THE EFFECTIVENESS OF TEACHER’S DIRECT FEEDBACK FOR TEACHING WRITING

(An Experimental Study on the Eighth Grade Students of SMP Negeri 2 Sokaraja in Academic year 2018/2019)

A THESIS

Submitted to the English Education Department as a Partial Fulfillment of the Requirements for S.Pd Degree

By:
Anggun Novita Sari
1501050013

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH PURWOKERTO
2019
Title: THE EFFECTIVENESS OF TEACHER’S DIRECT FEEDBACK FOR TEACHING WRITING
Name: Anggun Novita Sari
NIM: 1501050013
Faculty: Teacher Training and Education
Department: English
Supervisor: Listiani, M.Pd.

Approved by
Supervisor

Listiani, M.Pd.
NIK. 2160448
The Effectiveness of Teacher's Direct Feedback for Teaching Writing

Anggun Novita Sari

1501050013

The effectiveness of teacher's direct feedback for teaching writing was investigated in this study. The research was conducted in a high school in Purwokerto, Indonesia. The results showed that direct feedback significantly improved students' writing skills. The study recommends that teachers incorporate more direct feedback into their teaching practices to enhance student learning.
SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Anggun Novita Sari
NIM : 1501050013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Menyusun skripsi dengan judul:

THE EFFECTIVENESS OF TEACHER’S DIRECT FEEDBACK
FOR TEACHING WRITING

Menyatakan dengan sungguh-sungguh bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuatkan oleh orang lain atau dijilat atau modifikasi karya orang lain. Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar sarjana yang sudah saya peroleh.

Purwokerto, 15 Mei 2019

Yang menyatakan,

Anggun Novita Sari
NIM. 1501050013
MOTTO

“Indeed, after hardship comes ease”
(QS. Al-Insyirah:6-7)

“Life is like riding a bicycle. To keep your balance, you must keep moving”
(Albert Einstein)
DEDICATION

Bismillahirrahmaanirrahim.

This thesis is dedicated to:

1. My beautiful mother, Sukarsih and my handsome father, Slamet Riyanto, for your love, support, prayer, advices, patience. You are my everything.

2. My dearest and beloved sister, Eka Yuniarti and her family, who always give me support to finish this thesis.

3. All of my big family of Parto Sudarso and Martowirejo, who always support me in my study.

4. My beloved friends in Indra Kos family, Irma, Desi, Fia, Eva, Isna, Diva and Bunga, who always give me support and become my place for sharing difficulties and happiness in every time. I am so happy and lucky to have you all.

5. My closest Friends in Citols Family, Teta, Amelia, Elfa, Anggun R, Feri, Mauliza and Zulfa, thanks a lot for giving support to me and being a place for me to finish my thesis problem and other problems.

6. All of my good friends in English Education Department especially for class A 2015, who helped me in finishing my thesis and became good listeners. Thank you so much sis and bro.

7. For everyone who had gave a help and support during my study and thesis.
ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb.

Alhamdulillahi robbil’alamin. The prayer and salam are always offered for the Prophet Muhammad S.A.W, the noblest creature ever. All praises to Allah for the tremendous blessing and mercy that allow me to accomplish this bachelor thesis entitled: “The Effectiveness of Teacher’s Direct Feedback for Teaching Writing (An Experimental Study on the Eighth Grade Students of SMP Negeri 2 Sokaraja in Academic year 2018/2019)”. This thesis is submitted to fulfil one of the requirements to get S.P.d Degree in English Education Study Program, Teacher Training and Education Faculty, Universitas Muhammadiyah Purwokerto. The writer realized that this paper would not be done without pray, guidance, help and supervision from people surrounding who always give support and motivation to the writer. Thus, the writer would like to express my big special thanks to:

1. Dr. Anjar Nugroho, M.S.I., M.H.I, the rector Universitas Muhammadiyah Purwokerto.
2. Drs. Pudiyono, M.Hum., the dean of teacher training and education faculty who has given permission to write this thesis.
3. Saefurrohman, Ph.D, the chief and the academic supervisor of English Education Department who has permitted me conducting this study and for all help that you gave to me.
4. Listiani, M.Pd, as the precious thesis supervisor who has given me chance to conduct this study and for guidance and assistance in completing this bachelor thesis.
5. My lecturers in English Education who have inspired me during study in this department.
6. Retno, S.Pd, an English teacher in SMP N 2 Sokaraja, who has given permission to conduct this research.
7. Yuni Prastuti, S.Pd, an English teacher in SMP N 3 Purwokerto, who had helped me and became my second rater.

8. All of grade eight students of SMP N 2 Soakaraja especially 8F and 8G in academic year 2018/2019, thanks for participation.

9. All of my family’s members and friends who have supported me.

The writer thinks that this study still has weaknesses and it is far from perfection but this thesis may be useful for readers. Therefore, the writer would like to appreciate and welcome for suggestions from readers.

Wassalamu’alaikum Wr. Wb.

Purwokerto, 4 April 2019

Anggun Novita Sari
TABLE OF CONTENTS

COVER ........................................................................................................................................ i
APPROVAL ................................................................................................................................... ii
LEGALIZATION ........................................................................................................................ iii
STATEMENT OF AUTHORSHIP ............................................................................................... iv
MOTTO ........................................................................................................................................ v
DEDICATION ............................................................................................................................. vi
ACKNOWLEDGMENT ............................................................................................................... vii
TABLE OF CONTENTS ............................................................................................................. ix
LIST OF APPENDICES ............................................................................................................. xiii
ABSTRACT ..................................................................................................................................xiv

CHAPTER I INTRODUCTION

A. Background of research ........................................................................................................... 1
B. Reasons for Choosing the Topic ............................................................................................ 3
C. The Problem of Research ..................................................................................................... 3
D. The Aim of the Research ...................................................................................................... 4
E. Contribution of the Research ............................................................................................... 4
   1. The Teacher ........................................................................................................................ 4
   2. The Reader ........................................................................................................................ 4
   3. The Other researchers ..................................................................................................... 4

CHAPTER II LITERATURE REVIEW

A. Writing .................................................................................................................................... 5
   1. Definition of writing ........................................................................................................... 5
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The important aspects of writing</td>
<td>6</td>
</tr>
<tr>
<td>3. Steps of writing process</td>
<td>7</td>
</tr>
<tr>
<td>4. Teaching writing</td>
<td>8</td>
</tr>
<tr>
<td>5. Assessing students’ writing</td>
<td>10</td>
</tr>
<tr>
<td>B. Feedback</td>
<td>11</td>
</tr>
<tr>
<td>1. Definition of feedback</td>
<td>11</td>
</tr>
<tr>
<td>2. The importance of feedback</td>
<td>12</td>
</tr>
<tr>
<td>3. The sources of feedback</td>
<td>14</td>
</tr>
<tr>
<td>4. Techniques of giving feedback</td>
<td>15</td>
</tr>
<tr>
<td>C. Direct Feedback</td>
<td>17</td>
</tr>
<tr>
<td>1. Definition of direct feedback</td>
<td>17</td>
</tr>
<tr>
<td>2. Techniques of giving direct feedback</td>
<td>18</td>
</tr>
<tr>
<td>2. The advantages of direct feedback</td>
<td>19</td>
</tr>
<tr>
<td>3. The forms of direct feedback</td>
<td>21</td>
</tr>
<tr>
<td>D. Recount text</td>
<td>22</td>
</tr>
<tr>
<td>1. The nature of recount text</td>
<td>22</td>
</tr>
<tr>
<td>2. Components of recount text</td>
<td>22</td>
</tr>
<tr>
<td>E. Previous Studies</td>
<td>23</td>
</tr>
<tr>
<td>F. Basic Assumption</td>
<td>25</td>
</tr>
<tr>
<td>G. Hypothesis</td>
<td>25</td>
</tr>
</tbody>
</table>

**CHAPTER III RESEARCH METHODOLOGY**

A. Method of research                                                   | 26   |
B. Place and time of the research                                       | 27   |
C. Subject of the research ................................................................. 28
   1. Population .................................................................................. 28
   2. Sample ....................................................................................... 28
   3. Sampling .................................................................................... 28
D. Techniques of collecting data ...................................................... 29
   1. Pre-test ....................................................................................... 29
   2. Post-test ..................................................................................... 29
E. Techniques of analysing data ...................................................... 30
   1. Analysing students’ writing ......................................................... 30
   2. Inter-rater reliability .................................................................. 31
   3. Classifying the students’ score ................................................... 33
   4. Hypothesis Testing .................................................................... 33
      a. Making table .......................................................................... 33
      b. Calculating deviation of experimental and control class .......... 34
   5. The sum of square of deviation of each class ............................... 35
   6. Applying into T-test formula ..................................................... 36
   7. Degree of freedom ..................................................................... 37

CHAPTER IV RESULT AND DISCUSSION

A. Result .......................................................................................... 38
   1. Result of Experimental Class ...................................................... 39
   2. Result of Control Class .............................................................. 40
   3. The mean of pre-test and post-test in experimental class and control class .......... 42
   4. Result of aspects in the Experimental class ................................ 43
5. Result of aspects in the control class ......................................................... 44
6. The result of T-test ................................................................................. 45

B. Discussion ............................................................................................... 48

1. Content ..................................................................................................... 49
2. Organization ............................................................................................... 50
3. Vocabulary ................................................................................................. 51
4. Grammar ................................................................................................... 51
5. Mechanic ................................................................................................... 52

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion .................................................................................................. 53
B. Suggestion .................................................................................................. 53

REFERENCES ................................................................................................ 55

APPENDICES
LIST OF APPENDICES

Appendix 1

1. Lesson Plan of Experiment class
2. Lesson Plan of Control Class

Appendix 2

1. Pre-test Item
2. Post-test Item

Appendix 3

1. Students’ score in Experiment Class
2. Students’ score in Control Class

Appendix 4

1. Class Mean

Appendix 5

1. T-Value

Appendix 6

1. T-table

Appendix 7

1. Letter
THE EFFECTIVENESS OF TEACHER’S DIRECT FEEDBACK FOR TEACHING WRITING

Anggun Novita Sari
1501050013
Universitas Muhammadiyah Purwokerto
Anggunovita97@gmail.com

ABSTRACT

The objective of this research was to get empirical evidence about the effect of teacher’s direct feedback for teaching writing. The research was conducted from 17th of January up to 30th of January. This research used quasi-experimental method. The sample of this research was the second grade of SMP N 2 Sokaraja. This research involved two classes, namely class 8F as an experimental class and 8G as a control class. In collecting the data, the researcher used pre-test and post-test. The test was writing recount essay. Statistical calculation gave 59 as the mean of pre-test score and 72.91 as the mean of post-test score in experimental class. Meanwhile, the mean score of pre-test and post-test in control class was 57.63 and 66.35. There was an improvement from the pre-test and post-test score as for 13.91 in experimental class and in control class was 8.73. Furthermore, the data was analysed by using t-test. Based on the computation, t-test result was higher than t-table in significance 0.05 (2.46>1.6753). Therefore, it could be concluded that teacher’s direct feedback was effective and it gave a positive influence for teaching writing in the second grade of SMP N 2 Sokaraja.

Key words: teacher’s direct feedback, teaching writing and recount text