

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

(A Script)

By :
Esti Kurniawati



ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG

2017

ABSTRACT

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

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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.

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In
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Teachers Training and Education Faculty



FACULTY OF TEACHER TRAINING AND EDUCATION
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2017

Research Title : **THE COMPARATIVE STUDY BETWEEN
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WRITING RECOUNT TEXT AT SMAN 1
KOTAGAJAH**

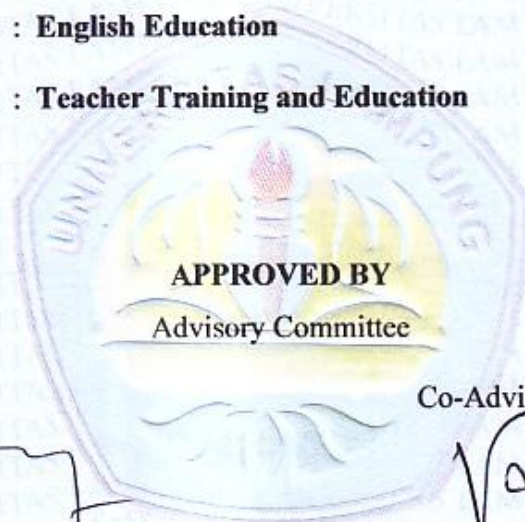
Student's Name : **Esti Kurniawati**

Student's Number : **1313042034**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



Advisor

Hery Yufrizal, M.A., Ph.D.
NIP 19600719 198511 1 001

Co-Advisor

Drs. Huzairin, M.Pd.
NIP 19580704 198503 1 006

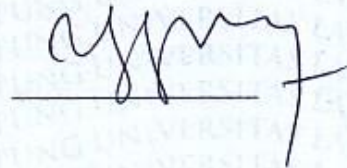
The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

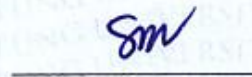
ADMITTED BY

1. Examination Committee

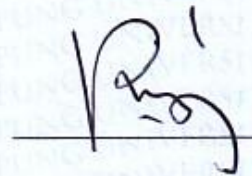
Chairperson : **Hery Yufrizal, M.A., Ph.D.**



Examiner : **Prof. Dr. Patuan Raja, M.Pd.**



Secretary : **Drs. Huzairin, M.Pd.**



The Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, M.Hum.
NIP 19590722 198603 1 003

Graduated on : **June 13th, 2017**

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan di bawah ini

NPM : 1313042034
Nama : Esti Kurniawati
judul skripsi : The Comparative Study between Teacher's Direct and Indirect Feedback Techniques in Improving Students' Writing Recount Text at SMAN 1 Kotagajah
program study : Pendidikan Bahasa Inggris
jurusan : Pendidikan Bahasa dan Seni
fakultas : Keguruan dan Ilmu Pendidikan

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Esti Kurniawati
NPM 1313042034

CURRICULUM VITAE

The writer's full name is Esti Kurniawati. She was born in Gayabaru II, on 29th July 1994. She is the third daughter of Walyono and Nurfiati. She has two older sisters and a younger sister; they are Eka Damayanti, Dewi Kusumawati and Wahyu Indah Pratiwi. She also has 2 little nephews named Farezha Rifky Assyauqie and Aufa Abdurrahman Alfarisi.

Her educational background started from TK Aisyah Bustanul Athfal in 2001. In the same year, she continued her study at SD Negeri 2 Gayabaru II, Seputih Surabaya, Lampung Tengah and graduated in 2007. In 2007, she studied at SMPN 1 Seputih Surabaya and graduated in 2010. After graduating from senior high school, she continued her study at SMA Negeri 1 Kotagajah and graduated in 2013. In the same year, she was registered as a freshman in English Education Study Program at Teacher Training and Education Faculty, Lampung University.

DEDICATION

This script is fully dedicated to:

My beloved parents, Walyono and Nurfiati

My beloved sisters, Eka, Dewi, and Wahyu Indah

My little nephews, Farezha Rifky A. and Aufa Abdurrahman A.

My Friends of English Department 2013 Lampung University

My awesome partners and my great motivator

My almamater, Lampung University

MOTTO

“Do not pray for an easy life.
Pray for the strength to endure a difficult one”

-Bruce Lee-

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This script is far from being perfect, but it is expected that this script will be useful not only for the researcher but also the readers. For this reason, constructive thought in suggestions and critics are welcome to make this script better.

Bandar Lampung, July 2017

The writer,

Esti Kurniawati

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I. INTRODUCTION

In order to introduce the research, this chapter will deal with the reasons for having this research, such as background, research questions, objectives, uses, scope, and definition of terms.

1.1. Background

As international language, English is being one of the important languages in human communication. For its importance, it has been taught from Elementary school until university. This is in order to make the learner be able to communicate with the others using English both spoken and written. To achieve the goal, the students should mastering four skills; those are listening, speaking, reading and writing.

Writing is an action which needs a complex skill to deliver or express the writer's idea through written forms, so the reader can understand what the writer try to communicate. Raimes (1983:76) stated that writing is a skill in which we express ideas, and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands. In addition, Peim (1993) said that writing as transforming the writer's thought of ideas into a written text. In writing, the students are required to treat several aspects of writing, namely: content, organization, grammar, vocabulary and mechanics. These components are related to another in order to produce a good result in writing.

In the curriculum of SMA, the English material is taught based on the text, i.e. descriptive, narrative, recount, procedure, and others. One of the English writing texts is recount text. Recount text is the text which retell about sequences event happened in the past, which aims to retell past events even entertain the reader or listener. In this case, the learners must be able to write and understand recount text based on its social function and generic structure. By using recount text, students are expected to be able to tell their experience and express their feeling in written form.

The situation of education today shows that the students have difficulties, especially in applying accuracy in writing, therefore they make mistakes and errors. Gunawan (2010:2) in his research found that the first year students of senior high school get confused about expressing their ideas in written form, particularly, in recount text writing. Some students find difficulties to find the best word to representation what they are going to write. They also still confused to transforming base form verb to be irregular or irregular verb. Concerning this case, the English teachers should implement a good technique for teaching students well. This is in order to make the students are able to write English in good paragraphs. One of additional ways that can be used by teachers to improve students' ability in writing is implement teacher's feedback.

Alghazo (2009:146) states that teaching writing is an important skill and helpful activity to students if it is done in a way to give the students error feedback to improve their writing. It means that, feedback can be beneficial if the teacher show the point as well. In addition, Ferris et al (2001) found that students who were given error feedback from the teacher had greater self-correction abilities than those who were not given error feedback. For the beginner students, it must difficult to do self or peer correction. So, the teacher may guide and may do

editing by providing correction on their work, including coded and un-coded feedback.

There are two types of teacher's feedback that can be given to the students to improve their writing ability, namely direct and indirect feedback. Direct feedback is a technique of correcting students' errors by giving explicit written feedback (Ferris, 2002:19). It simply means, the feedback is provided when a teacher gives the student with the correct form of their errors or mistakes. In contrast, indirect feedback is more beneficially. It gives students the opportunity to fix the errors themselves by providing a clue of what kind of error they do (Ferris, 2002:19). As for this type, the teacher underlines the errors or mistakes for the students and writes the symbol above the targeted errors. It becomes the student's task to diagnose and correct their sentence.

According to Rianto (2010:2) there are several reasons why indirect feedback is so helpful for the students' writing. Actually, direct feedback can be durable, but it will keep only in mind of receiver and will be lost in certain time. In contrast, indirect feedback, the thought and comment will be saved for a very long time in the memories; and it is more helpful on student's long term writing development than direct feedback (Ferris, 2002).

Teacher's feedback, including direct and indirect feedback, is a technique that can improve students writing skill. This statement was proven by Santi (2007) who had conducted the research in Haluoleo University to investigate the effect of teacher's feedback on students' writing. She focused on giving feedback to students' writing that would be assessed based on five aspect of composition; content, organization, vocabulary, language use, and mechanics. The result of this study showed that teacher's feedback was effective to improve students' writing.

In other research, the comparison between the effect of teacher's direct and indirect feedback had been done by Jamalinesari et al (2015). This study attempted to examine the effect of two different types of feedback on the writing performance of students regarding eight grammatical errors. The result of this study showed that the students who received indirect corrective feedback performed better than those who received direct feedback. The data evaluations indicate that students improved their linguistic accuracy on new writing tasks better when indirect feedback strategy was applied rather than direct feedback.

In other case, the research about the increasing students writing through teacher's direct feedback conducted by Utami (2012). She tried to investigate the improvement of writing spoof text of students of Senior High School in Klaten through teacher's direct feedback. As the result, two cycles of her study showed that the implementation of teacher's direct feedback was successful to improve the students' writing skill and the improvement was on all writing aspects.

From the research finding above, it is contrary with the study has been done by Pramana (2015). This study was intended to find out the improvement of students descriptive writing ability of MA Al-Hikmah Bandar Lampung through teacher's indirect feedback and what aspect improved the most. As the result, teacher's indirect feedback is successful in giving positive improvement in students' ability in descriptive text. He adds that this technique increases all aspects of writing, especially in mechanics.

Considering the findings of the previous research above, it can be inferred that teacher's direct and indirect feedback are the effective techniques that can be used to improve the students' writing ability and linguistics accuracy. They also show that these techniques also successful in giving positive increase in students' writing aspects, i.e. content, organization, vocabulary, grammar, and mechanics.

Based on the explanations above, the researcher held the research in English writing class by using teacher's feedback techniques, including teacher's direct and indirect feedbacks. The differences were about the type of the text, participants and location of this research. Therefore this research is entitled "The Comparative Study between Teacher's Direct and Indirect Feedback Techniques in Improving Students' Writing Recount Text at SMAN 1 Kotagajah".

1.2. Research Questions

Based on the explanation of the problem above, the research questions of this research are formulated as follows:

1. Is there any improvement of students' achievement in writing recount text after the implementation of teacher's direct feedback?
2. Is there any improvement of students' achievement in writing recount text after the implementation of teacher's indirect feedback?
3. Is there any significant difference of students' achievement in writing recount text between students in teacher's direct and indirect feedback classes?
4. What aspects of writing improve the most after the implementation of teacher's direct and indirect feedbacks?

1.3. Objectives

Based on the Research question, the objectives of this research are:

1. To find out whether there is an improvement of students' achievement in writing recount text after the implementation of teacher's direct feedback.
2. To find out whether there is an improvement of students' achievement in writing recount text after the implementation of teacher's indirect feedback.

3. To find out whether there is a significant difference of students' achievement in writing recount text between students in teacher's direct and indirect feedback classes.
4. To find out the aspects of writing improved the most after the implementation of teacher's direct and indirect feedbacks.

1.4. Uses

The uses of this research are:

1. Theoretically, this research is expected to verify the theories related to teacher's direct and indirect feedback techniques in teaching writing process. The findings of this research also enrich the theory of students' writing mastery.
2. Practically, the findings of this research are expected to become a source of information about the alternative techniques and to give description of how to apply these techniques.

1.5. Scope

This research was conducted at SMAN 1 Kotagajah, in the first year students of second semester of 2016/2017 academic year. The samples of this research were two classes, consists of 30 students for each class. In conducting the research, the researcher tried to improve students' writing recount text after the implementation of teacher's direct and indirect feedback. The corrections were focussed on their content, grammar, organization, vocabulary and mechanic which used correction symbols adapted from Olsher (1995).

Definition of Terms

In this research, definitions of key terms are provided to guide the readers in reading and get better understanding as follows:

Writing

Writing is an action of delivering or expressing through written forms, which is expressed by arranged in words, sentences, and paragraphs.

Teaching Writing

Teaching Writing is an approach to make the students being able to know how to express the idea or imagination in written form in target language.

Recount text

Recount text is any written English which is the writer wants to recall, reconstruct events or experiences from the past.

Feedback in writing

Feedback is the input for the writer through providing the latter with informations, comments, questions and suggestions that the reader gives for revision.

Teacher's feedback

Teacher's feedback refers to feedback provided by teacher on student writing to support students' writing development and nurture their confidence as writers.

Teacher's Direct Feedback

Teacher's direct feedback is a feedback given by writing the correct form of the errors. Teacher's direct feedback is useful technique which provides explicit guidance for students' mistake in compiling writing.

Teacher's Indirect Feedback

Teacher's indirect Feedback is a feedback given by teacher to indicate the location of the error by underlining, highlighting, circling, or giving a code. It helps students to fix their mistakes by themselves.

Those all that the researcher covers in this chapter, such as, background, research questions, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses about the literature review use in this study, they are: writing, aspects of writing, teaching writing, types of writing text, recount text, feedback, teacher's direct feedback, teacher's indirect feedback, the use of teacher's direct and indirect feedback in teaching writing, procedure of teacher's direct feedback in teaching writing, procedure of teacher's direct feedback in teaching writing, advantages and disadvantages of teacher's direct feedback, advantages and disadvantages of teacher's indirect feedback, theoretical assumption, and hypothesis.

2.1. Writing

There are many definitions of writing that have been proposed by some experts in language learning. Theoretically, writing skill requires the students to be able to express their idea, feeling, and thought which are arranged in words, sentences and text using eyes, brain, and hand (Raimes, 1983:76).

Writing is one of the human's ways to communicate. Communication is not only achieved through speaking, but it can also be obtained through writing. This statement is completed by Linderman (1983) that writing is naturally a process of communication which uses conventional system to convey the meaning to the receiver. It means that communication in form of written will deal with letters, words, sentences, and punctuation, from those the reader can receive the information intended.

Writing included in one of four skills that should be mastered by students in learning English. It is used to communicate the ideas, thought and feeling in written form. The complexity of writing is one of reasons why students do many mistakes in express their idea. It is said so because before the writer transforms the information to the readers, they should arrange their idea into words and arrange it into good sequences so the reader can understand easily. Barrton (2005:5) states that writing is a complicated components and often mysterious process although the writers may think of it as little more than arranging letters and words on a page, a few moments reflection reveal that it is much more than that. It means that writing is not only to write something about what the writers want to tell but also writing is about how the writers can deliver an information through right words in order to express their idea about something without missing or reducing the sense.

From the explanation above, it is considerably needed to take some points. Writing is a skill that should be mastered by the students to express their idea, thought or feeling on a piece of paper by using appropriate grammar and vocabulary to make the readers understand about what they write.

2.2. Aspects of Writing

Basically, there are some fundamental components in writing. They are: content, organization, vocabulary, mechanic and grammar.

According to Jacobs (1981: 90), there are five aspects of writing. They are:

1. Content

This aspect refers to the substance of writing, the experience of main idea (unity). Content text is related to convey ideas rather than fluffing special function of transition, restatement is also used in content text to state again or in a new form a message that is stated.

2. Organization

The aspect refers to the logical organization of the content (coherence). It is scarcely more than attempt to piece together all collections of facts and jumbles ideas.

3. Vocabulary

This aspect refers to the selection of words those are suitable with the content. It begins with assumption that the writer wants to express the ideas as clearly and directly. Choosing words that express meaning is precisely rather than skew it or blur it.

4. Grammar

This aspect deals mainly with the use of grammatical and synthetic pattern on separating, combining and grouping ideas in words, phrases, clauses, sentences to bring out logical relationship in texting writing. In text, word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). Besides, phrases may refer to any group of words, or one word. Furthermore, clause is the smallest grammatical unit that can express a complete proposition. Sentence is a linguistic unit consisting of one or words that are grammatical linked.

5. Mechanics

This aspect refers to the use graphic conventional of the language. Mechanic is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphing.

Likewise, Harris (1979: 68-69) points out five components of writing, namely:

1. Content

This component is the substance of writing; the expression of the main idea (unity).

2. Organization

This component is related to the logical organization of the content (coherence).

3. Grammar

This component is related to the usage of the correct grammatically form and synthetic pattern.

4. Vocabulary

This component is considered in words chosen to construct their own meaning.

5. Mechanics

This component is concerned with the use of graphic convention of the language.

From some explanation above, it can be inferred that generally the aspect of writing are classified into five aspects namely content, organization, vocabulary, grammar, and mechanic. By understanding those aspects of writing, the students can improve their writing ability because those aspects are their prior knowledge for beginning to write. In order to improve the students' writing recount text, the researcher conducted this research by using aspects of writing by Haris (1979: 68-69), as the role of writing development.

2.3. Teaching Writing

Teaching writing is teaching the students how to express the idea or imagination in written form. In order to be success in writing, the material should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964: 129). In other words, it is clear that the teacher should guide the students how to write or how to express the ideas in written form.

According to Brown (1987:7), teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand while in relation of the teaching of foreign language. Teaching writing is more difficult than teaching other skill. In teaching this skill, the teacher should teach the language structure in each point and make sure that students understand.

In addition, Harmer (2003: 257) confirms that in the teaching of writing we can focus on the product of that writing or on the writing process itself. Meanwhile, in the process of writing, students need to put their attention on ideas, imagination, information, creativity and feeling in order to make a very attractive writing; however the things that must be really concerned are the spelling, punctuation, and the language use such as grammar, vocabularies, linkers, etc. Therefore, good concentration of the students is really necessary in this stage.

By seeing the important of writing, teacher should consider the way to teach writing for students. According to Mapped (2000) in Riani (2016), there are three steps of writing to make it more effective, that is:

1. Pre-writing

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

2. Drafting

In this stage, students will select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of

description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

4. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

According to Harmer (2004), there are four main elements in writing process.

They are:

1. Planning

Writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers this may involve making detailed notes. For others a few jotter words may be enough.

2. Drafting

We can refer to the first of a piece writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of draft may be produces on the final to the final version.

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Reflecting

and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary; they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

From the explanation above, it is considerably needed to take some points. Teaching writing guides students not only to write sentences in a paragraph but also to organize idea. In this case, the researcher used Mappe process approach step in guiding the learners in teaching writing. The process approach consisted of pre-writing, drafting, revising and editing with teacher's direct and indirect feedback applied in the revising stage of teaching writing process.

2.4. Types of Writing Text

In teaching writing process, there are some media can be used such as : text, picture, movie, etc. the text as media in teaching language can be detailed into some models that are used by the teacher as the material in teaching learning process.

According to Hughes (2003: 140), there are five types of text based on their function for which the text is being used:

1. Recount Text

Recount text is a text that describes sequence events that happened in the past, it focuses on time-order and subject of the story. For example is personal experience.

2. Descriptive Text

Descriptive text is kind of text that is used to describe about person, object, appearance, scenery, or phenomenon.

3. Expository Text

Expository Text is kind of text that aims at clarifying, teaching, or evaluating an issue.

4. Argumentative Text

Argumentative text is kind of text that aims to prove the truth or untruth of a statement or situation.

5. Narrative Text

Narrative text is retelling a story that is told by doer or other person's point of view. It is more about writing a chronological story, whether true or just a fictional.

From all the types, the researcher of this research used recount text as type of text used in this study. This type of text is suitable for first grade students of senior high school based on curriculum.

2.5. Recount Text

Literally, recount text tells about something especially an experience in the past event. In recount text, the story being told is explained as clearly as possible to make the readers or listeners able to understand the story and they can imagine it on their own mind.

According to Siswanto (2005: 202) recount is a text that tells someone's past experiences in a chronological order. Through recount text, the writer can retell and express his/her feeling about his/her past experience in order to give information even entertains the reader.

The generic structure of recount text (Derewianka, 1990: 145):

1. Orientation – scene setting opening, it given the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened.
2. Events – recount of the events as they accured, for example, *I saw a book.....*these events may be elaborated on by adding, for example, descriptive details.
3. Reorientation – a closing statement: *When I get back, I told my mom* (with elaboration in more sophisticated text).

Besides generic structures, recount text also uses particular language features called *lexico-grammatical* features. Here are the language features of recount text and their example:

- 1) Introducing personal participant, it is introduced by the use of pronoun *I and my*.
- 2) Using chronological connection which is used to connect each sentence: *then, first*.
- 3) Using linking verb which is used to show the past verb: *were, saw, heard*.
- 4) Using action verb: *look, go, change*.
- 5) Using simple past tense.

To be clearer, here is the example of recount text that reflects the generic structure:

Going to Yogyakarta

Orientation:

Last two week, my friends and I went to Yogyakarta to spend our holiday there. We left in the morning by bus, then arrived a day later in the afternoon. To save the cost, we decided to live in my grandparent house.

Events :

The first day, we visited Parangtritis Beach. The sun shone brightly and the scenery was very beautiful. We saw a lot of people in that beach. There were many birds flew in the sky. There were many sellers who sold many kinds of souvenirs. Second place was Gembira Loka Zoo. We saw many kinds of animals there, such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. After finishing our lunch, we decided to back home.

Re-orientation:

That was a beautiful holiday for us although we did not visit Malioboro. We were really enjoyed it. I hope I can visit Jogja again.

Furthermore, Derewianka (1990) identified that there are five types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by him or herself (i.e., oral anecdote, diary entry) use the first person pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievements. This type uses the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending described the outcome of the activity (i.e., science experiment).

Details of time, place and manner may need to be precisely stated, and the passive voice may be used. It may be appropriate to include explanations and justifications.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. “A day in my life a family pet”, for example. Emotion language, specific detail and first person narration are used to give the writing impact and appeal.

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard a videotaped script or advertisement, the steps taken to solve mathematical problem.

5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events, a purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often evaluation of the subject's achievements in the final section.

From five types of recount text above, the focus of the research was personal recount, since it tells the activities whereas the writer or speaker involves or do by her or himself. The theme used about personal recount such as about holiday and unforgettable experience.

2.6. Feedback

The term of feedback is used to describe the information that comes back from the reader to the writer. Feedback is the input for the writer through providing the latter with information for revision; in other words, it is the comments, questions and suggestions that the reader gives.

The primary purpose for providing feedback on students' written production is to help them to improve the quality of their writing. Ur (1996: 242) says that in the context of teaching general, feedback is information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.

Viewing feedback as an important aspect in the writing process, the issue of who will give feedback becomes a consideration to an English teacher in writing teaching learning process. According to Nation (2009), the feedback can come from the teacher, from peers, and from the learners themselves in selfassessment.

1. Feedback from the teacher

In this context, the role of the teacher in the feedback is to explain and justify a grade including also some general suggestions for the students to consider "next time". Moreover, Hyland (2003) adds that many students see their teacher's feedback as crucial to the students' improvement as a writer.

2. Feedback from peers

Peer feedback is done by the students to look at each other's drafts. Each student has to respond based on his or her ability. It can be imagined that in the peer feedback the students will make a discussion about their writing text to their peer. Harmer (2004) confirms that peer feedback has an advantage of encouraging students to work collaboratively. In line with

this, Harmer also states that the success of peer feedback may depend on exactly who is the reviewer and whose work is being reviewed.

3. Feedback from the learners themselves

Ferris in Richards & Renandya (2002) says that when the teacher does not have time to give response to all students' writing, the students are expected to self-edit their writing. However, the teacher does not then leave the students to give feedback to their writing but the teacher has to teach the students to self-edit.

From the types of feedback above, the focus of the research is feedback from the teacher, since teacher's feedback on students' written production can be guidance for students to reduce their mistakes and compose a good writing.

2.7. Teacher's Direct Feedback

Teacher feedback is a feedback provided by the teacher aimed to provide the guidance for students' mistakes in compiling writing. In this case, feedback is a kind of assessment that concerns on the giving information about the students' writing performance.

There are two kinds of teacher's feedback; they are direct and indirect feedback. Direct feedback is a technique of correcting students' error by giving explicit written feedback (Ferris, 2002: 19). Direct feedback simply means that the teacher provides the students with the correct form of their errors or mistakes. It shows them what is wrong and how it should be written, but it does not give chance for them to think what the errors and mistakes are. For example, if a student writes *Yesterday I goed to the store*, the teacher should cross out *goed* and write the word *went* over it.

In the development of direct feedback, the techniques of giving direct feedback also change over time. The first form is proposed by Ellis (2009). The forms of

feedback proposed by Ellis are in the area on giving written feedback in the students' writing. The forms are crossing out unnecessary word, phrase, or morpheme; inserting a missing word or morpheme; and writing the correct form or near to the erroneous form. The example of those forms is presented below.

	a		a		the
A dog stole	^	bone from	^	butcher. He escaped with having	^
				bone. When	
		over	a		a
the dog was going	though	^	bridge over	the river he	found
				^	dog in the river.

Secondly, Santos et al. (2010) divide direct feedback into reformulation and error correction. In the reformulation technique, the teacher or researcher makes a copy of the students' original text and reformulates each story. The example of the reformulation technique is as follows.

<i>Original text</i>	:	He pulled out his clothes and he left them near the coastline.
<i>Reformulated version</i>	:	He took out his clothes and left them near the seaside.

Meanwhile, when the teacher corrects the students' error in a copied revision of the students' original text, it is called an error correction. It is likely the same as the original technique of direct feedback. The example of this error correction can be seen in the following box.

<i>Original text</i>	:	It was an excited afternoon.
		exciting
<i>Error correction version</i>	:	It was an excited afternoon.

Based on the explanation above, it can be concluded that the form of giving direct feedback develops time by time. It is usually the combination with another technique of feedback and also the combination with the aspect of writing itself. In this research, the researcher as the teachers used direct feedback proposed by Ellis (2009). The feedback given were in forms of crossing out unnecessary word, inserting a missing word; and writing the correct form.

2.8. Teacher's Indirect Feedback

Teacher's Indirect feedback is a technique of correcting students' error by using general comments, and giving students the opportunity to fix errors themselves (Ferris, 2002: 19). As for this type, the teacher underlines the errors or mistakes for the students and then the teacher writes the symbol above the targeted error or mistakes and the teacher gives the composition to the student to think what the error is as this symbol helps the student to think. For example, if a student writes *Yesterday I goed to the store*, the teacher should circle *goed* and write VT above it.

In this type, there are two types of feedback coded indirect feedback and encoded indirect feedback. As for the first type 'coded indirect feedback', the teacher the teacher writes the symbol above the targeted error or mistake and the teacher gives the opportunity the student to think what the error is as this symbol helps the student to think. In the second type, the encoded indirect feedback, the teacher underlines or circles the error or the mistake without write the correct answer or any symbols. In this research, the researcher as the teachers will use coded indirect feedback to respond students' errors by using symbols and codes that indicate the location and type of error.

According to Olsher (1995) in Insani Salma (2016: 34), there are symbols or codes that can be used to indicate error in indirect feedback can be seen as follows:

Table 2.1. Correction codes used to indicate error types in indirect feedback

No	Symbol	Kind of Error	Example
1	C	Capitalization	My birthday is in <u>january</u>
2	P	Punctuation	It is a great movie?
3	Sp	Spelling	We <u>luve</u> chocolate.
4	WF	Word Formation	He is a <u>kindly</u> person.

5	S/V	Subject-verb agreement	She <u>like</u> swimming.
6	Vt	Verb Tense Agreement	I <u>have</u> a great party yesterday.
7	ϕ	Delete	I'm going <u>to</u> shopping now.
8	WW	Wrong Word	Turn <u>write</u> at the corner.
9	WO	Wrong Order	I <u>you see will later</u> .
10	\wedge	Add Something	It is \wedge beautiful afternoon
11	Pl/Sg	Plural/Singular	I have three <u>sister</u> .
12	Conj	Conjunction	We studied very hard, <u>but</u> we passed the exam.
13	/	Separate this word	I go to school <u>everyday</u> .
14	()	Should be one word	<u>Every body</u> is late today.

In this research, the symbols or codes that will be used to indicate errors in indirect feedback has been modified as can be seen below:

Table 2.2. Modified of correction codes used to indicate error types in indirect feedback

No	Symbol	Kind of Error	Aspect of Writing	Kinds of error
1	C	Capitalization	Mechanics	It must be a capital letter
2	P	Punctuation	Mechanics	Wrong punctuation
3	Sp	Spelling	Mechanics	Wrong spelling
4	/	Separate this word	Mechanics	This word should be separated
5	()	Should be one word	Mechanics	These words should be one word
6	\wedge	Add Something	Organization	There is a missing word need to insert
7	\acute{a}	Unorganized	Organization	Jumbled sentences. Make it coherence
8	WO	Wrong Order	Grammar	The words in this sentence are in the wrong order
9	Conj	Conjunction	Grammar	Wrong conjunction
10	S/V	Subject-verb agreement	Grammar	Subject and verb don't agree
11	Vt	Verb Tense Agreement	Grammar	Wrong tense/ use another tense
12	ϕ	Delete	Grammar	The word is not necessary in this sentence
13	WC	Word Choice	Vocabulary	The words are inapplicable with the sentences/ meaning
14	Prep.	Preposition	Vocabulary	Wrong preposition

15	?	Unclear meaning	Vocabulary	I can't understand this. The meaning is not clear. Write in another way to make the meaning clearer.
16	DNS	Does not support	Content	The developing sentence does not support the main idea
17	More	Need more	Content	Need more developing sentence

(Adapted from Osher,1995)

From those types of the correction codes, the researcher focuses on modified one, since it has more variations in specific codes to identify specific information about the errors. It is in order to make them easy to be understood. Therefore the students do not find difficulties in identifying and revising their errors.

2.9. The Use of Teacher's Direct and Indirect Feedback in Teaching

Writing

Teacher's feedback has been applied in teaching writing as a technique to improve students' writing ability. There are any previous research that use teacher's direct and indirect feedback as technique in teaching writing, and the result of the research in various.

Dewi Santi (2007) had conducted a research in Haluoleo University to investigate the effect of teacher's feedback on students' writing and found that teacher's feedback was effective. Moreover, Dewi Santi (2007) exposed teacher's feedback under correction and assessment (comment and grade), also suggestion and praise. She focused on giving feedback to students' writing that would be assessed based on five aspect of composition; content, organization, vocabulary, language use, and mechanics (Haris, 1979: 68-69). In the end the result showed an improvement of students' writing.

In other research, the comparison between the effect of teacher's direct and indirect feedback had been done by Jamalinesari et al (2015). This study attempted to examine the effect of two different types of feedback on the writing performance of students regarding eight grammatical errors. The result of this study showed that the students who received indirect corrective feedback performed better than those who received direct feedback. The data evaluations indicate that students improved their linguistic accuracy on new writing tasks better when indirect feedback strategy was applied rather than direct feedback.

In other case, the research about the increasing students writing through teacher's direct feedback conducted by Utami (2012). She tried to investigate the improvement of writing spoof text of students Senior High School in Klaten through teacher's direct feedback. As the result, two cycles of her study showed that the implementation of teacher's direct feedback was successful to improve the students' writing skill and the improvement was on all writing aspects.

From the research finding above, they are contrary with the study has been done by Pramana (2015). This study was intended to find out the improvement of students descriptive writing ability of MA Al-Hikmah Bandar Lampung through teacher's indirect feedback and what aspect improved the most. As the result, teacher's indirect feedback is successful in giving positive improvement in students' ability in descriptive text. He adds that this technique increases all aspects of writing, especially in mechanics.

Considering the findings of the previous research above, it can be inferred that teacher's direct and indirect feedback are the effective techniques that can be used to improve the students' ability and linguistics accuracy. They also show that these techniques also successful in giving positive increase in students' writing aspects, i.e. content, organization, vocabulary, grammar, and mechanics.

2.10. Procedures of Teacher's Direct Feedback Technique in Teaching Learning Writing

In teaching recount text using teacher's direct feedback, teacher should give attention for some steps. Those steps, states by Mappe (2000) in Riani (2016), could be described as follows:

1. Pre- writing

- a. Students were asked about their unforgettable experience, for example "Do you have an unforgettable experience? It can be holiday, winning the contest, even your bad day. What happened? When did it happen? Where did it happen? Can you tell me more about that?"
- b. Students were given explanation about the correlation between those questions and the material they learned. It was about recount text.
- c. Students were given an example of recount text entitled *Going to Yogyakarta*
- d. Students were explained about generic structure and language features of recount text

2. Drafting

- a. Students were asked to write a recount text based on their own experience.
- b. Students were asked to submit their first draft to be corrected by the teacher and given feedback (teacher's direct feedback)

3. Revising

- a. In the next meeting, students were explained about teacher's direct feedback and informed that their drafts had been given this feedback.
- b. Students' first draft were distributed
- c. Students were asked to review their own draft to check five aspects of writing based on the feedback given by teacher.

4. Editing

- a. Students were asked to revise their draft based on feedback given on it.
- b. Students were asked to submit their second draft.

From some procedures above, the researcher made those procedures in order to get a valid data. After the researcher explained about what recount text was and all components of recount text, the researcher gave real example and applied the components of recount text into example. It was useful because the researcher used the things that students known. So in the writing process, students did not find difficulties to arrange the text.

2.11. Procedures of Teacher's Indirect Feedback Technique in Teaching Learning Writing

There were some procedures of teaching writing recount text using teacher's indirect feedback, states by Mapped (2000) in Riani (2016), could be described as follows:

1. Pre- writing

- a. Students were asked about their unforgettable experience, for example "Do you have an unforgettable experience? It can be holiday, winning the contest, even your bad day. What happened? When did it happen? Where did it happen? Can you tell me more about that?"
- b. Students were given explanation about the correlation between those questions and the material they learned. It was about recount text.
- c. Students were given an example of recount text entitled *Going to Yogyakarta*
- d. Students were explained about generic structure and language features of recount text

2. Drafting

- a. Students were asked to write a recount text based on their own experience.
- b. Students were asked to submit their first draft to be corrected by the teacher and given feedback (teacher's indirect feedback)

3. Revising

- a. In the next meeting, Students were explained about teacher's indirect feedback and informed that their draft had been given this feedback.
- b. Students were introduced and given example of codes used in teacher's indirect feedback. The codes were adapted from Olsher (1995).
- c. Students' first draft were distributed
- d. Students were asked to review their own draft to check five aspects of writing based on the feedback given by teacher.

4. Editing

- c. Students were asked to revise their draft based on feedback given on it.
- d. Students were asked to submit their second draft.

Those steps are preview of procedure how to apply the teacher feedback techniques theoretically. The procedures used by the researcher when this technique was applied in a class.

2.12. Advantages and Disadvantages of Teacher's Direct Feedback

Teacher's direct feedback is considered as an alternative strategy to teach writing because it has many advantages. The advantages of using it can be described as follows:

1. Direct feedback is easy to correct and takes less time for students to rewrite their drafts.
2. Direct feedback is good for students who an English low proficiency level, since it provides learners with explicit guidance.

3. Direct feedback can be effective in promoting acquisition of specific grammatical features.

Besides the advantages, direct feedback has disadvantages that should be considered as follows:

1. Unclear teacher's handwriting makes students confuse.
2. Include in students' short memory, because the students just revise their work without understand their error.
3. Teacher may misinterpret student's meaning, and students may express confusion and dissatisfaction with teacher feedback.
4. Teacher should give clear explanation about grammatical errors so students can deepen their English knowledge.

Those are the advantages and disadvantages using teacher's direct feedback techniques. Although it has some disadvantages but this writing techniques should be tried to apply in teaching writing.

2.13. Advantages and Disadvantages of Teacher's Indirect Feedback

In using the technique, there must be the strengths and weaknesses. The advantages and disadvantages of using teacher's indirect feedback are as follows:

The advantages of using indirect feedback can be described as follows:

1. Students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made.
2. Indirect feedback is more helpful on students' long-term writing development than direct feedback.
3. Indirect feedback can guide learning and help the students solve problem by themselves. It may be more beneficial to students than direct feedback in editing (Lalande, 1982).

While, the disadvantages of indirect feedback can be summarized as follows:

1. The process of giving feedback to each student's writing can consume much time if the number of the student in the class is large.
2. Students may feel confused because of the symbol given is not familiar to them .
3. For lower proficiency students may be unable to identify and correct errors even when they have been marked for them.

Based on the explanations above, researcher believes that teacher's indirect feedback has good influence in students' writing. Although it has some disadvantages but this writing techniques should be tried to apply in teaching writing.

2.14. Theoretical Assumption

Based on the problem and the theories above, the researcher assumes that both of teacher's direct and indirect feedbacks are the appropriate techniques to increase students' achievement in writing recount text. Teacher's direct feedback is a technique when the teacher gives feedback on students writing with the correct form of their errors by giving the explicit written feedback. Meanwhile, teacher's indirect feedback is a technique of correcting students' error by underlining the errors and writing the symbol above the targeted error by the teacher. It gives the students the opportunity to think what the error is as the symbol helps the students to think. For the result, teacher's direct and indirect feedback can be used to improve the students' achievement in writing recount text. Teaching writing through these techniques not only improve the students ability in writing but also improve the aspects of writing, including the aspect of content, organization, vocabulary, grammar and mechanics. However, the aspect of writing improves the most after the implementation of these techniques is mechanics. The aspect of mechanics relates to capitalization, paragraphing, punctuation, and spelling.

2.15. Hypothesis

Based on the theories and the theoretical assumption, the hypothesis can be formulated as follows:

1. There is an improvement of students' achievement in writing recount text after the implementation of teacher's direct feedback.
2. There is an improvement of students' achievement in writing recount text after the implementation of teacher's indirect feedback.
3. There is a difference of students' achievement in writing recount text between students in teacher's direct and indirect feedback classes.
4. Mechanics is the aspect of writing improved the most after the implementation of teacher's direct and indirect feedback techniques.

These are some explanations about some theories related to the research. The theories will be used as references to conduct the research.

III. METHODS

In this chapter, the researcher would like to discuss several sub chapters; they are design, population and sample, data collection technique, instrument, scoring criteria, validity and reliability, research procedures, data analysis, and hypotheses testing. All those subchapters will be presented as follow.

3.1. Design

This research used quantitative research in order to know the improvement of students' writing skill after the implementation of teacher's direct and indirect feedback. In conducting the research, the researcher applied *Two Groups Pre-test Post-test Design*. This research used two classes as experimental class which received the treatments (teacher's direct and indirect feedback for each class). The students had pre-test, three meetings, and post-test. The design was referred to Setiyadi (2006:135) as follow:

G1	=	T1	X1	T2
G2	=	T1	X2	T2

G1 : Group 1 (teacher's direct feedback)

G2 : Group 2 (teacher's indirect feedback)

T1 : Pretest

T2 : Posttest

X1 : Treatment 1 using teacher's direct feedback technique

X2 : Treatment 2 using teacher's indirect feedback technique

(Setiyadi, 2006:135)

3.2. Population and Sample

The population of this research was the first grade in SMAN 1 Kotagajah academic year 2016/2017. The samples were class X MIPA 1 and class X MIPA 2 which consisted of 30 students for each class. The first class was given teacher's direct feedback as a treatment and second class was given teacher's indirect feedback. In conducting the research, the researcher used teacher's direct and indirect feedback techniques in helping the students to have better writing. This research focused on the students' writing improvement in recount text and aspects of writing.

3.3. Data Collecting Technique

The aim of this research was to gain the data on the students' recount writing ability score using teacher's direct feedback and teacher's indirect feedback technique. Different treatments were conducted to see which treatment showed a significant improvement on students' score after the implementation those techniques. The data was gained from:

Pretest

Pretest was given before the treatments. This test was conducted to find out students' writing skill before giving treatments. In the pre-test, the researcher asked the students to make recount text in which the topic was about holiday

Post test

Post test was given to the students after the treatments. The students were given written test. The test was the same activity as in pretest. This test was designed to find out which group showed the improvement of students' writing skill.

3.4. Instrument

Instrument refers to the tool or mean by which investigation attempts to measure variables or item of interest in the data-collection process. The research methods are a manner that is used to collect data, and instrument is the tool to collect it. Instrument has relation with evaluation. Instrument is very important in research activity. It is a tool or facilitation used by the researcher to collect data and to make their work easily.

Writing test

The instrument which used to collect data in this research was a writing test. The tests conducted in the first and last meeting. These tests were used to measure students' writing skill improvement after the implementation of teacher's direct and indirect feedback. The tests were about asking the students to make a recount text based on the topics (holiday).

3.5. Scoring Criteria

The students can succeed in writing if their writing include five aspects of writing. Therefore, the aspects of writing were evaluated in the students' paragraph writing in the form of recount text. They were content, organization, grammar, vocabulary, and mechanics.

Table 3.1. The Scoring Criteria (Haris, 1979: 68-69)

Aspects	Criteria	Score
Content	• Excellent. All developing sentences support main idea	20
	• Good. Most of the ideas in supporting sentences can be developed well	15
	• Fair. There are only several ideas in supporting sentences that have not been well developed	10
	• Poor. The idea in supporting sentences are related enough to the topic	5
	• Very poor. No developing sentences support the idea.	0
Grammar	• Excellent. All sentences written in the correct grammar	20
	• Good. Most of the sentence in correct grammar	15
	• Fair. There are only several sentences in correct grammar	10
	• Poor. The grammar in sentence are sufficiently correct	5
	• Very poor. No sentences written in correct grammar	0

Organization	<ul style="list-style-type: none"> • Excellent. All supporting sentences written in chronological order 	20
	<ul style="list-style-type: none"> • Good. 75% of supporting sentences written in chronological order. 	15
	<ul style="list-style-type: none"> • Fair. 50% of supporting sentences written in chronological order. 	10
	<ul style="list-style-type: none"> • Poor. 25% of supporting sentences written in chronological order. 	5
	<ul style="list-style-type: none"> • Very poor. No supporting sentences written in chronological order 	0
Vocabulary	<ul style="list-style-type: none"> • Excellent. All vocabularies used correctly 	20
	<ul style="list-style-type: none"> • Good. Most of the vocabularies used and they are almost correctly used 	15
	<ul style="list-style-type: none"> • Fair. There are only several vocabularies are not appropriate to the context. 	10
	<ul style="list-style-type: none"> • Poor. Most of the diction used are not appropriate to the topic 	5
	<ul style="list-style-type: none"> • Very poor. No vocabularies used correctly 	0
Mechanic	<ul style="list-style-type: none"> • Excellent. All punctuations, spelling and capitalizations are used correctly 	20
	<ul style="list-style-type: none"> • Good. 75% punctuations, spelling and capitalizations are used correctly 	15
	<ul style="list-style-type: none"> • Fair. 50% punctuations, spelling and capitalizations are used correctly 	10
	<ul style="list-style-type: none"> • Poor. 25% punctuations, spelling and capitalizations are used correctly 	5
	<ul style="list-style-type: none"> • Very poor. No punctuations, spelling and capitalizations are used correctly 	0

3.6. Validity and Reliability

A test can be said whether it is usable or not if it has fulfilled the criteria of validity (content and construct validity) and reliability (inter-rater reliability). Therefore, it is important to measure validity and reliability of the test in order to get valid and reliable of the data. They can be explained as follows:

3.6.1. Validity

A test can be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

3.6.1.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is accordance with the curriculum. Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982; 251). This study used recount writing test that was supposed to be comprehended by the first year of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material used was chosen based on Curriculum 2013 for first year of senior high school.

3.6.1.2. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it is examined whether the test given actually reflect what it means to know a language. In this research, scoring criteria is based on the five aspects of writing; content, organization, language use, vocabulary, and mechanics that are suggested by Haris (1979: 68-69).

3.6.2. Reliability

Hatch and Farhady (1982: 243) establish that the reliability of a test can be defined as the extent to which a test procedures consistent result when it administered under similar conditions. A test can be considered reliable if the tests have a consistent result. In order to ensure the reliability of scores and to avoid the subjectively of the research, there is inter-rater reliability. Inter-rater

reliability is used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater was researcher and the second was English teacher in SMAN 1 Kotagajah. Before scoring the students' recount text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Haris (1979: 68-69). To measure how reliable the scoring was, this study used *Rank-order Correlation* with the formula:

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Where :

r : Coefficient of rank

d : Difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80000 – 1.0000 : very high reliability
2. 0.60000 – 0.7900 : high reliability
3. 0.40000 – 0.5900 : medium reliability
4. 0.20000 – 0.3900 : low reliability
5. 0.00000 – 0.1900 : very low reliability

Table 3.2. Table Reliability of Teacher's direct feedback

Reliability	Pre test	Post test	Criteria
	0.987542	0.997775	Very high reliability

Based on the table above, it was found that the reliability coefficient of pre test is 0.987542 while the reliability coefficient of post test is 0.997775. According to the standard criteria, both of tests are very high reliability.

Table 3.3. Table Reliability of Teacher's indirect feedback

Reliability	Pre test	Post test	Criteria
	0.983760	0.978643	Very high reliability

Based on the table above, it was found that the reliability coefficient of pre test is 0.983760 while the reliability coefficient of post test is 0.978643. According to the standard criteria, both of tests are very high reliability.

3.7. Research Procedures

There were some procedures that were used to collect the data in this research.

They were as follow:

1) Selecting materials for treatment

In selecting material for treatment, the researcher selected some samples of recount text from English books and internet.

2) Determining the population and selecting sample

The population of this research was the first grade of SMAN 1 Kotagajah. There were twelve classes; the researcher took two classes as the experimental class.

3) Administering the pretest

The pretest was conducted to measure students' preliminary ability before treatment. Here, students in experimental class were assigned to write a recount text. The topic was about holiday and the time allocation was 90 minutes.

4) Conducting the treatment

After giving pretest to the students, the experimental classes were given treatment. One class was given treatment by using teacher's direct and

indirect feedback for other class. Each treatment was conducted in 90 minutes. The treatments were conducted to guide the students to write a recount text in three meetings. After the treatments were given, the posttest was given to the students to evaluate their ability in writing recount text after the implementation of those feedbacks.

5) Administering the posttest

In order to see the improvement of student's writing ability, the posttest was conducted in the experimental class after they were being given the treatment. The test was in form of writing. The students were asked to develop their recount text writing based on the topic of holiday. The posttest was conducted in 90 minutes.

6) Analyzing the test result (pretest and posttest)

After scoring pretest and posttest, the data was analyzed by using SPSS software program. It was used to find out the means of pretest and posttest and how significant the improvement was.

3.8. Data Analysis

The researcher computed students' score in order to find out the students' achievement in writing recount text by using teacher's feedback:

1. Scoring the pretest and posttest and tabulate the result.
2. Finding the mean of pretest and posttest.
3. Drawing conclusion from tabulates result of the test given by comparing the means of pretest and post test.

3.9. Hypothesis Testing

The hypotheses were analyzed using *Paired Sample T-Test* of *Statistical Package for Social Science* (SPSS). The researcher used the level of significance 0.05 in

which the hypothesis was approved if $\text{sign} < p$. it means that the probability of error in the hypothesis was only 5%. The hypotheses were:

1. H_0 : There is no improvement of the students' achievement in writing recount text after the implementation of teacher's direct feedback.
 H_1 : There is an improvement of the students' achievement in writing recount text after the implementation of teacher's direct feedback.
2. H_0 : There is no improvement of the students' achievement in writing recount text after the implementation of teacher's indirect feedback.
 H_1 : There is an improvement of the students' achievement in writing recount text after the implementation of teacher's indirect feedback.
3. H_0 : There is no difference of the students' achievement in writing recount text between students in teacher's direct and indirect feedback classes.
 H_1 : There is a difference of the students' achievement in writing recount text between students in teacher's direct and indirect feedback classes.
4. H_0 : Mechanics is not aspect of writing improved the most after the implementation of teacher's direct and indirect feedback.
 H_1 : Mechanics is the aspect of writing improved the most after the implementation of teacher's direct and indirect feedback.

The criteria are :

1. If the t-value is lower than t-table: H_0 is accepted
2. If the t-value is higher than t-table: H_1 is accepted

Those all that the researcher covers in this chapter, such as, design, population and sample, data collection technique, instrument, scoring criteria, validity and reliability, research procedures, data analysis, and hypotheses testing.

IV. RESULTS AND DISCUSSION

This chapter reports the result of the research which covers the result of students' writing test in term of content, organization, grammar, vocabulary and mechanics. The results are then discussed in the following parts.

4.1. Results

In order to figure out whether the objective of the research can be achieved or not, the result of pre-test and post-test were analyzed in this study. Therefore, this part presents the implementation of treatments, descriptive statistics of students' writing, hypothesis testing and aspects of writing.

4.1.1. The Implementation of Treatments

The research was conducted in order to find out whether teacher's direct and indirect feedback improved students' achievement, the significant difference of students' achievement in writing recount text between students in teacher's direct and indirect feedback classes and the aspect of writing that improve the most after the implementation of these techniques. The researcher conducted the research at the first grade of SMAN 1 Kotagajah from February 6th to 20th 2017. The classes were X MIPA 1 as teacher's direct feedback class and X MIPA 2 as teacher's indirect feedback class which consisted of 30 students for each class.

The first meeting was on February 6th 2017. In this meeting, the pretest was administered for both of classes in order to know the students' basic ability before the treatments. In the next meeting, researcher started by asking the students about

recount text. The researcher found that the students had known about recount text because it had been taught in junior high school. However, some of them forgot about the characteristics of recount text, such as generic structure and language features. Then, the researcher reviewed the generic structure and language features in recount text by providing the example of recount text. Next, the researcher asked the students to write their first draft of recount text about unforgettable experience. They were asked to retell their own experience in written form of recount text which consisted of orientation, event and re-orientation.

After conducting the second meeting, the researcher analyzed the students' writing by attending their problems or mistakes that occurred in their draft. The students did not understand how to express and arrange their idea, used appropriate grammar and vocabulary, and write in right mechanics. It became the reason for the researcher to give the feedback of their mistakes, including direct and indirect feedback.

In the third meeting of teacher's direct feedback class, the researcher reviewed the material and explained about the aspects of writing. Then, the researcher introduces about teacher's direct feedback technique which has been given on their writing. Next, the researcher asked students' to revise their first draft.

While, in the third meeting of teacher's indirect feedback class, the researcher also reviewed the material and explained about the aspects of writing. After that, the researcher introduces about teacher's indirect feedback techniques. The researcher also gave them the copy of correction code adapted from Olsher (1995). The researcher explained one by one meaning of the codes providing with code and asked students to revise their first draft which had been given indirect feedback from teacher.

In the fourth meeting, including teacher's direct and indirect feedback class, the researcher listed the common mistakes in students' writing. The researcher explained and gave the example of the correct form of their errors. Next, the researcher asked the students to revise their second draft based on the correction given.

After three meetings treatment, the researcher administered the post test in order to find out the answer of the research questions. Post test was administered on February 20th 2017. In the post test, the researcher asked the students to make a recount text about holiday.

In the implementation of these techniques, the difference treatment was about giving different feedback on students' writing. For the teacher's direct feedback class, the researcher directly provides the correct form of students' errors. Meanwhile, for the teacher's indirect feedback class, the researcher wrote the codes/ symbol above the students' errors word. It was to indicate their errors and gave them chance to think what the error is and how it should be written.

4.1.2. Descriptive Statistics of Students' Writing

This section showed the improvement of students' achievement after the implementation of teacher's direct and indirect feedbacks and the significant difference students' achievement between these classes.

a. Pre Test of Teacher's Direct Feedback Class

On the first meeting, the pre test was conducted to see the basic quality of students' recount writing performance before receiving the treatment. It was administered on February 6th 2017. The researcher administered the pre test for 90 minutes. The test was a recount text where the students were asked to make a simple composition based on the topic given (about holiday). The researcher scored the students' writing based on the writing aspects and the scoring criteria

by Harris (1979: 68-89). The scores of the writing tested in the pre test of teacher's direct feedback class are presented as follows:

Table.4.1. Distribution of Students' Pre Test Score at Teacher's Direct Feedback

No.	Students' score	Frequency	Percent
1	1 - 20	0	0 %
2	21 - 40	11	37 %
3	41 - 60	12	40 %
4	61 - 80	7	23 %
5	81 - 100	0	0 %
	TOTAL	30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest.DF	30	30,0	72,5	50,833	13,4922
Valid N (listwise)	30				

According to the tables above, the highest score in pre test is 72,5 and the lowest score is 30. It can be seen that there are 11 students who get score 21 – 40 or 37% of the sample. Then, there are 12 students or 40% of the sample who get scores 41 – 60. Next, there are 7 students who get score 61 – 80 or 23%. Meanwhile, the mean score of pre test is 50.83.

b. Pre Test of Teacher's Indirect Feedback Class

Besides the distribution scores of pre test in teacher's direct feedback class, the researcher also analyzed the distribution of the students' scores in teacher's indirect feedback class. The distribution scores of the test could be seen in the following table:

Table.4.2. Distribution of Students' Pre Test Score at Teacher's Indirect Feedback

No.	Students' score	Frequency	Percent
1	1 - 20	0	0 %
2	21 - 40	1	3 %
3	41 - 60	20	67 %
4	61 - 80	9	30 %
5	81 - 100	0	0 %
	TOTAL	30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest.IF	30	37,5	70,0	55,083	8,6723
Valid N (listwise)	30				

According to the tables above, the highest score in pre test is 70 and the lowest score is 37.5. It can be seen that there is only 1 student who get score 21 – 40 or 3% of the sample. Then, there are 20 students or 67% of the sample who get scores 41 – 60. Next, there are 9 students who get score 61 – 80 or 30% of the sample. Meanwhile, the mean score of pre test is 55.08.

c. Post Test of Teacher's Direct Feedback Class

The post test of teacher's direct feedback class was administered on February 20th 2017. The researcher administered the posttest for 90 minutes. The test was a recount text where the students were asked to make a simple composition based on the topic given (about holiday). The researcher scored the students' writing based on the scoring criteria by Harris (1979: 68-89). The following tables showed us the statistical data distribution of students' post test scores in teacher's direct feedback:

Table 4.3. Distribution of Students' Post Test Score in Teacher's Direct Feedback Class

No.	Students' score	Frequency	Percent
1	1 - 20	0	0 %
2	21 - 40	2	7 %
3	41 - 60	15	50 %
4	61 - 80	12	40 %
5	81 - 100	1	3 %
	TOTAL	30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest.DF	30	40,0	90,0	58,917	11,3844
Valid N (listwise)	30				

According to the tables above, the highest score in post test is 92.5 and the lowest score is 40. It can be seen that there are 2 students who get score 21 – 40 or 7%. Then, there are 15 students or 50% of the samples who get score 41 – 60. Next, there are 12 students who get score 61 – 80 or 40% and only 1 student who get score 81 – 100 or only 3% of the samples. Meanwhile, the mean score of pre test is 58.91.

d. Post Test of Teacher’s Indirect Feedback Class

Besides the distribution scores of pre test in each class, the researcher also analyzed the distribution of the final scores of post test. The following tables showed us the statistical data distribution of students’ post test scores.

Table 4.4. Distribution of Students’ Post Test Score in Teacher’s Indirect Feedback Class

No.	Students’ score	Frequency	Percent
1	1 - 20	0	0 %
2	21 - 40	0	0 %
3	41 - 60	15	50 %
4	61 - 80	13	43 %
5	81 - 100	2	7 %
	TOTAL	30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest.IF	30	47,5	87,5	63,667	9,7762
Valid N (listwise)	30				

According to the tables above, the highest score in post test is 87.5 and the lowest score is 47.5. It can be seen that there are 15 students or 50% of the sample who get score 41 – 60. Next, there are 14 students who get score 61 – 80 or 43% and 2 students who get score 81 – 100 or only 7% of the samples. Meanwhile, the mean score of pre test is 63.67.

e. Hypothesis Testing

The function of hypothesis testing is to prove whether the hypothesis proposed by the researcher is accepted or not. The researcher used Paired Sample T-test to test the hypothesis; and this are the result of the tests.

Table.4.5. Difference in Students' Pre Test and Post Test at Teacher's Direct Feedback

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest.DF	50,833	30	13,4922	2,4633
Posttest.DF	58,917	30	11,3844	2,0785

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest.DF - Posttest.DF	-8,0833	6,7493	1,2322	-10,6036	-5,5631	-6.560	29	.000

Based on Table 4.5. above, the students' mean score of pre test is 50.83 which meant that is still low. While, in post test the students' mean score increases up to 58.91. In order to answers the first research question, it can be seen that t-value is 6.560, which the data significant based on t-table is at least 2.045 and $0.00 < 0.05$. It means that the null hypothesis is rejected and the research hypothesis is accepted. It proves that there is an improvement of students' achievement in writing recount text after the implementation of teacher's direct feedback

To see the improvement of students writing from the pretest to posttest in teacher's indirect feedback class, below are the results of the tests:

Table.4.6. Difference in Students' Pre Test and Post Test at Teacher's Indirect Feedback

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	Pretest.IF	55,083	30	8,6723	1,5833
	Posttest.IF	63,667	30	9,7762	1,7849

Paired Samples Test									
	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest.IF - Posttest.IF	-8,5833	6,4888	1,1847	-11,0063	-6,1604	-7.245	29	.000

Based on Table 4.6. above, the students' mean score of pre test is 55.08 which mean that is still slow. While, in post test the students' mean score increases up to 63.66. In order to answer the second research question, it can be seen that t-value is 7.245, which the data significant based on t-table is at least 2.045 and $0.00 < 0.05$. It means that the null hypothesis is rejected and the research hypothesis is accepted. It proves that there is an improvement of students' achievement in writing recount text after the implementation of teacher's indirect feedback.

The table below shows the gain scores of students writing between teacher's direct and indirect feedback class:

Table.4.7. Students' Writing Improvement

Class	Mean of Pre Test	Mean of Post Test	Gain
Teacher's Direct Feedback	50.83	58.91	8.08
Teacher's Indirect Feedback	55.08	63.66	8.58

Table.4.8. Difference in Students' Teacher's Direct and Indirect Feedback

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Gain.DF	52.9550	2	3.00520	2.12500
Gain.IF	61.2850	2	3.35876	2.37500

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Gain.DF - Gain.IF	-8.33000	.35355	.25000	-11.50655	-5.15345	-33.320	1	.019

Based on Table 4.7. the students' pretest and posttest mean scores of teacher's direct feedback class are 50.83 and 58.91. While the mean score of pre test and post test in teacher's indirect feedback class are 55.08 and 63.66. Between those techniques, the technique that improves students' writing recount text the most is teacher's indirect feedback. It can be seen from the gains which are 8.08 for direct feedback and 8.58 for indirect feedback. Furthermore, in order to find out the third research question, there is any significant difference of students' achievement between students in teacher's direct and indirect feedback classes, it can be seen that t-value is 33.320 which the data significant based on t-table is at least 12.706 and $0.019 < 0.05$. Therefore, for the hypothesis, the null hypothesis is rejected and the research hypothesis is accepted. It means that there is a significant difference of students' achievement in writing recount text between students in teacher's direct and indirect feedback classes.

The teacher's direct and indirect feedback are the techniques of teaching writing that improve students' writing through correction or codes which are made by the teacher. The result above also shows that the teacher's indirect feedback technique

is better than the direct feedback. It can be seen from the gain of teacher's indirect feedback which is higher than direct feedback.

4.1.3. Aspects of Writing

This section shows the result of the last research questions. In making a good simple recount text, the researcher used all aspect of writing; content, organization, grammar, vocabulary, and mechanics. The aspect of content refers to the expression of main idea (unity). The aspect of organization is related to the logical organization of the content. The aspect of grammar is related to the correct grammatically in order to express the idea. The aspect of mechanics concerned on the use of graphic conventional of language.

After the researcher conducted the research, the researcher analyzed the data by compared mean score of pretest and mean score of post test score in each aspect of writing. It was administered in order to see the aspect of writing that improve the most after the implementation of teacher's direct and indirect feedback. The results are showed in tables below.

a. Results of Teacher's Direct Feedback Class

1. Content

Content aspect dealt with the substance of the writing and the idea expressed. The result of students' pre test score of content can be seen in the tables below:

Table 4.9. Distribution of Students' Pre Test of Content in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Content	0 - 4	0	0 %
	5 - 9	10	33 %
	10 - 14	14	47 %
	15 - 19	6	20 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	30	5,0	15,0	10,333	3,5800
Valid N (listwise)	30				

The tables show the distribution of students' score of content aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there are 10 students who achieve score 5 – 9 (poor) or 33% of the samples. Then there are 14 students who get score 10 – 14 (fair) of 47% of the samples. Next, there are 6 students or 20% of the samples who get score 15 – 19 (good) in teacher's direct feedback class. Meanwhile, the lowest score is 5 and the highest score is 15. The mean score of the test is 10.33.

The table below showed the result of post test in the aspect of content:

Table 4.10. Distribution of Students' Post Test of Content in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Content	0 - 4	0	0 %
	5 - 9	3	10 %
	10 - 14	13	43 %
	15 - 19	14	47 %
	20 - 24	0	0 %
Total		30	10 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	30	5,0	17,5	12,500	3,0086
Valid N (listwise)	30				

The tables show the distribution of students' score of content aspect in post test of teacher's direct feedback class. Based on the table above, it can be seen that there are 3 students who achieve score 5 – 9 (poor) or 10% of the samples. Then, there

are 13 students who get score 10 – 14 (fair) of 43% of the samples. Next, there are 14 students or 47% of the samples who get score 15 – 19 (good). Meanwhile, the lowest score is 5 and the highest score is 17.5. The mean score of the test is 12.50.

Comparing the main score of the pre test and post test of content on the table above, the result showed that the mean score improved from 10.33 to 12.50. The increasement of this aspect is 2.17.

This is one of the examples of the students' pre test:

School Holiday

Last holiday, I did not any where. At home I to helped my parents. Like the other people, I am sweeping, washing, etc. My holiday time, I was go to at my friend home. We do playing, eating, and any more.

(YAR)

This is one of the examples of students post test:

Holiday

4 years ago, I had study tour. at that moment, we went to spot holiday in Lampung. Such as the Museum Lampung and Mutun beach. This event held after midterm examination test. We must prepared some tools to be brought.

(YAR)

2. Grammar

Grammar aspect dealt with the sentence structure, agreement, and tenses used in the paragraph. The result of students' score of grammar can be seen in the tables below:

Table 4.11. Distribution of Students' Pre test of Grammar in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Grammar	0 - 4	0	0 %
	5 - 9	15	50 %
	10 - 14	15	50 %
	15 - 19	0	0 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	30	5,0	12,5	8,250	2,7189
Valid N (listwise)	30				

The tables show the distribution of students' score of content aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there are 15 students who achieve score 5 – 9 (poor) or 50% of the samples. Then there are 15 students who get score 10 – 14 (fair) of 50% of the samples in teacher's direct feedback. Meanwhile, the lowest score is 5 and the highest score is 12.5. The mean score of the test is 8.25.

The table below showed the result of post test in the aspect of grammar:

Table 4.12. Distribution of Students' Post Test of Grammar in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Grammar	0 - 4	0	0 %
	5 - 9	5	17 %
	10 - 14	22	73 %
	15 - 19	3	10 %
	20 - 24	0	3 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	30	5,0	17,5	10,250	2,5722
Valid N (listwise)	30				

The tables show the distribution of students' score of grammar aspect in post test of teacher's direct feedback class. Based on the table above, it can be seen that there are 5 students who achieve score 5 – 9 (poor) or 17% of the samples. Then, there are 22 students who get score 10 – 14 (fair) of 73% of the samples. Next, there are 3 students or 10% who get score 15 – 19 (good). Meanwhile, the lowest score is 5 and the highest score is 17,5. The mean score of the test is 10.30.

Comparing the main score of the pre test and post test of grammar on the table above, the result showed that the mean score improved from 8.25 to 10.25. The increasement of this aspect is 2.00.

This is one of the examples of students' pre test:

School Holiday

Last holiday, **I did not any where**. At home **I to helped** my parents. Like the other people, **I am sweeping**, washing, etc. My holiday time, **I was go to** at my friend home. **We do playing**, eating, and any more.

(YAR)

This is one of the examples of students post test:

Holiday

4 years ago, I had study tour. at that moment, we went to spot holiday in Lampung. Such as the Museum Lampung and Mutun beach. This event **held** after midterm examination test. We must **prepared** some tools to be brought.

(YAR)

3. Organization

The result of students' score of organization can be seen in the tables below:

Table 4.13. Distribution of Students' Pre Test of Organization in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Organization	0 - 4	0	0 %
	5 - 9	5	17 %
	10 - 14	11	37 %
	15 - 19	14	47 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	30	7,5	15,0	12,083	2,9422
Valid N (listwise)	30				

The tables show the distribution of students' score of organization aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there are 5 students who achieve score 5 – 9 (poor) or 17% of the samples. Then there are 11 students who get score 10 – 14 (fair) of 37% of the samples. Next, there are 14 students or 47% of the samples who get score 15 – 19 (good) in teacher's direct feedback class. Meanwhile, the lowest score is 7.5 and the highest score is 15. The mean score of the test is 12.08.

The table below showed the result of post test in the aspect of organization:

Table 4.14. Distribution of Students' Post Test of Organization in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Organization	0 - 4	0	0 %
	5 - 9	0	0 %
	10 - 14	12	40 %
	15 - 19	16	53 %
	20 - 24	2	7 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	30	10,0	20,0	13,750	2,9906
Valid N (listwise)	30				

The tables show the distribution of students' score of organization aspect in post test of teacher's direct feedback class. Based on the table above, it can be seen that there are 12 students who get score 10 – 14 (fair) of 40% of the samples. Next, there are 16 students or 53% who get score 15 – 19 (good) and 2 students who get score 20-14 (excellent) or 7% of the samples. Meanwhile, the lowest score is 10 and the highest score is 20. The mean score of the test is 13.75.

Comparing the main score of the pre test and post test of organization on the table above, the result showed that the mean score improved from 12.08 to 13.75. The increasement of this aspect is 1.67.

This is one of the examples of students' pre test:

School Holiday

Last holiday, I did not any where. At home I to helped my parents. Like the other people, I am sweeping, washing, etc. My holiday time, I was go to at my friend home. We do playing, eating, and any more.

(YAR)

This is one of the examples of students post test:

Holiday

4 years ago, I had study tour. at that moment, we went to spot holiday in Lampung. Such as the Museum Lampung and Mutun beach. This event held after midterm examination test. We must prepared some tools to be brought.

(YAR)

4. Vocabulary

The result of students' score of vocabulary can be seen in the tables below:

Table 4.15. Distribution of Students' Pre Test of Vocabulary in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Vocabulary	0 - 4	0	0 %
	5 - 9	6	20 %
	10 - 14	19	63 %
	15 - 19	5	17 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	30	7,5	15,0	10,917	2,6655
Valid N (listwise)	30				

The tables show the distribution of students' score of vocabulary aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there are 6 students who achieve score 5 – 9 (poor) or 20% of the samples. Then there are 19 students who get score 10 – 14 (fair) of 63% of the samples. Next, there are 5 students or 17% of the samples who get score 15 – 19 (good) in teacher's direct feedback class. Meanwhile, the lowest score is 7.5 and the highest score is 15. The mean score of the test is 10.92.

The table below showed the result of post test in the aspect of vocabulary:

Table 4.16. Distribution of Students' Post Test of Vocabulary in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Vocabulary	0 - 4	0	0 %
	5 - 9	0	0 %
	10 - 14	21	70 %
	15 - 19	9	30 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	30	10,0	15,0	11,833	2,2680
Valid N (listwise)	30				

The tables show the distribution of students' score of vocabulary aspect in post test of teacher's direct feedback class. Based on the table above, it can be seen that there are 21 students who get score 10 – 14 (fair) of 70% of the samples. Next, there are 9 students or 30% who get score 15 – 19 (good). Meanwhile, the lowest score is 10 and the highest score is 15. The mean score of the test is 11.83.

Comparing the main score of the pre test and post test of vocabulary on the table above, the result showed that the mean score improved from 10.92 to 11.83. The increasement of this aspect is 0.91.

This is one of the examples of students' pre test:

School Holiday

Last holiday, I did not any where. At home I to helped my parents. Like the other people, I am sweeping, washing, etc. My holiday time, I was go to at my friend home. We do playing, eating, and any more.

(YAR)

This is one of the examples of students post test:

Holiday

4 years ago, I had study tour. at that moment, we went to spot holiday in Lampung. Such as the Museum Lampung and Mutun beach. This event held after midterm examination test. We must prepared some tools to be brought.

(YAR)

5. Mechanics

The result of students' score of mechanics can be seen in the tables below:

Table 4.17. Distribution of Students' Pre Test of Mechanics in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Mechanics	0 - 4	0	0 %
	5 - 9	12	40 %
	10 - 14	15	50 %
	15 - 19	3	10 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	30	5,0	15,0	9,167	3,3045
Valid N (listwise)	30				

The tables show the distribution of students' score of mechanics aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there are 12 students who achieve score 5 – 9 (poor) or 40% of the samples. Then

there are 15 students who get score 10 – 14 (fair) of 50% of the samples. Next, there are 3 students or 10% of the samples who get score 15 – 19 (good) in teacher's direct feedback class. Meanwhile, the lowest score is 5 and the highest score is 15. The mean score of the test is 9.17.

The table below showed the result of post test in the aspect of mechanics:

Table 4.18. Distribution of Students' Post Test of Mechanics in Teacher's Direct Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Mechanics	0 - 4	0	0 %
	5 - 9	5	17 %
	10 - 14	22	73 %
	15 - 19	2	7 %
	20 - 24	1	3 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	30	5,0	20,0	10,583	2,9128
Valid N (listwise)	30				

The tables show the distribution of students' score of mechanics aspect in post test of teacher's direct feedback class. Based on the table above, it can be seen that there are 5 students or 17% of the samples who get score 5 – 9. Then, there are 22 students who get score 10 – 14 (fair) of 73% of the samples, Next, there are 2 students or 7% who get score 15 – 19 (good) and only 1 student who get score 20 - 14 (excellent) or 3% of the samples. Meanwhile, the lowest score is 5 and the highest score is 20. The mean score of the test is 10.58.

Comparing the main score of the pre test and post test of mechanics on the table above, the result showed that the mean score improved from 9.17 to 10.58. The increasement of this aspect is 1.41.

This is one of the examples of students' pre test:

School Holiday

Last holiday, I did not any where. At home I to helped my parents. Like the other people, I am sweeping, washing, etc. My holiday time, I was go to at my friend home. We do playing, eating, and any more.

(YAR)

This is one of the examples of students post test:

Holiday

4 years ago, I had study tour. at that moment, we went to spot holiday in Lampung. Such as the Museum Lampung and Mutun beach. This event held after midterm examination test. We must prepared some tools to be brought.

(YAR)

From the explanation above it can be concluded that teacher's direct feedback have given an improvement to students' ability in writing recount text where the highest improvement is on aspect of content (10.33o 12.50).

Beside the distribution score of techniques, the researcher also analyzed the increase of students' writing in each aspect at teacher's direct feedback class. The tables below showed us the statistical data distribution of students' pre test and post test scores.

Table 4.19. The Increase of Students' Writing Recount Text in Each Aspect at Teacher's Direct Feedback Class

Aspect of Writing	Mean Score of Pre test	Mean Score of Post test	Gain
Content	10.33	12.50	2.17
Grammar	8.25	10.25	2.00
Organization	12.08	13.75	1.67
Vocabulary	10.92	11.83	0.91
Mechanics	9.17	10.58	1.41

Based on the table 4.19. above, it can be seen that there are improvement in each aspect of writing after the implementation of teacher's direct feedback in teaching recount text. The data also shows that there is an improvement of students writing in aspect of content. It can be seen from the gain of pre test and post test. The aspect of content has most gain than other aspects. So, it can be said that content is the aspect of writing that give better improvement after implementing teacher's direct feedback in teaching writing recount text.

b. Results of Teacher's Indirect Feedback Class

1. Content

Content aspect dealt with substance of the writing and the idea expressed. The result of students' score of content can be seen in the tables below:

Table 4.20. Distribution of Students' Pre test of Content in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Content	0 - 4	0	0 %
	5 - 9	7	23 %
	10 - 14	8	27 %
	15 - 19	15	50 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	30	5,0	15,0	12,083	3,3530
Valid N (listwise)	30				

The tables show the distribution of students' score of content aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there are 7 students who achieve score 5 – 9 (poor) or 23% of the samples. Then there are 8 students who get score 10 – 14 (fair) of 27% of the samples. Next,

there are 15 students or 50% of the samples who get score 15 – 19 (good) in teacher's indirect feedback class. Meanwhile, the lowest score is 5 and the highest score is 15. The mean score of the test is 12.08.

The table below showed the result of post test in the aspect of content:

Table 4.21. Distribution of Students' Post Test of Content in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Content	0 - 4	0	0 %
	5 - 9	0	0 %
	10 - 14	7	23 %
	15 - 19	21	70 %
	20 - 24	2	7 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	30	10,0	20,0	14,833	2,6207
Valid N (listwise)	30				

The tables show the distribution of students' score of content aspect in post test. Based on the table above, it can be seen that there are 9 students who get score 10 – 14 (fair) of 23% of the samples. Then, there are 21 students or 70% of the samples who get score 15 – 19 (good). The last, there are only 2 students who get score 20 – 24 or 7% of the samples in teacher's indirect feedback class. Meanwhile, the lowest score is 10 and the highest score is 20. The mean score of the test is 14.83.

Comparing the main score of the pre test and post test of content on the table above, the result showed that the mean score improved from 12.08 to 14.80. The increasement of this aspect is 2.72.

This is one of the examples of students' pre test:

My Holiday

My holiday last year is very funny. I went to Surabaya in uncle house. I went to Surabaya with family. We traveled for two days. I saw a lot of amazing thing during the trip. I saw the scene depicting the majesty of God.

When in Surabaya, I lived at the uncle's house. My uncle took the road around the city of Surabaya on Sunday. When viewing the monuments Surabaya it is beautiful. I think Surabaya is a beautiful city.

(AH)

This is one of the examples of students post test:

My Holiday in Dream Castle

Two days ago, I was visited to TMII. TMII was amazing dream castle. TMII was a beautiful place. There we saw the whole Indonesian.

We saw the culture and costume homes in Indonesia. There I played with my brother. We played in the dream castle. We were also the way to the custom house in TMII. We saw clown Doraemon, and my brother took photos with the clown. After that we were continued our journey to waterboom.

(AH)

2. Grammar

The result of students' score of grammar can be seen in the tables below:

Table 4.22. Distribution of Students' Pre Test of Grammar in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Grammar	0 - 4	0	0 %
	5 - 9	3	10 %
	10 - 14	26	87 %
	15 - 19	1	3 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	30	5,0	12,5	9,750	1,2017
Valid N (listwise)	30				

The tables show the distribution of students' score of grammar aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that

there are 3 students who achieve score 5 – 9 (poor) or 10% of the samples. Then there are 26 students who get score 10 – 14 (fair) of 87% of the samples. Next, there is only 1 student or 3% of the samples who get score 15 – 19 (good) in teacher's indirect feedback class. Meanwhile, the lowest score is 5 and the highest score is 12.5. The mean score of the test is 9.75.

The table below showed the result of post test in the aspect of grammar:

Table 4.23. Distribution of Students' Post Test of Grammar in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Grammar	0 - 4	0	0 %
	5 - 9	0	0 %
	10 - 14	26	87 %
	15 - 19	4	13 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	30	10,0	15,0	11,000	1,8099
Valid N (listwise)	30				

The tables show the distribution of students' score of grammar aspect in post test of teacher's indirect feedback class. Based on the table above, it can be seen that there are 26 students who get score 10 – 14 (fair) of 87% of the samples. Next, there are 4 students or 13% who get score 15 – 19 (good). Meanwhile, the lowest score is 10 and the highest score is 15. The mean score of the test is 11.00.

Comparing the main score of the pre test and post test of grammar on the table above, the result showed that the mean score improved from 9.75 to 11.00. The increasement of this aspect is 1.25.

This is one of the examples of students' pre test:

My Holiday

My holiday last year is very funny. I went to Surabaya in uncle house. I went to Surabaya with family. We traveled for two days. I saw a lot of amazing thing during the trip. I saw the scene depicting the majesty of God.

When in Surabaya, I lived at the uncle's house. My uncle took the road around the city of Surabaya on Sunday. When viewing the monuments Surabaya it is beautiful. I think Surabaya is a beautiful city.

(AH)

This is one of the examples of students post test:

My Holiday in Dream Castle

Two days ago, I was visited to TMII. TMII was amazing dream castle. TMII was a beautiful place. There we saw the whole Indonesian.

We saw the culture and costume homes in Indonesia. There I played with my brother. We played in the dream castle. We were also the way to the custom house in TMII. We saw clown Doraemon, and my brother took photos with the clown. After that we were continued our journey to waterboom.

(AH)

3. Organization

The result of students' score of organization can be seen in the tables below:

Table 4.24. Distribution of Students' Pre Test of Organization in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Organization	0 - 4	0	0 %
	5 - 9	1	3 %
	10 - 14	16	54 %
	15 - 19	13	43 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	30	7,5	17,5	12,667	2,5371
Valid N (listwise)	30				

The tables show the distribution of students' score of organization aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there is only 1 student who achieve score 5 – 9 (poor) or 3% of the samples. Then there are 16 students who get score 10 – 14 (fair) of 54% of the samples. Next, there are 13 students or 43% of the samples who get score 15 – 19 (good) in teacher's indirect feedback class. Meanwhile, the lowest score is 7.5 and the highest score is 17.5. The mean score of the test is 12.67.

The table below showed the result of post test in the aspect of organization:

Table 4.25. Distribution of Students' Post Test of Organization in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Organization	0 - 4	0	0 %
	5 - 9	0	0 %
	10 - 14	9	30 %
	15 - 19	20	67 %
	20 - 24	1	3 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	30	10,0	20,0	13,833	2,4330
Valid N (listwise)	30				

The tables show the distribution of students' score of organization aspect in post test of teacher's indirect feedback class. Based on the table above, it can be seen that there are 9 students who get score 10 – 14 (fair) of 30% of the samples. Next, there are 20 students or 67% who get score 15 – 19 (good) and only 1 student who get score 20 - 14 (excellent) or 3% of the samples. Meanwhile, the lowest score is 10 and the highest score is 20. The mean score of the test is 13.83.

Comparing the main score of the pre test and post test of organization on the table above, the result showed that the mean score improved from 12.67 to 13.83. The increasement of this aspect is 1.16.

This is one of the examples of students' pre test:

My Holiday

My holiday last year is very funny. I went to Surabaya in uncle house. I went to Surabaya with family. We traveled for two days. I saw a lot of amazing thing during the trip. I saw the scene depicting the majesty of God.

When in Surabaya, I lived at the uncle's house. My uncle took the road around the city of Surabaya on Sunday. When viewing the monuments Surabaya it is beautiful. I think Surabaya is a beautiful city.

(AH)

This is one of the examples of students post test:

My Holiday in Dream Castle

Two days ago, I was visited to TMII. TMII was amazing dream castle. TMII was a beautiful place. There we saw the whole Indonesian.

We saw the culture and costume homes in Indonesia. There I played with my brother. We played in the dream castle. We were also the way to the custom house in TMII. We saw clown Doraemon, and my brother took photos with the clown. After that we were continued our journey to waterboom.

(AH)

4. Vocabulary

Vocabulary aspect dealt with the degree of accuracy in the selection of word in sentence or paragraph. The result of students' score of vocabulary can be seen in the tables below:

Table 4.26. Distribution of Students' Pre Test of Vocabulary in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Vocabulary	0 - 4	0	0 %
	5 - 9	0	0 %
	10 - 14	26	87 %
	15 - 19	4	13 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	30	10,0	17,5	11,083	2,0430
Valid N (listwise)	30				

The tables show the distribution of students' score of vocabulary aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there are 26 students who get score 10 – 14 (fair) of 87% of the samples. Next, there are 4 students or 13% of the samples who get score 15 – 19 (good) in teacher's indirect feedback class. Meanwhile, the lowest score is 10 and the highest score is 17.5. The mean score of the test is 11.08.

The table below showed the result of post test in the aspect of vocabulary:

Table 4.27. Distribution of Students' Post Test of Vocabulary in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Vocabulary	0 - 4	0	0 %
	5 - 9	1	3 %
	10 - 14	20	67 %
	15 - 19	9	30 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	30	7,5	17,5	11,917	2,5158
Valid N (listwise)	30				

The tables show the distribution of students' score of vocabulary aspect in post test of teacher's indirect feedback class. Based on the table above, it can be seen that there is only 1 student or 3% of the samples who get score 5 – 9. Then, there are 20 students who get score 10 – 14 (fair) of 67% of the samples. Next, there are 9 students or 30% who get score 15 – 19 (good). Meanwhile, the lowest score is 7.5 and the highest score is 17.5. The mean score of the test is 11.92.

Comparing the main score of the pre test and post test of vocabulary on the table above, the result showed that the mean score improved from 11.08 to 11.92. The increasement of this aspect is 0.84.

This is one of the examples of students' pre test:

My Holiday

My holiday last year is very **funny**. I went to Surabaya **in** uncle house. I went to Surabaya with family. We traveled for two days. I saw a lot of amazing thing during the trip. I saw **the scene depicting the majesty of God**.

When in Surabaya, I lived at the uncle's house. My uncle **took the road** around the city of Surabaya on Sunday. When viewing the monuments Surabaya it is beautiful. I think Surabaya is a beautiful city.

(AH)

This is one of the examples of students post test:

My Holiday in Dream Castle

Two days ago, I was visited to TMII. TMII was amazing dream castle. TMII was a beautiful place. There we saw the **whole** Indonesian.

We saw the culture and **costume homes** in Indonesia. There I played with my brother. We played in the dream castle. We were also the way to the **custom house** in TMII. We saw clown Doraemon, and my brother took photos with the clown. After that we were continued our journey to waterboom.

(AH)

5. Mechanics

Mechanics dealt with the conventional devices used to clarify the meaning like punctuation, capitalization, spelling, and paragraphing. The result of students' score of mechanics can be seen in the tables below:

Table 4.28. Distribution of Students' Pre Test of Mechanics in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Mechanics	0 - 4	0	0 %
	5 - 9	14	47 %
	10 - 14	15	50 %
	15 - 19	1	3 %
	20 - 24	0	0 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	30	5,0	15,0	9,333	2,2680
Valid N (listwise)	30				

The tables show the distribution of students' score of mechanics aspect in pre test that was tested using SPSS 16.0. Based on the table above, it can be seen that there are 14 students who achieve score 5 – 9 (poor) or 47% of the samples. Then there are 15 students who get score 10 – 14 (fair) of 50% of the samples. Next, there is only 1 student or 3% of the samples who get score 15 – 19 (good) in teacher's indirect feedback class. Meanwhile, the lowest score is 5 and the highest score is 15. The mean score of the test is 9.33.

The table below showed the result of post test in the aspect of mechanics:

Table 4.29. Distribution of Students' Post Test of Mechanics in Teacher's Indirect Feedback Class

Aspect of Writing	Students' score	Frequency	Percent
Mechanics	0 - 4	0	0 %
	5 - 9	0	0 %
	10 - 14	23	77 %
	15 - 19	6	20 %
	20 - 24	1	3 %
Total		30	100 %

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	30	10,0	20,0	12,083	2,7919
Valid N (listwise)	30				

The tables show the distribution of students' score of mechanics aspect in post test of teacher's indirect feedback class. Based on the table above, it can be seen that there are 23 students who get score 10 – 14 (fair) of 77% of the samples, Next, there are 6 students or 20% who get score 15 – 19 (good) and only 1 student who get score 20 - 14 (excellent) or 3% of the samples. Meanwhile, the lowest score is 10 and the highest score is 20. The mean score of the test is 12.08.

Comparing the main score of the pre test and post test of mechanics on the table above, the result showed that the mean score improved from 9.33 to 12.08. The increasement of this aspect is 2.75.

This is one of the examples of students' pre test:

My Holiday

My holiday last year is very funny. I went to Surabaya in uncle house. I went to Surabaya with family. We traveled for two days. I saw a lot of amazing thing during the trip. I saw the scene depicting the majesty of God.

When in Surabaya, I lived at the uncle's house. My uncle took the road around the city of Surabaya on Sunday. When viewing the monuments Surabaya it is beautiful. I think Surabaya is a beautiful city.

(AH)

This is one of the examples of students post test:

My Holiday in Dream Castle

Two days ago, I was visited to TMII. TMII was amazing dream castle. TMII was a beautiful place. There we saw the whole Indonesian.

We saw the culture and costume homes in Indonesia. There I played with my brother. We played in the dream castle. We were also the way to the custom house in TMII. We saw clown Doraemon, and my brother took photos with the clown. After that we were continued our journey to waterboom.

(AH)

From the explanation above it can be concluded that teacher's indirect feedback have given an improvement to students' ability in writing recount text where the highest improvement is on aspect of mechanics (9.33 to 12.08).

Beside the distribution score of techniques, the researcher also analyzed the increase of students' writing in each aspect at teacher's indirect feedback class. The tables below showed us the statistical data distribution of students' pre test and post test scores.

Table 4.30. the Increase of Students' Writing Recount Text in Each Aspect at Teacher's Indirect Feedback Class

Aspect of Writing	Mean Score of Pre test	Mean Score of Post test	Gain
Content	12.08	14.80	2.72
Grammar	9.75	11.00	1.25
Organization	12.67	13.83	1.16
Vocabulary	11.08	11.92	0.84
Mechanics	9.33	12.08	2,75

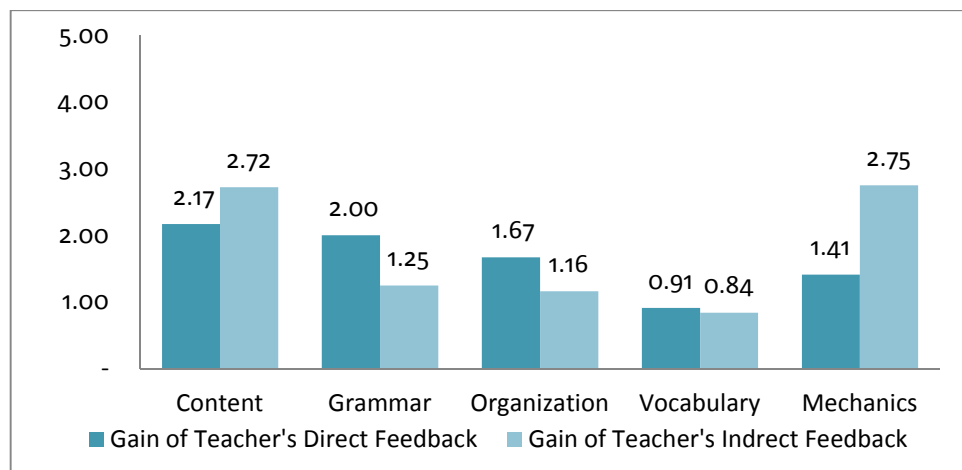
Based on the table 4.30. above, it can be seen that there are improvement in each aspect of writing after the implementation of teacher's indirect feedback in teaching recount text. The data also shows that there is an improvement of students writing in aspect of mechanics. It can be seen from the gain of pre test and post test. The aspect of mechanics has most gain than other aspects. So, it can be said that mechanics is the aspect of writing that give better improvement after implementing teacher's direct feedback in teaching writing recount text.

Besides, the improvement of students' writing in each aspect, there is also shown the differences gain of students' score in each aspect between teacher's direct and indirect feedback. It could be seen in table below:

Table 4.31. The Difference Scores of Students' Writing Recount Text in Each Aspect between Teacher's Direct and Indirect Feedback Class

Aspect of Writing	Gain Score of Teacher's Direct Feedback	Gain Score of Teacher's Indirect Feedback	The Difference Gain
Content	2.17	2.72	0.55
Grammar	2.00	1.25	- 0.75
Organization	1.67	1.16	- 0.51
Vocabulary	0.91	0.84	- 0.07
Mechanics	1.41	2.75	1.34

The differences gain in students' writing recount text of each aspect at teacher's direct and indirect feedback could be seen in the figure presented below:



Referring to the tables above, it can be concluded that mechanics is aspect of writing which improved the most between teacher's direct and indirect feedback classes. It can be seen from the gain of both techniques. The aspect of mechanics has most gain than other aspects (1.34). So, it can be said that mechanics is the aspect of writing that gives better improvement after the implementing of teacher's direct and indirect feedback in teaching writing recount text. Mechanics is aspect of writing which refers to the usage of appropriate mechanism; punctuation, capitalization, spelling, etc.

4.2. Discussion

The result of this research shows that teacher's direct and indirect feedback techniques are effective to improve students writing recount text. This finding also confirmed the result of the research conducted by Santi (2007) that the implementations of teacher's feedbacks give positive impact in improving students writing. She adds that these techniques increase each aspect of writing; content, organization, vocabulary, language use and mechanics. Most of students considered that the teacher as the only feedback source has highly valued than other sources because they have confidence in the teacher's knowledge and skill in English. In addition, Chandler (2003) proved that correction feedback to be a way of improving the accuracy of L2 students' writing. When offering comments on the students' compositions, it means that teacher leads them to have a better writing, since it makes the students aware of the errors and mistakes they have done.

The next finding shows that there is a difference of students' achievement in writing recount text between students in teacher's direct and indirect feedback classes. It caused, after the implementation of these techniques, the students' have difference ability based on the technique to be implemented. Besides, the students

who are given errors feedback from the teacher will have greater confidence to revise their errors and the next writing. Moreover, the students given treatment with teacher's indirect feedback performed better than direct one. This result confirmed the previous study that had been done by Jamalinesari et al (2015). It shows that students' who received teacher's indirect feedback performed better than those received direct feedback. Since in this type of feedback, the students' try to find the codes and rewrite the correct sentences, this makes them reflect more on their writing and consequently retain their grammatical knowledge (Ellis', 2003). That is the reason why indirect feedback students decrease their number of errors during the treatment and finally they gain better result compared to the direct feedback. Moreover, it contributes more likely to long-term learning since it induces deeper internal processing (Ferris, 2003).

In other case, in teacher's direct feedback, the students' only revise their writing based on the feedback given by the teacher. It shows them what is wrong and how it should be written, but it is clear that it leaves no work for them to do and also the chance for them to think what the errors are (Elshirbini and Elashri, 2013). By giving this feedback, the students' should not to confuse in understanding their errors. In additional, teacher's direct feedback leads students to greater accuracy in text revision. More explicit type of teacher's feedback on students' composition resulted in successful self-correction of their grammatical errors (Makino, 1993).

Regarding to the aspects of writing, the aspects of writing that improve the most are content in teacher's direct feedback class and mechanics in teacher's indirect feedback class. But, aspect of mechanics is the aspect of writing that gives better improvement after the implementing of both techniques. This finding support the result of the research by Bulut and Erel (2007) which showed that teacher's direct and indirect coded feedbacks had made some improvements in students writing

accuracy, including the aspect mechanics (punctuation, spelling and capitalization). In the result of this finding show that teacher's direct and indirect coded feedbacks improve students' accuracy especially in teacher's indirect feedback class which the aspects of writing that improve the most is mechanics. In additional, a study conducted by Pramana (2015) also found that mechanics is aspect of writing improved the most after the implementation of teacher's indirect feedback. In other words, mechanics is aspect of writing which is easier to physically see and memorize by students than other aspects. It caused this aspect only concerned on the use of correct spelling and capitalization, the use of punctuation marks, and also to write them in good paragraphs.

Finally, according to the explanation above, it can be concluded that there is a difference of students' achievement in writing recount text between students in teacher' direct and indirect feedback classes. Both of these techniques can improve students' writing ability in each aspects of writing; content, grammar, organization, vocabulary, and mechanics. But, teacher's indirect feedback gives better gain for students' writing than direct feedback. Meanwhile, the aspects of writing that improve the most between teacher's direct and indirect feedbacks is mechanics.

V. CONCLUSION AND SUGGESTIONS

The last chapter consists of the conclusions and suggestions. It presents the conclusions of the research and suggestions for English teachers and for those who want to conduct similar research.

5.1. Conclusion

The objectives of this research are to find out whether there is any improvement of the students' achievement after the implementation of teacher's direct and indirect feedbacks, the difference of students' writing achievement between students in teacher's direct and indirect feedback classes and the aspects of writing improve the most after the implementation of these techniques. In relation to results of the study, it can be concluded that:

1. There is an improvement in students' achievement after the implementation of teacher's direct feedback technique. In this technique, the students' are given clear correction about their errors. Direct feedback is best for producing accurate revision. And students prefer it because it is the fastest and easiest way to revise their writing.
2. There is an improvement in students' achievement after the implementation of teacher's indirect feedback technique. When students' are given this kind feedback, they are required to think harder in order to interpret the codes or symbols given and find the correct answers for their errors. That is the reason why this kind feedback improves students' scores in posttest.
3. There is a significant difference of students' achievement in writing recount text between students in teacher's direct and indirect feedback classes.

Therefore, teacher's indirect feedback improved students' writing better than direct feedback, since teacher's indirect feedback gives students opportunity to fix their errors themselves. In the other word, teacher's indirect feedback is suitable techniques to be applied in revising stage of teaching writing.

4. The aspects of writing that improve the most after the implementation of teacher's direct and indirect feedback techniques is mechanics. From the result, we know that both of teacher's direct and indirect feedbacks increase all of the aspects of writing. The aspects of writing that improve the most are content in teacher's direct feedback class and mechanics in teacher's indirect feedback class. But, aspect of mechanics is the aspect of writing that gives better improvement after the implementing of these techniques. It means that the students are able to solve the problem by themselves in capitalization, punctuation, spelling, and paragraphing.

5.2. Suggestions

In reference with the conclusions above, the writer gives some suggestions as follow:

1. Suggestions for English Teachers

- a. English teachers are suggested to use different theme in every revision stage in the implementation of these technique. It cause, most of students felt bored to revise their draft for three times with the same theme.
- b. English teachers may start using teacher's direct and indirect feedbacks by focusing on certain aspect of writing they want to increase to optimize the students' writing skill.

2. Suggestions for Further Research

- a. The result of this study showed that the aspect of mechanics improved the most after the implementation of these techniques for 3 weeks.

Therefore, the further research can try to find out the aspect of writing improve the most in longer time. It is in order to prove whether the time is a factor or not for this result.

- b. Since in this study the researcher only used 17 correction codes, the further researcher are suggested to add and use more codes as much as possible.

These all some conclusions of the research and suggestions addressed for English teachers and for those who want to conduct the similar research.

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