improvements can be seen from some points. The first point is the number of students who shows activeness and seriousness in performing the steps of writing are raising, from 17 students or 42.5 % in the first cycle become 30 students or 75 % in the second cycle. It means a lot because it is not easy to make the students realize that writing is a process, all they have to do is practice and they have to be an active learner; not afraid to ask and not afraid to try.

The second point dealing with the achieved target is the students’ ability in improving the content of the composition and improving the form of the language based on the feedback given by the teacher is getting better. It can be seen from the changing numbers of the students who can make use teacher’s feedback to improve the content and the form of the language of their composition. In the second cycle, there are 29 students or 72.5 % who can make use teacher’s feedback to improve the content of the composition. Compare with the first cycle, there were only 23 students or 57.5 % who could make use the teacher’s feedback to improve the content of their composition. And the numbers of students who can improve the form of the language based on the feedback
given by teacher are 34 students or 85%. This rising is very satisfying for the researcher, because it is a proof that the students finally know the essence of teacher’s feedback that is they can self-correct their own writing.

The third point is the mean score of the second post test result done at the end of the action shows that there is significant improvement of the students’ writing skill. The mean score of the second post test is 74. It is better than the mean score of the first post test result which was 72.6. The numbers of the students who get score 62 or more in the end of the second cycle is thirty-three students or 82.5%. Meanwhile, the numbers of the students who got score 62 or more in the first cycle was twenty-nine or 72.5%. It means that the percentage is rising.

The fourth point dealing with the achieved target is the elimination of “I am afraid making mistakes phenomenon” (I can’t, it’s very difficult, I’m afraid). After the treatments and evaluations, they are no longer suffered from “I am afraid of making mistakes phenomenon”. It becomes a habit that mistakes are no longer obstacle to write. They are not afraid anymore to produce many errors in writing because they have realized that making many errors is part of learning as the researcher told them; learning by doing. Everyone learns from their mistakes, once they know it, they fix it and the most important thing is trying not to repeat the same mistake. In her study, what makes students afraid of making many errors are related to the knowledge of the language they have. In this case, grammar, structure and vocabularies were identified as the obstacle for them to write freely.
The fifth point which shows the positive progress of students’ writing skill is they are able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher’s explanation and examples. The researcher explained to them which sentences went wrong and showed them the correct form. The positive progress of students’ writing skill is also the enrichment of students’ vocabularies which happened during the process of writing.

The sixth point is that the students were actively involved in the teaching and learning process. They asked questions whenever they did not understand about the material or the feedback given. They also could make use of the teacher’s feedback so that they found it easier to revise their writing. All students were active in joining the lesson since the researcher did better class control.

However, these achievements do not mean that the actions done by the researcher is already perfect and final. The use of teacher’s feedback is only one of the ways of improving the students’ writing skill. It can still be improved by the teacher as long as she or he is willing to do betterment on her/his teaching, especially in teaching writing. Where there is a will there is a way. She or he can make use of any techniques appropriate to the teaching of writing skill.

There are two drawbacks the researcher finds in applying teacher’s feedback in order to improve the students’ writing skill, among others:

1) This activity requires considerable time commitment by the researcher to read and respond meaningfully to each student’s writing.
2) Some students are still found difficulty in understanding the essence of teacher’s feedback although the researcher has explained them about it. In short, the use of feedback as a means of improving students’ writing skill should be preceded by non threatening writing activities that can help students get the essence of it. Once they find the overall writing process, they will be eager to begin writing.

Nevertheless, by considering the improvements above, the researcher concluded that teacher’s feedback can improve the students’ writing skill, especially on the aspect of sentence construction which deals with grammar structure, mechanics and vocabulary. Besides, the students showed more positive attitudes towards teacher’s feedback. Although they are sometimes looked confused by the feedback given but they are not reluctant to ask, the students seem to have more courage to write and to ask. Therefore, the researcher decides to stop the cycle.

C. Discussion

This section presents the discussion of the research finding which contains important points summarized from the first cycle to the second or the last one.

In the first cycle, the researcher conducts the teaching and learning process by presenting one topic held in three meetings. She chooses appropriate ways to support the use of teacher’s feedback implemented in the class, among others; lecturing and question and answer. Those ways help the students understand the material the researcher presents, namely the grammar structure and
vocabularies usually used in retelling events in the past like Recreation, and the generic structure of Recount texts.

In general, the observation result shows that there are some improvements achieved after doing the action. Firstly, the students start to show the positive attitudes toward writing. It can be seen from the students’ activeness and seriousness in performing the steps of writing. They become more active in joining the lesson taught by the researcher. They are also actively involved in brainstorming session; some of them are very enthusiastic and also give some inputs during the activity. In writing activity, some students are looked very serious; they do not cheat or imitate someone else’s work like most of their friends do. They use their own idea. They just ask about the vocabularies and the verb in past form to the researcher. The researcher marks the names of those students in observation paper. And the result, there are 17 students from 40 students or 42.5 % of the whole students who show the activeness and seriousness in performing the steps of writing. This number is better than when they do pre test. When pre test is conducted, there are only 7 to 9 students who showed seriousness in doing writing.

The improvement of students’ writing skill can be seen from the students’ ability in improving the content of the composition and improving the form of the language based on the feedback given by the teacher. The researcher counts the number of students who can make use the teacher’s feedback to improve the content and the language of the composition. As the result, there are 23 students from 40 students or 57.5 % who can improve the content of the
composition based on the feedback given by the teacher. And the numbers of students who can improve the form of the language based on the feedback given by teacher are 28 students from 40 students or 70%.

The improvement of students’ writing competence can also be seen from the changing of the mean score. The mean score of the post test results done at the end of the cycle one is 72.6. Meanwhile, the mean score of pre test is 58.5. It shows that there is an improvement although it is not the best achievement. The implementation of teacher’s feedback in writing gives contribution in improving students’ writing competence.

The numbers of the students who get score 62 or more is rising. In the pre test, the students who get score 62 or more is eleven students or just 27.5%. In the end of the first cycle, the number of students who get score 62 or more is rising, that is twenty-nine students or 72.5%.

Nevertheless, the improvement of the students’ writing skill has not effective yet since the main targets have not been achieved yet. The researcher has formulated the indicators of success of this research that covers four aspects; (1) The students’ activeness and seriousness in performing the steps of writing,(2) The students ability in improving the content of the composition based on the feedback given by the teacher,(3)The students’ ability in improving the form of the language based on the feedback given by the teacher,(4) The completion of the study. The target of achievement for each aspect is 70 %. And from the result of the first cycle, it can be seen clearly that there are two aspects that have not reached the target, they are; (1) The students’ activeness and seriousness in
performing the steps of writing which is only 42.5 %,(2) The students ability in improving the content of the composition based on the feedback given by the teacher, it is only 57.5 %.

There are also several problems that the researcher finds in the first cycle, among others: (1) there are some students who are reluctant to write. They seem do not have self-confident to write because they are still afraid making many errors. (2) The students still find difficulties in constructing sentences. (3) The researcher do not give enough explanation about the way to construct sentences (the grammar structure) and about the essence of teacher’s feedback because the lack of time. (4) Some students ignore the feedback given on their worksheet. They correct their work but they seem do not understand what the essence of teacher’s feedback itself is. (5) Some students find difficulties in understanding the researcher’s response on their worksheets since it is written in form of codes and they often forget about its meaning. Therefore, they can not make use of the researcher’s response. (6) The researcher does not manage the class well enough so that sometimes the students are busy with themselves and finally they do not join and understand the lesson well. (7) Editing and revising stage do not run optimum. It means that almost of the students do not edit their writing result by their own awareness. Because editing stage is leaned, of course they do not revise their writing. They submit their writing result directly without editing and revising it first. Sometimes students disregard the importance of editing and revising in their writing process. It is caused by the student hastiness to submit their writing.
Referring to what she identified as both positive and weaknesses above, the researcher decides to take the second cycle in order to make better improvement of the students’ writing skill.

In the second cycle, the researcher explains again about the essence of teacher’s feedback. She tries to make use codes to do the correction of the students’ writing. She gives an underlining to the wrong grammar structure and also put a code on it. This helps the students to identify errors they make so that it will be easier for them to revise their writing. Besides, she also gives the comment in Indonesian in order to help the students understand the researcher’s intention. By doing these, the researcher can minimize the students’ burden in writing.

The researcher has tried as best as she can do in her trial of improving the students’ writing skill through feedback. It ends into a statement it is not easy to make chances and improvement toward the students’ writing skill and behaviour in learning how to write. It actually takes more than 5 meetings treatment to make great chances and improvement toward the students’ writing skill. The treatment the researcher conducted; help them a bit in improving their writing skill, but it is not enough to make them labelled as competent writer, not yet. But this treatment and evaluations definitely changed students’ attitude and behaviour toward writing.

Referring to the target she wants to achieve, which is improving students’ writing skill, she finds the result of the treatments and evaluations satisfying. Overall, she can say that teacher’s feedback works well in improving students’ writing skill. The improvements can be seen from some points. The first
point is the number of students who shows activeness and seriousness in performing the steps of writing are raising, from 17 students or 42.5% in the first cycle become 30 students or 75% in the second cycle. It means a lot because it is not easy to make the students realize that writing is a process, all they have to do is practice and they have to be an active learner; not afraid to ask and not afraid to try.

The second point dealing with the achieved target is the students’ ability in improving the content of the composition and improving the form of the language based on the feedback given by the teacher is getting better. It can be seen from the changing numbers of the students who can make use teacher’s feedback to improve the content and the form of the language of their composition. In the second cycle, there are 29 students or 72.5% who can make use teacher’s feedback to improve the content of the composition. Compare with the first cycle, there were only 23 students or 57.5% who could make use the teacher’s feedback to improve the content of their composition. And the numbers of students who can improve the form of the language based on the feedback given by teacher are 34 students or 85%. This rising is very satisfying for the researcher, because it is a proof that the students finally know the essence of teacher’s feedback that is they can self-correct their own writing.

The third point is the mean score of the second post test result done at the end of the action shows that there is significant improvement of the students’ writing skill. The mean score of the second post test is 74. It is better than the mean score of the first post test result which was 72.6. The numbers of the
students who get score 62 or more in the end of the second cycle is thirty-three students or 82.5%. Meanwhile, the numbers of the students who got score 62 or more in the first cycle was twenty-nine or 72.5%. It means that the percentage is rising.

The fourth point dealing with the achieved target is the elimination of “I am afraid making mistakes phenomenon” (I can’t, it’s very difficult, I’m afraid). After the treatments and evaluations, they are no longer suffered from “I am afraid of making mistakes phenomenon”. It becomes a habit that mistakes are no longer obstacle to write. They are not afraid anymore to produce many errors in writing because they have realized that making many errors is part of learning as the researcher told them; learning by doing. Everyone learns from their mistakes, once they know it, they fix it and the most important thing is trying not to repeat the same mistake. In her study, what makes students afraid of making many errors are related to the knowledge of the language they have. In this case, grammar, structure and vocabularies were identified as the obstacle for them to write freely.

The fifth point which shows the positive progress of students’ writing skill is they were able to construct sentences correctly. In this case, the sentences they constructed were based on the researcher’s explanation and examples. The researcher explained to them which sentences went wrong and showed them the correct form. The positive progress of students’ writing skill is also the enrichment of students’ vocabularies which happened during the process of writing.
The sixth point is that the students are actively involved in the teaching and learning process. They ask question whenever they do not understand about the material or the feedback given. They also can make use of the teacher’s feedback so that they find it easier to revise their writing. All students are active in joining the lesson since the researcher does better class control.

However, these achievements do not mean that the actions done by the researcher is already perfect and final. The use of teacher’s feedback is only one of the ways of improving the students’ writing skill. It can still be improved by the teacher as long as she or he is willing to do betterment on her/his teaching, especially in teaching writing. Where there is a will there is a way. She or he can make use of any techniques appropriate to the teaching of writing skill.

There are two drawbacks the researcher finds in applying teacher’s feedback in order to improve the students’ writing skill, among others:

1). this activity requires considerable time commitment by the researcher to read and respond meaningfully to each student’s writing.

2). some students still find difficulty in understanding the essence of teacher’s feedback although the researcher has explained them about it. In short, the use of feedback as a means of improving students’ writing skill should be preceded by non threatening writing activities that can help students get the essence of it. Once they find the overall writing process, they will be eager to begin writing.

Nevertheless, by considering the improvements above, the researcher concluded that teacher’s feedback can improve the students’ writing skill,
especially on the aspect of sentence construction which deals with grammar structure, mechanics and vocabulary. Besides, the students showed more positive attitudes towards teacher’s feedback. Although they are sometimes looked confused by the feedback given but they are not reluctant to ask, the students seem to have more courage to write and to ask. Therefore, the researcher decides to stop the cycle.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, it can be drawn two conclusions.

The first conclusion is that teacher’s feedback can significantly improve the students’ writing skill. The improvements can be seen from some points. The first point is the students’ ability in improving the content of the composition and improving the form of the language based on the feedback given by the teacher is getting better. It can be seen from the changing numbers of the students who can make use teacher’s feedback to improve the content and the form of the language of their composition. In the second cycle, there are 29 students or 72.5 % who can make use teacher’s feedback to improve the content of the composition. Compare with the first cycle, there were only 23 students or 57.5 % who could make use the teacher’s feedback to improve the content of their composition. And the numbers of students who can improve the form of the language based on the feedback given by teacher are 34 students or 85 %. This rising is very satisfying for the researcher, because it is a proof that the students finally know the essence of teacher’s feedback that is they can self-correct their own writing.

Clearly, the improvement of the students’ writing skill can be seen from the result of the tests. The mean score of the second post test result done at the end of the action shows that there is significant improvement of the students’
writing skill. The mean score of the second post test is 74. It is better than the mean score of the first post test result which was 72.6. The numbers of the students who get score 62 or more in the end of the second cycle is thirty-three students or 82.5%. Meanwhile, the numbers of the students who got score 62 or more in the first cycle was twenty-nine or 72.5%. It means that the percentage is rising.

In general, teacher’s feedback helps students learn to write in a non threatening atmosphere so that they can write without any feeling of aversion. Through teacher’s feedback, students can self-correct their own writing actively. They are encouraged to practice writing and do not have to be afraid in producing many errors. Since writing is a skill gained by practicing, it makes sense to say that the more they practice writing, the better they will write.

The second point to be concluded is that the implementation of teacher’s feedback improves the quality of teaching writing and the students’ motivation in learning writing. It can be seen from their positive attitudes towards writing indicated by the numbers of students who shows activeness and seriousness in performing the steps of writing are rising, from 17 students or 42.5 % in the first cycle become 30 students or 75 % in the second cycle. It means a lot because it is not easy to make the students realize that writing is a process, all they have to do is practice and they have to be an active learner; not afraid to ask and not afraid to try.

The students also enthusiastically write what the researcher asks to write. They are also not afraid anymore when they are asked to write. It can be
seen from the elimination of “I am afraid making mistakes phenomenon” (I can’t, it’s very difficult, I’m afraid). After the treatments and evaluations, they are no longer suffered from “I am afraid of making mistakes phenomenon”. It becomes a habit that mistakes are no longer obstacle to write. Everyone learns from their mistakes, once they know it, they fix it and the most important is try not to repeat the same mistake. In her study, what makes students afraid of making many errors are related to the knowledge of the language they have. In this case, grammar, structure and vocabularies are identified as the obstacle for them to write freely.

In the teaching and learning processes, the researcher used to give individual feedback to the students. This kind of feedback helps the students understand better about the material presented, especially for the students who are reluctant to ask the things they do not understand. Besides, it gives opportunities to the researcher to get closer to the students.

**B. Implication**

In teaching writing, it is important to implement an appropriate teaching approach. The use of teacher’s feedback in teaching writing is an effective way to improve the students’ writing skill. One of the effective points of teacher’s feedback is when students receive grammar feedback that indicated the place but not actually correcting the errors, the students significantly improve their grammar on subsequent rewrites of the paper.

Besides, the implementation of teacher’s feedback can attract the students’ interest and motivation to get involved in the teaching-learning process. Teacher’s feedback is one of the ways of encouraging and customizing the students to
writing. It enables the students to self correct their own writing and become accurate writer.

Based on the conclusion, there is an improvement of students’ writing skill after the implementation of teacher’s feedback. The writer can imply that teacher’s feedback can be used as an effective approach to language teaching methodology especially for teaching writing.

C. Suggestion

Based on the conclusion made and the implication stated above, the researcher would like to give some suggestions dealing with the teaching of writing. Hopefully, the suggestions will be useful for whomsoever willing to improve the skill in writing including teachers, students, other researchers, and institutions.

1. for teachers

Teaching writing is not an easy work since lots of students think that writing is the most difficult skill to be learned. Consequently, teachers will face many obstacles during the teaching and learning process. Therefore, they should be clever in choosing the appropriate techniques that can both change the students’ attitude towards writing and improve the students’ writing skill. One of the ways they can use is through the teacher’s feedback. Teachers should also give the simple examples of good writing to students as the model they can imitate.

In addition, teachers should be active in giving individual feedback to students since it will mean something important for them. Besides, it helps them get better understanding about the material given.
2. for students

Writing is, of course, not easy, but it is less difficult than what many students imagine. To improve their writing skill, all the students have to do is practicing writing as much as possible, since, once more to say, writing is a skill gained by practicing. Practicing writing does not mean that they have to write something scientific. They can start by writing simple composition about anything. The students should not be afraid of making errors and mistakes in the use of language because making errors and mistakes is part of learning.

The students should not be afraid of making many mistakes in writing. They learn by doing. Nevertheless, meaningful writing is not apart from the aspects of writing skill. Therefore, students should read much from the writing of the more proficient writer in order to get the examples of good writing. The more they read, the more they understand about the way how they write.

3. for other researchers

This study discusses the implementation of teacher’s feedback as a means of improving students’ writing skill in a Junior High School. It is expected that the result of the study can be used as an additional reference for further researches, especially researches dealing with the teaching of writing.

The researcher also hopes that other researchers can apply this technique in other level of students. Besides, other researchers can use this technique to improve students’ writing skill focused on other aspects of writing skill, such as syntax, organization. They can also conduct researches,
experimental researches for example, comparing this technique with other techniques in teaching writing.

4. for institutions

The institution should encourage and support the English teachers to improve the quality of their teaching. It can be done by providing facilities needed by both teachers and students so that the teaching and learning process will run well. The institution should also facilitate various media and material supporting the teaching and learning process, so that it will run more efficiently and effectively. Besides, the institution should hold regular meeting with the English teachers in order to discuss about the problems they face in teaching and to find out the best solutions.
BIBLIOGRAPHY


http://dictionary.cambridge.org/define/writing.html


http://www.scu.edu/~genetteta/classroom/Action/Research.html
Appendix 1

CATATAN LAPANGAN HASIL PENGAMATAN

Catatan Lapangan Nomor : 01

Waktu Pengamatan : Kamis, 16 Oktober 2008
Pukul 09.15 – 10.25 WIB

Tempat Pengamatan : Kelas VIII B
SMP Negeri 16 Surakarta

Objek Pengamatan : Kegiatan belajar mengajar bahasa Inggris yang dipimpin oleh guru BWK.

Pengamat : Riyani

Catatan Lapangan Dibuat : Kamis, 16 Oktober 2008
Pukul 18.15 WIB.

Situasi Latar

Kursi dan meja yang diatur menghadap ke utara terbagi atas empat deret, yaitu satu deret di sebelah barat, satu deret di sebelah timur dan dua deret di bagian tengah. Masing-masing deret terdiri atas lima baris/meja; sehingga seluruhnya ada 20 meja, yang masing-masing digunakan oleh dua siswa. Dengan demikian kapasitas ruangan tersebut adalah 40 orang. Deret satu dengan deret yang lainnya berjarak kira-kira satu meter yang memungkinkan guru dapat bergerak dari depan ke belakang dengan leluasa. Meja/kursi yang paling depan berjarak sekitar 2,5 meter dari papan tulis, sedangkan meja/kursi yang paling belakang berjarak sekitar 1,5 meter dari tembok.

Di bagian depan ruang kelas terdapat sebuah white board berukuran sekitar 2,5 m x 1,5 m dan sebuah papan pengumuman berukuran sekitar 1,5 m x 1 m. Di atasnya terdapat gambar presiden, burung garuda dan wakil presiden. Di sebelah barat terdapat papan tulis terdapat satu meja/kursi guru dengan posisi berhadapan dengan meja kursi siswa. Di meja guru terdapat beberapa penggaris segitiga dan jangka yang terbuat dari kayu dan sebuah penggaris panjang lurus berukuran 1 meter. Lantai ruangan dibawah papan tulis dibuat 20 cm lebih tinggi dari bagian lainnya, sehingga guru dapat memanfaatkan papan tulis secara penuh. Selain gambar presiden, burung garuda dan wakil presiden terdapat dua buah gambar pemandangan di bagian belakang dan empat buah gambar pahlawan di bagian timur dan barat. Sapu dan sulak diletakan di bagian belakang pojok sebelah timur.

Jumlah siswa seluruhnya adalah 40 orang; 21 orang perempuan dan 19 orang laki-laki. Hari itu semuanya masuk. Mereka mengenakan seragam: baju
putih dan celana/rok biru. Guru kelas, guru BWK, mengenakan pakaian seragam PSH.

Pada saat melakukan pengamatan, saya diberi kursi sendiri. Saya duduk di belakang pojok sebelah barat. Berikut ini disajikan denah ruang kelas VIII B, tempat berlangsungnya pengamatan.

Denah kelas VIII B

Keterangan:
1. Whiteboard
2. Kursi dan meja guru
3. Kursi dan meja murid
● Observer
Jalannya Kegiatan Belajar Mengajar

09.15 WIB

(01) Bel elektrik berdering panjang, tanda kegiatan belajar mengajar jam ke-4 dimulai. Kami berdua, saya dan guru BWK menuju ruang kelas VIII B. Dalam perjalanan kami, terdapat beberapa siswa keluar masuk kelas; demikian pula beberapa guru, yang kesemuaanya mengenakan PSH (pakaian seragam harian). Beberapa ruang kelas yang kami lewati tidak ada gurunya.

Komentar Pengamat (KP): Dalam jadwal tertulis bahwa kegiatan belajar mengajar dimulai pukul 09.15 WIB, tetapi masih banyak kelas yang kosong yang belum dimasuki oleh guru. Apabila ditambah lagi waktu yang diperlukan guru untuk berjalan dari kantor guru ke ruang kelas, maka waktu untuk belajar mengajar terkurangi sekitar 5 menit.

09.20 WIB


Komentar Pengamat (KP): menurut pendapat saya, seharusnya guru lebih tegas terhadap para murid yang tidak membawa buku. Mereka boleh meminjam buku ke kelas lain saat jam istirahat agar tidak mengganggu kelas lain yang sedang pelajaran.
Every plant consists of a lot of tiny cells. Outside this delicate membrane is a cell wall. The cell walls protect the plant cells and help it keep their shape.

All plants must take in water. They need roots. Root systems are of two main shapes. One consists of a single large root. It grows straight downward with many tiny, thin roots growing out from it. Carrots and trees have this. It is called taproot. The other root shape looks like a large number of strings. These all grow downward and outward from the base of the stem. These are called fibrous roots.

One of the main jobs of the roots is to take water and minerals from the soil. If you look very carefully at the thin ends of a root, you will see a fuzzy growth. This fuzz is made up of tiny root hair. Another job of the roots is to anchor a plant in the soil. The roots must hold the tree upright against the force of wind.

The stem supports leaves and flowers of a plant. Stems have many branches. Leaves of tree grow in smaller branches called twigs. The main job of stem is to conduct water and dissolved materials from the roots to the leaves, flowers, and fruit of the plant. Liquid food materials made in the leaves also move downward through the stems from the leaves to the roots. Leaves are the food factories of a plant. Using water and carbon dioxide, the leaves make sugar. The leaves get energy for making sugar from sunlight. The green colored substance of plants called chlorophyll causes the sugar making process to take place. The chlorophyll absorbs the sunlight energy that is needed for the process. This sugar making process is called photosynthesis. The sugar itself is used by the plants as food.


10.00 WIB

(05) Waktu sudah menunjukan pukul 10.00, itu berarti waktu yang tersisa tinggal 25 menit lagi dan guru tidak menya-nyiakannya. Ia mengatakan “pada pertemuan yang sebelumnya kalian sudah pernah mendeskripsikan orang ya, sekarang coba kalian deskripsikan gambar di halaman 24 English on Sky (terdapat gambar pohon kelapa, bunga mawar dan kaktus)! ” para siswa menjawab kdengan kompak “susah pak, ga bisa..” dan guru hanya menjawab “sudah
dikerjakan saja, ini untuk nilai tugas, nanti kalau waktunya habis kalian kerjakan di rumah untuk PR dan dikumpulkan besok pagi di meja saya”. Beberapa siswa masih mngeluh dan suasana menjadi berisik. Tetapi kemudian mereka mengerjakannya walau terlihat berat hati.

Komentar Pengamat (KP): dalam memberikan tugas kepada siswa guru seharusnya memberikan petunjuk atau memberikan penjelasan yang lebih karena kelas 2 SMP sebagian siswa masih banyak yang belum mengerti dan mereka tidak tahu akan menulis apa. Hal ini seharusnya tetap dilakukan walaupun siswa sudah mengenal descriptive text sebelumnya.

10.25 WIB

(05) Bel elektrik berbunyi tanda bahwa jam ke-5 sudah selesai. Sebagian besar siswa belum menyelesaikan tugasnya sehingga guru menjadikan tugas tersebut menjadi PR dan dikumpulkan keesokan paginya sebelum jam 7.30. kemudian guru menutup pelajaran dengan mengucapkan terima kasih atas perhatian siswa. Setelah itu kami meninggalkan kelas.
Appendix 2

INTERVIEW NOTE 1

Interview note : 01
Time : Thursday, November 27, 2008
08.30 am – 09.00 am
Place : Teacher office
Object : The students’ difficulties in English especially in writing
Subject : Bambang Wahyudi Kesdu, S.Pd
Interviewer : Riyani

Background Situations

Thursday, I went to SMP Negeri 16 Surakarta at about 08.20 am. I came to the Teacher office to meet Mr. Bambang Wahyudi Kesdu, S.Pd. we had made an appointment before that I wanted to do the interview with him. Unfortunately, he was not in the office. Not so long, he came to the office and then we shake hand. He asked me to sit, and then we did the interview. Before having this interview, I had observed her class several times. Here is the transcript of the interview:

R : Assalamuaikum, Pak.
BWK : Wa’alaikumsalam
saya ingin tahu selama ini bagaimana prestasi Bahasa Inggris di kelas Bapak?


R : jadi secara umum, para siswa masih mengalami banyak kesulitan dalam Bahasa Inggris ya pak?

BWK : Ya begitulah mbak.

R : kalau untuk skill/ ketrampilan sendiri yang dirasa masih sangat sulit di dalam skill apa pak?

BWK : Kebanyakan siswa disini masih mengalami kesulitan disemua skill, baik itu writing, reading, listening ataupun speaking.

R : Untuk writing skill sendiri bagaimana pak? Apa kesulitan yang banyak dikeluhkan siswa?
BWK : Ya macem-macem mbak, dari susah menulis kata-kata bahasa inggris, tidak tahu vocabnya sampai tenses.

R : Mungkin bapak pernah menerapkan kiat-kiat khusus atau metode atau memakai media tertentu agar para siswa mau menulis pak?

BWK : Selama ini sih belum pernah mba, ya seperti menerangkan pelajaran biasa saja, lagipula kebanyakan siswa tidak terlalu memperdulikan hal itu. Sebagian dari siswa itu masih menyelengkakan mba, terutama anak laki-laki itu mereka masih susah diatur.

R : Untuk nilai sendiri, di SMP 16 ini standard nilai bahasa inggrisnya berapa pak?

BWK : Untuk kelas VIII itu standar nilai minimumnya 62 mba.

R : Oh begitu ya pak. Bapak kan mengajar kelas dua ya pak? Untuk writingnya sendiri sekarang sudah sampai jenis text/genre apa pak, maksud saya jenis text yang sedang diajarkan sekarang?

BWK : kelas dua semester dua itu tentang Recount mba.

R : Untuk Recount tense-nya kan memakai past tense, berarti anak-anak sudah diajarkan tentang past tense sebelumnya pak?

BWK : Oh sudah mbak, present tense dan past tense sudah diajarkan.

R : Baiklah pak, saya rasa ini sudah cukup. Terima kasih sekali atas waktunya pak.

BWK : Oh ya, sama-sama mbak.
INTERVIEW NOTE 2

Interview note : 02
Time : Thursday, November 27, 2008
09.00 am – 09.10 am
Place : Class VIII B
Object : The students’ difficulties in English especially in writing.
Interviewer : Riyani

Background Situations

After interviewing Mr. Bambang, I went to the class VIII B to do the interview. I have planned to do the research in this class. I came to class VIIIB at about 09.00 am, and it was the first break. I found some students in the class and then I asked them whether they wanted to be interviewed and some of them say yes and there were also some students reject to be interviewed. Here is the transcript of the interview:

R : Assalamualaikum dek
NI : Wa’alaikumsalam.
R : Dek ini mbak Riyani dari UNS. Saya kan mau penelitian di kelas adik, dan sekarang saya butuh beberapa keterangan dari adik. Gimana? Oh ya, namanya siapa dek?
NI : Natasha Irwanti. Oia mbak, ga apa-ap mbak.
R : Pertama, mbak ingin tahu, adek suka pelajaran bahasa inggris tidak?
NI : Ya tergantung gurunya sih mbak, kalau gurunya nyenengin ya suka, tapi kalau mbosenin ya Ga’ suka. Tapi sebenarnya pengen bisa lancar bahasa inggris sih mbak.

R : Kalau menurut adek yang paling susah pas ngapain sih, membaca atau menulis atau apalah?

NI : Kalau menurutku sih menulis mbak, soalnya kan bahasa inggris tulisannya susah terus kalau kurang satu huruf saja artinyakan jadi salah.

R : Pak Bambang pernah menerapkan methode tertentu ngga’ untuk memudahkan siswa dalam menulis bahasa inggris?

NI : Belum pernah tuh mbak.

R : Pernah dengar tentang Feedback belum dek?

NI : Belum mbak.

R : InsyaAllah besok saya mau menerapkan methode itu untuk memperbaiki kemampuan menulis. Ya sudah terima kasih ya dek.

NI : Sama-sama mbak.
INTERVIEW NOTE 3

Interview note : 03
Time : Thursday, November 27, 2008
09.10 am – 09.15 am
Place : Class VIII B
Object : The students’ difficulties in English especially in writing.
Interviewer : Riyani

Background Situations

After interviewing Mr. Bambang, I went to the class VIII B to do the interview. I have planned to do the research in this class. I came to class VIII B at about 09.00 am, and it was the first break. I found some students in the class and then I asked them whether they wanted to be interviewed and some of them say yes and there were also some students reject to be interviewed. Here is the transcript of the interview:

R : Halo dek, mau ga diwawancara sebentar?
IAN : Ya ngga’ apa-apá.
R : Oh ya, namanya siapa dek?
IAN : Imam Agung Nugroho.
R : Ok, langsung saja ya. Kamu suka pelajaran bahasa inggris ngga?
IAN : Suka tapi ngga’ Tau artinya.
R : Kalau menulis atau mengarang dalam bahasa inggris susah ngga?
IAN : Susah, soalnya ngga bisa ejaannya mbak, tulisannya susah.
R : Pak Bambang pernah ngasih metode tertentu untuk memudahkan siswa dalam menulis dalam bahasa inggris tidak?
IAN : Pernah apa belum ya, lupa mba.
R : Pernah dengar tentang Feedback belum dek?
IAN : Belum mbak.
R : InsyaAllah besok saya mau menerapkan methode itu untuk memperbaiki kemampuan menulis. Ya sudah terima kasih ya dek.
IAN : Sama-sama mbak.
The Researcher’s Comment

From the interview which was done by the researcher with the English teacher and some students, it could be seen that most of the students have low level of writing skill it might be caused by the students lack of vocabulary and grammar. They always complained whenever they were asked to do the English task especially in writing. They complained when they were asked to make writing. They said they were afraid that their writing is wrong. In short, they tried to avoid writing because they thought writing is very difficult and they were afraid of making many errors.

The researcher also identified some problems that came from the English teacher. He never used certain method to make the students interested in English especially in writing. He thought that it is useless to do so, it could be seen from his remark “Selama ini sih belum pernah mba, ya seperti menerangkan pelajaran biasa saja, lagipula kebanyakan siswa tidak terlalu memperdulikan hal itu. Sebagian dari siswa itu masih menyepelekan mba, terutama anak laki-laki itu mereka masih susah diatur”. The teacher seemed has given up before he tries. The teacher also seemed never encourage the students to write and told them not to be afraid to make mistakes because they can learn from the mistakes they did before.
Appendix 3

Catatan Lapangan Hasil Penelitian

Nomor : 01
Waktu : 09.15 – 10.25 WIB
Hari/ Tanggal : Kamis / 29 januari 2009
Tempat : Kelas VIIIb, SMP N 16 Surakarta
Objek : Proses belajar mengajar yang diajar oleh R
Pengamat : 1. RPH
2. BWK

Setting

Ruang kelas 8B, tempat dilakukannya penelitian, terletak diantara ruang kelas 8A dan ruang Agama. Tepat didepan ruang kelas 8B adalah lapangan sekolah tempat diaakannya upacara bendera setiap senin dan kadang-kadang juga digunakan sebagai lapangan olahraga.

Penataan meja dan kursi dalam posisi menghadap ke papan tulis (penataan kelas pada umumnya). Ruangannya rapi dan bersih serta dilengkapi dengan teaching aids yang cukup memadai seperti papan tulis, spidol, dan penghapus untuk mendukung proses belajar mengajar. Ruang kelas ini tidak begitu luas namun cukup untuk menampung 40 siswa.

Saat dilakukannya penelitian tindakan kelas (action research) adalah pada jam keempat dan kelima yang dimulai pukul 09.15 hingga pukul 10.15. Karena sudah agak siang, suasana kelas sudah tidak begitu teratur dan siswa pun mulai tidak konsentrasi penuh untuk belajar.
Keterangan:
4. Whiteboard
5. Kursi dan meja guru
6. Kursi dan meja murid
   Observer
Jalannya Kegiatan Belajar Mengajar

09.15 WIB


Kemudian R menerangkan tentang Recount Text (generic structure, function, language feature, dsb). Tidak membutuhkan waktu yang lama untuk menerangkan tentang recount text karena sebagian siswa sudah memahami recount text karena memang di semester 2 ini genre textnya untuk SMP adalah Recount, jadi mereka tidak menemukan banyak kesulitan.

Komentar Pengamat (KP): Pada saat menanyakan kesiapan siswa, R kurang benar-benar memperhatikan kesiapan siswa sehingga ada beberapa siswa yang terlihat sibuk sendiri. Seharusnya R memberikan waktu sejenak bagi siswa untuk mempersiapkan diri mereka.

09.30


KP: para siswa masih terlihat sangat kesulitan dalam membuat karangan karena mungkin mereka belum pernah membuat karangan dalam bahasa Inggris sebelumnya, dan R terlihat tidak begitu membantu.
10.10

Waktu yang tersisa tinggal 10 menit, R meminta siswa untuk mengumpulkan hasil karangan mereka tetapi sebagian besar siswa belum selesai.

10.25

Lonceng tanda jam pelajaran kedua selesai sudah berbunyi, R meminta semua siswa mengumpulkan tugasnya walaupun ada yang belum selesai. R mengnutup pelajaran dan mengucap salam kemudian meninggalkan ruangan bersama observer.
Catatan Lapangan Hasil Penelitian

Nomor : 02
Waktu : 07.00 – 08.20 WIB
Hari/ Tanggal : Senin/ 2 Februari 2009
Tempat : Kelas VIIIB, SMP N 16 Surakarta
Objek : Proses belajar mengajar yang diajar oleh R
Pengamat : 1.DS
2. BWK

Setting

Ruang kelas 8B, tempat dilakukannya penelitian, terletak diantara ruang kelas 8A dan ruang Agama. Tepat didepan ruang kelas 8B adalah lapangan sekolah tempat diaakannya upacara bendera setiap senin dan kadang-kadang juga digunakan sebagai lapangan olahraga.

Penataan meja dan kursi dalam posisi menghadap ke papan tulis (penataan kelas pada umumnya). Ruangannya rapi dan bersih serta dilengkapi dengan teaching aids yang cukup memadai seperti papan tulis, spidol, dan penghapus untuk mendukung proses belajar mengajar. Ruang kelas ini tidak begitu luas namun cukup untuk menampung 40 siswa.

Saat dilakukannya penelitian tindakan kelas (action research) adalah pada jam pertama dan kedua yang dimulai pukul 07.00 hingga pukul 08.20. Karena masih pagi, suasana kelas masih segar dan siswa pun juga masih memiliki semangat penuh untuk belajar.

Hari ini ada 1 orang siswa yang tidak masuk sekolah tanpa keterangan, yaitu Apriza Rizaldi Na’im.
Keterangan:
7. Whiteboard
8. Kursi dan meja guru
9. Kursi dan meja murid
● Observer
Jalannya Kegiatan Belajar Mengajar

07.15 WIB


R menerangkan tentang Recount Text (generic structure, functions, language feature, dsb). Tidak membutuhkan waktu yang lama untuk menerangkan tentang recount text karena sebagian siswa sudah memahami recount text karena memang di semester 2 ini genre textnya untuk SMP adalah Recount, jadi mereka tidak menemukan banyak kesulitan.

KP: Pada saat menanyakan kesiapan siswa, R kurang benar-benar memperhatikan kesiapan siswa sehingga ada beberapa siswa yang terlihat sibuk sendiri. Seharusnya R memberikan waktu sejenak bagi siswa untuk mempersiapkan diri mereka.

07.20 WIB

R memulai kegiatan inti, namun masih ada beberapa siswa yang ramai terutama siswa laki-laki yang duduk di kursi pojok belakang. R bersegera menenangkan mereka. Siswa-siswa kelas 8B termasuk siswa yang mudah untuk diatur. Setelah mereka tenang, R memperkenalkan materi yang akan dipelajari yaitu tentang Recount text dan menjelaskan dengan singkat dan jelas tujuan dari mempelajarnya.

R memberikan beberapa pertanyaan terkait dengan materi yang akan diberikan sebelum menjelaskan tentang recount text. R tidak menemukan kendala yang berarti dalam menyampaikan meteri tentang recount text karena sebagian
besar siswa sudah paham dengan recount text. Saat R memerikan beberapa pertanyaan tentang recount text, para siswa pun dengan semangatnya menjawab. Setelah selesai menerangkan, R memberi kesempatan pada siswa untuk menanyakan hal yang kurang jelas, “jadi, sejauh ini ada pertanyaan tidak mengenai recount text?” Kemudian siswa menjawab secara serempak “tidak!”.


07.45 WIB

Para siswa terlihat mulai sibuk mengerjakan tugas membuat karangan, dan R berkeliling untuk memantau dan memberi sedikit bantuan kepada siswa yang masih menemui kesulitan.
Catatan Lapangan Hasil Penelitian
Nomor : 03
Waktu : 07.00 – 08.20 WIB
Hari/ Tanggal : Senin/ 9 Februari 2009
Tempat : Kelas VIIIB, SMP N 16 Surakarta
Objek : Proses belajar mengajar yang diajar oleh R
Pengamat : 1. RPH
2. BWK

Setting

Kelas yang diobservasi dalam keadaan cukup bersih. Siswa memakai seragam Osis. Proses pembelajaran bahasa Inggris dimulai pukul pada jam pertama yaitu pukul 07.00-08.20 WIB yang merupakan jam pertama pelajaran sehingga suasana kelas masih terkendali dan murid-murid masih terlihat segar dan bersemangat untuk belajar. Hari ini ada 1 siswa yang tidak masuk bernama Alfian Sri Nugraha.

Jalannya Kegiatan Belajar Mengajar

07.05 WIB


07.10 WIB

R memulai kegiatan inti dengan membagikan karangan siswa dari minggu sebelumnya yang sudah dikoreksi oleh R dan diberi kode kesalahan

**KP:** R sudah cukup jelas dalam menerangkan materi, apalagi dia menggunakan sebuah media dan menjaga interaksi dengan murid-murid sehingga tercipta suasana belajar-mengajar yang tidak kaku.

**07.45 WIB**

Siswa mulai mengoreksi pekerjaan mereka kembali. R meminta siswa untuk tidak sungkan jika ingin menanyakan sesuatu yang tidak mereka mengerti. R berkeliling untuk memantau siswa dan sesekali memberi sedikit bantuan dan petunjuk kepada siswa yang memerlukan.

**KP:** yang dilakukan R ini sangat membantu siswa.

**08.20 WIB**

Lonceng tanda jam berakhir telah berbunyi. R meminta siswa untuk mengumpulkan kembali buku mereka. Ada 2 orang siswa belum bisa
menyelesaikan tugas mereka tetapi R tetap meminta mereka untuk mengumpulkankannya.

KP: R kurang teliti saat berkelileing tadi, karena ternyata masih ada siswa yang belum menyelesaikan tugasnya. Seharusnya R lebih teliti lagi.
Catatan Lapangan Hasil Penelitian

Nomor : 04
Waktu : 07.40 – 09.00 WIB
Hari/ Tanggal : Senin/ 16 Februari 2009
Tempat : Kelas VIIIB, SMP N 16 Surakarta
Objek : Proses belajar mengajar yang diajar oleh R
Pengamat : 1. RPH
2. BWK

Setting


Jalannya Kegiatan Belajar Mengajar

07.40

Lonceng tanda dimulainya jam pertama sudah berbunyi, R memasuki ruang kelas VIIIB. Keadaan di dalam kelas masih gaduh dan masih banyak siswa yang berada di luar kelas. Kemudian R menyuruh siswa masuk dan mereka pun segera memasuki kelas. R meminta murid-murid untuk tenang dan duduk di tempat masing-masing kemudian R memberi salam “good morning students, how are you today?” kemudian murid-murid dengan serempak menjawab “morning, fine!!”. Setelah itu, R mengecek kehadiran siswa.

07.45 WIB

Kegiatan inti dimulai, R membagikan worksheet untuk mengarang kepada para siswa. Kemudian, Ada beberapa siswa yang mengelu "yah...mengarang lagi ya mba, sulit mba!!!". Kemudian R menyahut "tidak sulit koq sama seperti minggu kemarin tapi Cuma temanya yang beda, hari ini temanya Teenage Life, kalau kemarin kan recreation. Kalian pasti bisa koq, yang sebelumnya karangan kalian juga sudah bagus koq". Kemudian ada siswa yang bertanya "berarti karangan yang ini besok dikembalikan lagi terus di benerin lagi sama kita ya mba?". "iya, jadi kalian tidak usah khawatir kalau salah, nanti bisa diperbaiki lagi setelah worksheet kalian saya kembalikan dengan diberi feedback codes, masih ingat feedback codes kan? Kata R kepada murid-murid. "masih!!!" jawab muri-murid serempak.

R membagikan foto kopi materi tentang Recount Text, materi kurang lebih masih sama seperti minggu sebelumnya hanya saja temanya yang berbeda. R menerangkan lagi tentang recount text pada siswa untuk menyejarkan memory mereka dan juga memberi contoh textnya kepada para siswa. "Ok, any question about recount text?" Tanya R pada para siswa dan murid-murid menjawab "no!". R kemudian menuliskan beberapa judul karangan di whiteboard. "baiklah, sekarang silahkan mulai mengarang, kalian boleh memilih judul yang kalian suka di papan tulis. Kalau ada yang mau ditanyakan langsung Tanya ke saya saja ya, jangan malu-malu” kata R kapada para siswa.

KP: dalam menjelaskan materi, R masih terlalu cepat untuk kelas 2 SMP, tetapi untungnya mereka sudah memahami konsep Recount text jadi tidak begitu jadi masalah.

08.10

Para siswa terlihat mulai sibuk menulis dan membuka-buka kamus. R berkeliling untuk memastikan bahwa semua siswa mengerjakan tugas dan juga memberi sedikit bantuan pada siswa yang membutuhkan.

KP: yang dilakukan R sudah benar dan membantu siswa.
08.50


09.00

Lonceng tanda istirahat pertama berbunyi, kemudian R menutup pelajaran mengucapkan salam. R kemudian meninggalkan ruangan bersama observer.
Catatan Lapangan Hasil Penelitian

Nomor : 05
Waktu : 07.00 – 08.20 WIB
Hari/ Tanggal : Senin/ 23 Februari 2009
Tempat : Kelas VIIIB, SMP N 16 Surakarta
Objek : Proses belajar mengajar yang diajar oleh R
Pengamat : RPH
2. BWK

Setting

Hari ini tidak diadakan upacara bendera sehingga jam pelajaran pertama dimulai tepat pada pukul 07.00. Para siswa terlihat masih segar dan bersemangat, meja dan kursi pun terlihat masih rapih. Hari ini ada tiga orang siswa yang tidak masuk, yaitu; Diyan Hari Purnomo (absent), Rani Puspita Sugiyanto (sakit) dan Wahyu Tri Saputro (sakit).

Jalannya Kegiatan Belajar Mengajar

07.00 WIB


07.05

R memulai pelajaran inti dengan terlebih dahulu membagikan tugas mengarang dari pertemuan sebelumnya yang sudah diberi feedback codes dan membagikan worksheet yang baru. Sebelum menyuruh siswa untuk mengoreksi pekerjaan mereka berdasarkan feedback codes yang telah dituliskan dan menyuruh mereka untuk menuliskannya di worksheet yang baru, R menjelaskan sedikit tentang jenis-jenis kesalahan yang banyak dilakukan oleh para siswa agar mereka lebih mengerti. “sebelum kalian mengoreksi pekerjaan kalian, saya ingin menerangkan dulu jenis-jenis kesalahan yang sering kalian buat, kalian siap?
Tanya R pada siwa. Kemudian ada beberapa siswa yang bertanya “ini disuruh mbenerin yang kaya kemarin ya mba? Kemudian R menjawab “ya, kalian masih ingat arti dari feedback codesnya kan? Siswa menjawab “ada yang lupa mba”.

Kemudian R menjelaskan kembali sedikit tentang feedback codes dan mengambil contoh-contoh kesalahan yang sering dilakukan siswa dalam karangannya. R menyuruh siswa untuk membetulkan tulisan-tulisan mereka yang salah yang telah diberi feedback codes oleh R dan membetulkan susunan kalimat yang juga masih salah kemudian menuliskannya kembali di worksheet yang baru. R berkeliling untuk mengontrol kegiatan siswa dan memberikan *individual feedback.*

**KP**: Menurut saya, ini adalah cara yang efektif dalam mengajar *writing* dan lebih mengena terhadap pemahaman siswa. Insya Alloh. *Individual feedback* memang diperlukan dalam proses pembelajaran karena di sini siswa tidak merasa sungkan untuk bertanya. Selain itu, R juga bisa menjadi lebih dekat dengan para siswa. Namun demikian, *individual feedback* membutuhkan waktu yang banyak sehingga kegiatan lain yang telah direncanakan bisa terabaikan. Untuk itu, R sebaiknya memberikan *individual feedback* ketika memang benar-benar diperlukan, misalnya kepada siswa yang memang benar-benar mengalami kesulitan dalam menulis.

**08.10 WIB**

Sebagian siswa sudah selesai membenarkan tulisan mereka. Kemudian mereka menunjukkan hasil koreksian mereka kepada R. Sebagian siswa lain yang belum selesai masih sibuk mengerjakan dengan santai tanpa terlihat tergesa-gesa ataupun tegang. Mereka juga terlihat saling berdiskusi dalam menyelesaikan tulisan mereka untuk mendapatkan hasil yang benar.

**08.20 WIB**

Waktu habis dan R menyuruh siswa untuk mengumpulkan pekerjaan mereka kembali. Kemudian R menutup pelajaran dan mengucapkan *Good bye.*
Appendix 4

List of Students’ Names

(Class VIIIB - SMP Negeri 16 Surakarta)

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>NO</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alfian Sri Nugraha</td>
<td>21</td>
<td>Imam Agung Nugroho</td>
</tr>
<tr>
<td>2</td>
<td>Aminudin Hasyim</td>
<td>22</td>
<td>Jery Ginendra S.</td>
</tr>
<tr>
<td>3</td>
<td>Anggraini Saputri</td>
<td>23</td>
<td>Kartika Dyah S.</td>
</tr>
<tr>
<td>4</td>
<td>Apriza Rizaldi Na’im</td>
<td>24</td>
<td>Lastantia Yabes D. A.</td>
</tr>
<tr>
<td>5</td>
<td>Arandy Febrianto</td>
<td>25</td>
<td>Listusista Anggeng R.</td>
</tr>
<tr>
<td>6</td>
<td>Artika Ayu Natalia</td>
<td>26</td>
<td>Muhammad Mufit</td>
</tr>
<tr>
<td>7</td>
<td>Arum Chandra Mukti</td>
<td>27</td>
<td>Natasia Irwanti</td>
</tr>
<tr>
<td>8</td>
<td>Bob Mayor Darmawan</td>
<td>28</td>
<td>Nuri Yulaikhah</td>
</tr>
<tr>
<td>9</td>
<td>Cahyo Aji</td>
<td>29</td>
<td>Nurjati Garnita W.</td>
</tr>
<tr>
<td>10</td>
<td>Darmawan Bayu T.</td>
<td>30</td>
<td>Rafianto Suryaganda</td>
</tr>
<tr>
<td>11</td>
<td>Desi Ratna Sari N.</td>
<td>31</td>
<td>Rani Puspita Sugiyanto</td>
</tr>
<tr>
<td>12</td>
<td>Deta Ayuning Tyas</td>
<td>32</td>
<td>Rico Setiawan</td>
</tr>
<tr>
<td>13</td>
<td>Dewi Anggraini</td>
<td>33</td>
<td>Shela Noviyan</td>
</tr>
<tr>
<td>14</td>
<td>Dhani Maharani</td>
<td>34</td>
<td>Sugiyarto</td>
</tr>
<tr>
<td>15</td>
<td>Dian Kristiana</td>
<td>35</td>
<td>Sulastri</td>
</tr>
<tr>
<td>16</td>
<td>Diyan Hari Purnomo</td>
<td>36</td>
<td>Wahyu Tri Saputro</td>
</tr>
<tr>
<td>17</td>
<td>Eko Parwanto</td>
<td>37</td>
<td>Widi Nurindah Sari</td>
</tr>
<tr>
<td>18</td>
<td>Ezra Andika A.</td>
<td>38</td>
<td>Woro Argani Setiadi</td>
</tr>
<tr>
<td>19</td>
<td>Febriska Winda W.</td>
<td>39</td>
<td>Yosua Ega Adi Sukma</td>
</tr>
<tr>
<td>20</td>
<td>Fika Anindia</td>
<td>40</td>
<td>Edward Martinus</td>
</tr>
</tbody>
</table>

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Appendix 5

LESSON PLAN 1
(Cycle 1)

School : SMP Negeri 16 Surakarta
Subject : English
Theme : Recreation (Recount Text)
Class/ Semester : VIII/ II (two)
Time allotment : 6 x 40’ (three meeting)

A. Standard Competence
To express meanings in written functional texts and short simple essays in the form of Recount to interact with the surrounding environment.

B. Basic Competence
The students are able to write a short simple essay in the form of Recount text.

C. Indicators
1. The students are able to construct sentences by using simple past tense.
2. The students are able to identify the generic structure of recount text.
3. The students are able to write a simple recount text.

D. Goals
At the end of the lesson, the students are expected to be able to write a simple recount text with the correct sentence construction and generic structure.

E. Material
1. Grammar
Simple past
   ♦ Positive
      ✓ Subject + Verb 2 + Object + Adverb
✓ Subject + to be (was/were) + Adjective/Noun

♦ Negative
✓ S + did not + Verb 1+ Object + Adverb
✓ S + to be (was/were) + not + adjective/Noun

♦ Interrogative
✓ Did + S + Verb 1 + Object + Adverb?
✓ Was/were + S + Adjective/ Noun?

For example:

Positive:
1. My father bought a new car last week
2. My father was a policeman.

Negative:
1. My father did not buy a new car last week.
2. My father was not a policeman.

Interrogative:
1. Did your father buy a new car last week?
2. Was your father a policeman?

<table>
<thead>
<tr>
<th>Regular verbs (past simple ends in –ed)</th>
<th>Irregular verbs ( past simple doesn’t end in –ed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb 1</td>
<td>Verb 2</td>
</tr>
<tr>
<td>Enjoy</td>
<td>Enjoyed</td>
</tr>
<tr>
<td>Play</td>
<td>Played</td>
</tr>
<tr>
<td>Study</td>
<td>Studied</td>
</tr>
<tr>
<td>Walk</td>
<td>Walked</td>
</tr>
</tbody>
</table>

Adverb of Time
✓ Yesterday
✓ Last week
✓ Last month
Two days ago, a week ago etc.

2. **Recount text**

a. Social function: to retell events for the purpose of informing or entertaining.
Events are usually arranged in a temporal sequence.

b. Generic structure:

- The recount generally begins with an **orientation**. It gives the readers the background of information needed to understand the text.
- Then, the recount unfolds with a **series of events** (ordered in chronological sequence)
- At various stages, there may be some personal comment on the incidents. We call it **re-orientation** (optional).

c. Language features:

- Focus on individual participants.
- Use of past simple.
- Focus on a temporal sequence of events.
- Temporal sequence indicators.

The example of Recount text:

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Going to Parangtritis Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Last holiday, my family and I went to Parangtritis Beach.</td>
</tr>
<tr>
<td>Series of events</td>
<td>We went to Parangtritis Beach by bus. We left home at six in the morning and arrived there at nine a.m. Arriving there we did many activities. We walked along the seashore, rode a cart, played water and sand. Besides doing many activities, we also watched some foreign tourists’ activities. Some tourists were lying on the beach, while others are having massage or riding carts. When we felt tired, we took a rest to have some meals and drinks. And at</td>
</tr>
</tbody>
</table>
one o’clock, we went home.

Re-orientation  We were so tired but we were all happy.

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Yesterday, I went to the theatre.</td>
</tr>
<tr>
<td>Series of events</td>
<td>I had a very good seat. The play very interesting but I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry because I could not hear the actors. I turned round and looked at them angrily. They did not pay attention. In the end, I could not bear it anymore. I turned round again, “I can’t hear a word!” I said. “It’s none of your business”, the man said rudely. “This is a private conversation!”</td>
</tr>
</tbody>
</table>

F. Class Activity

The first meeting:

1. **Pre activity (5’)**
   a. Greeting: good morning students, how are you today?
   b. Checking the students’ attendance.
   c. Checking their readiness: Are you ready to have the English lesson?

2. **Main activity (65’)**
   a. Asking the students’ background knowledge based on the theme of the material that will be given.
   b. Presenting the material (about the recount text, the purpose, the generic structure, its language feature etc)
   c. Giving chance to the students to ask questions dealing with the material given.
   d. Asking the students to make a composition in form of recount text based on the themes given. (this task is a pre test)
e. Walking around the class to make sure that all students are doing the task.
f. Collecting the students’ work.

3. **Post activity (10’)**
   a. Summarizing the lesson.
   b. Giving chance to the students to asks questions dealing with the material.
   c. Doing reflection: *is this too difficult for you?*
   d. Closing the lesson: *thank you for your attention and see you!*

**The second meeting:**

1. **Pre activity (5’)**
   a. Greeting: *Good morning students! How are you today?*
   b. Checking the students’ attendance
   c. Checking their readiness: *Are you ready to have the English lesson?*

2. **Main activity (65’)**
   a. Asking the students’ background knowledge according to the theme of the text. For example by asking some questions related to the students based on their real experience.
   b. Presenting the material (about recount text, its function, its language feature, etc)
   c. Giving chances to the students to ask questions dealing with the material.
   d. Before doing the task, teacher tells the students that later their work will be given some kind of code (as feedback). Each code has its own meaning.
   e. Distributes piece of paper to the students which contain of lists of codes and its meaning.
   f. Asking students to write a recount text based on the themes given by the teacher.
g. Controlling and walking around the class to make sure that all the students are writing. And also, give the students some kind of feedback to help them if they find some difficulties in writing (the Process Approach).

h. Collecting their work.

3. Post activity (10’)
   a. Summarizing the lesson
   b. Giving chances to ask questions dealing with the material
   c. Praising what the students did, for example: You’ve done well today!
   d. Doing reflection, for example:
      - Are you tired?
      - Is this too difficult for you?
      - Is there any idea for the next meeting?
   e. Closing the lesson: Thank you for your attention, and see you!

The third meeting:

1. Pre activity (10’)
   a. Greeting: Good morning students! How are you today?
   b. Checking the students’ attendance
   c. Checking their readiness: Are you ready to have the English lesson?

2. Main activity (60’)
   a. Distributing the students’ work from the last meeting which have already corrected and contains some marks (as feedback).
   b. Asking the students to correct their work once again based on the feedback given.
   c. Controlling and walking around the class to make sure that all the students are correcting their writing. And also, give the students some helps if they confused about the feedback given.
   d. Collecting their work again.

2. Post activity (10’)
   a. Summarizing the lesson
b. Giving chances to the students to ask questions dealing with the material

c. Praising what the students did, for example: *You’ve done well today!*

d. Giving homework: *make a short recount text, you may choose your own theme.*

e. Doing reflection, for example:
   - *Are you tired?*
   - *Is this too difficult for you?*
   - *Is there any idea for the next meeting?*

f. Closing the lesson: *Thank you for your attention, and see you!* 

G. Approach and Technique
   1. Approach : Communicative approach
   2. Technique : a. Lecturing
                  b. Question and answer
                  c. Giving feedback

H. Evaluation
   1. Students’ performance
   2. Students’ writing

I. Media
   1. White board
   2. Board marker.
   3. Handmade poster (it’s contain about the list of the feedback codes and its meaning)
   4. Photocopy the material (to be distributed to the students)
   5. Photocopy the list of the feedback codes (to be distributed to the students)
J. Source


2. Lks Simpati (tahun 2009 semester 2)

LESSON PLAN 2
(Cycle 2)

School : SMP Negeri 16 Surakarta
Subject : English
Theme : Recreation (Recount Text)
Class/ Semester : VIII/ II (two)
Time allotment : 4 x 40’ (two meeting)

K. Standard Competence
To express meanings in written functional texts and short simple essays in the form of Recount to interact with the surrounding environment

L. Basic Competence
The students are able to write a short simple essay in the form of Recount text.

M. Indicators
4. The students are able to construct sentences by using simple past tense.
5. The students are able to identify the generic structure of recount text.
6. The students are able to write a simple recount text.

N. Goals
At the end of the lesson, the students are expected to be able to write a simple recount text with the correct sentence construction and generic structure.

O. Material
Recount text
1. Social function: to retell events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence.
2. Generic structure:
The recount generally begins with an orientation. It gives the readers the background of information needed to understand the text.

Then, the recount unfolds with a series of events (ordered in chronological sequence)

At various stages, there may be some personal comment on the incidents. We call it re-orientation (optional).

3. Language features:
   - Focus on individual participants.
   - Use of past simple.
   - Focus on a temporal sequence of events.
   - Temporal sequence indicators.

**Grammar: Simple past**

- **Positive**
  - Subject + Verb 2 + Object + Adverb
  - Subject + to be (was/were) + Adjective/Noun
- **Negative**
  - S + did not + Verb 1 + Object + Adverb
  - S + to be (was/were) + not + adjective/Noun
- **Interrogative**
  - Did + S + Verb 1 + Object + Adverb?
  - Was/were + S + Adjective/ Noun?

**For example:**

**Positive:**
1. My father bought a new car last week
2. My father was a policeman.

**Negative:**
1. My father did not buy a new car last week.
2. My father was not a policeman.

**Interrogative:**
1. Did your father buy a new car last week?
2. Was your father a policeman?

**Adverb of Time**

- Yesterday
- Last week
- Last month
- Two days ago, a week ago etc.

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<td>Play</td>
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</tr>
<tr>
<td>Come</td>
<td>Came</td>
</tr>
<tr>
<td>Study</td>
<td>Studied</td>
</tr>
<tr>
<td>Eat</td>
<td>ate</td>
</tr>
<tr>
<td>Walk</td>
<td>Walked</td>
</tr>
<tr>
<td>See</td>
<td>Saw</td>
</tr>
</tbody>
</table>

**P. Class Activity**

**The first meeting:**

3. *Pre activity (5’)*
   a. Greeting: *Good morning students! How are you today?*
   b. Checking the students’ attendance
   c. Checking their readiness: *Are you ready to have the English lesson?*

2. *Main activity (65’)*
   a. Explaining about Recount text (the functions, the generic structure and the language features) to the students once again to refresh their memory about recount text.
   b. Explaining about the feedback codes to the students once again.
   c. Giving chances to students to ask questions related to recount text and feedback codes that given.
   d. Distributing a worksheet to the students.
e. Ask the students to make a composition in form of Recount text based on the titles given.

f. Controlling and walking around the class to make sure that all the students are writing. And also, give the students some kind of feedback to help them if they find some difficulties in writing (the Process Approach).

g. Collecting the students’ work

3. **Post Activity (10’)**
   
   f. Summarizing the lesson
   
g. Giving chances to ask questions dealing with the material
   
h. Praising what the students did, for example: *You’ve done well today!*

   i. Doing reflection, for example:
      
      - *Are you tired?*
      - *Is this too difficult for you?*
      - *Is there any idea for the next meeting?*

   j. Closing the lesson: *Thank you for your attention, and see you!*

**The second meeting:**

3. **Pre activity (10’)**
   
   a. Greeting: *Good morning students! How are you today?*
   
i. Checking the students’ attendance
   
j. Checking their readiness: *Are you ready to have the English lesson?*

1. **Main activity (65’)**
   
   a. Distributing the students’ work from the last meeting which have already corrected and contains some marks (as feedback).
   
   b. Asking the students to correct their work once again based on the feedback given.
   
   c. Controlling and walking around the class to make sure that all the students are correcting their writing and understand about the response (the feedback codes in their worksheet). And also, give the students some helps if they confused about the feedback given.
d. Explaining clearly about the essence of giving feedback on their writing.
e. Giving students chances to ask questions dealing with the material and the feedback.
f. Collecting their revised work.

3. **Post Activity (10’)**
f. Summarizing the lesson
g. Giving chances to ask questions dealing with the material
h. Praising what the students did, for example: *You’ve done well today!*
i. Doing reflection, for example:
   - *Are you tired?*
   - *Is this too difficult for you?*
   - *Is there any idea for the next meeting?*
j. Closing the lesson: *Thank you for your attention, and see you!*

### G. Approach and Technique
1. **Approach**: Communicative approach
2. **Technique**:  
   a. Lecturing
   b. Question and answer
   c. Giving feedback

### H. Evaluation
a. Students’ writing
b. Students’ performance

### I. Media
a. Whiteboard
b. Board marker
c. Hand-made poster (its content is about the lists of the feedback codes and its meaning).
d. Photo copy of the material (to be distributed to the students)
e. Photo copy about the list of the feedback codes (to be distributed to
the students)

J. Source
5. Lks Simpati (tahun 2009 semester 2)
press.
# STUDENTS' WORKSHEET

<table>
<thead>
<tr>
<th>Orientation</th>
<th>..............................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>..................................................................................</td>
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<td>..................................................................................</td>
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<td>..................................................................................</td>
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<td></td>
<td>..................................................................................</td>
</tr>
<tr>
<td>Series of events</td>
<td>..................................................................................</td>
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<td>..................................................................................</td>
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<td></td>
<td>..................................................................................</td>
</tr>
<tr>
<td>Re-orientation</td>
<td>..................................................................................</td>
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**NAME:**

**NUMBER:**

**CLASS:**
# Appendix 7

## The Result of the Study

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Indicators of Achievement

To measure the success of the research, the researcher formulated the indicators of its achievement. The researcher writes them on observation paper.

The indicators of the success of the research which has been done in two cycles are formulated as follow:

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<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Rico Setiawan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Shela Noviyani</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Sugiyarto</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Sulastri</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>36.</td>
<td>Wahyu Tri S.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>37.</td>
<td>Widi Nurindah S.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>38.</td>
<td>Woro Argani S.</td>
<td>✓</td>
<td>—</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>39.</td>
<td>Yosua Ega A. S.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>40.</td>
<td>Edward Martinus</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>30</td>
<td>29</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>PERCENTAGE (%)</td>
<td>75%</td>
<td>72.5%</td>
<td>85%</td>
<td>82.5%</td>
</tr>
</tbody>
</table>
Appendix 8

Name: 
Number: 
Class: 

Questionnaire

Your opinions on the feedback you received (opinimu terhadap feedback yang kamu terima)

1. seberapa pentingnya Feedback dari guru untuk writing kamu?
   a. not important (tidak penting)
   b. important (penting)
   c. very important (sangat penting)

2. berapa kali yang kamu inginkan gurumu memberi respond/feedback pada setiap tugas writingmu?
   a. once / assignment (sekali dalam satu tugas writing)
   b. twice / assignment (dua kali dalam satu tugas)
   c. three times / assignment (tiga kali dalam satu tugas)

3. kamu ingin guru lebih focus dalam memberi feedback dalam aspek apa?
   a. paragraph construction (konstruksi paragraph)
   b. grammar (tata bahasa)
   c. mechanics (mekanik)
   d. vocabulary (kosakata)
   e. content (isi karangan)
   g. all of them (semuanya)

4. kamu lebih suka menerima feedback jenis apa?
   a. negative feedback
   b. positive feedback
   c. both of them (kedua-duanya)

5. Disebelah mana kamu lebih suka guru memberi feedback?
   a. in the margin (di garis tepi)
   b. langsung dikalimat yang salah
c. both of them (kedua-duanya)

6. kamu lebih suka jika gurumu memberi feedback secara …
   a. specific (spesifik/ terperinci)
   b. general (umum)
   c. both of them (kedua-duanya)

7. cara memberi feedback yang kamu sukai adalah dalam bentuk?
   a. Question/ pertanyaan
   b. Statement/ pernyataan
   c. Marking the errors, but not actually correcting them/menandai kesalahan tapi tidak mengoreksinya

8. Apakah kamu merasa kesulitan dalam memahami feedback yang diberikan oleh guru?
   Ya atau Tidak.
   Berikan alasanmu:
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

9. Apa yang kamu inginkan dari gurumu untuk membantumu memperbaiki kemampuan menulismu (writing)?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

Thank You
Appendix 9

Data analysis of students’ survey questionnaire and direct interviews

A. Students’ demographic information

The total number of the students choose in the study is 40 of which 19 are male and 21 are female. They are students of SMP Negeri 16 Surakarta class VIIIIB academic year 2008/2009.

B. Students’ opinions on the feedback they received

* What do the students think about the importance of teacher feedback to their writing?

<table>
<thead>
<tr>
<th>category</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Important</td>
<td>19</td>
<td>47.5 %</td>
</tr>
<tr>
<td>Very important</td>
<td>21</td>
<td>52.5 %</td>
</tr>
</tbody>
</table>

Table 1. students’ opinion about the importance of teacher’s feedback

As apparent from the above chart, the students’ respondents valued the importance of feedback in different ways. 47.5 % of them think that teacher’s feedback is important and 52.5 % view it as very important. The importance of feedback lay in the fact that the writers need to be told why they get such a grade and they also want to know what they can improve on what they have done wrong.

* How many times do the students want their teachers to respond to each of their writing assignments?
<table>
<thead>
<tr>
<th>category</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once /assignment</td>
<td>11</td>
<td>27.5 %</td>
</tr>
<tr>
<td>Twice /assignment</td>
<td>20</td>
<td>50 %</td>
</tr>
<tr>
<td>Three /assignment</td>
<td>9</td>
<td>22.5 %</td>
</tr>
</tbody>
</table>

*Table 2.*

In terms of the number of times the students would like their teachers to respond to each of their assignments, about 70 % expressed their preference for two or three times. Obviously, most of the writers expected more intervention from their teacher with a view to further perfecting their paper. However, about 27.5 % of the students are content with just one-time commenting. Perhaps these students are lazy to revise their drafts several times or they don’t have motivation in rewriting their papers.

*Which aspects in the writing would the students prefer their teacher feedback to focus on?*

When asked in another item on the questionnaire what their preferences for feedback were, 5 out of 40 students or 12.5 % said that they preferred more feedback on grammar, 3 students or 7.5 % preferred more on content, 9 students or 22.5 % preferred on vocabulary and the rest of the students that is 23 students or 57.5 % preferred feedback for all of them (grammar, vocabulary, content). It explains that most of the students have poor background knowledge of English that is why they want their teacher to give feedback in all aspects.
Which kind of feedback would the students prefer to receive from the teachers?

<table>
<thead>
<tr>
<th>Questions options</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option a</strong></td>
<td>9 students (22.5%)</td>
<td>7 students (17.5%)</td>
<td>26 students (65%)</td>
</tr>
<tr>
<td><strong>Option b</strong></td>
<td>21 students (52.5%)</td>
<td>18 students (45%)</td>
<td>3 students (7.5%)</td>
</tr>
<tr>
<td><strong>Option c</strong></td>
<td>10 students (25%)</td>
<td>15 students (37.5%)</td>
<td>11 students (27.5%)</td>
</tr>
</tbody>
</table>

*Table 3. Students’ preferences for teacher feedback type*

The table above reveals the students’ preferences for a certain teacher’s feedback kind. As apparent from the table, most of students (52.5%) were in favor of the appearance of praise on their paper. They elaborated that praise should come first then criticisms follow to help them improve their writing. Most of the students were also like to receive positive feedback.

As for the location of teacher’s feedback, 18 students or 45% students preferred that teacher marking the error but not actually correcting them. 37.5% students in the survey said that they would benefit from the combination of both (marginal notes and marking the error directly). While the rest (7 students or 17.5%) would prefer the marginal responses. From the analysis of the table above,
it can be concluded that students demand teacher’s feedback that is clear and specific.

*How helpful is the teacher feedback in the following forms to the student revision?*

<table>
<thead>
<tr>
<th>Forms of feedback</th>
<th>Not helpful</th>
<th>helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>question</td>
<td>-</td>
<td>3 (7.5%)</td>
</tr>
<tr>
<td>statement</td>
<td>-</td>
<td>4 (10%)</td>
</tr>
<tr>
<td>Marking the errors but not actually correcting them</td>
<td>-</td>
<td>33 (75%)</td>
</tr>
</tbody>
</table>

*Table 4.*

From the table above, it is seen clearly that marking the errors but not actually correcting them is considered as very helpful. It is chosen by 33 students or 75% of respondents.

C. **Factors affecting students’ comprehension of teacher feedback**

*Do the students find it easy to understand their teacher feedback? If not, what are the factors?*

There are several answers for this questions, some students answer that the feedback codes are confusing; too many feedback codes are confusing them and it also sometimes forget about the meaning of each codes. They also say that the feedbacks given are sometimes too general etc. but some of them confess that they find it easy to understand the feedback codes and they can make use the feedback given and it is really helpful. They can improve their writing because of the feedback given.
D. Students’ recommendations for improving the current teacher feedback

For the question of what the teachers should do to help the students revise their writing more effectively, numerous recommendations were given concentrating on the following matters:

First of all, many students would like their teachers to encourage or require them to write at least two drafts for one assignment to provide them with a chance to further perfect their ideas and make their writing as good as it can be. What they said (Actually the students wrote it in Indonesian, but the researcher has translated it) are as follows:

“Teacher should encourage us to rewrite our paragraph several times.”

“She (teacher) should always request us to write again and again so that we have more chances to express our ideas effectively.”

“In my opinion, teacher should ask the students to write their paragraphs again once or twice until the writings are as good as they can be.”

Secondly, the majority of the students felt that their writing problem were not adequately dealt with; as a result, they would like their teachers to write more comments as well as make all corrections of their errors on their writing, even the minor ones. Their opinions (Actually the students wrote it in Indonesian, but the researcher has translated it) are as follows:

“Give us more feedback on our writing.”

“Help we correct any error in our writing.”

“Point out all our errors, even the minor ones. Suggest a better expression if mine is poor.”
“Teacher should correct all the mistakes we have made.”

The students also demand the teacher’s feedback should be clearer and more specific in order to help them to revise their drafts effectively. They also want the teacher keeps balance between positive and negative comments to motivate them to revise and help them to make improvement.

In short, the analysis of the questionnaires to the students has provided primary important information concerning what the teacher should do as they respond and what the students really think of teacher’s feedback as well as what they would like their teachers to do to help them revise their papers more successfully.
Appendix 9

SILABUS

Sekolah : SMP Negeri 16 Surakarta
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (dua)
Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *Recount* dan *Narrative* untuk berinteraksi dengan lingkungan sekitar.

<table>
<thead>
<tr>
<th>Kompetensi dasar</th>
<th>Materi pokok/ pembelajaran</th>
<th>Kegiatan pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi waktu</th>
<th>Sumbelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 Mengungkapkan makna dalam bentuk teks fungsional pendek sederhana dengan menggunakan ragam</td>
<td>Teks fungsional: - undangan - pengumuman - pesan singkat</td>
<td>1. review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi. 2. menulis kalimat sederhana untuk</td>
<td>Menulis teks fungsional pendek berbentuk: - pengumuman - undangan - pesan</td>
<td>Tes tulis</td>
<td>Essay 1. Write sentences based on the situation given. 2. Complete the text using suitable words. 3. Write a text of invitation</td>
<td>2 x 40 menit</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. buku teks yang relevan 2. buku cerita bahasa inggris 3. gambar - gambar terkait cerita.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| berbentuk Recount dan Narrative. | draft teks Recount dan Narrative.  
5. Menulis teks Recount dan Narrative berdasarkan draft yang dibuat.  