ARTICLE

THE IMPACT OF GIVING FEEDBACK ON THE STUDENTS' WRITING OF TENTH GRADE AT SMKN 1 NGASEM IN THE ACADEMIC YEAR 2016-2017

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ABSTRACT

Writing is as important as other skills such as listening, speaking, and reading. It needs more special attention since writing is productive skill which doesn't come naturally or automatically, but through much effort, training, instruction, practice and need continuous feedback. This study intends to investigate the types and techniques of written feedback which are used in teaching writing and to find out whether there is an impact of giving feedback to the students in students writing or not. In accordance with the aims above, an experiment-quantitative was implemented. The subjects of this research were the tenth grade students at SMKN 1 Ngasem who got the activity of getting feedback in teaching writing recount text. Two classes that consist of 70 students had been chosen. The data was gathered using three instruments; pre-test, treatment and post-test .The study found that there was significant result between experiment and control class. The class that given treatments both orally and written feedback has higher score than control class. It proof by the result of maximum score in experiment and control class. According to the finding, it can be identified that the students can receive the researcher feedback after pre-test and applied it to their post-test. Due to these findings, the writer gives recommendation to the students that they have to accustom their self to read the teacher written feedback and as soon as they revise the writing project after the teacher gave them feedback orally or written. The teacher should the researcher suggests the teacher to make a deal or agreement in the class. So the students will more understand about the feedback, it can make time shorter and to minimalize the timing also.

Keywords: Writing, Written Feedback, and Recount Text.

I.   INTRODUCTION

Writing is a way to communicate with others in the written form that developed as tools with human society. It can be used as an indirect means of communication to others to convey information. The result of writing is generally called text, and the recipient of text is called a reader. Because writing is one of the productive skills in learning language also in social life, so that is why writing is the most difficult skill to be learnt. It needs hard thinking in producing words, sentences, and paragraph at the same time and it makes writing becomes the most

difficult skill for second language learners to be mastered.

Moreover, writing is very important to be learnt by students because it conveys other parts in learning language. Nation in Rumanda and Hafizh (2014:134) argues that the importance in his argument is "writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading". It means that students who want to express the idea in written form must understand how to write correctly because the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Because writing as one of productive skill is to show the idea in written context it makes writing become the most important skills in learning language. Through writing writer can inform to others and learn how to combine through ideas and lives. For the students who learn English, writing is considered more complicated than the other three skills because to master writing, students should be able to be good as other skills. They should not only be able to read but also to write well. Therefore, teacher has a responsibility to teach four skills systematically in this case especially in teaching writing.

According to Ur (1996:162), there are many functions in learning writing, writing has three functions: as a means, as an end, and as a means as well as an end. For the first, as a means, writing is widely used within foreign language courses as a way for engaging with aspects of language other than the language itself. Second as an end, writing is the main objective of activities. At a micro level, writing can be in the forms of word and sentence or in the forms of hand-writing or typing. At a macro level, the emphasis is on content and organization. In this category, the writing task invites the students to express themselves using their own words, to state a purpose for writing, and to specify on audience by having a narration of the story and writing a letter. Third, as both a means and an end, writing combines original writing with the learning or practice of some other skills. Some examples are a written response to the reading of a controversial newspaper article.

In teaching writing, the teacher has to pay attention in writing process that is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore Richard and Renandya (2002:316) states that "Process writing as a classroom activity incorporates the four basic writing stages, planning, drafting (writing), revising (redrafting) and editing". The drafting stage is focusing on the fluency of writing and is

not pre occupied with grammatically accuracy on the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in responding stage. The students on the editing stage are engaged in tidying up their text as they prepare the final draft for evaluation by teacher.

However, the students often face problems to write correctly. The problems can be in their grammar, punctuation and their content. These problems make students difficult to write. Therefore, teacher needs to develop, support and motivate their basic ability in giving comprehension to the students. One of the good methods in comprehending the students' mistakes in writing is by giving feedback. It is rarely found that the teacher gives feedback to the students in writing form. But, actually feedback is very needed for students to repair their writing forms. The teacher only measures the students' writing by giving score without giving feedback for the students. So, that is why students still do the same mistakes in the next writing form. Askew and Lodge (2000) adopt a broader definition of feedback to include all dialogue to support learning in both formal and informal situations. In this definition, feedback is almost everything that happens in a classroom.

Feedback is information that is given to the learner following the learning process about his or her task, usually with the objective to improve performance. Something that has to be considered is the follow-up of the learning process after getting feedback from the teacher. Some examples in the language teaching, the statement "yes, right" that is said to the learners who have answered a question or in a written message in a student's work 70% is done by most teacher, or even comments written in the margin of an essay. Ur (1996:10) said the teaching processes of presenting, practicing, and testing correspond to strategies used by many good learners trying to acquire a foreign language on their own.

Many advantages by giving feedback to the students such as the students can understand about their mistake, so in the next writing form the students will not do the same mistakes and the students can learn the correct one from the teacher' feedback in their writing form in the next writing project. And by giving the feedback to the students, the students will be motivated to do better writing term in the next writing projects.

According to Zainuddin (2004) in his research entitled "The effect of giving feedback in student's writing" feedback improved students' writing. However, this

study had some limitations. For example, the researcher could not detect factors that might influence the result, such as outside classroom activities that support students' writing skill. An important thing to note is that the classroom teachers facilitated the research so that it could run naturally. In other words, the students did not feel that they were involved in research.

Based on the background above, the researcher conducts a research entitles "THE IMPACT OF GIVING FEEDBACK ON THE STUDENTS' WRITING OF TENTH GRADE AT SMKN 1 NGASEM IN THE ACADEMIC YEAR 2016/2017." This study has similar topic to the one the has been conducted by Zainuddin (2004), but the participants are different. The researcher believes that different subjects or participants will have different result.

II. METHODOLOGY

The method used in this research is quantitative research. According to Ary (2010:22) uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. The writer conducted the study at the school of SMKN 1 Ngasem.

Experiment design is carried out in the implementation of the method. Experiment is an approach to conduct quantitative research. Ary (2010:265) defines an experiment as a scientific

investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). The researcher decided to use experimental research because in this research he needs to seek the impact of giving feedback to students writing to individuals by doing some experimental activity such as investigation, manipulating and observing an object.

Ary (2010:307) states, "In the randomized subjects, pre-test − post-test control group design, one randomly assigns subjects to the experimental and control groups and administers a pre-test on the dependent variable". The writer uses true experimental research design because the research study used a pre-test post-test, involving two groups. The first group received feedback on their writing, while the second group received no feedback in their writing. These groups were given a pre-test to know their starting point of the students' writing ability and a post-test to measure, if any, significant effects of feedback and revision on students' writing.

This study used a pre-test post-test design, involving two classes there are experimental and control group. The first group received feedback on their writing, while the second group received no

feedback in their writing These groups were given a pre-test to know their starting point of the students' writing ability and a post-test to measure, if any, significant effects of feedback and revision on students.

This study involved two classes of students of SMKN 1 Ngasem. The data of the research was obtained through the students' writing in the two classes. The result of the students' writing was collected after two days held post-test. However, this study focused on the writing of the tenth grade.

Writing tests were used as research instruments. This study was conducted in three steps: pre-test, treatment and post-test. The pre-test aimed to know the starting point of the student's grade on writing a paragraph.

In the pre-test, students were asked to write a paragraph of the certain topics based on the six topics that given by the researcher. For this purpose, six topics were given for each student to make a paragraph. The number of the sentence was not considered but the students had to write a paragraph based on the given topics even though they did not receive any materials yet. The process of making topic sentence, subtopics, and the assignment before the students made a paragraph was not analysed.

In treatment stage, the researcher held in two classes both of experiment class and control class. The researcher gave treatment by explaining the way to make recount text in control class. In experiment class, the researcher also gave treatment by explaining how to write recount text and gave written feedback and oral feedback to the students' mistake in their pre-test. In this case, the researcher only held written and oral feedback in experiment class because the researcher want to know is there any impact or not after students got feedback from the researcher in their post-test.

In the post-test, students were asked to write a paragraph of the certain topics. For this purpose, 6 topics were given for each student to make a paragraph. The number of the sentence was not considered but the students had to write a paragraph based on the topic and feedback that given by the researcher.

III. RESULT AND CONCLUSION
A. RESULT

The data acquired in the post-test were in the form of scores, just like the data that had been acquired in the pre-test. The process in analysing the data from both groups began by finding out the mean of each assignment pre-test, post-test, and revision, and sum it into a total score. The main aim of this experimental study was to

determine whether there was a significance difference between pre-test and post-test scores of the experimental and control groups. The score means were acquired from all the assignment.

1. Is there any impact of giving feedback on the students' writing of tenth grade at SMKN 1 Ngasem in academic year 2016-2017?

According to the result of students' achievement in pre-test, the total students' score in experiment class was 2352 and the mean was 67,2 meanwhile in post-test the students' total score was 3136 and the mean was 89,6. It shows that the students' achievement of pre-test is lower than post-test.

Table 3.1 Comparison between pre-test and post-test scores of the experiment group

N	Score		Mean
35	Pre-test	2352	67,2
	Post-test	3136	89,6

At SMKN 1 Ngasem Kediri, in pre-test which was represented the students were gave feedback in their recount text, the students lack in their ideas, vocabulary and the technique of writing recount text because before they got feedback. In the next test after got feedback the result of post-test is really high because the students

able to make a concept before they write and they were understand about their mistake in grammar, mechanics of writing, vocabulary and also their ideas. So, the students can produce good paragraph or find difficulty to express their idea in recount text writing. Besides that, by giving feedback the students able to express their ideas in writing recount text.

According to the result of students' achievement in pre-test of control class the total students' score in pre-test was 2328 and the mean was 66,5 meanwhile in post-test the students' total score was 2788 and the mean was 79,65.It shows that the students' achievement of pre-test is lower than post-test.

Table 3.2 Comparison between pre-test and post-test scores of the control group

N	Score		Mean
35	Pre-test	2328	66,5
	Post-test	2788	79,65

At SMKN 1 Ngasem Kediri, in pre-test which was represented that even the result of pre-test in experiment and control class were same and each class has increase in post-test but, both of control and experiments class has different result in post-test. Experiment class has higher score than control class. It means that by giving feedback the students can increase their writing ability.

The result is support by Cresswell (2002:325) that in an experiment, you also compare scores for different treatments on an outcome. A group comparison is the process of a researcher obtaining scores for individuals or groups on the dependent variable and comparing the means and variance both within the group and between the groups.

In this research, the researcher compare in the students' post-test result between experiment and control class to know whether any impact or not in their post-test score after got feedback from the researcher.

Table 3.3 Comparison between post-test scores of the experiment and control group

N		Score
		70
∑post	X	3136
	Y	2788
M	X	89,6
	Y	76,5
t-score		4,656
Df		68
t-table 5%		2,000
Conclusion		Significant

The table shows that there are differences results of post-test score between experiment and control class, the result of comparison showed the calculation of t-test experiment and control class was significant for experiment class. It means that there is an impact of giving feedback

on the students' writing of tenth grade at SMKN 1 Ngasem in academic year 2016-2017.

The same research has same result from previous research according to the previous research that conducted by Zainuddin (2004), that The results of comparisons showed that the calculated *t* value for the compared pre-test and post-test was significant for the experimental group. This meant that there was a significant progress from the result of pre-test and post-test for the experimental group. Whereas, the resulted *t* value of -14.14 for the control group indicated that there was no significant progress between the pre-test and post-test scores for the control group.

It can be concluded that their research has same result that there was a significant score in experiment class, the score of experiment class result is higher than control class.

B. CONCLUSION

Based on the explanation in the previous chapter, the researcher takes some conclusion of this research. It shows that writing one of product skills that must be mastered by the students because writing is a way to communicate with others in the written form that developed as tools with human society. It can be used as an indirect means of communication to others to

convey information they get information and automatically their knowledge add. Giving feedback to the students is really effective because the students can understand about their mistake, so in the next writing form the students will not do the same mistakes and the students can learn the correct one from the teacher' feedback in their writing form in the next writing project. So that the researcher concludes that giving feedback to the student is impact to be used in teaching writing recount text especially in the tenth grade students of SMKN 1 Ngasem in academic year 2016/2017.

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