

# CHAPTER I

## INTRODUCTION

### A. The background of the Research

Writing is a means of communication when the other person is not right here in front of us. Cohen and Reil stated that: writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others. Writing is usually directed to others for a specific purpose. For students, it can provide the opportunity to express themselves through a written form. Writing can also develop the writer's understanding of an issue by organizing their ideas on a piece of paper.

Writing is very important especially in facing modern era like today. Because writing is not only for communicating each other, but also for expressing an idea, remembering something and thinking critically as well. Sara stated that : writing has also become more important as tenets of communication language teaching – that is, teaching language as a system of communication rather than as an object of study – have taken hold in both second and foreign language setting. The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary is being supplanted by the notion that writing in a school language is a worthwhile enterprise in and of itself.<sup>1</sup> Writing is not just as standardized system of communication, but also as an essential for learning. Then in order to avoid the understanding of

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<sup>1</sup>Sara Cushing Weigle. *Assessing Writing*, 6th printing (UK: Cambridge University Press, 2009), P.1

learning english, writer restricts the problems to the writing competency.

Writing is one of the productive skill that a learner is expected to achieve in order to ensure his communicative competence. Writing is visual representation of speech in writing and speaking the language learner is engaged in communicating his ideas and feelings. In the case of speaking a kind of give and take situation between listener and speaker exists. But in the case of writing the message communication has higher degree of finiteness and his skill requires real proficiency if communication has to be effective. There are four basics of language skill: reading, speaking, listening and writing. Writing is one of the English learning skills. And learning to write is a major achievement in a student's language development.

Based on the writer's observation in SMPN 1 Cikeusal. Exactly in second year class many students are not able to write report text. According to teachers' English study they still find difficulties to organize the text and error on grammar. Moreover, the writer also did class observation to look for other facts about the performance on teaching writing in SMPN 1 Cikeusal. In this school a student had a problem in writing text especially on report text, because they learnt writing without using good approach and treatment. The teachers will give effective feedback to students to improve their written accuracy, classroom realities and the preferences of teachers must be checked about the mistakes they made. Previously, the English teachers never yet give feedback to students' assignment. So, they didn't know about the

mistakes from assignment they made. And then the student did not understand about certain instruction of text for example the generic structure, purpose and the language feature of the text. They were just asked to write a composition based on the topic that had been prepared in the text book without checking their ability in mastery aspects of writing. The student also did not really know how to correct their own writing because they had not gotten the correction from their mistake in organization, language use, vocabulary, and content of writing. The teacher only corrected the punctuation and spelling.

In the teaching writing, teacher judgment has always played an important role in the assessment of writing. The teachers can empower student and help them like to write through so many ways such as give the feedback and also can help them trust themselves. They can emphasize student to work with others, find voices and be more forceful and articulate in using writing in their lives. If a teacher wants to help the students to be a good writer in English, he/she must be able to teach writing effectively in the classroom. Teaching writing is always related to give feedback on writing in a good way.

Roger tells that some feedback from a teacher serves unhelpful to students; they are too generalized or unclear, subjective and focused on some aspect of performance that makes students cannot change. That is why giving feedback to students' writing is an important skill that is seldom thought. Through feedback, we can help students to compare their own performance with the ideal and to diagnose their own strengths and weaknesses.<sup>2</sup> Thus, the writer thinks that feedback will

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<sup>2</sup> Jenny Roger. In *Adult Learning*. (Buckingham: Open University Press (Online), 2001). [www.findarticles.com/articles/feedback/](http://www.findarticles.com/articles/feedback/).

give the best impact to the improvement toward the students' writing itself and help them to minimize their error in writing.

Finally, based on the reason the writer is motivated to conduct a research on the title "The Effectiveness of Teachers' Feedback as Writing Assessment on Students Writing Ability". (An Experimental Research at the Second Grade of SMPN 1 Cikeusal).

It is to measure the students' ability in writing skill not only that, it has the purpose to find a new method or technique in English teaching at SMPN 1 Cikeusal the writer hopes the students are able to improve their writing English skill. Besides, they will be used to write report text especially for the student in second grades' class because it is so worthy for their investment report. In this study the writer will apply the experimental of the research.

### **B. The Limitation of the Problem**

According to the identification of the problem in the Second Grade of SMPN 1 CIKEUSAL, the researcher limits the problems which cause low achievement in English writing as follows:

1. The students' ability on writing report text.
2. Responses towards the teachers' feedback as writing assessment on students' writing report text ability.
3. The effectiveness of teachers' feedback as writing assessment on students' writing ability.

### **C. The Statement of the Problem**

Based on the statement above, research questions of this study can be stated as follows:

1. How is the students' ability in writing report text?
2. How is the application of the writing assessment in writing report text?
3. How is the effectiveness of teachers' feedback as writing assessment on students' report text?

#### **D. The Objective of the Research**

In relating to the problem statement above the objective of the research are to find out:

1. To know the students' ability in writing report text.
2. To know the application of the writing assessment in writing report text.
3. To know the effectiveness teachers' feedback as writing assessment on students' writing report text.

#### **E. Hypothesis of the Research**

Hypothesis is a formal statement about an expected relation between two or more variables which can be tested.

So we know that hypothesis is from related thinking, the assumption may be true and may be wrong.

$H_0$  : There is not effectiveness of teachers' feedback as writing assessment on students writing in report text.

$H_a$  : There is effectiveness of teachers' feedback as writing assessment on students writing in report text.

## **F. The Importance of the Research**

By doing the research of the effectiveness of teachers' feedback as writing assessment on students' writing ability, the researcher found the important from this research there are:

1. The important applying the technique to increase students' writing ability.
2. This research is important for the researcher as a partial fulfillment of the requirements.
3. The student are expected to be more motivated in learning English especially in writing.

## **G. Previous Study**

The researcher found some previous studies dealing with feedback as writing assessment. Those previous studies have the different are of being researched from what the researcher conducts.

The first research done by Lia Sulistiawati 072300387 "*Improving Students' Writing Ability on Report text through Feedback as Writing Assessment*" (A Classroom Action Research at Second Year of Science Class in SMAN 1 Kota Serang Academic Year 2011/2012) She is say the student can refine the idea when they receive feedback. They are able to express their more clearly in writing after getting feedback from teacher and friends. Any comment and clarification on their composition could effect the students' motivation to write better that before. The different way of teaching writing was applied by the teacher in classroom increased their motivation in learning English and motivated to write English anymore. They were motivated because they

knew that writing can be fun and easy to the after getting more explanation guidance.

The Second research by Napaporn Srichanyachon “*Teacher Written Feedback for L2 Learners’ Writing Development*” Language Institute, Bangkok University, Thailand. The article focuses on the importance of teacher written, feedback on L2 students’ writing development including its effects on both students’ language accuracy and their motivation. It discusses students’ feedback preferences in terms of content, compares the methods of giving feedback, and suggests instructional practices to help teachers to provide effective written feedback for their students. Feedback can be given directly or indirectly. In order to give effective written feedback, teachers should consider their students’ needs for error correction and classroom realities. No matter what method is used, it is important for teachers in ESL and EFL settings to give students a crystal clear explanation. Also, teachers should include comments of praise and encouragement in their written feedback because positive feedback can boost student motivation to improve their writing skills.<sup>3</sup>

## **H. The Organization of the Writing**

The writer divided this paper in five chapters:

Chapter I, Introduction. The writer explains the background of study, identifications of the problem, limitation of the problem, statement of the problem, objectives of problem, the importance of the study and the organizing of the writing.

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<sup>3</sup> Silpakorn University *Journal of Social Sciences, Humanities and Arts*.  
Corresponding author: [napaporn.s@bu.ac.th](mailto:napaporn.s@bu.ac.th)

Chapter II, Theoretical Review, definition of writing, the definition of guided writing, explanation of report text form, the definition of procedure of writing assessment, and the way how to give feedback in writing report text.

Chapter III, Methodology of the Research, it contains research method, the population and sample, place and time, the research instrument, the technique of data collecting, the technique of data analysis and the research schedule.

Chapter IV, Explains about the result of the research, that are the description of data and interpretation of data.

Chapter V, Closing, the writer gives the conclusion and suggestion.



## **CHAPTER II**

### **THE REVIEW OF RELATED THEORIES**

#### **A. Writing**

##### **1. Definition of Writing**

Writing an activity to communicate our ideas to our reader, to realize that the most important too that can help us. Our sentences will be correction the information that we think our reader need to understand our ideas. In writing we have to make more definitive what we are trying to express. In this way the reader would be able to graps the essence of that we are trying to say. Writing is not only to make sentence in paragraph but also how to express the ideas in a consecutive way through the appropriate graphic symbol and structure. David Nunan says “writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously”.<sup>4</sup>

Writing is to the practiced user an extremely fluent and easy activity for at least part of the time, but very often foreign learners can only be fluent at the expense of accuracy. At the same time, as the conventions of writing are more restricting than those of speech. In fact, any teacher who has had to try and assess the ‘free’ writing of inexperienced foreign learners of English will appreciate

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<sup>4</sup>David Nunan. *Designing task for communicative classroom*. Cambridge University Press. 1989. P.36

the need for some kind of controlled or guided writing, at least at the early stages.

While writing is used to reinforce work which has been initially presented, it often reinforces either at the direct sentence level, or in relation to dialogues or situations which are not those usually expressed through writing. It is the responsibility of the writing program particularly to train students to produce sequences of sentences which express their meaning most effectively.

## 2. Writing Process

One way to conceptualize writing process generically is to think of sequence of activities like planning, gathering information, drafting, revising, editing (or proofreading).<sup>5</sup>

Beside it, Kristine Brown and Susan Hood describe the three main stage of the writing process, there are:<sup>6</sup>



- a. Preparing to write usually what you do, largely on your reader, your purpose, the content and the writing situation.<sup>7</sup>

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<sup>5</sup>Cherry Campbell, *Teaching Second- Language Writing: Interaction With Text*, (Canada: Heinle & Heinle Publisher, 1998 ), p.10-11

<sup>6</sup> Kristine Brown & Susan Hood, *Writing Matters: Writing skills and strategies for students of English*, ( New York: Cambridge University Press,1989),p.10

<sup>7</sup> Ibid p.11

- b. Drafting is the most important thing because drafting is to get words onto paper. It's not the time to worry about spelling grammar punctuation or the best wording.<sup>8</sup>
- c. Revising is the most important stage in writing process. It involves checking that your content and purpose are clear and for your reader, in the particular writing situation.<sup>9</sup>

### 3. Aspect of Writing

There are some aspect to be considered by the teacher in assessing students' written product, some aspect have classified those aspects of writing into some criteria. Christy writing requires many of the same skills in writing sentences and in writing paragraph. Sentence is group of word that express a statement, question, etc.<sup>10</sup> Which begin with a capital letter and ends with a full stop, and paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea.<sup>11</sup> While composition is a group of paragraph dealing with main idea.

In writing, it should be kept in mind fact that, an introduction, body and conclusion are needed. The introduction is the part the tells what the composition will be about this way, the introduction is similar to the topic sentence of the paragraph.

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<sup>8</sup> Ibid p.18

<sup>9</sup> Ibid p.24

<sup>10</sup> Martin H Manser , *Oxford Learner's Pocket Dictionary*, New Edition, ( New York : Oxford University Press: 1995),p. 375

<sup>11</sup> Alice Oshim and Ann Horgue , *Writing Academic English* ,Third Edition, ( London : Person Education, 1999),p.16

#### 4. Kinds of Writing

According to George E Wishon and Julia M Burk said that “The form of writing used to tell or relate is called narration; that used to described is called description; that be used to explain or interpret is called exposition (or explanation); the form of writing used to persuade, or argue is called argumentation.

The kinds of writing there are:

a. Narration

Narration is the form of writing used to relate the story of acts or event. Narration place occurrences in time and tells what happened according to natural time sequence, type of narration include short stories, novels, and new stories, as well as large part of our every day social interchange in the form of letter and conversation.

b. Description

Description mean that to ‘ I’ show. Description is a strategy for presents a verbal portrait of person, place or thing can be used as a technique to enrich other forms of writing or as dominant strategy for developing a picture of “ what it looks like”.

c. Exposition

Exposition is used in giving information, making explanation , and interpreting meaning. It includes editorials, essay, an informative and instructional material.

d. Persuasion / Argumentation

Persuasion or argumentation is used in persuading and convincing. An argumentation writing tries to purpose evidence or reason to convince and influence the reader to support the opinion ideas and attitude as well as writing conviction.<sup>12</sup>

**5. Assessment of Writing**

For some students, writing assignments and writing projects for school are pure joy, which few other school duties can equal. For other students, writing assignments and writing projects are pure agony, imposing a burden that no other school duty can equal. For still other students, perhaps the largest number, writing assignments and writing projects are merely part of the regular routine requirements that are to be endured without joy and without agony, but with compliance. The evaluation of writing must can be a real challenge in that there are numerous things that could logically be evaluated, such as:

- a. Content.
- b. Rhetorical structure (clarity and unity of the thesis).
- c. Organization (Sense of pattern for the development of ideas).
- d. Register (appropriateness of level of formality).
- e. Style (sense of control and grace).

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<sup>12</sup> Ibid, p,377

- f. Economy (efficiency of language use).
- g. Accuracy of meaning (selection and use of vocabulary).
- h. Appropriateness of language conventions (grammar, spelling, punctuation).
- i. Reader's understanding (inclusion of sufficient information to allow meaning to be conveyed).
- j. Reader's acceptance (effort made in the text to solicit the reader's agreement, if so desired<sup>13</sup>).

The reality is that early some of these dimensions are evaluated in given assessment of writing ability , due to a host of factor, such as time available for assessment, cost of assessment relevance of the dimension for the given task, and the case of assessing that dimension. Beside that, the assessment of writing has been described as a complex interaction among three sets factors: The knowledge that fact the set maker has about how to construct the task, the knowledge that the test takers have about how to do the task, and the knowledge that the test raters have about how to assess the task.<sup>14</sup>

Writing assessment is often conducted to monitor student progress and determine if changes in instruction are required to meet student need. The on going assessment of student writing enables review of student growth over time and a determination of

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<sup>13</sup>Andrew D. Cohen, *Assessing Language Ability in the Classroom*, ( USA : Heinle & Heinle Publisher, 1994 ), p.307

<sup>14</sup> Ibid,p. 307-308

the success of instructional approaches. This teacher-centered approach is not surprising given that many teachers have origins in a transmission model of learning and instruction. In which teachers provide the basic knowledge to be imparted to students.

Writing assessment can be used most effectively with instruction when criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they received. One way to use writing assessment criteria should be public for students and that they should be familiarized with the scoring rubrics so they can plan their writing effectively.

Assessment of student performance can come from the teacher or from the student themselves. Within the classroom our role may change from one activity to other or from one stage of an activity to other. If we are fluent at making these changes our effectiveness as teachers is greatly enhanced. The teacher adopts a role which is designed to help student – is to some extent facilitative. All roles, after all, aim to facilitate the students' progress in some way or other, and so useful to adopt more precise than facilitator as the sections below indicate.<sup>15</sup>

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<sup>15</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001), p. 57

## **B. Report Text**

### **1. Definition of Report Text**

Report text is the most commonly written type of technical document, can communicate a range of vital information: project status and outcome, experiment results, conclusion drawn from analyses, policy recommendations, and decision made at meeting and conferences, reviews of literature, and surveys of conditions. Report writing can be described as a career skill, not only is it a task that forms part of an increasing number of business jobs but also it can make a huge difference to how you are perceived and even how well you get on in your career. Today, good communication skill and the ability to write effective reports are essential competencies for every successful business person, academician, scientist; even students in high level school also should be able to write report for their experimental or their research. A report is an objective description of something that is happening, has happened, or may happen.<sup>16</sup>

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. A report text is to describe generic participants. It means, a report text is giving description of general classification of things, and not

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<sup>16</sup> Frances B. Emerson. *Technical Writing*. (Houghton Mifflin Company Boston, 1996), p. 332



a thing in particular condition. Some of reader are still confuse to define the differences of report text and descriptive text. It is caused that some text types are quite difficult to differ. Such report and descriptive text have the similarity in the social function and generic structure. However if they are analyzed carefully, the slight difference between the two text type will reveal. The purpose of the two text is to give the live-description of the subject/participant. Both the report and descriptive text try to show rather than tell the reader about the factual condition of the object.

## **2. Rhetorical structure of report text**

Rhetorical structures of report text are:

1. Title, it is like seem phrase that contain substance that given to reader.
2. General statement, it is consist statement relate with topic. It will be describe more by the writer.
3. Description. It is explanation from the title and general statement.<sup>17</sup>

## **3. Language feature of report**

1. Introducing group or general aspect.
2. Using conditional logical connection; when. So etc.
3. Using simple present tense.

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<sup>17</sup> Pardiyo, Pasti Bisa *Teaching Genre Based Writing*, Yogyakarta : Andi Offset, 2007), p. 272

In Mark Anderson and Kathy Anderson's book, a general opening statement in the first paragraph are:

1. It is tell the audience what the text is going to be about.
2. It is include a short description of the subject.
3. This can include a definition of the subject.

Beside it, they explained about a series of paragraph of report text too. They said that :

1. Each paragraph usually begins with a topic sentence.
2. The topic sentence at the begining of each paragraph previews the information contained in the rest of the paragraph.
3. The sentences after this preview give more details.
4. Each paragraph should give information about one feature of the subject.
5. These paragraph build a description of the subject of the report

The last they explained the conclution of report text. He said that the concluding paragraph signals the end of the text and this paragraph can summarize the report.<sup>18</sup>

According Emilia, report text is different with descriptive text. Report text explains general of the things (a class of things). Example. If we write about "cats" or the group animal, so we will

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<sup>18</sup> Mark Anderson and Kathy Anderson, *Type text in English*, (Australia: Winton Published, 1900), p.3

write about report text. If we write just an animal specifically (ex: my cat), so we write about descriptive text.<sup>19</sup>

#### **4. Preparing an information report:**

To prepare an information report, we will need to do some step below. Here is the procedure:

- a. Choose a subject for our report.
- b. Make a list question about our subject that require fact for answer.
- c. Research our subject. Information about might be obtained by:
  1. Searching in the internet.
  2. Using your school library.
  3. Interviewing people.<sup>20</sup>

### **C. Feedback**

#### **1. Definition of Feedback**

Feedback is designed not just to give an assessment of the students' work, but also to help and teach. So far, feedback not only given by the teacher but we can also encourage students to give feedback to teach other. Such peer review has an extremely positive effect on group cohesion. It encourages student to monitor

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<sup>19</sup>Emilia, Emi. *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris Petunjuk untuk Guru*, (Bandung : Rizqi Press, 2010), p. 87

<sup>20</sup>Mark Anderson, op.cit. p100)

each other and as a result, help them to become better at self monitoring.

## **2. Feedback on Written Work**

The way we give feedback on writing will depend on the kind of writing task the student have undertaken, and the effect we wish to create. When students do workbook exercises based on controlled testing activities, we will mark their efforts right or wrong, possibly pencilling in the correct answer for them to study. However, when we give feedback on more creative or communicative writing (such as letter report, stories, or poems) we will approach the task with circumspection and clearly demonstrate our interest in the content of the students' work.<sup>21</sup>

The provision of feedback on students' writing a central pedagogic practice in higher education. Much feedback takes the form of comment produced as part of assessment. It is hard to be objective about our own writing; even professional writers have their work read by others. Letting others read our work helps us gain another perspective on what we have written.

The important thing about feedback is what it should be useful to and sensitive to the writer. The best kind of feedback is therefore feedback that the writer has asked for. This means that if you give your draft to someone else to read, you should tell them what kind

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<sup>21</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001), p. 109

of feedback you want give reader some question to attention to. If you are reading someone esle's draft, ask them what kind of feedback they want too much criticism is seldom helpful. Positive feedback is always more helpful than negative feedback because it encourages the writer to improve their writing.

### **3. The Purpose of Feedback on Written Work**

Feedback can be problematic and confusing because students may not understand what teachers write or how to deal with suggestions, but there does seemto be sme consensus that feedback, especially on early drafts, does help. As starting point maay be worth considering the purpose for which teacher usually respond to students' writing. Purposes for providing feedback on written work might include:

- a. To support students' writing development.
- b. To teach, or reinforce, a particular.
- c. To teach specific acadenic writing conventions.
- d. To indicate strenght and weaknesses of a piece of writing (perhaps in relation to a set of criteria).
- e. To explain or justify a grade.
- f. To suggest ho a student may improve in their next piece of writing.<sup>22</sup>

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<sup>22</sup>Jenny Roger. *In Adult Learning*. (Buckingham: Open University Press (Online), 2001),[www.findarticles.com/articles/feedback](http://www.findarticles.com/articles/feedback)

#### 4. The Ways of Feedback on Written Work

Feedback sometimes depend on teacher's tacit understanding of what makes a good piece of writing and teachers will give feedback depend on the kind of writing task the student have undertaken. Ivanic state in *teaching academic writing* that the way in which feedback is expressed has to do with particular conceptions of teaching and learning and of the relationship between teacher and learner. The language of feedback may be used to construct a relatively hierarchical and overtly didactic relationship in which the power differential between lecturer and student is emphasized; or a more collegial relationship in which lecturer attempts to 'build students' sense of membership of the academic community.<sup>23</sup>

Feedback is one of the main tool we can use to encourage, motivate and support learning. There are many ways of providing feedback to the learner whether by correcting mistakes, or giving encouraging comment and praise. When your developing and strategies for providing feedback with an individual student, you might want to start by asking about their preference.<sup>24</sup>

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<sup>23</sup>Caroline coffin, et.al. *Teaching Academic Writing*. London and New York (routledge, 2003), p.118

<sup>24</sup>Ingrid wisniewska. *Learning one to one*, Cambridge university press, new york 2010, p.25

## 5. Providing Feedback on Writing

With formal written work, such as journals, blogs or email, you may not be too concerned about grammar errors. However, in formal written work, such as essays, business letter and reports, there is more likely to be a focus on accuracy. What kinds of opinions are available for providing feedback on written work?

1. Direct : Correct all the errors yourself and task your student to rewrite their work.
2. Scaffolded: Use a system of codes to help your student find the errors e.g. 'T' for tense, 'Sp' for spelling, etc.
3. Negotiated: Underline errors and go over them together . talking through the errors can help to make the correction more memorable for your student and give you a better understanding of the underlying cause of the error, e.g. L1 transfer, or overgeneralization.

When giving a feedback, though can also choose to model skill that you would like your student to emulate. Switching back and forth between 'telling' and 'showing' can be done far more easily in one to one context than in a group. For example, while I am correcting a student's written work, I may point out how to look for how one type of error occurs several times through out the passage.<sup>25</sup>

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<sup>25</sup> Ibid, p.29

## 6. Written Feedback to the Class

Where learners in the class have common weaknesses and strengths in their writing, an efficient way of giving feedback is to prepare a written report that is handed out to the class. This report can detail what the best pieces of writing were like, The teacher may also make individual written comments on each piece of writing but these need not be so extensive if they are accompanied by a class handout.

This sheet also provides a useful record that can be looked at again by the teacher for later pieces of writing or for other years to see if the strengths and weaknesses are the same or have changed. If a grade is given to the pieces of writing, the handout sheet can also explain the range of grades and the criteria for each step in the grading scale.<sup>26</sup>

According to Lalande though agreeing with the effect of teacher written feedback to students, claimed that the direct correction like grammar correction is not as good as the indirect feedback like just underling student's error. His empirical study offered the data that showed the influence of two treatments of direct and indirect teacher response to student writing. In one, teachers gave direct error correction and in the other, they gave

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<sup>26</sup>S. P. Nation. *Teaching ESL/EFL Reading and Writing*, Routledge, Taylor & Francis, 2009, P.139



indirect error feedback using correction code which requires students themselves to correct errors.<sup>27</sup>

Feedback can be given directly or indirectly. We can use a number of devices to help them write more successfully in the future:

- a. Responding: one way of considering feedback is to think of it as 'responding' to students' work rather than assessing or evaluating what they have done. when we respond, we say how the text appears to us and how successful we think it has been-and, sometime, how it could be improved. Thus student my show us a first draft of their work; our resspense will be to say how is progressing and how we think they might improve it in subsequent draft. The comments we often them need to appear helpful and not censorious. Sometime they will be in the margin of the student's work (or, on a computer, written as viewable 'comment'), or if more extensive may need a separate piece of paper-or separate computer document. Consider his example in which the teacher is responding in the form of a letter to a student's first draft of a composition about New Year's Eve:.

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<sup>27</sup> Lalande, J. F., Ill982 Reducing composition *errors*: An experiment. *Morlern h~uge Journal* 66: 140-149.

- b. Coding: some teachers use codes, and can then put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction much neater, less threatening, and considerably more helpful than random marks and comments. Frequently used symbols of this kind refer to issues such as word order, spelling, or verb tense.<sup>28</sup>

The signs at the side of the page show the type of mistake, and the signs in the sentences show where it is. The learners should correct their mistakes themselves after the teacher has marked them. In most compositions, at least half of the mistakes are usually things that the learners already know about. They are there mainly because of carelessness.<sup>29</sup> Self-correction helps to stop this. The learners should be encouraged to develop the habit of checking their work carefully before giving it to the teacher to be marked. A marking system helps them to do this by showing them their main weaknesses.

Giving attention to the writing process is a way of bringing about improvement in learners' writing by providing help at the various stages of the process, instead of focusing only on the finished product.<sup>30</sup>

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<sup>28</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001),p

<sup>29</sup>Opcit.S. P. Nation. P.122

<sup>30</sup>Ibid. P.123

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. The Method of Research

Experiment method is a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate writing ability. In this case, the something new.<sup>31</sup> In the experiment research there are three type of research such as pre-experiment, quasi-experiment and true-experiment. The writer took quasi-experiment for research in classroom, David Nunan said in the research methods in language learning book “quasi-experiment is has both pre-test and post-test, experimental and control groups, and not random assignment of subject”.<sup>32</sup>

The writer only researched one control group design. Firstly, the writer gave the pre-test in writing assignment form, the students must make a report text with used generic structure be the that. After knowing the result. Then the writer gave treatment a feedback to student a written report text. The treatment is then introduced and finally a few post test were given to look the improvement after the treatment.

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<sup>31</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Ltd, 2006), p. 134.

<sup>32</sup>David Nunan, *Research Methods in Language Learning*, (USA: Cambridge University Press, 1992), p. 41.

## **B. The Design of Research**

This research is aimed at capturing phenomena at students' writing report text by English pre-service teacher. Therefore, this study employed quantitative approach, particularly experimental method. The experimental method was chosen in this study since the writer's study has some characteristic which are the same with experimental method and this research conducted at the second grade of SMPN 1 Cikeusal.

The first characteristic as in the experimental method is the research done in a large scale and would not make any generalization again. The second characteristic that was investigated in the natural background: the setting of this study were classes where pre-service teaching program occurred, and the participants involved in the research were and experience in learning report text.

## **C. Place and Time Research**

This research will be conducted at SMPN 1 Cikeual which was located on Street Ketupang no.37, desa Sukaratu – Cikeusal. And the writer will hold the research on 29 Februari 2016 – 17 Marct 2016. The writer chooses this place, because the writer want to try technique teacher's feedback as writing assessment in this school. The writer hopes with use this technique can be develop their English achievement especially in writing ability.

## D. The Population and Sample

### 1. Population

Population is any defined aggregate of subjects, persons or events, the variable used as the basis for classification or measurement being specified.<sup>33</sup> The population of this research is all of students SMPN 1 Cikeusal, which consist students of second grades' class, is chosen based intuition consideration. There are six classes of second years' one class has around 34 students' and other 35 students', then the number of second grades' population of about 209 students.

### 2. Sample

Sampling is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristic of the whole population. In this research, will be conducted take the nonrandom sampling methods are also common in second language research. Common nonrandom methods include systematic, convenience, and purposive sampling.<sup>34</sup>

The writer takes the sample part of second grades' students SMPN 1 Cikeusal as the sample, and writer takes the sample from class, collect of the sample in this research are two classes. There are consisted 209 students; the writer takes 15%, so the researcher takes 60

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<sup>33</sup> George A. Ferguson, *Statistical Analysis in Psychology and Education*, (McGraw-Hill, Inc, 1981), p. 142.

<sup>34</sup> Alison Mackey and Susan M. Gass, *Second Language Research Methodology and Design*, (New Jersey: Lawrence Erlbaum Associates, 2005), p. 122.

students as the sample, the first for experiment class and the second for control class. This enables the writer to take 30 students for each class. So, the researcher uses non equivalent control group design of quasi-experimental design.

The writer used cluster sampling in selecting the sample from the whole population, because of the respondent taken from class VIII A and VIIIB, are the recommendation from teacher and are expected to have the same quality and intelligent quotient. The recommendation of teacher, the teacher hope student will be motivated and more effective in the teaching and learning English activity. The writer will observe 60 students, in which 30 students take from class VIII A as an experimental and 30 students take from VIII B as a control class.

#### **E. The Research Instrument**

Instrument is a testing device for measuring a given phenomenon, such as test, an interview, a research tool for observation. When researcher take a information by observation, the researcher sure do interview with the teacher, because the information by interview very important to know skill of the students in writing ability. The writer use test is a series of questions or exercises to measure the skills. In this research, the writer will get the data need two tests. These are pre-test and post-test to investigate the both of variables, achievement tests are used in this study.

## **F. The Technique of Data Collecting**

These techniques of collection data the researcher used some procedures such as follows:

### 1. Observation

This observation will be done at SMPN 1 Cikeusal to see something concerning with the second grade students, the English teacher, the general situation of the school and also to find out how the teachers conduct he teaching learning process it self.

### 2. Experiment

The writer does the research in the class and she acts as teacher that teaching report text with teacher writen feedback as assasment.

### 3. Test

Test is amount question or practice or other us to measure art, knowledge, intelegence, or talent who has at individual.

- a. Pre-test is crrying out for the initial equivalence of experimental and control group. The test is giving the group both the test the same day.
- b. Post test is crrying out to check significant difference between two group after treatments given to the experimental one. The test is givent to the experimental on control group both the tst at same day.

Research, is this research, is to observe the students' effectiveness in writing ability report text by teachers' feedback.

In this process, the writer uses nonequivalent design and this is form of nonequivalent design, that is:

O X O
-------

Note:

O = Pre-Test

X = Treatment

O = Post-Test

The research sequences from of class activity during experimented, that is:

O X1 X2 X3 X4 X5 X6 O
-----------------------

Note:

O = Pre-Test

X = Treatment

O = Post-Test

### **G. The Technique of Data Analyzing**

Data analysis is a last aspect of the research. It is a way to find out the influence of storytelling as teaching on students' reading ability. To test the hypothesis, the writer use *t*-test. The research will compare the score result of two group, so the inferencial statistic used is *t*-test. It is suitable to the statement of David Nunan who said that "when comparing two means, . . . the appropriate test is *t*-test, which carries



out the sorts of analytical procedures we have just examined".<sup>35</sup> The formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

Note:

t0 : t count t table

M1 : Mean X1

M2 : Mean X2

X1 : Squared difference between X1 – X2

X2 : Squared difference between X1 – X2

N : Number of cases.<sup>36</sup>

## H. Research Procedure

In general, the procedures of this research can be described as follows:

1. Preparing a research proposal.
2. Preparing a needed permission for conducting the research.
3. Observation in research field.
4. Organizing the research instrument.
5. Preparing the appropriate material in conducting pre-test.

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<sup>35</sup>David Nunan, *Research Methods in Language Learning*, (USA: Cambridge University Press, 1992), p.35.

<sup>36</sup>Alison Mackey, *Op. Cit*, p. 116

6. Preparing the appropriate material for teaching and learning process during the treatment.
7. Preparing the appropriate material in conducting post-test.
8. Analyzing and interpreting the data collecting from pre-test and post-test.
9. Making the interpretation based on the result of the data collected analysis, and reporting the conclusion of the result and propose some suggestion that will contribute for the further study.
10. Writing down into a paper as a research report.

## **CHAPTER IV**

### **RESEARCH FINDING**

#### **A. Data Description**

In this chapter, the writer will attempt to submit the data as outcomes of research at SMPN 1 Cikeusal. This research is only for the Second Grade students of Junior High School. The writer takes two classes from class VIII A (Experiment class) and XIII B (Control class).

To know the effectiveness of teachers feedback as writing assasment on teaching writing, the writer gave the data pre-test before teaching and post-test after teaching would be used as data in this research.

1. The score of pre-test and post test of experimental class

The students in class VIII A obtained mean score 59,5 for pre-test and 78.67 for post-test. The score they got in these tests would be described in following table:

**Table 4.1**

**The Result of Experiment Class**

<b>No</b>	<b>Initial Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	AF	90	95
2	AR	50	75
3	EYN	50	65
4	ECF	70	85
5	ELW	60	65

6	FR	65	75
7	FY	85	85
8	FDL	55	85
9	IH	45	75
10	KW	45	70
11	MM	75	80
12	MA	55	65
13	MR	70	75
14	NGM	50	70
15	NBU	60	80
16	NA	50	70
17	NF	55	85
18	RH	60	70
19	RS	40	65
20	RM	60	75
21	RSH	50	75
22	SF	55	95
23	SN	85	100
24	SR	50	85
25	SABK	75	95
26	SJ	40	65
27	TD	50	75
28	TK	90	100
29	TN	50	85
30	YR	50	75
<b><math>\Sigma X</math></b>		<b>1785</b>	<b>2360</b>

Mean of post-test:

$$M_1 = \frac{\sum X_1}{N_1} = \frac{2360}{30} = 78.67$$

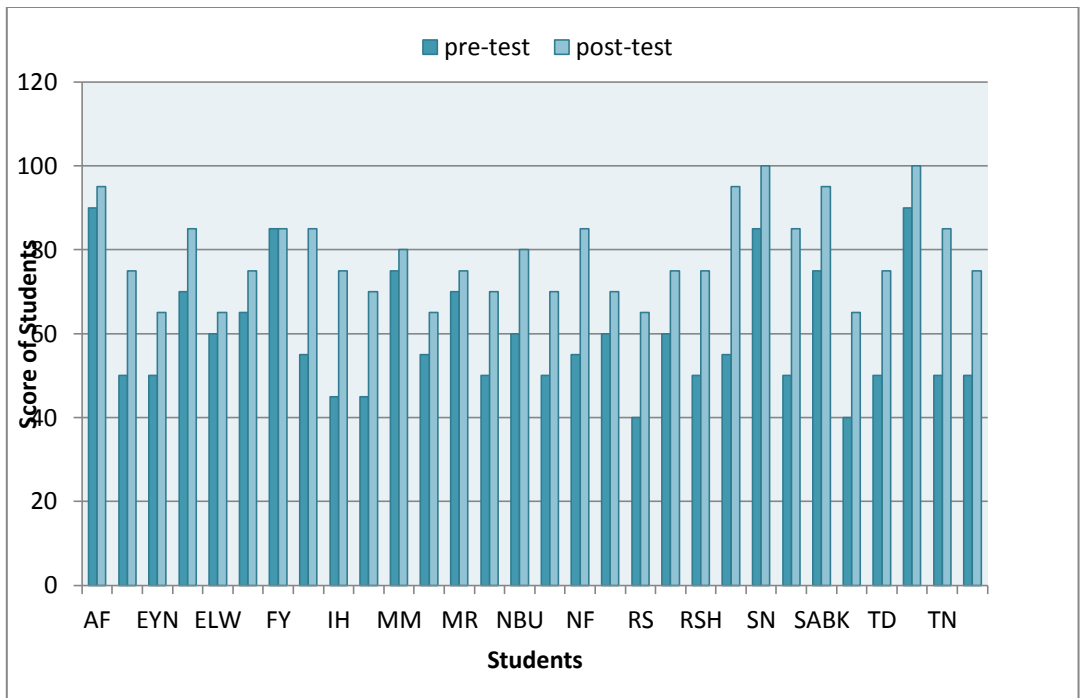
Mean of Pre-test:

$$M_2 = \frac{\sum X}{N} = \frac{1785}{30} = 59.5$$

Determine mean by formula:

$$\begin{aligned} M &= M_1 - M_2 \\ &= 78.67 - 59.5 \\ &= 19.17 \end{aligned}$$

Based on explanation above, it show that the result of experiment class got the significant improvement after giving treatment, it seen from the average score of post-test is better than the average score of pre-test, that is 78.67 and 59.5. The students' improvement score caused by the writer used teachers' feedback technique in report text assessment. If seen from the students' improvement score it means that the technique used is success in improving students' motivation in learning English.

**Graph 4.1 Graphic of Experimental class**

2. The score of pre-test and post-test of control class

The student in VIII B class as control class obtained mean score (56) for pre-test and (61,67) for post-test. The score they got in this test would describe in the following table:

**Table 4.2****The Result of Control Class**

No	Initial Name	Pre-Test	Post-Test
1	AM	50	50
2	BN	50	60
3	BAP	65	75
4	DA	55	60
5	DS	60	60

6	DN	50	70
7	EH	70	65
8	HDY	70	70
9	HS	45	50
10	IM	60	60
11	IS	60	65
12	IA	40	60
13	LS	50	75
14	MR	65	55
15	MA	70	70
16	MAA	60	60
17	MRI	50	50
18	MZK	45	50
19	NK	55	55
20	NN	70	80
21	RS	70	70
22	RR	50	65
23	RAP	50	75
24	RH	50	55
25	SH	50	55
26	SJ	70	60
27	SRY	45	50
28	SD	45	55
29	US	55	60
30	YL	55	65
<b><math>\Sigma</math></b>		<b>1680</b>	<b>1850</b>

Mean of post-test:

$$M_1 = \frac{\sum X_2}{N_2} = \frac{1850}{30} = 61.67$$

Mean of Pre-test:

$$M_2 = \frac{\sum X}{N} = \frac{1680}{30} = 56$$

Determine mean by formula:

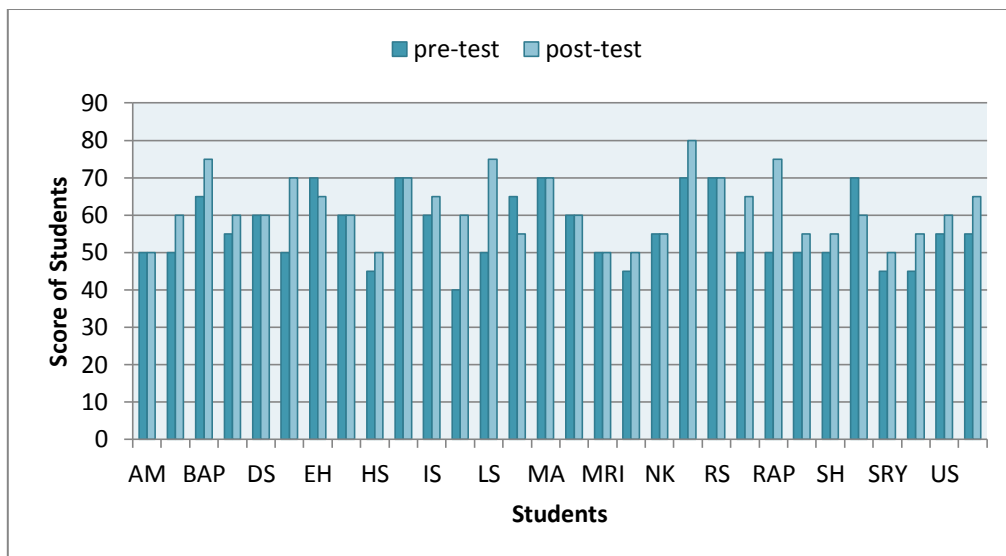
$$\begin{aligned} M &= M_1 - M_2 \\ &= 61.67 - 56 \\ &= 5.67 \end{aligned}$$

Based on explanation above, it shows that the result of control class did not have the significant improve. It seen from the average score of pre-test and post-test, that is 56 and 61.67. It caused the control class did not using teachers' feedback technique on report text assessment such as in experimental class.

The writer describes the scores of pre-test and post-test at the control class by the graphic as follow:



Graph 4.2 Graphic of Control Class



## B. Data Analysis

After getting the data which were from the post-test score from two classes, the writer analyzed by using statistical calculation if the t-test.

The formulaas follow:

**Table 4.3**

**The Calculation of Score Each Student of The Experiment Class  
and The Control Class :**

No	$X_1$ (post-test experimental class)	$X_2$ (post- test control class)	$X_1(M1-X1)$	$X_2(M2-X2)$	$X_1^2$	$X_2^2$
1	95	50	-16,33	11,67	266,67	136,19
2	75	60	3,67	1,67	13,47	2,79

3	65	75	13,67	-13,33	186,87	177,69
4	85	60	-6,33	1,67	40,07	2,79
5	65	60	13,67	1,67	186,87	2,79
6	75	70	3,67	-8,33	13,47	69,39
7	85	65	-6,33	-3,33	40,07	11,09
8	85	60	-6,33	1,67	40,07	2,79
9	75	50	3,67	11,67	13,47	136,19
10	80	70	-1,33	8,33	1,77	69,39
11	70	65	8,67	3,33	75,17	11,09
12	65	60	13,67	1,67	186,87	2,79
13	75	75	3,67	-13,33	13,47	177,69
14	70	55	8,67	6,67	75,17	44,49
15	80	70	-1,33	-8,33	1,77	69,39
16	70	60	8,67	1,67	75,17	2,79
17	85	50	-6,33	11,67	40,07	136,19
18	70	50	8,67	11,67	75,17	136,19
19	65	55	13,67	6,67	186,87	44,49
20	75	80	3,67	-18,33	13,47	335,99
21	75	70	3,67	-8,33	13,47	69,39
22	95	65	-16,33	-3,33	266,67	11,09
23	100	75	-21,33	-13,33	454,97	177,69
24	85	55	-6,33	6,67	40,07	44,49

25	95	55	-16,33	6,67	266,67	44,49
26	65	60	13,67	1,67	186,87	2,79
27	75	50	3,67	11,67	13,47	136,19
28	100	55	-21,33	6,67	454,97	44,49
29	85	60	-6,33	1,67	40,07	2,79
30	75	65	3,67	-3,33	13,47	11,09
<b>Σ</b>	<b>2360</b>	<b>1850</b>	<b>1</b>	<b>-1</b>	<b>3296,7</b>	<b>2116,7</b>

**Note :**

**X1** = Score post-test (experiment class)

**X2** = Score post-test (control class)

**X1** =  $X1 - M1$

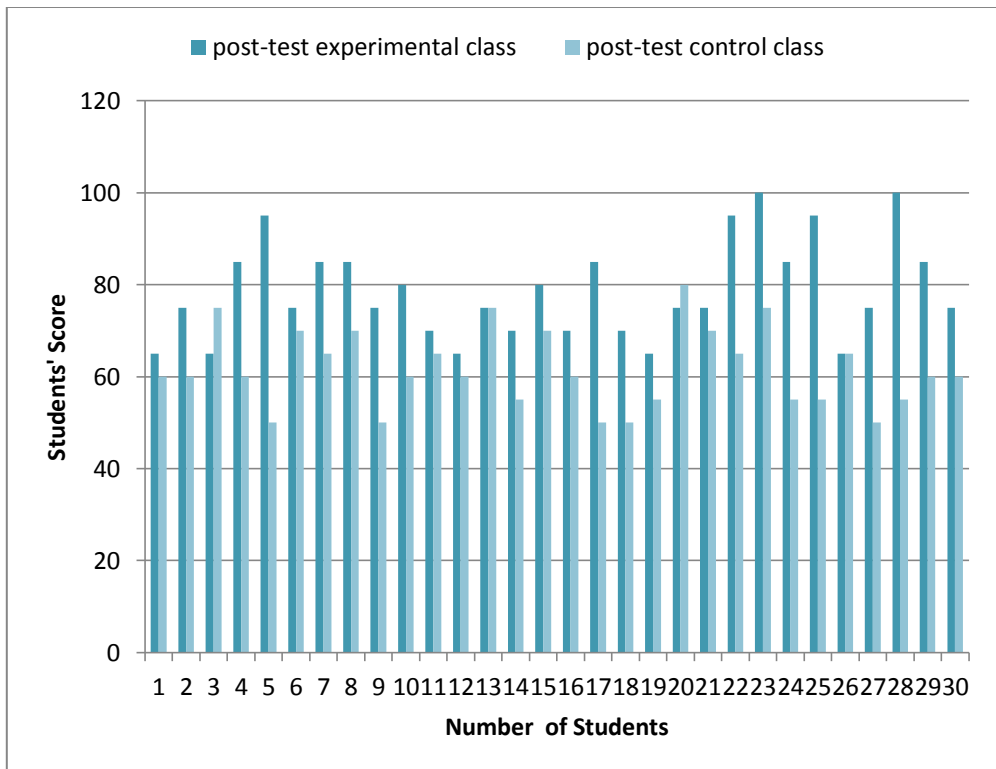
**X2** =  $X2 - M2$

**X1<sup>2</sup>** = The squared value of X1

**X2<sup>2</sup>** = The squared value of X2

after getting the data which were from the graphic of post-test score from two classes follow:

**Graph 4.3 Graphic of Comparison of Score of Experimental Class and Control Class**



The graphic on the above describe the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 100 and the highest in control class 80. And the lowest score in experimental class is 65 and the lowest score in control class is 50.

To know the differences of the effectiveness of teachers' feedback as writing assessment on students' writing ability between score post-test in exsperiment class (X1) and score post-test in control class (X2) are used the strategy of the t-test formulation as follow:

- a. Means of variable  $X_1$  ( experimental class )

$$\begin{aligned} M_1 &= \frac{\Sigma X_1}{N_1} \\ &= \frac{2360}{30} \\ &= 78,67 \end{aligned}$$

- b. Means of variable  $X_2$  ( control class )

$$\begin{aligned} M_2 &= \frac{\Sigma X_2}{N_2} \\ &= \frac{1850}{30} \\ &= 61,67 \end{aligned}$$

- c. Have knowing  $M_1, M_2, N_1, N_2, \Sigma X_1^2$  and  $\Sigma X_2^2$  than could seek of value “ $t_0$ ” as follow :

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\Sigma X_1^2 + X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}} \\ &= \frac{78,67 - 61,67}{\sqrt{\left\{ \frac{3296,7 + 2116,7}{30 + 30 - 2} \right\} \left\{ \frac{30 + 30}{30 \cdot 30} \right\}}} \\ &= \frac{17}{\sqrt{\left\{ \frac{5413,4}{58} \right\} \left\{ \frac{60}{900} \right\}}} \\ &= \frac{17}{\sqrt{93,33 \cdot 0,066}} \\ &= \frac{17}{\sqrt{6,159}} \end{aligned}$$

$$= \frac{17}{2,48}$$

$$= 6,85$$

d. Degree of Freedom

$$df = N1 + N2 - 2$$

$$= 30 + 30 - 2$$

$$= 58$$

$$= 2,00$$

So,  $t_{table}$  for significance 5% = 2,00

In general, score of post-test in experiment class was better than post-test in control class. It can be seen from the total amount if the score of the score post-test in experiment class 2360 and pre-test was 1850, and advantage of post-test was 78,67 and and pre-test was 59,5, mean while, total amount of the score post-test in control class 1850 and pre-test was 1680, and average of post-test 61,67 and pre-test was 56.

Based on the result of the statistic calculation it is obtained that score of  $t_0$  is = 6,85 degree of freedom is 5% . the value of 58 is mentioned in table about 2,00 (as degree significance).

To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula the assumption as follow.

If  $t_{\text{observation}} > t_{\text{table}}$  the alternative hypothesis is accepted. It means there is significance

Different between learning using teachers' feedback and report text ability.

If  $t_{\text{observation}} < t_{\text{table}}$  the alternative hypothesis is rejected. It mean there is no significance different between learning using teachers' feedback and report text ability.

### C. Interpretation of the Data

The analysis is aimed to know the effectiveness of teachers' feedback as writing assessment on students' writing ability, in teaching report text. We have already know that the mean score pre-test of experiment 59,5 and score post-test is 87,67. but the mean score meant score pre- test of control class is 56, and score post-test 61,67. Seeing cululating abouve, the experiment class get increas on score 19,17 point. The score a of experiment cless using teachers' feedback is better than the control class without using increase on score 5,67 point.

Before deciding the result of hypothesis, the writer process interpretation toward to with procedure as follow:

- a.  $H_0 = t_{\text{obsevation}} < t_{\text{table}}$  , it means there is no significant effectiveness between teaching report text and using teachers' feedback.

- b.  $H_a = t_{\text{observation}} > t_{\text{table}}$ , There is effectiveness between teaching report text and using teachers' feedback.

According to data, the value of  $t_{\text{observation}}$  is highest than  $t_{\text{table}}$ .  $t_{\text{observation}}=6,85 > t_{\text{table}}=2,00$  (5%) or  $t_{\text{observation}} = 6,85 > t_{\text{table}} = 2,65$  (1%), so,  $H_0$  is rejected and  $H_a$  is accepted.

From the interpretation above, the writer said that using teachers' feedback as writing assessment on students' writing ability would be better and more effectively than teaching writing without using teachers' feedback.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on statements of the problem, the writer draws the conclusion as follow:

1. The student ability students' writing ability at the eleventh grade of SMPN 1 Cikeusal. Can be seen from the conclusion result that mean of pre-test scores obtained by the students' of experiment class is 59,5 was greater than in control class is 56. The highest score of pre-test in experiment class was 90 and control was 70. The lowest score of pre-test in experiment class was 40 and control class was 40. Thus, the distribution of scores in experiment class was greater than in control class. The mean of post-test score in experiment class = 78,67 was greater than in control class = 61,67. The higher of post-test in experiment class was 100 and control class was 80.
2. The application of teachers' feedback as writing assessment is one of factor which it can influence the learning of students' result in writing ability at the second grader of SMPN 1 Cikeusal, because can increase students' motivation to write and also the more interesting and the latest writings theme. So, the learning teaching writing ability by using feedback is hoped students' easy to understand the lesson and strong remember.
3. The effectiveness of teachers' feedback as writing assessment based on the result of analysis about the effectiveness of

teachers' feedback as writing assessment on students' on students' writing ability it was know that  $t_{\text{table}}$  significance 5% and  $t_{\text{observation}} = 6,85 > t_{\text{table}} 2.00$ , so  $H_0$  is rejected and  $H_a$  is accepted. It means that using teachers' feedback as writing assessment technique had significant effectiveness in learning on students' writing ability.

## **B. Suggestions**

After making conclusion about, the writer tries to give some suggestion, which are hoped can be valuable input in the teaching writing ability. Below are suggestions:

1. To the students' of "SMPN 1 Cikeusal" especially second grade, must increase and improve their writing.the student can refine the idea when they receive feedbackand They are able to express their more clearly in writing after getting feedback from teacher that before. Can increased their motivation in learning english and motivated to write English anymore and can improve the students' writing ability by feedback. It is one way to make the students' writing easy, have fun and more motivated. Because it is simple way to improve writing skill for students' ability.
2. The writer like to give some advice for English teacher:
  - a. The teacher gives more understanding to the students about the important of writing, and do not worry to tries of writing by using feedback to improve their writing skill. Because, it will help students' to understand in material of report text.

- b. The teacher has to motivate to teach the students' and should give motivations for the students' to learn English. Because some of students' think that learning English difficult.
- c. By learning English with feedback, the students' is not only easier to find the difficult word but also make the students' motived in learning English.