**CHAPTER I**

**INTRODUCTION**

**A. Background of the Study**

 Writing is one of important skills for foreign language learners in learning English. It is important because writing is a crucial skill for academic or occupational success. Next, writing can be effective tool for the development of academic language proficiency as learners have to explore advance lexical or syntactic expression in their written work. The last is writing across the curriculum that can be invaluable for mastering diverse subject matter.[[1]](#footnote-1)

 Writing skill is one of the four language skill that is very essential in human life. Writing is a means of communication is demanded. Communication is not always in the spoken form, but it can be also in written form. When people communicate, they will share their idea or express their feeling for several purposes. In daily life, people share news or information in the form of newspaper or short message. Writing is used to share idea to entertain the readers in the form of short story. Because writing skill is very important, and has many function for the student especially in daily communication and academic purpose, student have to master it. Automatically, English teacher need to teach the writing skill in the classroom. For the Student at the first grade of MAN 1 Lebak, learning English writing is important because it’s helps developing student’s critical thinking skills and helps them to understand and to communicate complicated ideas.

1

In addition, Westwood stated writing is one of the most difficult skills that the learners are expected to acquire requiring the mastery of a variety of linguistics, cognitive, and socio cultural competencies.[[2]](#footnote-2) Also, Richards and Renandya claimed that writing is the most complicated skill for L2 learners to master.[[3]](#footnote-3) Writing skill is often neglected in school. Many teachers probably only ask their students to write a text then give mark on it without giving more attention how to better students’ writing. It is perhaps simply because it needs more skill, time and energy for teachers to give feedback to their students writing.

Moreover, the problem can arise for some students in writing because it is a complex skills involving multiple processes and abilities. Tan stated that writing is a complicated activity in cognitive analysis and linguistic synthesis in a language.[[4]](#footnote-4) Many students in our country still have difficulties in learning English skill particularly in writing skill. The fact about the difficulties in writing skill happens in many students in senior high school in Indonesia.

 Based on the interview with english teacher in MAN 1 Lebak, student writing product is low. Student are not very good in writing english text, either in words choice, mecanics, language use it self. This can be caused by several factors, what of the factor is the strategy used by teacher is not running optimally. The strategy that used by the teacher can not increase student writing product toward student’s writing skill.

 Students also feel bored and lazy to learn english because the inapporiate use of the strategy applied by the teacher. So based on the result of observation above, the writer bealive one of the way can improve student writing product is by feedback.

Feedback is generally defined as the return of information about the result of a process or activity; an evaluative response: asked the students for feedback on the new curriculum. It is included into correction or praise (Ellis, 1994; Harmer, 2007a). Giving feedback should suit with the skill taught. Feedback on writing is different in nature. So, a teacher should carefully design and conduct it.[[5]](#footnote-5)

Meanwhile, not only student often found difficulties in witting but teachers also find it, the teachers are also difficult to teach writing because it is a complicated skill to teach, which, more and less, affect the students learning outcomes and has a long process. Communicating, in process of writing activities starting in from pre-writing, drafting, revising, and editing in order to discover and produce ideas and views. Furthermore, the teachers still use conventional teaching to teach English.[[6]](#footnote-6)

One of the ways to improve the student’s writing skill is through teacher feedback, both of direct and indirect feedback in teaching writing. From the direct feedback whether there is the influence on writing product toward student writing skill. To know the influence of using direct feedback on writing product toward student’s writing skill.

Here, based the explanation above, it is believed that direct feedback is significant for student’s writings product. I choose one topic for research to know the problem faced by the teacher in applying and the advantages of direct feedback technique in teaching writing on student writing product. The writer formulates a research with the title: **“The Influence of Direct Feedback Strategy on Writing Product toward Student’s Writing Skills”**

**B. Identification of the Problem**

The technique of teaching writing deals with the way of how the English teacher teaches writing in the classroom by applying all the stages in writing. The technique or ways of teaching should also be relevant to the student characteristics and need. Then, to support those components the teacher and the student also need learning material to achieve the goals which are stated in the curriculum in each school.

There are many factors that influence the student writing skill in the teaching process. Those factors are from the students, the teachers, and the teaching technique. The first problem is related to the students. They were confused about the sentence structure, the word form and the word choice. It also made the student’s motivation in writing English is low. The low motivation of the students could be seen from the student’s behavior, they are lazy to do and also to submit the assignment and they did not pay attention to the teachers when the teachers delivering the materials.

The second problem is related to the teachers and also the teaching technique used. Related to the writing activities, the teacher was seldom in activities to produce a written text in the classroom. The third problem is related to the learning method. The material should be appropriate the student condition and need.

1. **Limitation of the Problem**

Based on the problem above, the writer limits problem from the research is the influence of using direct feedback on writing product toward student’s writing skill. The writer tries to find the influence of direct feedback strategy on student writing product towards student’s writing skill.

1. **Statement of the Problem**

Based on the background and the identification of the problem of this research can be formulated as:

1. How is student writing skill before using direct feedback strategy?
2. How is the application of direct feedback strategy?
3. How the influence of using direct feedback strategy on students writing product?
4. **The Objective of the Research**

Based on the formulation of the problem, the objective of the research can be formulated as:

1. To know how student writing skill before using direct feedback strategy
2. To know how the application of direct feedback strategy
3. To know how the influence of using direct feedback strategy on student’s writing product
4. **The Benefit of the Research**

The benefit of the study can be stated as follow:

1. The researcher

The research can know the effectiveness of using direct feedback strategy on writing product towards student’s writing skill

1. Teacher

The teacher getting know the effect from the feedback and also to create a new motivation to writing product toward student writing product

1. Student

Students are interested to learning writing and they can be new motivation toward student writing product

1. **The Organization of Writing**

To get a clear picture of content and material which is discussed in this paper, the author purpose it with systematics as follows:

CHAPTER I **Introduction** which consist, background of the problem, limitation of the problem, Statement of the problem, the objective of the research, the significant of the research and the organization of writing.

CHAPTER II **Theoretical Framework** which consist, definition of writing, Process academic writing, Writing strategies, definition of teachers feedback, definition of teachers direct feedback, definition of teachers indirect feedback, Previous Study, Framework, Submission Hypothesis.

CHAPTER III **Research Methodology** which consist, Research Methodology, time and place of Research, population and samples, Research Instrument, Technique of Collecting data, Technique of analysis data, Statistical of Hypothesis

CHAPTER IV **Result of The Study** which consist, Research finding has some contents; to use case study as method to collect the data based on observation, pre-test and post-test

CHAPTER V **Conclusion and Suggestion** which consist, Conclusion based on the result of the research and Suggestion for future research

**CHAPTER II**

**THEORETICAL FOUNDATION**

1. **Writing**
2. **Definitions of Writing**

Writing is one of important skills that foreign language which need to develop by the students. It is the last stage in learning language after listening, speaking, and reading. Before the students have to write, they should be able to listen, to speak, and to read. It can be concluded by the researcher that writing is an indicator whether students have gained all skills before or have not.

According to Hyland writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person’s views may be different from other people’s views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.[[7]](#footnote-7)

12

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher If they do not master it, it will be difficult for them to share their teacher or their friends anything in a written form.

Students try to express their views or ideas in the best writing with teachers’ guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. What students need is to practice more and more. In other word writing is actually a developmental process.

Writing has similar ways illustration with playing football. At the first time, there will be teachers who guide students to write. They will show students principles of writing. After students get the principles, they will try to develop their writing according to their own style. Students should get sufficient writing practices to acquire writing ability. These practices are aimed to stimulate their skill in expressing thoughts in a good passage. It is impossible to be able to write the researcher and effectively without sufficient practice.[[8]](#footnote-8)

Writing is also stated as a production of original text based on students’ mind and linguistic resources. They use their own vocabulary to write sentences or stories, practicing handwriting, or filling in the blanks. Students also reinforce grammar and vocabulary they got in class. Therefore writing deals with a language acquisition as students’ experiment with words, sentences, and paragraph to communicate ideas effectively.

Harmer states that writing is a process that what we write is often heavily influenced by the constraints of genres and presented in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, learning writing activities can be present in a classroom.[[9]](#footnote-9)

From all the statements above, it can be concluded that writing is an activity of thinking and expressing graphic symbols into written language. In expressing the thought into a written language, feeling plays of written is an important role as well, in the end the result will be easily understood and enjoyed by the readers. It needs a good and interesting language to do all activities of writing.

1. **Writing Ability**
2. **Ability**

According to Hornby in Oxford Advanced learner’s Dictionary of Current English states that “ability is (potential) capacity or power (to do something well; talent)”[[10]](#footnote-10).

According to Martin, “ability is skill or power”[[11]](#footnote-11). According to Allyn and Bacon say that ability is (potential) capacity or power (to do something physical or mental) or special natural power to do something well, talent[[12]](#footnote-12).

From the definition above, it can be concluded that ability is power of skills that are needed to do something. Albert Branca says that ability is a present state of being able to make certain response or perform certain task. In other words, the ability is to do something well[[13]](#footnote-13).

1. **Writing Ability**

Writing ability is not only how 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”[[14]](#footnote-14)

1. **Process of Writing**

Students cannot only focus on their writing with their final output. Because a good writing means good in terms of language, content, purpose, and referred reader. Therefore students should pay attention to the processes or steps in writing to produce a good writing. Ann Hogue state that a good writing is more than just sitting down and "talking" on a piece of paper but a good writing involves thinking, planning, writing, and revising.[[15]](#footnote-15)

Thinking and planning ideas than you organize them is similar with prewriting process, the first time you choose a topic and write it at the top of paper than write whatever on your mind about the topic. Don't think about grammar, spelling, or punctuation, and don't worry about putting your ideas into any kind of order. Just write everything that comes into your mind about your topic. So that you can think of an English word than you write it in your own language. The goal is to keep writing without stopping for about ten minutes or until you run out of ideas.

The text ways you write your paragraph on the paper without thinking and worrying about too much errors because you will check it and make changes in the editing process after you write down all paragraphs. By checking unclear meanings and errors structure. And the last you just rewrite your edited paragraph and give it to the teacher.

Similar with Ann Hogue, Harmer also state steps of writing, it offers simpler process of writing. Consists of four stages. There will be planning, drafting, editing, and final draft.[[16]](#footnote-16)

The first stage is planning. In this stage there must be three considerations. The first is thinking the purpose of writing. Like text type, language use, and information or content of the text. The second is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments in the best way. So the second stage is drafting. Here, students are starting to make outline about their writing content before they start to write to make easier. So they start to write their ideas or topics they have selected before. The third stage is editing. In the process of editing, students are checking the drafts have been written by students. After they are checked and edited, students will start to write in the best form of writing based on their own text type. The last stage of writing process is final draft. It is considered as best writing after passing checking and editing as process to finished product. Than students are allowed to publish their writing to readers.

Hyland give more details the stages of writing for the learner’s clear understanding that writing process is significant to produce a good writing.[[17]](#footnote-17)

The first stage is selection of topic. In this stage students can find their own topic or with teachers’ help. It is meaning the topic can be done by students and teachers. The next stage is prewriting. Students are involved in collecting data which needed by the topic. The third stage is composing. Composing is another term of drafting. In this stage, students begin to write their ideas down on paper. After having composing, the next step is response to revisions. It can be conducted by teachers or peers. It is about responding to ideas, organization of text, and text style. After students are sure with their ideas, organization of text, and text style, they will step on proofreading and editing. In this stage, there will be checking and correcting form, evidence, layout, and so on.When the stage of proofreading and editing has been carried out, it means that students have finished their writing. It is the time to step on the seventh stage, which is evaluation. In this case, teachers judge the progress students achieve within the process. Students should perform their progress by time. After teachers finish evaluating students’ writing, the next step to do is publishing. It means allowing people to read the writing as the finished product. It can be presenting in class or showing on notice boards, or even in website. The ninth or the last stage is having follow-up tasks. It is conducted to conclude the weaknesses of students writing. By holding this stage, latter, students are hoped to have better writing.

1. **Strategies in Teaching writing**

Harmer states that students should pay attention not only in what to write but also in how to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write.[[18]](#footnote-18) Therefore, he offers some writing strategies in this case:

1. The way teachers get students to plan

Teachers need to encourage students to plan or thing about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get students’ plan, actually. However, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or content. Meanwhile, guided tasks are more related to some activities that will lead students to find their idea to write. Teacher can also encourage students to think about the purpose of their writing and for whom they are writing.

1. The way teacher encourage students to draft, reflect, and revise

In this stage students are made to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead students to collaborative writing. In collaborative writing, they will work side by side with their classmates in order to produces a good writing. They will respond to each other’s drafts in terms of language and content. They will give suggestion to each other. They will share any idea that is significant to their writing. Finally, their contribution will create a good finished product.

1. The way teachers respond to students’ writing

There are several ways to respond students’ writing. The first way teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to students. In this way, teachers write their own version of a good writing. It will be significant for students as a comparison with their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each student. It means that each student will get suggestion as what they need.

1. **Teaching English Writing Well**

Teaching writing well is not that easy because writing is difficult skill. There must be several steps to be called teaching English writing well. Harmer explains at least there must be five steps in teaching writing.[[19]](#footnote-19)

The first step in this case is demonstrating. Here, teachers give students examples of a text type that is going to be learned. They are explained in details, like its purpose, social functions, and grammatical feature. Students are given an understanding related to the differences among text types.

After demonstrating, the second stage to go is motivating and provoking. Here, teachers are about to provoke and motivate students in finding ideas with fun ways. Before entering class, it will be better for teachers to prepare what they will do in order to stimulate students’ ideas. For example, teachers prepare some jumbled pictures to be shown. From the pictures, students can find their ideas. They can ask teachers for the correct sentences after they get ideas.

The third step in teaching English writing well is supporting. Actually, students need a lot of help from teachers. Therefore, teachers should be available anytime students need their help in classroom. In writing process, students must have many questions to ask. They will ask about grammar, vocabulary, and anything dealing with writing features.

The fourth step to do after supporting is responding. In this step, teachers give suggestions to students’ works so far. It is about how the researcher their writing is. Here, teacher will not make correction symbols on students’ works. Once again, it is about giving comments or suggestions rather than filling their works full of correction symbols. For example, teachers say, “You have to be careful with your future tense. You are able, actually. It’s just about your carefulness.” The italic sentence is an example of suggestions from teachers in responding student’s works.

The last step but not the least is evaluating. It is considered as a must in every task or activity. In evaluating, teachers judge students’ work as the final product. When evaluating, teachers will get each student’s score. Teachers usually give correction symbols on students’ work. It can also be used as learning opportunity. After students receive back their scripts that are already filled with correction symbols, they can learn where they made mistakes and how to revise them.

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a paper or other media. A good writing process can be done by demonstrating, motivating, responding and evaluating.

1. **Assessment in Writing**
2. The Nature of Assessment

Brown state that assessment is a process that includes various aspects within. There are two types of assessments. They are formal and informal assessment. Formal assessment is a planned and designed procedure that is used to see students’ achievement in their learning. While, informal assessment is a spontaneous feedback to the students such as unplanned comments and suggestions. Richard and Renandya state that kinds of authentic assessments, such as portfolio, journal, and project work are increasingly popular in language teaching and learning. These kinds of assessment provide opportunities for students to evaluate their own learning and give more useful information to the teacher to improve the teaching plans.

In other words, assessment is a tool to appraisal students’ achievement in language learning that can be useful information for the students and the teacher. The students can see the result of their learning so they can evaluate and control their own learning. The teacher can use the assessment to improve the teaching process.

1. Types of Writing Assessment

In language teaching and learning, particularly writing, to examine the students’ achievement in what they have learned, the teacher can use various traditional types of assessment and can use the alternative ones. Traditional assessment is a kind of assessments which the students require to select a possible answer from several choices or answer to several written questions. According to Brown, the characteristics of traditional assessment focus on the correct answer and product. On the other hand, Brown states that alternative assessment focuses on the process as well as the product.[[20]](#footnote-20) Alternatives assessment is a kind of assessment that requires students to show what they can do. Thus, this assessment requires students to perform, produce, or do something. Richard and Renandya add that various alternative assessments are increasingly used in ESL (English as Second Language) classroom because they allow students to be more involved in their learning and give more opportunities to them to control their own learning.[[21]](#footnote-21)

It can be conclude, there are two kinds of writing assessment, that traditional and alternative assessment. Traditional assessment focuses on the product of writing. Besides, alternative assessment focuses on the process as well as the product of writing. There are several kinds of traditional assessment. They are multiple choices tests, true-false tests, essays, and short-answer tests. Meanwhile, the kinds of alternative assessment are portfolio, journals, observations, self-assessment, and peer-assessment.

1. Scoring Method for Responsive Writing

Writing performance in junior high school is responsive writing. It means that the students have to perform various types of genres such as descriptive, recount, narrative, procedures, report, and various short functional texts. After the students finish writing the final draft of the text, the teacher has to score the student’s work to know the ability of the students in writing. There are three types of scoring method for responsive writing. They are holistic, primary trait, and analytical scoring.

According to Weigle, holistic scoring is used to judge the students’ writing by assigning a single score after reading the overall text. In other word, the teachers score the students’ writing based on their personal assumption as a reader about a text. It means that this scoring cannot diagnose the students’ ability in writing because the teacher cannot rate the aspects of writing such as content, organization, vocabulary, language use, and mechanics. Primary trait scoring can be used to know “how well students can write within a narrowly define range of discourse”.[[22]](#footnote-22) It means that this scoring assesses writing based on its function. Lloyd-Jones in Brown states that primary trait scoring almost does not evaluate the organization, supporting details, grammatical features, and other aspects in writing.[[23]](#footnote-23)

Weigle says that analytical scoring is used to assess the students’ writing based on the aspects of writing such as content, organization, vocabulary, language use, and mechanics. The advantage of using this type of scoring is that it is more useful to diagnose the students’ writing ability than holistic scoring. Therefore, the researcher adapted this scoring method in the research. One of the most popular analytical scoring rubrics is made by Jacob et al. in Weigle.[[24]](#footnote-24)

**Table 2.1**

**Scoring Aspect of Writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of Writing** | **Score** | **Category** | **Criteria** |
| Content  | 30-27 | Excellent to very good | knowledgeable; substantive; through development of thesis; and relevant to assigned topic |
|  | 26-22 | Good to average  | some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail |
|  | 21-17 | Fair to poor | limited knowledge of subject; little substance; inadequate development of topic |
|  | 16-13 | Very poor | does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate |
| Organization  | 20-18 | Excellent to very good | fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive |
|  | 17-14 | Good to average  | somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing |
|  | 13-10 | Fair to poor | non-fluent; ideas confused or disconnected; lacks logical sequencing and development |
|  | 9-7 | Very poor | does not communicate; no organization; or not enough to evaluate |
| Vocabulary  | 20-18 | Excellent to very good | sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register |
|  | 17-14 | Good to average  | adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured |
|  | 13-10 | Fair to poor | limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured |
|  | 9-7 | Very poor | essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate |
| Language Use | 25-22 | Excellent to very good | effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions |
|  | 21-18 | Good to average  | effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured |
|  | 17-11 | Fair to poor | major problems in sample/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured |
|  | 10-5 | Very poor | virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate |
| Mechanics | 5 | Excellent to very good | demonstrate mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing |
|  | 4 | Good to average  | occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
|  | 3 | Fair to poor | frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured |
|  | 2 | Very poor | no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate |

In short, there are three kinds of method to assess responsive writing, namely holistic, primary trait, and analytical scoring. In this study the researcher used the analytical scoring system proposed by Jacob et al.

1. **Descriptive Text**
2. **The Definition of Descriptive Text**

Descriptive text is a text which describes person, place, mood, situation and etc. in words. Similar to Diane A Wilbur (1966) said that descriptive writing is to create a clear picture or impression of person, place or object.[[25]](#footnote-25)

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warriner (1982) said that descriptive paragraph is a giving picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said descriptive paragraph is normally full of vivid verbs and precise adjectives. it depends on details, not action, to hold the readers interests.[[26]](#footnote-26)

Meanwhile. According to Barnet and Stubbs’s (1983), “Description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates.”[[27]](#footnote-27)

Besides that, descriptive text has several elements like Lila Fink, Phyllis Levy, Charlotte Miller, and Gwen Brewer (1983) said that there are some element of descriptions. They are:

1. *Concrete Details.* A concrete details is specific description that supports, reflects, or expands a writer’s attitude or purpose.

Example: The modern math Student, using a calculator instead of a slide rule, make speedy and accurate calculations

1. *Images.* A image is a concrete, literal (real, actual) description of person, physical object, or sensory experience that can be known through one of the five sense (sight, sound, taste, touch, and smell). Example: lighting cracked and sizzled across the darkened sky. (sound and sight)
2. *Similes.* A simile is a comparison, using like or as, between two object. The comparison is between two things essentially different yet similar in one aspect. Example: anger heated up in me like water about to boil.[[28]](#footnote-28)
3. **Guides in Writing Descriptive Text**

There are several things which should be known before writing descriptive text. They are:

1. *Communicative purpose.*

Descriptive is a type of written text, which has a specifics function to give description about and object (human or non-human)

1. *Rhetorical structure.*

As explained before, the rhetorical structure of descriptive text is identification and descriptions. Identification is a statement of topic or subject which wants to be described. Descriptions is the detail of identification or the object.

1. *Grammatical Patterns.*

The declarative sentence usually is used in the descriptive text. The use of conjunction is also needed to make coherent devices. The present tense is used dominantly because in the descriptive text includes fact, general accepted-facts, or reality.[[29]](#footnote-29)

After knowing about the explanation above, when a writer wants to write descriptive text, he or she also should know the guide of writing descriptive text. There are some guide to write the descriptive text. According to John J. De Boer (1982), there are six guide for writing description.

1. Observe carefully and record your sense impressions
2. Select significant details that convey a *dominant impression* of the subject
3. Organize your description according to a unifying principle: for example, the order of space for descriptions of place
4. Choose either stationary or a moving *vantage point* from which to describe a sense
5. Use concrete, vivid language. Use figure of speech and connotative language
6. In characterizing people;

Give details of appearance and of actions.

Use a person’s own words where they serve to reveal character.

Describe feeling and attitudes.[[30]](#footnote-30)

1. **The Purpose of Descriptive Text**

 Based on the definitions of descriptive above the purpose of description is to present the reader with a picture of person, subject or setting. Similar to Diane A. Wilbur (1966) said that the goal of descriptive writing is to create a clear picture or impression of person, place or object.[[31]](#footnote-31)

Meanwhile, Fred D. White (1986) said that there are several aim for descriptive text:

1. *To see* means to help the reader to see the objects, persons, and sensations your present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.
2. *To explain* mean to explain the reader about the subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.
3. *To persuade* mean the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby persuade the jury that accused committed burglary.
4. *To re-create* mean make a readers making something. For example: the description allows the readers to re-create the experience – particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand.
5. *To demonstrate* means the writer wants to demonstrate something to a reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how it processes are more complex and beautiful than non-observers can realize.[[32]](#footnote-32)
6. **Feedback**
7. **Definition of Feedback**

Feedback is therefore, as argued by Hyland, an inseparable, integral and central element in language learning generally and in learning to write particularly. It is the input and means that provides writer with a set of information such as the reader’s need and expectations and more importantly, it offers and additional layers of scaffolding to extend writing skills, promote accuracy and clear ideas, and develop an understanding of written genres.[[33]](#footnote-33) Hylnd consider Feedback is a key element of a scaffolding provided by the teacher to build the learner confidence and the literacy resources to participate in target communities.[[34]](#footnote-34)

Feedback occurs in a context of a particular kind (institutional, pedagogical); it appears between participants of particular identities (teachers, peer, learner); it is delivered by a particular medium (peer, confidence, written comments); and it is designed to accomplish certain educational, pedagogical and social purpose. Hyland argues that the written feedback that teacher provide on their students’ writing should be “more than mars on a page”.[[35]](#footnote-35)

 Sommers stated three main purpose for which teacher provide feedback on writing:

1. To inform writer as to whether their written product have conveyed their intended meanings;
2. To give the student writer a sense of audience (their interest and expectation) and make them ameliorate their writings accordingly.
3. To offer student and impetus for revision, for without comment from a critical reader, writers will feel no need to revise thoroughly if they ever think about revision.[[36]](#footnote-36)

 Assuming that the aspect of language actually taught in classroom are the ones teachers focus on when commenting on student’s writing. Hyland introduce a list of the main focus of teacher written feedback. The six main focus of feedback adopted from him are: focus on language structure, focus on text function, and focus of creative expression, focus on writing process, focus on content, and focus on genre.[[37]](#footnote-37)

 However, Harmer distinguishes only two focus which provide the basic for a distinction between two types of written commentary: responding and correcting.[[38]](#footnote-38) Responding emphasizes the idea that the main concern of feedback is not primarily the accuracy of the student’s performances, but it is the content and design of their writing. Correcting, by contrast, is limited to an indication of what student fail to perform in different language aspect such as a grammar, syntax, etc. Hyland points out that for any feedback type to be effective, attention to what individual student want from and the use they make of it must be paid. He, thus explains that, some student want praise, other see it as condescending; some want a response to ideas, other demand to have all their errors marked; some use teacher commentary effectively, other ignore it altogether.[[39]](#footnote-39)

1. **Type Of Feedback**

Feedback consist of some types. One of them is teacher’s feedback/correction. Feedback from the teacher on the student’s writing product could play a vital role especially in teaching process. In this case, teacher recognizes that teacher’s feedback is essential element in helping student improve, and the essential part of the teaching process. It indicates that under teacher’s feedback, student will know the appropriate of the language feature for their composition, how their composition should be arranged and their composition will be better. There are two kind of teacher’s feedback:

1. Direct feedback

Direct feedback is a technique of correcting student’s error by giving explicit written feedback. While, indirect feedback is when the teacher/tutor alerts student to error using general comments, but gives student the opportunity to fix error themselves.[[40]](#footnote-40) Lee (2004) defines direct feedback is provided when the correct form the written on student’s paper whereas indirect feedback is provided if the teacher indicates the location of the error indirectly on the paper by underlining, highlighting or circling, or indirectly by indicating in the margins that there is an error on that line but without providing the correct form.[[41]](#footnote-41)

Direct feedback is usually given by teachers, upon noticing a grammatical mistake, by providing the correct answer or the expected response above or near the linguistics or grammatical error. Direct corrective feedback has the advantage that is provide learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct from is (i.e. are not capable of self-correcting the error).[[42]](#footnote-42)

1. Indirect Feedback

Indirect corrective feedback involves indicating that the student has made an error without actually correcting it. In other words, indirect corrective feedback emphasizes the role of student in understanding and correcting their error rather than being provided with the corrections. Indirect feedback is applied by underlining student’s writing error so that student understand that there is the problem that should be fixed. Teachers may use lines, circles or highlighting to indicate the location of errors. They also need to decided how explicit indirect feedback should be based on the goals they want to achieve by providing feedback. Harmer stated that in order to avoid an overabundance of red ink, many teachers use correction symbols. These also have the advantage of encouraging students to think about what the mistake is, so that they can correct it themselves.[[43]](#footnote-43)

One of the main concern with correction code is that they are limited and cannot address all types of errors in student’s writing. Despite of the advantages of the use of symbols, students need to be trained to understand what the symbols mean. They may not be able to recall the meaning of symbols while revising their work, which may make it difficult to re-draft adequately.

To make indirect feedback more effective, lee state that indirect feedback can be done by the symbol representing a specific kind of error (T=verb tense, Sp=spelling) and to reduce student confusion, teachers can consistently use a standard set of symbols or markings to indicate place and type of error and train the student in what kind of corrections to make based on each symbol. Furthermore, teachers should familiarize student with the system so they will not be surprised when new symbols are occurred.

1. **Previous Study**

The first study was conducted by Nimas Ismayanindar (2015) from Muhamadiyah University of Surakarta entitled “Teacher’s Feedback Technique in Teaching Descriptive Text”. Study involving 31 student show that indirect feedback with underlining on student’s error is a preferred alternative to direct correction in a multiple-draft setting as indirect feedback engages the student in the correction process and engages them more cognitively during the process. It is important to note that, in her study where student were required to make corrections, both direct feedback and indirect feedback with underlining of errors resulted in significant increase in accuracy and fluency in subsequent writing over the semester. And additional finding of Chandler’s study is that if student did not revise their witting based on teacher feedback about their errors, getting their errors marked was comparable to receiving no feedback as their correctness did not increase.[[44]](#footnote-44)

The Second study was conducted by Rendi Saputra (2016) from UIN Syarif Hidayatullah of Jakarta entitled “The effectiveness of indirect feedback strategy on student’s writing procedure text”. Student involving 35 student show that indirect feedback on student writing procedure text is effective.[[45]](#footnote-45)

1. **Hypothesis of the Study**
2. Verbal Hypothesis in this study are : Ho = No significance positive correlation between speed reading with reading comprehension of student XI MAN 1 Lebak
3. H1 = there is a significance between direct feedback strategy and writing product students XI MAN 1 Lebak
4. Statistical Hypothesis in this study are :

X = Direct Feedback Strategy

Y = Writing Product of the students class XI MAN 1 Lebak.

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

1. **The Method of Research**

The method in this research is experimental study, the experimental approach deals with the comparison of the result from the test before and after treatment. According to David Nunan, there are three types’ experiments, which are pre-experimental, quasi-experimental and true experimental. “First, is pre-experiment that may have pre – and point treatment, but lacks of control group. Second is quasi – experiment used by the writer in this research that has both pre- and posttest and experimental and control group, but no random assignment of subject. And the third is true experiment that also has pre- and posttest experiment with random assignment of subject”[[46]](#footnote-46).

In this research, the researcher uses quasi-experiment, in apply this research, the writer ask the teacher what method are used in the classroom on teaching writing. After the writer asks the method to the teacher, the writer ask the student about writing class and the product.

53

In conducting this research, the writer applies an experimental and control class and the classes will be taken by using cluster design as follow:

Experiment class, Control class, pretest, and posttest design

$$\begin{matrix}E:\\K:\end{matrix}\frac{0\_{1} ×0\_{2}}{X:0\_{1}0\_{2}}$$

E : Experiment Class

K :Control Class

01&02 : Pretest

X : Teacher Feedback

01 &02 : Posttest[[47]](#footnote-47)

1. **Place and Time of the Study**

In this research activity, writer will take place of the research at second grade of MAN 1 Lebak. It's located on jl. Siliwangi pasir Ona, Rangkasbitung, Lebak, Banten. The writer will be starting the experiment research on July 2018 until finish.

1. **Population and Sample**
2. **Population**

According to David Nunan, “Population is all case situation, or individuals who share one or more characteristic”. The writer take respondents from students first grade of MAN 1 Lebak as a population which consists 255 students.

1. **Sample**

Sample is a part or representative of population being researched. It is called sample research. Sample is subject of individuals or cases from within a population.[[48]](#footnote-48) Normally, someone wishing to carry out such an investigation would select a sample from the population and test.[[49]](#footnote-49) The writer takes two classes as sample research by clustering from the second grade.

The researcher chose X IBB 1 as the experiment class because based on teacher explanation he said that this class is lower than X IBB 2, when X IBB 2 as controlled class because is paralleled with other. Moreover, both of these classes are more accessible for the research. Therefore the writer chose X IBB 1 and X IBB 2 as the subject for the research. Both classes are consisted of 70 students.

1. **Research Instrument**

Research instrument is a facility that use by researcher in collecting data. Researcher uses test to know the students writing ability. Test is method of measuring person’s ability or knowledge in a given domain. To get data of students writing descriptive text, the researcher carries out pre-test before giving treatment and post-test after treatment.

The instrument is written test that the students have to make a descriptive text.

1. Pre-test

Pre-test is carrying out for the initial equivalent of the experimental and the control groups. The test is giving to the groups both the test on the same day.

1. Post-test

Post-test is carrying out to check significant difference between the two groups after the treatments given to the experimental one. The test is given to the experimental in control group both the test at same day.

1. **Technique of Collecting Data**

The technique of collecting data is used by the researcher to collect necessary data. Technique is the way and technique data collecting in which the researcher does experiment systematically, to the subject of the research. Furthermore, in completing data, the researcher will use a technique to get authentic data as follow; in this research, the researcher collects the data by using test.

1. Observation

Observation technique is the main technique in collecting the data about teaching learning process is going on in the real English classroom activities at first grade of MAN 1 Lebak on July 2018. In this case, the researcher acted as an observer who observed the teaching learning process without being involved in the process. Therefore, this technique can be categorized as non-participant observation.

1. Test

The instrument of this research is a writing test which is scored based on a rubric by J. B. Heaton that consists of five aspects:

1. 13-30 (Content)
2. 7-20 (Organization)
3. 7-20 (Vocabulary)
4. 5-25 (Language Use)
5. 5 (Mechanics)

Furthermore, the researcher uses the instrument to collect the data in pretest and posttest. The researcher will give pre-test to both experimental class and control class with similar questions form before teaching and learning process, then give post-test at the end of teaching and learning process

1. **Technique of Data Analyzing**

In this research, the writer use formula to find out how the students can improve their reading comprehension of narrative text. To analyze data, the writer uses statistical approach quantitative data. The steps are:

* + 1. Determining mean of variable X (varibale I) with formula:

 $M\_{1}= \frac{\sum\_{}^{}X}{N\_{1}}$

* + 1. Determining mean of variable Y (variable II) with formula:

 $M\_{2}= \frac{\sum\_{}^{}Y}{N\_{2}}$

* + 1. Determining deviation standar of variable I with formula:

 $SD\_{x}=\sqrt{\frac{∑X^{2}}{N\_{1}}} $

* + 1. Determining deviation standar of variable II with formula

 $SD\_{y}=\sqrt{\frac{∑Y^{2}}{N\_{2}}} $

* + 1. Determining standar error of mean variable I with formula:

 $SE\_{M\_{x}= \frac{SD\_{1}}{\sqrt{N\_{1} - 1} }}$

* + 1. Determining standard error of mean variable II with formula:

 $SE\_{M\_{y}= \frac{SD\_{2}}{\sqrt{N\_{2} - 1} }}$

* + 1. Determining standard error of mean difference variable I and variable II with formula:

 $SE\_{M\_{1-}M\_{2 }=\_{ }}\sqrt{SE\_{M\_{1}}^{2}+SE\_{M\_{2}}^{2}}$

* + 1. Analyzing the result by using calculation of the t-test as follow:

 $t\_{0}= \frac{M\_{1 }-M\_{2}}{SE\_{M\_{1 }- M\_{2}}}$

* + 1. Determining degrees of random (df) with formula:

*df =(N1 + N2) −2*

Note:

t0 = t-test

Mx = Mean of the Experimental Class (X)

My = Mean of the Control Class (Y)

$SE\_{M\_{1-}M\_{2 }\_{ }}$ = Standard Error of Variable X and Y

*df* = Degree of Random

1. **Statistical Hypothesis**

The statistical hypothesis of the research can be seen as:

1. There is no effectiveness of using teacher’s feedback on students’ writing product on descriptive text (**Ho**).

**Ho= μ1 = μ2**

1. There is effectiveness of using teacher’s feedback on students’ writing product on descriptive text (**Ha**).

**Ha= μ1 ≠ μ2**

Where:

**Ho=** Null hypothesis

**Ha=** Alternative hypothesis

**μ1 =** Students’ pre-test achievement

**μ2 =** Students’ post-test achievement

And then, the criteria used are as follows:

1. If t-test (**to**) > t-table (**t**t) in significant degree of 0.05, **Ho** (null hypothesis) is rejected. It means that the average score rates of the experimental group are higher than the controlled group. In other words, using direct feedback strategy on student’s writing product is effective.
2. If t-test (**to**) < t-table (**t**t) in significant degree of 0.05, **Ho** (null hypothesis) is accepted. It means that the average score rates of the experimental group are same as or lower than the controlled group. In other words, using direct feedback strategy on student’s writing product is not effective.

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

1. **Description of the Data**

In this chapter, the writer explains the result of the research. The writer will attempt to submit the data as outcomes of research has hold in first grade of MAN 1 Lebak. The writer takes 70 students as a subject this research. It is divided into class and 35 student from X IBB 1 as an experiment class and 35 students from X IBB 2 as the control class.

The data of this research were the score of the students pre-test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. The result of pre-test is to know student writing product before receiving the treatment, meanwhile the result of post-test is to give the information whether there is any influence on student’s writing product towards student’s writing skill.

63

In this chapter, the writers gave treatment to experimental class and control class related to write descriptive text. In the experiment class, the writer applied direct feedback strategy to teach writing descriptive text, while in control class writer applied conventional technique. Conventional technique is a technique which is usually used by the teacher such as asking the student to read the narrative text, translate and answer the question based on the text. The writer measured the students writing product by using write the descriptive text. Bellow of the data of pre-test and post-test in experiment class and control class.

**Table 4.1**

**The Result Score of Pre-Test and Post-Test in Experiment Class**

|  |  |  |
| --- | --- | --- |
| No | Respondents | Score |
| Pre-Test(X1) | Post-Test(X2) |
| 1. | AF | 70 | 82 |
| 2. | AT | 67 | 85 |
| 3. | A | 60 | 82 |
| 4. | ADFA | 73 | 90 |
| 5. | ANA | 75 | 92 |
| 6. | DS | 76 | 86 |
| 7. | DSR  | 65 | 80 |
| 8. | EK | 72 | 88 |
| 9. | FAR | 70 | 80 |
| 10. | HA | 77 | 86 |
| 11. | IA | 72 | 85 |
| 12. | I | 70 | 89 |
| 13. | IR | 65 | 85 |
| 14. | IA  | 71 | 90 |
| 15. | M  | 65 | 82 |
| 16. | NN | 70 | 84 |
| 17. | NPH | 76 | 87 |
| 18. | NF  | 75 | 92 |
| 19. | OH | 64 | 82 |
| 20. | PAJ | 69 | 86 |
| 21 | RA | 68 | 80 |
| 22. | RW | 74 | 90 |
| 23. | RSP  | 67 | 85 |
| 24. | R  | 68 | 82 |
| 25. | SK  | 60 | 80 |
| 26. | SP | 68 | 80 |
| 27. | SA | 68 | 84 |
| 28. | SM | 68 | 89 |
| 29. | SS | 74 | 87 |
| 30. | U  | 73 | 86 |
| 31. | US | 68 | 82 |
| 32. | U | 62 | 89 |
| 33. | YA | 74 | 82 |
| 34. | HN  | 67 | 89 |
| 35. | A | 70 | 88 |
| ∑X | 2431 | 2986 |
| M | 69,4 | 85,3 |

Determine mean score pre-test and post-test of experimental class, the wtiter follows the formula:

|  |  |
| --- | --- |
| $$Pre-test$$ | $$Post-test$$ |
| $$M\_{1}= \frac{\sum\_{}^{}X1}{N\_{1}}$$$$ =\frac{2431}{35}$$$ =$69,45 | $$M\_{2}= \frac{\sum\_{}^{}X2}{N\_{2}}$$$$ =\frac{2986}{35}$$$$ =85,31$$ |

Note:

 ∑X1 = The score of pre-test and post-test experimental class

 $M\_{1 }$ = Mean of pre-test experimental class

 $M\_{2 }$ = Mean of post-test experimental class

 $N\_{ }$ = Number of students of experimental class

Determine mean with the formula:

|  |
| --- |
| $$ M = M\_{2 }- M\_{1}$$ |
| $$ = 85,31 -69,45$$ |
| $ = $15,86 |

Note:

M = Mean

 M1 = Mean of Pre-test

 M2 = Mean of Post-test

 X1 = Students score of Pre-test

 X2 = Students score of Post-test

 N = Number of Students

The table above showed the students score of pre-test and post-test at the experimental class. The highest score of pre-test was 77, it was gotten by one students and the lowest score was 60, it was gotten by two students and the average of pre-test score was 69,45. Then, the highest score of post-test was 92, it was gotten by two students and the lowestscore post-test was 80, it was gotten by five students and the average score of post-test was 85,31. The students result can show that the post-test is higher score after using direct feedback. From the calculation of the determine mean the experimental class, the average between the pre-test and post-test increase amount 15,86.

**Graphic 4.1**

**The Score of Pre-test and Post-test of Experimental Class**

Based on graphic above, it showed that the result of experiment class got the significant improvement after giving treatment. It seem from average score of post-test is better than the average score of pre-test that 85,31 >69,45.

**Table 4.2**

**The Result Score of Pre-Test and Post-Test in Control Class**

|  |  |  |
| --- | --- | --- |
| No | Respondents | Score |
| Pre-Test(Y1) | Post-Test(Y2) |
| 1. | AS | 55 | 60 |
| 2. | AYR | 50 | 60 |
| 3. | ASP | 70 | 65 |
| 4. | AMA | 60 | 60 |
| 5. | AAA | 65 | 60 |
| 6. | APP | 50 | 55 |
| 7. | DS | 70 | 70 |
| 8. | DS | 55 | 60 |
| 9. | DY | 70 | 60 |
| 10. | DQA | 55 | 50 |
| 11. | FFJ | 60 | 60 |
| 12. | GAA | 55 | 60 |
| 13. | HA | 65 | 70 |
| 14. | KADA | 60 | 55 |
| 15. | MA | 70 | 65 |
| 16. | MK | 50 | 50 |
| 17. | MI | 55 | 60 |
| 18. | MIM | 55 | 55 |
| 19. | MI | 55 | 60 |
| 20. | M | 50 | 55 |
| 21 | NM | 60 | 60 |
| 22. | NSM | 55 | 55 |
| 23. | NM | 65 | 60 |
| 24. | RW | 70 | 65 |
| 25. | AM | 65 | 70 |
| 26. | SAA | 70 | 70 |
| 27. | SSM | 60 | 65 |
| 28. | SS | 70 | 75 |
| 29. | SF | 75 | 75 |
| 30. | RJ | 65 | 70 |
| 31. | TDN | 70 | 75 |
| 32. | VP | 60 | 65 |
| 33. | YR | 60 | 75 |
| 34. | AMP | 55 | 65 |
| 35. | SA | 55 | 65 |
| ∑Y | 2130 | 2205 |
| M | 60,85 | 63 |

Determine mean score pre-test and post-test of control class, the wtiter follows the formula:

|  |  |
| --- | --- |
| $$Pre-test$$ | $$Post-test$$ |
| $$M\_{1}= \frac{\sum\_{}^{}Y1}{N\_{1}}$$$$ =\frac{2130}{35}$$$ =$60,85 | $$M\_{2}= \frac{\sum\_{}^{}Y2}{N\_{2}}$$$$ =\frac{2205}{35}$$$$ = 63$$ |

Note:

∑Y1 = The score of pre-test and post-test control class

 $M\_{1 }$ = Mean of pre-test control class

 $M\_{2 }$ = Mean of post-test control class

 $N\_{ }$ = Number of students of control class

Determine mean with the formula:

|  |
| --- |
| $$ M = M\_{2 }- M\_{1}$$ |
| $$ = 63-60,85$$ |
| $ = $2,15 |

The table above showed that lowest score of pre-test 50, it was gotten by four students and the highest score of pre-test is 75, it was gotten by one student and the average score of pre-test was 60,85. Then, highest score of post-test was 75, it was gotten by four students and the lowest score of post-test 50, it was gotten by two students and average score of post-test was 63. The students score in control class was less because in this class not using direct feedback strategy. After the calculation of the determine mean the control class, the average between the pre-test and post-test increase amount 2,15.

After comparison between the score of pre-test and post-test in experimental class and control class, the writer calculates deviation and squared deviation. The result of the calculation by using the formula t-test can be seen at the analysis of the data.

**Graphic 4.2**

**The Score of Pre-test and Post-test of Control Class**

1. **Analyzing of the Data**

After the writer got the data from pre-test and post-test score from experimental and control class. The writer analyzed the data by t-test formula with the degree of significance 5% an the writer used steps of formula.

**Table 4.3**

**Analyzing Data**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | X | Y | $$x^{}$$ | $$y^{}$$ | $$x^{2}$$ | $$y^{2}$$ |
| 1. | 82 | 60 | -3.31 | -3 | 10.95 | 9 |
| 2. | 85 | 60 | -0.31 | -3 | 0.09 | 9 |
| 3. | 82 | 65 | -3.31 | 2 | 10.95 | 4 |
| 4. | 90 | 60 | 4.69 | -3 | 21.99 | 9 |
| 5. | 92 | 60 | 6.69 | -3 | 44.75 | 9 |
| 6. | 86 | 55 | 0.69 | -8 | 0.47 | 64 |
| 7. | 80 | 70 | -5.31 | 7 | 28.19 | 49 |
| 8. | 88 | 60 | 2.69 | -3 | 7.23 | 9 |
| 9. | 80 | 60 | -5.31 | -3 | 28.19 | 9 |
| 10. | 86 | 50 | 0.69 | -13 | 0.47 | 169 |
| 11. | 85 | 60 | -0.31 | -3 | 0.09 | 9 |
| 12. | 89 | 60 | 3.69 | -3 | 13.61 | 9 |
| 13. | 85 | 70 | -85.31 | 7 | 7277.79 | 49 |
| 14 | 90 | 55 | -0.31 | -8 | 0.09 | 64 |
| 15. | 82 | 65 | 4.69 | 2 | 21.99 | 4 |
| 16. | 84 | 50 | -3.31 | -13 | 10.95 | 169 |
| 17. | 87 | 60 | -1.31 | -3 | 1.71 | 9 |
| 18. | 92 | 55 | 1.69 | -8 | 2.85 | 64 |
| 19. | 82 | 60 | 6.69 | -3 | 44.75 | 9 |
| 20. | 86 | 55 | -3.31 | -8 | 10.95 | 64 |
| 21. | 80 | 60 | 0.69 | -3 | 0.47 | 9 |
| 22. | 90 | 55 | -5.31 | -8 | 28.19 | 64 |
| 23. | 85 | 60 | 4.69 | -3 | 21.99 | 9 |
| 24. | 82 | 65 | -0.31 | 2 | 0.09 | 4 |
| 25. | 80 | 70 | -3.31 | 7 | 10.95 | 49 |
| 26. | 80 | 70 | -5.31 | 7 | 28.19 | 49 |
| 27. | 84 | 65 | -5.31 | 2 | 28.19 | 4 |
| 28. | 89 | 75 | -1.31 | 12 | 1.71 | 144 |
| 29. | 87 | 75 | 3.69 | 12 | 13.61 | 144 |
| 30. | 86 | 70 | 1.69 | 7 | 2.85 | 49 |
| 31. | 82 | 75 | 0.69 | 12 | 0.47 | 144 |
| 32. | 89 | 65 | -3.31 | 2 | 10.95 | 4 |
| 33. | 82 | 75 | 3.69 | 12 | 13.61 | 144 |
| 34. | 89 | 65 | -3.31 | 2 | 10.95 | 4 |
| 35. | 88 | 65 | 3.69 | 2 | 13.61 | 4 |
| ∑ | 2898 | 2200 | -87.85 | -5 | 7724.10 | 1615 |

Note:

X : Score Post-test of the Experimental Class

Y : Score Post-test of the Control Class

x : Deviation of Experimental Class

y : Deviation of Control Class

x2 : The Squared Deviation of Experimental Class

y2 : The Squared Deviation of Control Class

Determining mean of variable X (varibale I) with formula:

 $M\_{1}= \frac{\sum\_{}^{}X}{N\_{1}}$

 = $\frac{2898}{35}$

 = 82,8

Determining mean of variable Y (variable II) with formula:

 $M\_{2}= \frac{\sum\_{}^{}Y}{N\_{2}}$

 = $\frac{2200}{35}$

 = 62,85

Determining deviation standar of variable I with formula:

 SDX $=\sqrt{\frac{∑X^{2}}{N\_{1}}} $

 $=$ $\sqrt{\frac{7724,10}{35}}$

 $=\sqrt{220,68}$

 $=14,87$

Determining deviation standar of variable II with formula

 SDy  $=\sqrt{\frac{∑Y^{2}}{N\_{2}}} $

 $ = \sqrt{\frac{1615}{35}}$

 $ = \sqrt{46,14}$

 $ =6,79$

Determining standar error of mean variable I with formula:

 $ SE\_{M\_{x}= \frac{SD\_{1}}{\sqrt{N\_{1} - 1} }}$

 $ \_{= \frac{14,87}{\sqrt{35 - 1} }}$

 $= \frac{14,87}{\sqrt{34}}$

 $= \frac{14,87}{5,83}$

 $=2,55$

Determining standard error of mean variable II with formula:

 $SE\_{M\_{y}= \frac{SD\_{2}}{\sqrt{N\_{2} - 1} }}$

 $ \_{ = \frac{6,79}{\sqrt{ 35- 1} }}$

 $ = \frac{6,79}{\sqrt{34}}$

 $ = \frac{6,79}{5,83}$

 $=1,16$

Determining standard error of mean difference variable I and variable II with formula:

 $ SE\_{M\_{1-}M\_{2 } =\_{ }}\sqrt{SE\_{M\_{1}}^{2}+SE\_{M\_{2}}^{2}}$

 $ =$ $\sqrt{2,55^{2 }+1,16^{2}} $

 $ =\sqrt{6,50+1,34}$

 $ =\sqrt{7,84}$

 $ =2,8$

Analyzing the result by using calculation of the t-test as follow:

 $t\_{0} = \frac{M\_{1 }- M\_{2}}{SE\_{M\_{1 }- M\_{2}}}$

 $ =\frac{82,8 -62,85}{2,8}$

 $= \frac{19,95}{2,8}$

 $=7,12$

Determining degrees of random (df) with formula:

 *df =(N1 + N2) −2*

 $=\left(35+35\right)-2$

 $ =70-2$

 $ =68$

From the data, that mean of Pre-test score obtained by students of X IBB I as experimental class = 69,45 and the pre-test score obtained by students X IBB 2 as a control class = 60,85 the highest score in two classes was different that was X IBB 1 as experimental class got 77 and X IBB 2 as control class got 75. And the lowest score of pre-test in both classes was 60 for experimetal class and 50 for control class.

Then, the means of post-test at experimental score = 85,31 was greater than control class = 63. The highest score of post-test at experimental class got 92 and control class got 75. The lowest post-test score of experimental class is 80, and the lowest post-test score of control class is 50.

According to the statistical calculation above, the value of *t*o is 7,12 and the degree of freedom is 68 with 5% degree of significance used by the writer. Based on the significance, it can be seen that on df = 68 in significance 5% the value of *ttable*1.66 by comparing the result of the *ttable* and *to* in the degree of significance of 5% *to* ≥ *ttable* = 7,12 ≥ 1.66. From the result of statistical calculation, it was obtained the t-observation *to* was 7,12; meanwhile, the *ttable* of df 68 in significance 5% was 1.66. It means t-observation (*to*) was higher than t-table (*ttable*), so null hypothesis (*Ho*) rejected and alternative hypothesis (*Ha*) is accepted.

1. **Interpretation the Data**

In this research, the writer described the interpretation of the research finding and summarized the hypothesis. The research was held to answer the question How is students writing product at the first grade of MAN 1 Lebak before and after using direct feedback strategy? How is the influence of using direct feedback strategy on student writing product towards student’s writing skill at the first grade students of MAN 1 Lebak? in order to answer the question the writer formulated the Null hypothesis (*HO)* and the Alternative Hypothesis *(Ha)* as follow:

*Ha* (Alternative Hypothesis) : There is a significant difference of student writing product between students who are taught using Direct Feedback strategy and students who are taught without using Direct Feedback strategy.

*Ho* (Null Hypothesis) : There is not significant difference of students writing product between students who are taught using Direct Feedback Strategy and students who are taught without using Direct Feedback Strategy.

The assumption of this hypothesis as follow:

If *to ≥ ttable* the Null Hypothesis is rejected and Alternative Hypothesis is Accepted. It means there is a significant difference of students writing product between students who are taught using Direct Feedback Strategy and students who are taught without using Direct Feedback Strategy.

The writer summarized that *to* ≥ *ttable* it means that the Null Hypothesis is rejected and the Alternative Hypothesis is Accepted. The writer analyzed the result of calculation that *Ho* rejected and *Ha* is accepted.

Based on the data obtained from experimental class and control class the writer can be inferred that using Direct Feedback Strategy has effect on students writing product. Based on the data above, it has found that the increasing of learning writing skill caused by using Direct Feedback Strategy to solve the problem that has thought in the statement of problem. The writer used Direct Feedback Strategy to give motivation in learning writing. As the writer state above that the problem of students in learning writing is difficult or problem like words choices act, difficult grammatical on the text it self. So that, the writer used Direct Feedback Strategy to teach writing. The students can write the descriptive text based on picture to know how the student writing product.

Besides that, the writer used Direct Feedback Strategy by gesture to facilitate communication, understanding and participation. The student will therefore be more engaged and more likely to retain what they are being taught in the classroom.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusions**

In this chapter, the writer would like to conclude of the research based on the data obtained and the hypothesis submitted at the previous chapter as follow:

1. Student’s writing product is less, because it can be seen from the mean of pre-test that shows many students get worse score. The mean of pre-test is 69, 45. The score of their post-test show increasing, most of them get better score. The mean of post-test is 85, 31. It means the student can improve their writing product after they got the treatment.
2. Direct Feedback is technique of correcting student’s error by writing explicit written feedback. Direct feedback is usually applied by teachers, upon noticing a grammatical mistake, by providing the correct answer or the expected response above or near the linguistics or grammatical error. Direct feedback has the advantage that is provide learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct from is.

86

1. The influence of using direct feedback strategy on student writing product towards student writing skill is a significant effect. According to the data, the value of $t\_{0}$ (t observation) is higher than $t\_{t}$ (t table) 1, 66 < 7, 12 > 2, 40 in degree of significant 5%. It means that Ha (alternative hypothesis) of research is accepted and Ho (null hypothesis) is rejected. Also concluded there is significant difference of student writing product using direct feedback strategy and student writing product without using direct feedback strategy.
2. **Suggestion**

The researcher wants to give the following suggestions based on the conclusion above:

1. The teachers should employ various teaching methods and techniques in order to make teaching and learning process more fascinating, pleasurable and effective for students.
2. The teachers might apply direct feedback strategy as one of effective techniques to help students increase their writing achievement, besides their long-term memory, and self-learning.
3. Teachers or other researchers might conduct direct feedback strategy for other kinds of writing, classes, and any education levels to enhance their students’ writing achievement.
4. The students have to practice more in writing in order to earn a good writing.
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