

ABSTRACT

THE COMPARATIVE STUDY BETWEEN TEACHER'S DIRECT AND INDIRECT FEEDBACK TECHNIQUES IN IMPROVING STUDENTS' WRITING RECOUNT TEXT AT SMAN 1 KOTAGAJAH

By
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This study was aimed to find out whether i) there was any improvement of students' achievement after the implementation of teacher's direct feedback, ii) there was any improvements of students' achievement after the implementation of teacher's indirect feedback, iii) there was any difference of students' achievement between students in teacher's direct and indirect feedback classes, and iv) what aspects of writing improved the most after the implementation of these techniques. The subjects were 30 students of X MIPA 1 and X MIPA 2 of SMAN 1 Kotagajah in 2016/2017 academic year. In collecting the data, the researcher used writing test.

The treatments were done in five meetings. In the first meeting, the researcher conducted pre test. In the second meeting, the researcher taught them about recount by providing the example of recount text, structure, and language features. After explaining, they were asked to make first draft of recount text. In the next meeting, the researcher introduced about aspects of writing and the kind of feedback given. For indirect feedback class, the teacher explained about the correction codes or symbols given in their draft. In the fourth meeting, the teacher listed students' common mistakes and gave the example of their correct form. Next, the students' were asked to revise their second draft based on the feedback given. In the last meeting, the researcher conducted post test.

The results showed that there were improvements of students' achievement after the implementation of teacher direct and indirect feedback. For the third research question, the significant difference between students in direct and indirect feedback classes, could be seen from the gain both of classes. The gain of teacher's direct feedback class was 8.08 and the gain of teacher's indirect feedback class was 8.58 with t-value was 33.320, which the data significant based on t-table was at least 12.706 and $0.019 < 0.05$. It meant that there was a significant difference of students' achievement between students in teacher's direct and indirect feedback classes. The last research question, the aspects of writing that improve the most in teacher's direct and indirect feedback was mechanics. Aspect of mechanics relates to capitalization, punctuation, spelling, and paragraphing.