

**THE EFFECT OF WRITTEN FEEDBACK TOWARDS STUDENTS'
WRITING AT GRADE XI SMA N 1 PUNDONG AT THE SECOND
SEMESTER IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment
of the Degree of *Sarjana Pendidikan* in English Language Education**



Written by:

Restu Andinawati

06202244007

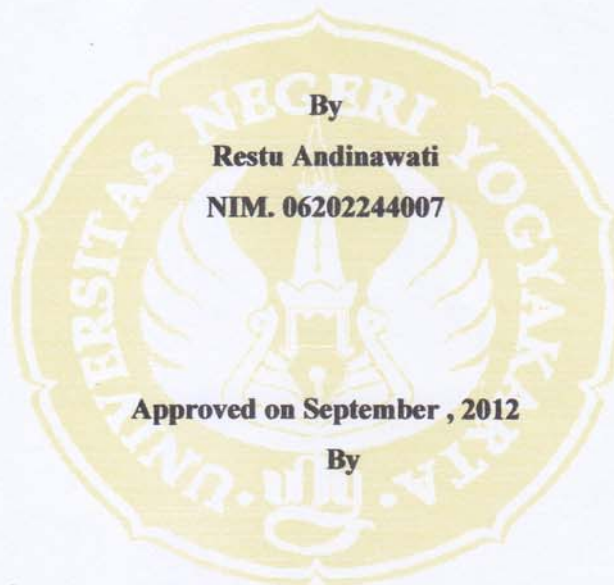
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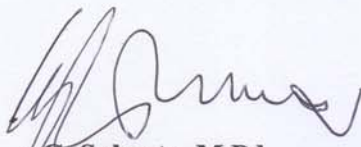
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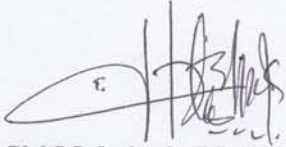
A THESIS



First consultant,


G. Suharto, M.Pd
NIP. 19680407 199412 1 001

Second consultant,


Siti Mahripah, M.App.Ling
NIP. 19741205 200312 2 001

RATIFICATION SHEET

THE EFFECT OF WRITTEN FEEDBACK TOWARDS STUDENTS' WRITING AT GRADE XI SMA N 1 PUNDONG AT THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2011/2012

Accepted by the Board of Examiners of the Faculty of Languages and Arts, State University of Yogyakarta, on September, 2012 and declared to have fulfilled the requirements for the attainment of the Degree of *Sarjana Pendidikan* in English Language Education.

Board of Examiner

Chairman

Drs. Samsul Maarif, M.A

Secretary

Siti Mahripah, M. App. Ling.

First Examiner

Dr. Agus Widyantoro

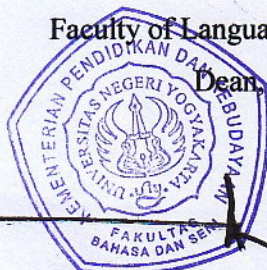
Second Examiner

G. Suharto, M.Pd

Yogyakarta, September 2012

Faculty of Languages and ArtS

Dean



Prof.Dr.Zamzani, M.Pd.

NIP. 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini saya:

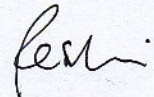
Nama : Restu Andinawati
NIM : 06202244007
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni, Universitas Negeri Yogyakarta
Judul Karya Ilmiah : *The Effect of Written Feedback toward Students' Writing at Grade XI SMA N 1 Pundong at the Second Semester in the Academic Year of 2011/2012*

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Apabila ternyata pernyataan ini tidak sesuai dengan kenyataan yang sebenarnya, hal tersebut sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, September 2012

Peneliti,



Restu Andinawati

DEDICATIONS

I dedicate my thesis to:

- my beloved parents

*“Jazakumullahu khoir for spriritual and material support, endless love
and patience”.*

- my dearest brother, mas Roni and his wife, Mba Eta
- my dearest sister, Ayang
- my lovely nephew, Raafi
- all my friends and those who love me
- and you, yes you, who’s now reading this thesis

Mottos

- ❖ *“La haula wala quwata illa billah”*
(There is neither might nor power except with Allah)

- ❖ “A busy life makes prayers harder, but prayers make a hard and busy life easier. Therefore keep on praying & life will become easier”.

- ❖ Saya tidak boleh putus asa, sebab Allah akan menolong saya

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Finally, I realize that this thesis is still far for being perfect. Therefore, criticism and correction are welcome.

The writer

Restu Andinawati

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**THE EFFECT OF WRITTEN FEEDBACK TOWARDS STUDENTS’
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Restu Andinawati

06202244007

Abstract

This research primarily aims at finding out whether there is a significant difference on students’ writing skills between those who are taught using written feedback treatment and those who are taught without using it. In addition, it also tries to give description concerning the writing skills of those two students – groups.

This research was quasi-experimental research with a pretest-posttest design. There were two groups in this research, experiment and control. The population of this study included all of the students in grade XI in SMA N 1 Pundong and the sample of the research covered the students of XI IPA 1 as the experiment group and XI IPA 2 as the control group. They consisted of 47 students, 24 students were from XI IPA 1 and 23 students were from XI IPA 2. The data were in the forms of pretest and posttest results. The pretest was given to both groups before the treatment, and the posttest was distributed to them after. During the research, the students of the experimental class were taught using written feedback, while the students of the control class were taught using traditional teaching method. The data obtained from this research was analyzed using ANCOVA test.

The result of this research shows that the level of significance is lower than the significance value, i.e. $0.000 < 0.05$. It means that there is significance different in students’ writing ability between the students taught using written feedback and those taught without using it. In addition, the adjusted mean of the experimental class is higher than that of the control class, i.e. $15.674 > 12.209$. It indicates that written feedback has a significant effect on the students’ achievement.

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing plays an important role for people to express and share their ideas about the development of knowledge, science, technology or art to others around the world. For many cases, writing is needed. Much information such as journals, news, articles, theses, reports, etc, is in the form of written language.

Despite the significance of writing, it is commonly known that second language learners need a long process until finally they can produce a qualified written product. Learners need to follow some steps to make a good written product; those are planning, drafting, editing, and final version. This is supported by Bell and Burnaby (cited in Nunan 1989: 36) who stated that writing is an extremely complex cognitive activity, in which the learners need cognitive strategies involving the identification, retention, and retrieval of language elements.

Writing is considered to be the most difficult productive skill by the great majority of English language learners because this skill requires them not only to master the English language system but also to analyze the intervening of the different sources of the language system. Learners who have poor reading habit

and less language learning strategies often have difficulties in fulfilling above requirements. As a result, students usually create unacceptable written works.

Brown (2000: 336) stated that writing is indeed a thinking process. Writing is not just a product; it is a process as well. There must be some process to make a good written product. One of the ways to improve writing ability is increasing writing activities. Such process will help learners to produce a text in regard to content, organization, vocabulary use, and mechanical considerations such as spelling and punctuation appropriately.

According to *Permendiknas no.22 tahun 2006 and Permendiknas no.23 tahun 2006*, the aim of the English teaching and learning in Indonesia is to enable the learners to communicate adequately through written and spoken form in order to face the development of science and technology in the global era. This shows that writing should be mastered by the second language learners because it will be important for their future. In accordance to the regulation above, it is therefore stated that the scope of English learning in senior high schools is that learners can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative, and recount, news item, reports, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text (*Depdiknas 2006*).

Although the learners only required creating a short simple text, in fact many of them find it difficult to accomplish. This is due to some writing problems. First, it concerns with generating ideas, and how to transfer these ideas

into readable written product. Second, learners also make some errors in their writing. Errors in writing can be in the aspects of grammar, vocabulary, mechanics and organization. These aspects still have error categories. The error aspects of grammar can be classified into articles, conjunctions, prepositions, pronouns, singular or plural, subjects and verbs, and verb tenses. The error aspects of vocabulary can be in the form of spelling and diction. The error aspects of mechanics can be categorized into capitalization and punctuation. Meanwhile, the error aspects of organization can be in the form of irregularity and irrelevance. Third, learners have low motivation and cannot find their own strategy in learning English, especially in writing.

These various factors of poor writing basically come from the different sources of language system. The concept of the mother tongue .i.e. Indonesia is mostly influential the language learners because English is considered to be a foreign language in Indonesia. This condition has affected the teaching and learning process of English and to some extent poses to learners' literally problem. Many learners' writing are infact, essentially translated from Indonesian into English. That is why the teaching-learning of writing should not be neglected although the oral language is sometimes more demanded in the teaching and learning process in order to deal with certain circumstance.

Based on the fact of English teaching and learning above, the researcher tries to find out an alternative solution to improve the result of learners' writing. Written feedback can be used as a technique to teach writing to the students. Written feedback is designed to influence, reinforce, or change behavior, concepts

or attitudes. Written feedback has relationship with learning in which it gives opportunities for both teachers and learners to improve the motivation and behavior in teaching and learning. In this case, written feedback gives a great influence in the assessment process as it becomes an important aspect in increasing students' achievement. Hopefully, this technique would be able to improve students' writing ability as well.

B. Identification of the Problem

There are some factors that influence students' writing skill which include problems related to the teacher, the students, and the process. Each is presented as follows:

1. Teachers

Teachers have a great duty in the teaching and learning process. Even successful learning depends on the teachers. They have to present knowledge that is meaningful and acceptable for learners. However, there might be some problems in the classroom. First, the teachers cannot engage and motivate the learners to write in English appropriately, whereas the teachers have significant roles in the success of a teaching and learning process. They have a duty to plan and carry out the teaching and learning process, assess the result of the teaching and learning process, give some guidance, and give instruction. They are also responsible for the transfer of knowledge, skills, and values to the learners.

The second problem is the way the teachers deliver the materials to the learners. The teachers have to work professionally in providing and presenting the materials to the learners. Those materials have an important effect in a successful writing teaching and learning. The content of the material given should be suitable to the learners' need. The materials should help to organize teaching and learning process that will guide the teachers to teach the students so that the aim of learning can be achieved.

The third problem is the teachers still use inappropriate method and technique in teaching writing. As a result, the students cannot produce written products correctly, whereas choosing the appropriate methods and techniques are very important for the teachers. Both methods and techniques are significant in helping students to achieve the aim of teaching and learning of writing. In this case, methods and techniques are needed to guide the teacher to teach in a correct way.

2. Learners

Senior high school students can be categorized as teenagers. They have their own strength, weaknesses, feeling, attitude, hope, belief, aspiration, values and needs. It is widely accepted that one of the key issues in teenagers is the search of individual identity. However, teenagers, if they are engaged, will have a great capacity to learn and have a great potential. Dealing with the learners' characteristics, sometimes it is difficult to link language teaching and their everyday life. One of the problems that might be faced in the teaching and

learning process is that the teachers fail to build bridges between what they want and have to teach and what they their learners' worlds of thought and experience for creativity and a passionate commitment to things which interest them. In fact, this condition will make the students have low motivation and also have less learning strategies. Those two aspects also influence the students' interest in learning English. As a result, their writing ability, as the most difficult productive language skill, is poor.

Still related to the learners, generally, there are three levels of language learners, namely, beginner, intermediate, and advanced. Those levels that they pass also have different difficulties. However, every learner in each level still needs guidance in order to be a successful learner. Besides, English proficiency also influences the student's ability in learning language. Learners who have low proficiency in learning language need much guidance and help from the teachers than those who have high proficiency in English. In fact, compared to the learners with high proficiency and knowledge, those who have low proficiency in English learn slower and are more passive during teaching and learning.

3. Process

In English teaching and learning, the process is also important as it refers globally to how people perceive, filter, store and recall information to the series of teaching and learning activities. It involves what is done by both teachers and students in the classroom. The process also provides stimulus and response connection between teachers and learners. In addition, an English classroom

commonly consists of many learners in which they are more or less homogeneous in term of proficiency. Whereas every student has a wide variety of abilities, this less than ideal situation often leads to the use of methodology which does not promote optimal learning. A common problem in the ESL classroom is there is a familiar situation when the students are dominantly passive because the interaction in the classroom is dominated by the teacher; the learners mainly respond to the teachers' initiatives. Another problem is that the learners do monotonous activities at the same time and in the same way. This condition is not helpful for the learners in enjoying the learning process in the classroom, including for writing activities.

In teaching writing, teachers need to encourage learners to develop their creativity because learners have ability to use abstract and teal thought that must be responded by teacher. Moreover, it is really important for the teacher to create the best atmosphere in teaching learning process because it supports learners to be brave and wise. Therefore, by searching and studying the problems, teacher can find other strategy to overcome the problems and do innovation and renovation in a sense of getting an appropriate teaching materials, media and techniques. As a solution written feedback may be useful to in providing the information for the learners' problem in writing.

C. Delimitation of the Problem

Based on the background of the study and the identification of the problem, there are some factors that can influence the students' writing skill.

Therefore, the delimitation of the problem is needed to have a focused discussion. Then, the study was focused on the teaching technique. In addition, the researcher only investigates the effect of written feedback in improving students' writing competence. Written feedback encompasses not only correcting students' writing, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise.

D. Formulation of the Problem

1. What is the writing skill of the students that is developed using written feedback like?
2. What is the writing skill of the students that is developed without written using feedback like?
3. Is there any significant difference of writing skills between students that is treated using written feedback and those without using it?

E. Objectives of the Study

1. To describe students' writing skill that is developed using written feedback.
2. To describe students' writing skill that is developed without using written feedback.
3. To find out whether there is a significant difference of students' writing skills between who are taught by using written feedback treatment and those who are taught without using it.

F. Significance of the Study

It is hoped that the results of this research can become an input for some parties;

1. For the students of SMAN 1 Pundong; this study would be an effort to improve their ability in English writing.
2. For English teachers in SMAN 1 Pundong; the findings of this study hopefully become a source of information about the ways to improve the students' writing ability.
3. For English education students of Yogyakarta State University; the findings of this study hopefully become one of the noticeable important source to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning processes, specifically in teaching writing skills.
4. For other researchers; these findings can be a reference for them to conduct similar research studies to improve writing teaching-learning process in senior high schools in general.

G. Operational Definition

To establish similar understanding throughout this thesis, therefore it will be explained some operational definitions as follows.

1. Feedback can be defined as one of the important methods in helping the learners to improve their writing ability. Feedback can be done by not only

correcting learners' writing but also offering them an assessment of how well they done the writing.

2. Written feedback is written teacher responses provided by the teacher to the students when a piece of work is assessed.
3. Writing is a productive language skill of thinking, organizing, and revising a written text that involves many aspects, such as content, organization, language use, mechanics, and vocabulary.

CHAPTER II

THEORITICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Writing

a. Definitions of writing

Writing is the nature of the composing process of writing. Brown (2001: 335) stated that written products are often the result of thinking, drafting, and revising procedures that require specialized skills. Brown also stated that the nature of writing has produced writing pedagogy that focuses learners on how to generate ideas, how to organize the coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Brown (2001: 336) also stated that “writing is indeed a thinking process in which the learners have to figure out what they want to write, make a plan, use an outline, and begin writing. The learners also experience with the developmental process such as when they start writing at the very beginning till their written production is being revised and edited.

Another definition of writing is stated by Richards and Renandya (2002: 309). They stated that written language is not just grammar practice. According to them, writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

White and Arndt in Harmer (2001: 258) stated that writing is a set of recursive stages which include: drafting, structuring (ordering information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across you want to get across), and generating ideas and evaluation (assessing the draft and/or subsequent drafts). Meanwhile, Nunan (1991) stated “written language is complex at the level of clause”. The complexity points to the lexical density of written text (something that makes writing seem more complex). Lexical density refers to the number of lexical or content words per clause. For instance, the syntax of written language contains more lexical items such as nouns, adjectives, verbs and adverbs in a sentence.

Furthermore, Nunan also stated that “written language as decontextualised”. In communicating a message the writers are usually distant in time and place(s) from the person with whom they wish to communicate. Therefore they have to make inferences about the relevant knowledge, and decide what to include and what to omit from their texts so that the message of text can be understood by the readers. Written language is different from the oral language. It contains letters to represent sounds, punctuation and various font

styles to represent intonation, stress and pitch. The sections or new ideas are represented in written language with headings, paragraphs and words to show the sequence of ideas, for example first, second, last and summary.

Another definition of writing is stated by Nation (2009: 113). Writing is an activity that can be used to help the learners to support and to prepare the work of the other English skills such as listening, reading and speaking. It means that it is possible for the learners to use the words receptively and provides them back productively. Every skill is linking with others. Therefore, writing will look easier if the learners learn from a strong knowledge base.

Schunk (2009: 424) adds the definition of writing is translating ideas into linguistics symbol in the form of printing. According to Schunk, writing involves the conceptualized stage models, they are plan, organize and revise. In writing, writers should use four types of knowledge: topical (generating and organizing ideas), audiences (what the writer thinks reader know and want to hear), genres, and language.

The definitions above show that writing is a productive language skill of thinking, organizing, and revising a written text that involves many aspects: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

b. Stages in Writing

In reality, the writing process is a more complex activity than other skill: reading, listening and speaking. According to Harmer (2004: 4), writing process is the stage for a writer to go through in order to produce something in written forms. The process of writing might be influenced by the content of the writing, the type of the writing, and the medium it is written in. Harmer (2004: 4) also suggested four main elements in the writing process. They are:

1. Planning

At this stage the learners plan what they are going to write. They have to decide the issues through brainstorming or questioning. This will help the learners to organize the next steps of writing. When planning, learners should think three main of important issues of writing; purpose, audience, and content structure – that is how best to sequences the facts, ideas, or arguments which they have decided to include.

2. Drafting

In the second stage, the learners have to gather the ideas and write them down into papers or it is usually called as drafting. Drafting is not only done at the second stage, but also it can continue into editing until the final version.

3. Editing (reflecting and revising)

Editing is functionally used to see whether the draft works appropriately or not. Perhaps the learners make dissatisfied drafting therefore it may pushes them

to create unclear information, write an ambiguous or confusing written form, move the paragraph around or write a new introduction, or use the different form of words for a particular sentence.

Reflecting and revising that is done by the teachers is not merely about individual words or grammatical accuracy but they can be in the form of comments and suggestions. In fact, this kind of reaction to a piece of writing will help the learners to make appropriate revisions.

4. Final version

Once learners have followed the previous steps such as editing their draft and making the changes they consider necessary, they can produce the final version of their writing. In other words, the final version is the last product of the written form that had been evaluated and revised by the teachers. Therefore it is possible that there will be differences between the original plan/the first draft and the real written product, because things may change in the editing process. Next, the learners are now ready to send the written text to the audiences.

Moreover, Richards and Renandya (2002: 316) stated that the process of writing as a classroom activity combines the four basic writing stages; they are planning, drafting (writing), revising (redrafting) and editing. They also combine three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing.

In addition, Sorenson (2010: 3) stated that good writing is begun from process. To achieve this degree of being good at writing, Sorenson assumes four broad steps in writing. They are:

1. Prewriting: this stage refers to the thing that people do to get ready to write. It can be done through helpful hints to suggest how to think, how to plan, how to make choices. In this stage people can write freely.
2. Writing: at this stage people should write with details about how to use the building blocks of good writing: good sentences, good paragraph, and good multi-paragraph papers.
3. Revising: help people to revise parts of their writing, such as: polishing the paper, improving content, improving structure, improving emphasis, and improving continuity.
4. Proofreading: this stage will show people how to eliminate those bothersome mechanical errors.

The process above shows that writing steps consist of the process of planning or brainstorming of the ideas, drafting the detailed ideas into lists/notes, editing the first written product in order to make appropriate revisions and producing a final version – in which the writer can present the text that had been revised and evaluated to the readers.

c. Teachers' Roles in Teaching Writing

The teachers have a great role in giving their appreciation to the students' writing. The students should develop their own ideas; offer their own critical

analysis and their own 'voice'. But for all aspects the students cannot stand by themselves without a response from the teachers. As stated in Harmer (2001: 261-262), there are important roles of teachers, particularly toward students' writing, as follows:

a. Teacher as a motivator

One of the teacher roles in teaching writing is to motivate the students through some ways: creating the right conditions for the generation of ideas, persuading them for doing useful activities, and encouraging them to make as much effort as possible for maximum benefit.

b. Teacher as a resource

Teacher as resource should be ready to supply information and language when they are needed by the students. Teachers have to show their awareness to the students. Availability and preparedness to look for the students' work are much needed. At this role, the teachers must be able to monitor the progresses, offer advice and suggestions in a constructive and provide tactful way to the students.

c. Teacher as a feedback provider

Giving feedback on writing tasks demands the special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on students' need at the particular stage of their studies, and on the tasks they have undertaken.

Meanwhile, Turbill and Bean (2006) explain the roles of the teacher in four basic beliefs that link the teachers and their classroom practice. They are:

1. Basic belief 1: writing is a language act

The roles are:

- a. Giving students time for talking and listening before, during, and after writing.
- b. Taking every opportunity to make links between reading and writing.
- c. Supporting a developing awareness of the social nature of writing, in particular the notion that writing is a form of communication.
- d. Providing opportunities for students to share the sources of their inspirations for their writing.
- e. Providing students with opportunities to develop content knowledge for their writing (building the field).

2. Basic belief 2: writing is worth learning

The roles are:

- a. Giving students opportunity to write every day in a supportive, risk-free environment.
- b. Responding to students' writing explicitly through sharing and meaningful feedback.
- c. Providing the appropriate scaffold to ensure success and to boost students' confidence in themselves as writers.

- d. Providing many opportunities for students to reflect on their writing and to share their writing with peers.
3. Basic belief 3: writers need to understand the role of audiences and purpose.

The roles are:

- a. Reading aloud to students (at all grade levels) as often as possible.
When appropriate, teachers discuss the author's perceived purpose for writing and its intended audience.
 - b. Engaging students in a range of writing tasks that demand a response such a letter writing or writing via email.
 - c. Involving students in "author's circles" or "helping circles", where they receive an oral response to their writing from their peers and teacher.
 - d. Always giving students opportunities to talk about the purpose and the audience for their writing before they begin writing.
 - e. Making appropriate models of various genres readily available in the classroom.
4. Basic belief 4: writers need to understand the writing process

The roles are:

- a. Modeling regularly all aspects of their writing process in an explicit and systematic manner.
- b. Reminding students regularly of the process of writing.

- c. Explicitly teaching and modeling editing and proofreading strategies.
- d. Explicitly teaching and modeling spelling strategies.

d. Types of Classroom Writing Performance

There are many types of writing performance. Brown (2001: 220) splits writing performance into four categories that capture the range of written production.

The first is imitative. In order to produce written language, students have to reach the fundamental skill, involving basic tasks of writing letters, words, punctuations, and very brief sentences.

The second is intensive (controlled). It is a level in which the learners begin to produce vocabulary appropriately within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

The third is responsive. It is in which the assessment tasks require learners to perform at the discourse level, to connect sentences into a paragraph, and to create a logically connected sequence of two or three paragraphs.

The fourth is extensive. It implies a successful management of all processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or a thesis.

2. Teaching Writing at Senior High Schools

a. Teaching Writing in School-Based Curriculum

Indonesia government had tried to change the curriculum many times. At the previous, the government applied grammar knowledge in reading and translation. Therefore, almost English teachers implemented the grammar translation method in their teaching to meet the expectation of the national curriculum. As the impact, the students were less proficiency to use English as means of communication. The old national curriculum did not provide the communicative competence for the students. Therefore, the government did the reformation in the English education that was named as curriculum 2004. Then the curriculum 2004 was revised in 2006. Now, the Indonesia government applies the curriculum 2006 which is more popular as *Kurikulum Tingkat Satuan Pendidikan* (KTSP).

According to Mulyasa (2006: 12) KTSP is an operational curriculum that is arranged, developed and implemented by each school that is ready and able to develop it. The aim of the learning process according to KTSP is to achieve students' communicative competence in which students are expected to be able to master five competencies. Those are linguistic competencies (vocabulary, grammar, punctuation, and intonation), socio-cultural competence (the way to communicate such as the language style and politeness), discourse competence (context), strategic competence (competence to overcome the problems or difficulties in communication) and action competencies (listening, speaking,

writing, and reading). In other words, the students' ability to communicate in English both in spoken and written form is well established.

Writing has formed as a part of the syllabus in the teaching of English. It can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

b. Principles of Teaching Writing

According to Nation (2009: 93), principles of teaching writing can be used to evaluate teaching and learning activities and also the writing course or the writing section of the language course that is to make sure that the learners get a good range of opportunities for learning. Nation explains the principles into four main points. They are presented as follows.

1. Meaning – focused input

- a. Learners are not only bringing their experience and knowledge to their writing, but also they have to prepare well on what they are going to write in order to achieve a successful and meaningful writing.

2. Meaning – focused output

- a. Learners should do lots of writing and lots of different kinds of writing. Providing time for writing and learning different genres that have different writing conventions and language features will be useful practice for the learners in the range of genres that they will have to write in.

- b. Learners should write with a message-focused purpose – that is writing should be done with the aims of communicating a message to the readers.
 - c. Writing should interest learners and draw on their interest.
 - d. Learners should experience a feeling of success in most of their writing.
 - e. Learners should use writing to increase their language knowledge.
 - f. Learners should develop their skill in using computers to increase the quality and speed of their writing.
 - g. Writing instruction should be based on learners' need analysis, such as what the learners need to be able to do with writing, what they can do now, and what they want to do.
3. Language focused learning
- a. Learners should know about the writing process parts and can implement them appropriately.
 - b. Learners should have strategies which are related to the parts of the writing process.
 - c. Learners should notice the clarity and fluency in producing the form of the written scripts, such as being careful in writing, copying models, and doing competitive writing movements.
 - d. Spelling should be given appropriately and it must be separated from feedback on writing.
 - e. Teachers should arrange and provide for feedback that encourages and improves students' writing.
 - f. Learners should be aware of the ethical issues involved in writing.

4. Fluency development

- a. Learners should increase the speed of their writing in order that they can write at a reasonable speed. Fluency development can be in the form of repetitive activities and working with familiar material.

3. Assessing Writing

Language testing, as a means of assessment system, is an important part of English teaching and learning. According to Brown (2004: 4) assessment is an ongoing process that encompasses a much wider domain. Taylor (2005) also states that assessment is the gathering of the relevant situation to assist an individual in making decisions.

According to Clark *et al* (2003: 203), assessment can be summative or formative. Each assessment has many purposes, which determine when it is organized and what is done with the results. Summative assessment is used to measure the success of particular endeavor after it is over, when there is no opportunity for revision. In assessing writing, the goal of the summative assessment is not shaping students' thinking and learning, but rather judging how well the students' accomplished the writing task. For instance, grading at the end of a course is the example of the summative assessment. In contrast, formative assessment emphasizes on shaping students' writing while they are still on the process of writing. In writing, the goal of formative assessment is helping students to improve their writing and writing ability.

Moreover, testing is an effective means of checking the implementation of syllabus and evaluating teaching quality. It also functions for both teacher and learners to get feedback which enables them to reflect on their teaching and learning activities. Black and William (1998) in Munoz and Alvarez (2010) highlight the role of feedback in learning and elaborate on the ways feedback can be made effective for students' learning. They claim that giving students only grades is not beneficial feedback. To impact learning, feedback should provide each learner with specific guidance on strength and weaknesses. Feedback is beneficial when it is given in a timely manner and in terms students can understand. The best feedback is highly specific, or highly descriptive of what actually resulted, clear to the performer and offer in terms of specific targets and standards. When feedback is provided in terms of grades, it needs to be detailed and meaningful. Moreover, testing can be used to mirror the students' performance in the process of learning and know the development of their effects, interests, attitudes, strategies, etc. while the later, in most cases, assuming the form of testing, examines' students comprehensive knowledge and language competence, and also serves as the indicator of the teaching quality of a school.

A test considered to be valid when it has a beneficial influence (positive written feedback) and it considered being invalid when it has a harmful influence (negative written feedback). Many ELT specialist (Bailey, 1996; Hughes, 1989; Messick, 1996; Shohamy, 1992) in Munoz and Alvarez (2010) state that positive written feedback can be created by improving the examination system through ensuring congruity between curriculum objectives and exams, authenticity of

tasks, detailed score reporting, teachers and students understand of the assessment criteria, and learners self-assessment. Bailey (1996) explains her opinion about the relationship between self-assessment, autonomy, and positive written feedback effect that self-assessment enables students for assuming greater responsibility for self evaluation of their linguistic proficiency and academic performance, finding the deficiency in learning, determining the distance between their actual level and the desired one therefore they can be further motivated to strive for a more definite goal.

4. Theory of motivation and learning strategies

a. Theory of motivation

Motivation is very important in teaching and learning English. Without having motivation, both the teachers and the students are less attracted to what the things/activities they do. According to Paul (2003: 23), motivation is a large extent feeling when the students regard learning as personal adventures. Hence, the teachers' attention in the each stage in introducing new language targets, establishing a warm and encouraging relationship with the students are very necessary. He also adds other important factors that influence to the students' motivation; home and friends, transferability, self-perception, absence of extrinsic rewards, evaluation and threats.

Meanwhile, Brown (2000: 160) explains that motivation is a key to learning, in which the success or failure of any complex task is shown when the learners are being motivated or unmotivated. There are some factors that push the

learners' motivation in doing their activities, such as: they perceive the value (reward) and they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy.

In addition, Harmer (2001: 51) states that motivation is some kinds of internal drive which learners can use to attempt to do something as the effort to achieve the goal. Meanwhile, Williams and Burden in Harmer (2001: 51) suggest that motivation is “a scale of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal”.

There are two types of motivation that come from outside and from inside, namely extrinsic motivation and intrinsic motivation. Harmer (2001: 51) explains that ‘extrinsic motivation is caused by any number of outside factors’ and ‘intrinsic motivation comes from within the individual’. Moreover, Brown (2000: 162) also explains people who learn for their own self-perceived needs and goals are intrinsically motivated and they who pursue goals only to receive a personal reward from someone else are externally motivated. Furthermore, an intrinsic motivation deals with learners that might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Meanwhile extrinsic motivation can be explained as the influence of hope of financial reward, the need to pass the exam or the possibility of future travel.

Furthermore, through their research, Alderson and Wall (1993: 117) emphasize that “the written feedback hypothesis seems to assume that teachers

and learners do things they would not do because of the test". It means that, when the test has a positive effect, it can motivate teachers and students. For instance, a test can encourage the students to do their homework, take the subject being tested more seriously, focus on their lesson, and soon, whereas the teachers might prepare the lesson thoroughly and can hold a test that is reflecting the aims and objectives of the prescribed syllabus.

From the definitions discussed above, it can be said that motivation is the process of instigating and sustaining the goal of learning achievement. Motivation can be divided into two; intrinsic motivation (motivation that comes from the learners themselves) and extrinsic motivation (motivation that comes from the social-environment). Both have an important contribution in achieving a successful learning. Written feedback may become the way that grows the teachers and learners' motivation intrinsically and extrinsically. Intrinsically, a test that is testing in the classroom will push teachers and students' self-perceived needs to reach their goals. Extrinsically, personal rewards and feedbacks of testing that are given by the teachers may help the students to reach their goals.

b. Theory of Learning Strategies

Learning strategies are used by the students to help them understand and solve the problems. Brown (2000: 122) defines strategies as specific methods of approaching a problem or task, modes of operation for achieving a particular end planned designs for controlling and manipulating certain information.

Meanwhile, Saljo (1979) as cited in Rogers (2003) defines learning into five main categories. They are presented as follows.

- 1) Learning as a quantitative increase in knowledge. It is acquiring information or knowing a lot.
- 2) Learning as memorizing. It is a process of storing information that can be reduced.
- 3) Learning acquiring facts, skills, and methods that can be retained and used as necessary.
- 4) Learning as making sense or abstracting meaning. It involves relating parts of the subject matter to each other and to real world.
- 5) Learning as interpreting and understanding reality in different way. it involves comprehending the world by reinterpreting knowledge.

Furthermore, Pressley et al, (1990) and Weinstein and Mayer (1986) in Schunk (2009) define learning strategies as “cognitive plans oriented toward successful task performances”. Strategies consist of many activities such as selecting and organizing situation, rehearsing material to be learnt, relating new material to information in memory, and enhancing meaningfulness of material. Strategies also involved techniques that create and maintain a positive learning climate.

Moreover, Rubin (1975) in Griffiths (2004) defines learning strategies as “the techniques or devices which a learner may use to acquire knowledge”. She divides learning strategies into two kinds: direct learning strategies which

involved clarification/verification, monitoring, memorization, guessing, deductive reasoning, practice, and indirect learning strategies which involved creating opportunities for practice, production tricks.

Whereas Oxford (1990) in Griffiths (2004) states that learning strategies as “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information”. Oxford classified learning strategies into six groups. They are presented as follows.

- 1) Memory strategies. It relates to how the learners memorize the language.
- 2) Cognitive strategies. It relates to how the learners think about their learning.
- 3) Compensation strategies. It enables the learners to make up for limited knowledge.
- 4) Meta-cognitive strategies. It relates to how the learners manage their own learning.
- 5) Affective strategies. It relates to students’ feeling.
- 6) Social strategies. It involves to learning by interaction with others.

As stated by Biggs (1995) in Pan (2009), backwash or written feedback refers not only controls on the curriculum, but also teaching methods and students’ leaning strategies. The written feedback effect of testing can be described as the influence of testing in teaching and learning. Within language learning, it may similarly reflect in how the learners modify their learning strategies in order to succeed in the test.

The definitions above show that learning strategies are the specific method or technique which the learners use to acquire the knowledge and achieve the successful of task performance through creating a positive learning climate. For instance, students who have unclear learning direction might fail to establish the objectives of the lesson. Failing to develop activities related to lesson objectives will create confusion on students which will eventually impact negatively on their achievement. A plausible consequence of such failure might be because students' lack of attention that will lead to loss of motivation in learning. Written feedback may be helpful to establish a clear connection among objectives and instruction which can help learners feel more motivated to participate in the class, be more aware of expected results, develop self-assessment strategies, detect their own progress and establish a plan of action. Not only helpful for students, written feedback also help the teacher to decide the appropriate task design which is suitable to the content validity and management of the task. Task design is utmost importance because students' success during assessment largely depends on how well teachers structure activities. Therefore, teachers should also discover their learning strategies in the teaching and learning process, because the clear steps they make will determine achievements and goals of learning.

5. Feedback

Feedback is a key element of both teaching and learning in academic writing. There is belief that giving feedback is one of the important methods in helping the learners improve their writing pieces. Harmer (2001: 99) explains that feedback includes not only correcting students' writing, but also offering them an

assessment of how well they done whether during a drill or after a longer language production exercise. According to Burke and Pieterick (2010:4), feedback is a positive, reciprocal arrangement in which teacher's written comments give signal information to the students about how well they are on a course to their target and students in turn use the comments to redirect their learning. In addition, giving students' the correct feedback helps them to improve in their writing task.

Duomont (2002) stated that feedback is central of learning. Practice makes perfect, but practice without feedback does not lead to the improvement. Feedback is essential aspect of any English language writing course as it also gives benefits for both teachers and learners. In addition, feedback has some purposes. As stated by Lewis (2002: 3), feedback provides information for teachers and learners, provides students with advice about learning, provides students with language input, a form of motivation, and leads students towards self autonomy. Moreover, Coffin *et.al* (2003: 104) mentions the purposes of providing feedback. They are: supporting students' writing development, teaching, or reinforcing a particular aspect of disciplinary content, teaching specific academic writing conventions, indicating strengths and weaknesses of a piece of writing, explaining or justifying a grade, and suggesting how a student may improve in their next piece of writing. Thus, feedback on writing can be selected as a means of helping students to make revision and can help students improve their writing skills.

a. Written Feedback

Kaweera and Usaha (2008:87) defines teacher written feedback is written teacher responses provided by the teacher to the students' writing. Feedback to the writers provides a means of focusing attention on the language used in writing and on the writing skill. According to Nation (2009:139), the purpose of written feedback is to provide a lasting record which can be used to measure progress and to act as a reminder.

There is a list of the main focuses of teacher written feedback as it can be assumed that aspects of language that is taught in the classroom are the ones teacher focus on when correcting and responding to the students' writing. According to Hyland (2003: 3 – 18), there are six theoretical view points of teacher written feedback. They are as follows.

- 1) Language structures, i.e. dissecting the student's linguistic knowledge, vocabulary choices and syntactic patterns.
- 2) Text functions, i.e. including the development of effective and varied paragraphs with topic sentences and supporting sentences. Constructing a functional and fluent text is frequently highlighted in native language teaching, but in foreign language classrooms its teaching is often neglected, and consequently students, who master it in their first language, may lack the tools in the foreign language.
- 3) Creative correction, i.e. teaching should allow and encourage students to develop their own personal style of writing and individual ideas. The starting point of this concept of teaching is the writer instead of the form, and therefore

the teachers should alternatively respond to the actual realization rather than dwelling on formal errors.

- 4) Writing process, i.e. planning the essay, defining a rhetorical problem and presenting solutions.
- 5) Content, i.e. focusing on the student's ideas and the information that the student has managed to gather for the essay.
- 6) Genre. It is very essential that students strive for achieving some communicative purpose when writing

Although process writing is considered as student-centered, the teacher's role is still of great importance. When the teacher provides feedback, his/her work involves several roles, as Harmer (2004: 109) says. More precisely, Harmer (2004: 109) identifies that the teacher works in a position of an assistant, a resource, the audience, an evaluator, and an editor. To be more precise, the role of an assistant means that the teacher helps the students during their work. The role of a resource is based on providing information or guidance. The teacher is usually the first person, who reads the draft. Then we can talk about the role of the audience. When the teacher assesses the text and the progress, he/she becomes an evaluator. And finally, the role of an editor involves selecting and rearranging the text for publishing.

In addition, Edlin (2011:13) states that written feedback can be viewed as playing both a formative and summative role. The formative aspect is that written feedback provides guidance to the students for future development of their

work. The summative aspect is that the written feedback provides information in the level of performance, via the profession of a grade.

b. Written Feedback Technique

Written feedback can be a powerful tool for helping students to move forward in their learning. There are some techniques which can be used to give feedback to the students' writing. According to Harmer (2004 : 106) and (2007: 110-111), there are two techniques to give written feedback to the students' writing performance. They are as follows.

1) Responding and correcting

Responding means the teacher not only concern with the accuracy of the students' writing performance but also – and this is crucial – with the content and design of their writing. Another constructive way of responding to students' written performance is to show alternative ways of writing through reformulation i.e. an underrated correction technique is for the teacher to repeat what the student has said correctly, reformulating sentences but without making a big issue of it.

On the other hand, correcting is the stage at which the teacher indicates when something is not right. In this sense, the teacher corrects mistake in the students' writing performance on issues such as syntax (word order), concord (grammatical agreement between subjects and verbs), collocation or word choice.

2) Coding

Many teachers used coding to avoid overabundance of the red inks. Coding has an advantage of encouraging students to think about what the mistake, so that they can correct it themselves. Besides, coding also makes correction much

neater, less threatening, and considerably more helpful than random marks and comments. The following table represents coding in the form of symbol which is used to give written feedback on students' writing.

Table 1: Coding of Written Feedback

Symbol	Meaning	Example	Revised sentences
s	Incorrect spelling	Government <u>mus</u> supervise every worker.	Government must supervise every worker.
w.o	Wrong word order	<u>Government better in Indonesia</u> to limit.....	Indonesia's government is better to limit.....
T	Wrong tense	Pupils <u>not allowed should</u> to take their mobile phone.	Pupils should not take their mobile phone.
c	Concord, subject and verb do not agree	That <u>school allow</u> students to carry a phone.	That school allows students to carry a phone.
wf	Wrong form	The people want to be <u>instant rich</u> .	The people want to be rich instantly.
s/p	Singular/plural form wrong	Corruption has <u>many negative impact</u> .	Corruption has many negative impacts.
λ	Something has been left out	We, as young generation, should have λ <u>good morale</u> . We must quickly λ the corruption.	We, as young generation, should have a good morale. We must quickly solve the corruption.

(continued)

(continued)

[]	Something is not necessary	Corruption <u>happens occurs</u> due to the weakness in combating the corruption.	Corruption happens due to the weakness in combating the corruption.
?M	Meaning is not clear	A solution to finish this problem is <u>with hand students mobile phones to teacher in numb situation.</u>	A solution to finish this problem is the teacher should handle the students' mobile phone in the classroom.
NA	The usage is not appropriate	<u>Bring</u> mobile phones in the school is important. People <u>to ages</u> 10-14 years old.....	Bringing mobile phones in the school is important. People in the age of 10 – 14 years old.....
O	Punctuation wrong	students can call the <u>family</u>	Students can call the family.

The teacher uses the symbols above to mark the places where mistakes have been made by the students and to show the problems on the students' writing. Through this activity, the students have opportunities to correct their mistakes and be aware on their further writing. Furthermore, according to Harmer (2004: 118-119), there are three techniques which can be used to understand the correction symbols. They are as follows.

- 1) The teacher should explain to the students that they will look at the symbols which indicate mistakes and then put the symbols up on the board, one by one. Then, the teacher asks the students to guess what the symbols mean and give the examples after that. Therefore, the students will have attention and be aware of the coding made by the teacher.
- 2) The teacher can copy a piece of the student's writing on the board. Then, the teacher shows the examples of incorrect sentences which are given symbols on them. The students discuss with the teacher whether the symbols have been correctly and the teacher can point out any mistakes that have been missed.
- 3) The teacher can hand the students some incorrect sentences with symbols included. The students have to identify the type of mistake (based on the symbols) and then write the sentences correctly.

c. Types of Written Feedback

According to Eunjung (2006), there are three types of written feedback which are usually used in the EFL writing class. They are form-focused feedback, content or meaning-based feedback, and integrated feedback combined grammar correction with content-based feedback.

1) Form-focused feedback

This mainly feedback focuses on grammatical knowledge and teachers give correction in only grammatical features. By giving feedback, the students will be aware of what kind of grammatical errors they often make and they come to

acquire grammar rules which lead them not to make the same errors in subsequent writing.

2) Content or meaning-focused feedback

It focuses more on the content quality and organizational features in students' composition and teachers provide overall comments on logical fallacies in writing without pointing out specific grammatical errors.

3) Integrated feedback

It is a combination of grammar correction with content-related feedback. The teachers believe that the direct instruction such as correcting grammatical errors will help their students to improve the accuracy of writing. Besides, if students' desire of feedback is ignored, it might decrease the students' motivation and self-confidence in the class.

6. Previous Studies

The following is some findings on the research which are still related to written feedback studies.

- a) Gonzalez (2010) conducted research entitled "Impact of Teacher/Students Conferencing and Teacher Written Feedback on EFL Revision". The research reviews the comparison between two feedback techniques used to enhance revision. They are teacher/students conferencing and teacher written feedback. The participants of the research are seven students in private Mexican high school and their teacher. The impact that each feedback technique produces is documented along with the participants towards feedback. The results of this

research suggest; (1) teacher written feedback has more impact on the number of revisions made, (2) the participants' revisions focus mostly on surface aspects rather than on deeper text-based changes, (3) while the teacher has a strong preference for teacher/students conferencing, some of the participants prefer teacher written feedback and others like receiving both types of feedback techniques.

b) Kaweera and Usaha (2008) conducted research entitle “The Impact of Different Types of Teacher Written Feedback on EFL University Students”. This study focuses on the impact of different types of teacher written feedback on EFL students writing improvement. The purpose of study is to investigate teacher written feedback with different degrees of explicitness of error correction namely, direct, coded and encoded feedback. The participants of this study are 81 EFL students at Naresuan University, Phayao campus, Thailand. The result shows the students writing improved significantly over the semester in terms of holistic writing and error reduction. Teacher written feedback play a crucial role in EFL students writing. The method of using teacher written feedback followed by students' revision is a way to draw students' attention to their writing, learn from their errors, and avoid future errors.

B. Conceptual Framework

Basically, teaching writing is not only teaching the learners in terms of the process of writing i.e. planning, drafting, editing (reflecting and revising) and producing the final version, but also providing method/technique which can be

used to reach the targeted writing achievement. Then, in the teaching of writing, the selection of the appropriate technique/method is very essential in determining the success of its process.

Written feedback is selected as an effective technique to improve students' writing ability. The nature of written feedback is a commonly applied method by which teacher provides comments to students when a piece of work is assessed. By giving written feedback, students are able to reconsider their work, reflect on the meaning of their work and modify their information. Moreover, written feedback allows the students to benefit from working with a more experienced and knowledgeable person. In other words, written feedback plays a key role in students' revision activities and it contributes the quality of the students' writing.

Giving written feedback on the students writing is a major part of the English teacher. When the teacher provides written feedback on the students' writing, this is seen as teaching. When the students engage with the piece of written work, this is called as learning. Furthermore, the teacher's role in written feedback is really important. The teacher's written feedback will guide the students through the revision stage in three different aspects. They are aiding the students to detect and to handle problem they may face while writing, providing opportunities to practice the writing skill, providing opportunities to analyze the comments received, to choose which suggestions are useful for them and to aid them in the production of a new writing.

Compared using written feedback in teaching and learning writing, the students teaching and learning writing without using written feedback seems

static. The students in the class only do the monotonous activities in the same time and in the same way. Moreover, the teacher did not have any appropriate technique in teaching writing. The teacher just asked the students to write and collected the students' work without giving any score or even feedback on it. In this case, practicing writing in the class makes perfect teaching and learning. However, practicing without giving written feedback does not lead to the improvement of the students' writing ability. Furthermore, the students do not know how good and bad their writing. It seems the students have limited access in learning writing skill. As a consequence, students will not be motivated in learning writing because the way of teaching is not varied and fulfill the students' needs and wants.

In the light of those considerations, the improvement of the students' writing ability was carried out by implementing the written feedback technique. In this case, the implementation of this teaching method involved the researcher, the teacher and the students of XI IPA 1 and IPA 2 of SMA N 1 Pundong in the academic year of 2011/2012. The conceptual framework of this study can be shown in the following simple diagram.

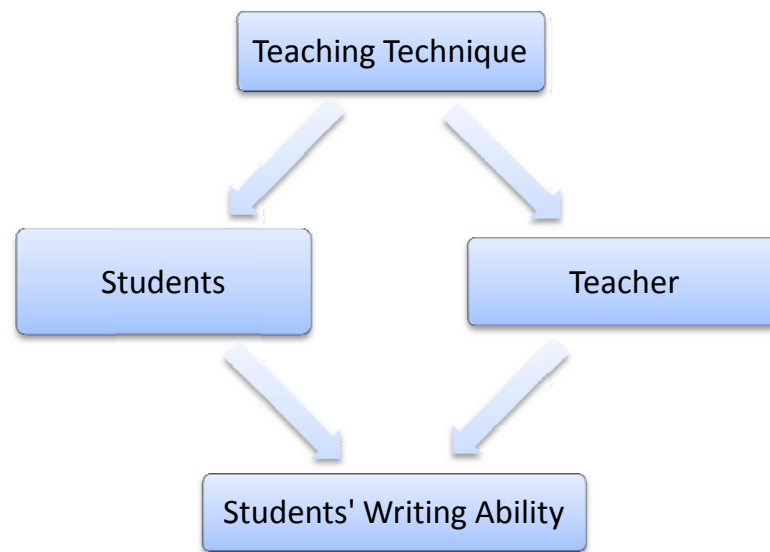


Figure 1. Analytical Construct

C. Hypothesis

The objective of the study is to reveal the effect of written feedback toward students' writing ability of the eleventh grade students at SMA N 1 Pundong in the academic year of 2011/2012. In reference to the conceptual framework above, the hypothesis is proposed as follows: "There is significant difference in terms of writing ability improvements between the eleventh grade students who are teaching using written feedback and those without using written feedback at grade XI of SMA N 1 Pundong.

CHAPTER III

RESEARCH METHOD

This chapter subsequently will put an emphasis on the research methodology comprising the type of the study, the research design, the population and sample of the study, the variable of the study, the setting, the validity of the instruments, reliability of the instruments, the data collection technique, the research instruments, the data analysis technique and the implementation of the research.

A. Type of the Study

This study is classified as quasi – experimental study. The experimental design is the traditional approach to conduct quantitative research (Creswell, 2005). The research is designed by using pretest – posttest where it involves two groups. The pretest is given at the beginning of the experiment before the treatment is begun and the posttest is given at the end of the treatment after the last treatment is given. The experiment involves two groups of subject: an experimental group and a control group. The two groups receive different teaching treatments. The experimental group is given a special treatment and the control group is not (Bell, 1999: 15). In this study, the special treatment given for the experimental group was that of applying written feedback in the teaching and learning process and other as the control group that was not given special treatment.

B. Research Design

The design involved two tests in the forms of pretest and posttest. Group IPA1 as the control group and IPA2 as the experimental group got a pretest before the experiment was conducted and get a posttest after the treatment was given.

Table 2: Research Design Study

Group	Pretest	Treatment	Posttest
Control group (IPA1)	O1	Traditional Method	O2
Experimental group (IPA2)	O1	Written feedback	O2

Notes:

A1 = control group

O1 = pretest

A2 = experimental group

O2 = posttest

C. Population and Sample of the Study

The population of this study included the students of grade XI of SMA N 1 Pundong in the 2011/2012 academic year consisting of four classes: XI IPA 1, XI IPA 2, XI IPS 1, and XI IPS 2. The following table represents the distribution of the population.

Table 3: Research Population

No.	Classes	Number of students
1	XI IPA 1	25
2	XI IPA 2	24
3	XI IPS 1	25
4	XI IPS 2	25

Two classes were taken as the sample, one became the control class and the other became the experimental class. The sample comprised 49 students that came from XI IPA 1 and XI IPA 2. In this sense, the sample was established based on the purposive sampling technique. According to Sugiyono (2007:68), purposive sampling technique was the technique which allows the sample taken based on the certain consideration. The details of the sample distribution can be described in Table 4 as follows.

Table 4: Subject of the study

No.	Class	Number of the Students
1.	XI IPA 1 (Experimental Class)	24
2.	XI IPA 2 (Control Class)	25
Total		49

From the table above, it can be seen that the experimental group consists of 24 students from XI IPA 1 class. These students are subjected to the special treatment, namely written feedback. Then, the control group consists of 25 students from XI IPA 2 class. These students are subjected to the traditional teaching method.

D. Variable of the Study

There are two variables involved in this study, namely independent and dependent variables. In this case, the independent variable of this study is teaching technique (X) and the dependent variable of this study is students' writing ability (Y).

In this research, the researcher used written feedback in the experimental group, while in the control group the teacher used traditional technique. The treatment for each class is presented as follows.

Table 5: The Treatment

No.	Group	Class	Treatment	Number of the Students
1	Experimental	XI IPA 1	Written feedback	25
2	Control	XI IPA 2	Traditional technique	24

E. Time and Place of the Study

This study was conducted in SMA N 1 Pundong which was located in Pundong, Srihardono, Pundong, Bantul, Yogyakarta. The execution of this study was started on March until May 2012.

F. Research Instruments

Functionally, the research instrument is used to get needed data when the researcher tries to collect information in the field. The instrument used to collect the data was the writing ability test that focused on the short essay type in the form of hortatory exposition. The test covered the materials of writing ability in reference to the standard of competency and basic competency in the School-Based Curriculum of Senior High School grade XI in the 2nd semester of English subject. The detail was illustrated in Table 6. In developing the test, the researcher took material from some references, such as an English book entitled: *Look Ahead 2* and *Developing English Competencies*.

Table 6: Standard of Competency and Basic Competency of Grade XI in the 2nd Semester

Standard of Competency	Basic Competence
12. Expressing the meaning of short essay in the form of hortatory exposition in the daily life context	12.2 Expressing the meaning and rhetoric of the short essays in the form of hortatory exposition in the daily life context

G. Validity of the Instruments

Validity was the extent to which a test measured what it claimed to measure. It was vital for a test to be valid in order for the results to be accurately applied and interpreted. There were two kinds of validity that would be used in this research: content validity and construct validity.

1. Content Validity

A test is valid in term of content if the test is designed based on the curriculum used in the school where the research will be conducted. Content validity is the process of how the test establishes the representatives of the items in certain domains of the skills, tasks, knowledge, and other aspects that are being measured. The writing ability test used on this study required content validity. It means that the content of the test was developed in reference to the standard competence and basic competencies of School Based Curriculum of grade XI of the 2nd semester of English subject.

Table 7: Standard of Competence and Basic Competencies of English Subject at Grade XI of the 2nd Semester.

Standard of Competency	Basic Competence	Indicators
12. Expressing the meaning of short essay in the form of hortatory exposition in the daily life context	12.2 Expressing the meaning and rhetoric of the short essays in the form of hortatory exposition in the daily life context	<ul style="list-style-type: none"> • Students can identify the organization of hortatory exposition • Students can write suggestion and recommendation • Students can make outlines. • Students can write a hortatory exposition text based on the aspects of writing: content, organization, language use, vocabulary, and mechanics • Students can revise the paragraph of a hortatory exposition text

Table 8 is the blue print of the writing ability test that was used as a concept in making test.

Table 8: Blueprint of Writing Ability Test

No.	Indicators	Aspect of Writing
1	Students can write hortatory exposition text	<ul style="list-style-type: none"> • Content • Organization • Vocabulary • Language Use • Mechanics

2. Construct Validity

Construct validity was used to examine whether the test had an agreement representation with the theories underlying the presented material or not. To fulfill the construct validity, the instruments were constructed according to the blue print consisting of Standard of Competency, Basic Competency and some specific indicators.

H. Reliability of the Instrument

Reliability means that an instrument can be trusted as an instrument to collect the data. A research instrument is said to have a high reliability value, if the test has a consistent result in measuring what is intended to be measured. To measure to reliability of the writing test, the researcher will use KR-20 formula will be used in this study. The formula can be explained as follows.

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[\frac{v_t - \sum pq}{v_t} \right]$$

(Arikunto, 2002: 132)

Notes:

k : the number of items

V_t : total variants

p : the proportion of correct answer

q : the proportion of incorrect answer

Beside the above formula, the norm of categorizing the correlation coefficient is also used to determine the level of reliability of the test. The value of the reliability coefficient is presented as follows.

Table 9: Value of the Reliability Coefficient

Reliability Coefficient	Category
0.800 – 1.000	Very high
0.600 – 0.799	High
0.400 – 0.599	Fair
0.200 – 0.399	Low
0.000 – 0.199	Very low

(Sugiyono, 2007: 231)

I. Data Collection Method

In this study, the data were collected by using a test. The details of the data collection procedure will be explained as follows.

1. Pretest

The pretest was done at the beginning of the study before the students were given treatments. The test was given to the control and experimental classes. In this case, the test was in the form of an essay. The data of the pretest were in the form of scores.

2. Treatment

The treatment was given in every meeting in both experimental and control classes. A special treatment was given to the students in the experimental class. Thus, they were treated by using the application of the written feedback concept. On the contrary, there was no special treatment for the students in the control class. They were treated using the usual teaching method that usually used by the teacher

3. Posttest

The posttest was done at the end of the treatment. The students from both control and experimental classes were given the same test. The test was different

from the pretest, but it was still on the same essay type. The data of the posttest were in the form of score.

To score the students' writing test, the researcher used scoring rubric adapted from Jacob *et al*, (1981). The categories for evaluating writing are presented in the following table.

Table 10: **Criteria for Evaluating Students' Writing**

No.	Aspect	Criteria	Score
I	Content	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic	4
		GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant topic but lacks detail	3
		FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic	2
		VERY POOR: does not show knowledge of subject, non-substantive, non pertinent, or not enough to evaluate	1
II	Organization	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive	4
		GOOD TO AVERAGE: loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	3
		FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development	2
		VERY POOR: does not communicate, no organization, or not enough to evaluate	1
III	Vocabulary	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word from mastery	4
		GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured	3
		FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage ; meaning confused or obscured	2
		VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, word form ; or not enough to evaluate	1

(continued)

(continued)

IV	Language Use	EXCELLENT TO VERY GOOD: few errors of agreement, tense, number, word order/function, articles, pronoun, preposition	4
		GOOD TO AVERAGE: several errors of agreement, tense, number, word order/function, articles, pronoun, preposition but meaning seldom obscured	3
		FAIR TO POOR: frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition ;meaning confused and obscured	2
		VERY POOR: dominated by errors; does not communicate; or not enough to evaluate	1
V	Mechanics	EXCELLENT TO VERY GOOD: few errors of spelling punctuation, capitalization (1-5)	4
		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, meaning not obscured (6-10)	3
		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, meaning confused and obscured (11-15)	2
		VERY POOR: dominated by errors of spelling, punctuation, capitalization or not enough to evaluate (more than 16 errors)	1

There are five aspects to be scored in students writing ability, namely content, organization, vocabulary, language use, and mechanics. The following table represents the assessment.

Table 11: Model of Scoring Compositions

No.	The Writing Aspects	The maximum score
1	Content	1 – 4
2	Organization	1 – 4
3	Vocabulary	1 – 4
4	Language Use	1 – 4
5	Mechanics	1 – 4
Total Score		5 – 20

J. Data Analysis Technique

1. Descriptive analysis

Descriptive analysis is to provide the answer to the research question formulated about whether there is a significant difference in writing ability between the students who are taught using written feedback concept and those who are not. The statistics used in computation are mean, which is the average score attained by the subject of the research and standard deviation which is the average variability of all scores around the mean.

To know the score of the students' writing, the researcher used a rater scale that was adapted from Weigle (2002: 116). The students scored from 1 (the lowest score) up to 4 (the highest score). There were five criteria that were used for scoring, i.e. content, organization, vocabulary, language use and mechanism. Each criterion was categorized into four levels: excellent to very good (4), good to average (3), fair to poor (2), and very poor (1).

The maximum score that would be gained was 20 while the minimum score was 5. By knowing the highest and the lowest score, the ideal mean (\bar{X}) could be calculated. The formula is as follows.

$$\begin{aligned} Xh &= 20 \\ Xl &= 5 \\ \bar{X} &= \frac{Xh+Xl}{2} \\ &= \frac{20+5}{2} = 12,5 \end{aligned}$$

Then, the standard deviation (*SD*) can be calculated by using the following formula.

$$SD = \frac{Xh - Xi}{3}$$

$$= \frac{20 - 12,5}{3} = 2,5$$

Then, the value of the ideal standard deviation was used to make a conversion table. Below is the rater that will be used to describe the students' writing performance.

Table 12: **Conversion table**

Class interval	Interpretation
17,5 – 19,9	excellent
15,0 – 17,4	very good
12,5 – 14,9	good
10,0 – 12,4	fair
7,5 – 9,9	poor
5,0 – 7,4	very poor

2. Inferential Analysis

The inferential analysis is focused on answering the question of the formulation of the problem, which is whether there is a significant difference in English teaching and learning between students who are taught by using the written feedback concept and those who are taught without using it. The statistics tools used were test of normality, test of homogeneity, and test of hypothesis.

a. Normality Test

The normality test aims to see whether or not the collected data show a normal distribution. It was gained from the scores of the pretest and posttest. The

formula used to test the normal distribution of the data was Kolmogorov-Smirnov in the significance level: 0.05 from SPSS version 17.0 of windows computer program.

b. Homogeneity Test

The homogeneity test is used to investigate whether the score of both experimental and control classes have homogeneous variance among each other or not. In this study, Analysis of Variance (ANOVA) was used. The test of homogeneity was done using SPSS version 17.0 of windows computer program. The test is considered homogeneous if the level of significance is more than 0.05.

c. Hypothesis testing

Hypothesis testing is used to state whether the hypothesis statements in this study are right or not. In order to test the hypothesis, ANCOVA was employed. In this study, ANCOVA enables the researcher to adjust the posttest mean scores on the dependent variable for each group to compensate for the initial differences between the groups on the pretest. The hypothesis is divided in the null H_0 and alternate hypothesis (H_a) listed in the form as:

H_0 : There is no significant difference in English writing ability between students who are taught using written feedback and those are taught without using it.

H_a : There is significant difference in English writing ability between students who are taught using written feedback and those are taught without using it.

In this case, the data would be analyzed using SPSS version 16.0 for windows computer program.

K. Data Collection Procedures

The implementation of the research was done with the cooperation with the English teacher of SMA N 1 Pundong. The pretest was conducted before the treatment and was applied in the experimental class. The observation was done in eleven meetings including in the pretest and in the posttest. Each meeting consisted of 90 minutes on Tuesday and 40 minutes on Friday. The treatment was ended by doing the posttest in the last meeting. The same pretest and posttest was held in the control class. The only one difference between experimental group and control group was the treatment used. Table 13 is the schedule of the implementation of the research.

Table 13: The Implementation of the Research

No.	Date	Activities	Writing Aspects	Time Allocations
1.	Tuesday, March 20 th , 2012	Pretest (XI IPA 1 and XI IPA 2)		80 minutes
2.	Tuesday, March 27 th , 2012	Treatment 1: language feature of hortatory exposition text.		90 minutes
3.	Friday, March 30 th , 2012	Treatment 2: giving written feedback on students writing (suggestion and recommendation)	Content, Organization, Language Use	40 minutes
4.	Tuesday, April 3 rd , 2012	Treatment 3: giving written feedback on students writing (suggestion and recommendation)	Language Use, Vocabulary	90 minutes
5.	Tuesday, April 10 th , 2012	Treatment 4: giving written feedback on students writing (suggestion and recommendation)	Language Use, Mechanics	90 minutes
6.	Tuesday, April 10 th , 2012	Posttest (IPA 2)		80 minutes
7.	Friday, April 13 th , 2012	Treatment 5: writing outlines		40 minutes
8.	Friday, April 20 th , 2012	Treatment 6: writing hortatory exposition	Content, Organization, Language Use	40 minutes
9.	Tuesday, April 24 th , 2012	Treatment 7: giving written feedback on students writing	Language Use, Vocabulary, Mechanics	90 minutes
10.	Friday, April 27 th , 2012	Treatment 8: giving written feedback on students writing		40 minutes
11.	Tuesday, May 1 st , 2012	Posttest		80 minutes

CHAPTER IV

RESEARCH FINDINGS

This study is categorized as a quasi-experimental study. It is intended to find out the effect of using the written feedback technique in English teaching-learning process. In this case, the effect of this technique can be seen from the gained scores of the subject of the research.

This chapter is organized into three sections. The first section focuses on the descriptive analysis. The second section concerns with the result of the data analysis. The last section deals with the interpretation of the research findings. The discussions are presented as follows.

A. Descriptive Analysis

The descriptive analysis presents the results of the tests, i.e. the pretest and posttest scores of both experimental and control class. The pretest and posttest value executed to provide the information of the mean score, the median score, the mode score, the highest score, the lowest score, and the standard deviation for both classes. The detail explanation regarding to the results of the tests are presented as follows.

1. Experimental Class

a. The Data of the Students' Scores of the Experimental Class (XI IPA 1) in the Pretest.

In this part, the pretest data of the experimental class is described based on the score criteria. There are six categories to classify the score such as: *excellent*, *very good*, *good*, *fair*, *poor*, and *very poor*. The categorization of students' writing ability is presented in Table 13. This following table is based on the ideal mean i.e. 12.5 and ideal standard deviation i.e. 2.5 which is presented in Table 12 (page 55).

Table 14: Frequency Distribution of the Pretest scores on Students' Writing Ability of the Experimental Class

No.	Interval Class	Frequency	Relative (%)	Categories
1	17.5 – 19.9	0	0	Excellent
2	15.0 – 17.4	2	8.4	Very Good
3	12.5 – 14.9	1	4.2	Good
4	10.0 – 12.4	9	37.5	Fair
5	7.5 – 9.9	5	20.8	Poor
6	5.00 – 7.4	7	29.1	Very Poor
Total		24	100	

Table 14 displays that there is no student classified into an *excellent* category. There are two students (8.4%) classified into a *very good* category. One student (4.2%) is classified into a *good* category. Nine students (37.5%) are

classified into a *fair* category. Five students (20.8) are classified into a *poor* category. And seven students (29.1%) are classified into a *very poor* category. It can be concluded further that most students (87.4%) have low writing ability, or only 12.6% of them belongs to high writing ability.

The table above can be presented in the following figure.

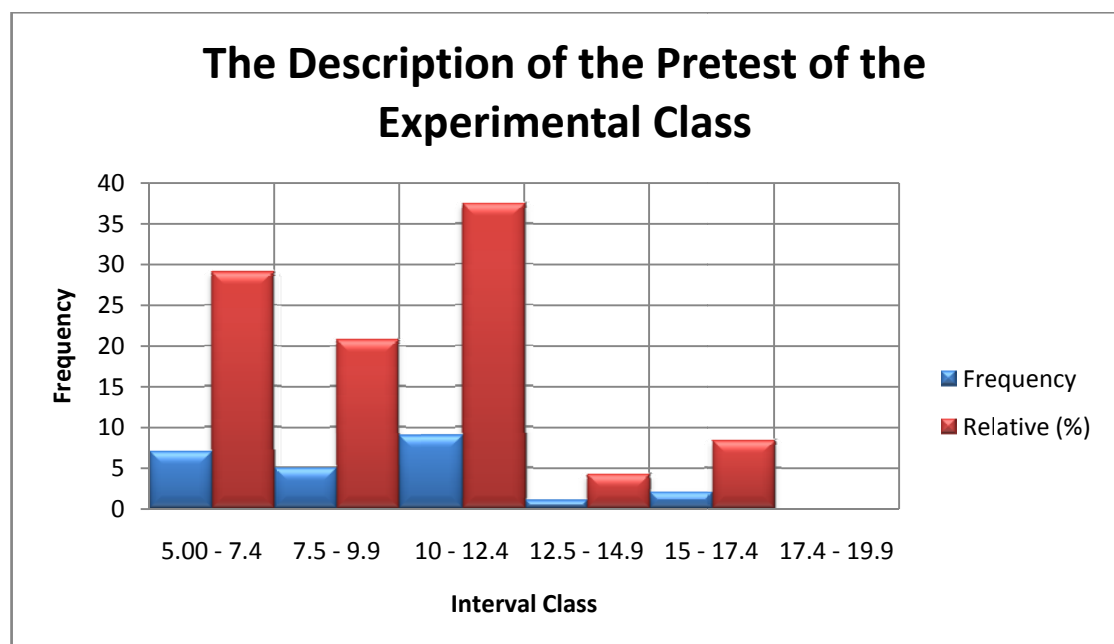


Figure 2: **Histogram of Pretest Score in Experimental Class**

From the data in Table 15, it shows that the mean score gained by the students is 10.08. The mode score is 7.00, the median is 9.50 and the standard deviation is 3.18. The highest score of the students' writing is 17.00 and the lowest score of the students' writing is 6.00.

Table 15: **Descriptive Analysis of the Experimental Class in the Pretest**

Mean	Mode	Median	SD	Minimum Score	Maximum Score
9.95	12.00	9.50	3.04	6.00	17.00

In addition, Table 15 shows that the mean score of the pretest is 9.95. As it lies between 7.5 and 9.9, the mean score is classified into a poor category. It means that the pretest score before the treatment applied is categorized into a *poor* category.

Based on the comparison between those of poor and good categories, it can be concluded that the students' achievement on writing ability of the experimental class in the pretest is still low before the treatment given.

b. The Data of the Students' Scores of the Experimental Class (XI IPA 1) in the Posttest.

The experimental class students did the posttest of writing ability after they have been given the treatment. Similar to the pretest score, the posttest score will be described base on the score criteria. The result of the students' writing score in the posttest is presented in the following table.

Table 16: Frequency Distribution of the Posttest Scores on Students' Writing Ability of the Experimental Class

No.	Interval Class	Frequency	Relative (%)	Categories
1	17.5 – 19.9	9	37.6	Excellent
2	15.0 – 17.4	6	25.0	Very Good
3	12.5 – 14.9	2	8.3	Good
4	10.0 – 12.4	5	20.8	Fair
5	7.5 – 9.9	2	8.3	Poor
6	5.00 – 7.4	0	0	Very Poor
Total		24	100	

Table 16 shows that there are nine students (37.6%) classified into an *excellent* category. Six students (25.0%) are classified into a *very good* category. Two students (8.3%) are classified into a *good* category. Five students (20.9%) are classified into a *fair* category. Two students (8.2%) are classified into a *poor* category. No student is classified into a *very poor* category. It can be concluded further that most students (70.9%) have high writing ability, meanwhile there are only 29.1% of them belong to low writing ability.

The table above can be presented in the following chart.

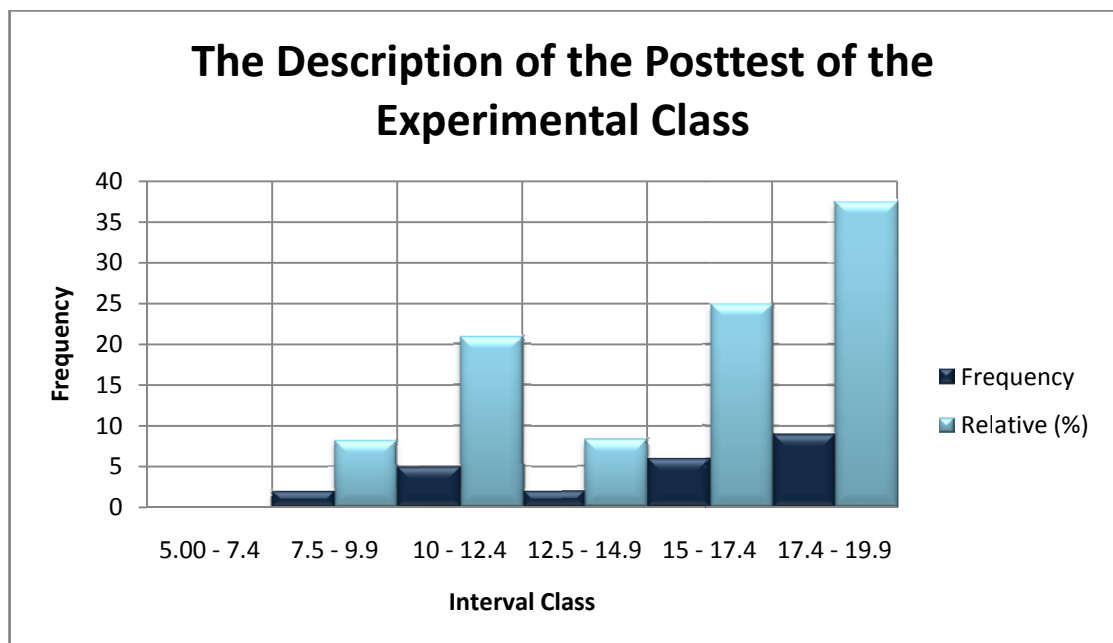


Figure 3: **Histogram of Posttest Score in Experimental Class**

From Table 17 below, it can be found out that the mean score of the students' writing is 15.04. It also shows that the median is 18.00 and the mode score is 16.00. Then, the standard deviation is 3.65. The highest score gained by the experimental class in the posttest is 20.00 and the lowest score is 8.00.

Table 17: Descriptive Analysis of the Experimental Class in the Posttest

Mean	Mode	Median	SD	Minimum Score	Maximal Score
15.04	16.00	18.00	3.78	8.00	20.00

In addition, Table 17 shows that the mean of the posttest is 15.04. As it lies between 15.0 and 17.4, the mean score is categorized into a very *good* category. So, it means that the posttest score on the students' writing ability of the experimental class is classified into a very *good* category. Besides, the standard deviation (SD) is increasing in which it was 3.04 in the pretest while in the posttest, it was 3.78. It shows that standard deviation of the posttest is higher than that of the pretest. Then, it can be interpreted that the students' writing achievement in the experimental class was heterogeneous.

Based on the comparison between those of the poor and good categories, it can be concluded that there is an improvement in the students' achievement on writing ability of the experimental class in the posttest after being given the treatment. In addition, in terms of frequency, the students' score has improved from 12.6% in the pretest into 70.9% in the posttest.

c. Comparison between the Pretest – Posttest Scores on the Students' Writing Ability in the Experimental Class.

The following table shows the comparison of the students' writing score between pretest and posttest in the experimental class. It describes the detailed differences among those two tests.

Table 18: Comparison Data between the Pretest – Posttest Score on the Students' Writing Ability in the Experimental Class

	N	Mean	Mode	Median	SD	Minimum Score	Maximum Score
Pretest	24	9.95	12.00	9.50	3.04	6.00	17.00
Posttest	24	15.04	16.00	18.00	3.78	8.00	20.00

The above table explains that there is an increase of the mean, mode, median, standard deviation, the lowest score and the highest score. It means that there are differences of the mean, mode, median, standard deviation, the lowest score and the highest score before and after the treatment given.

The comparison between the pretest and posttest scores of the experimental class is illustrated in the following figure.

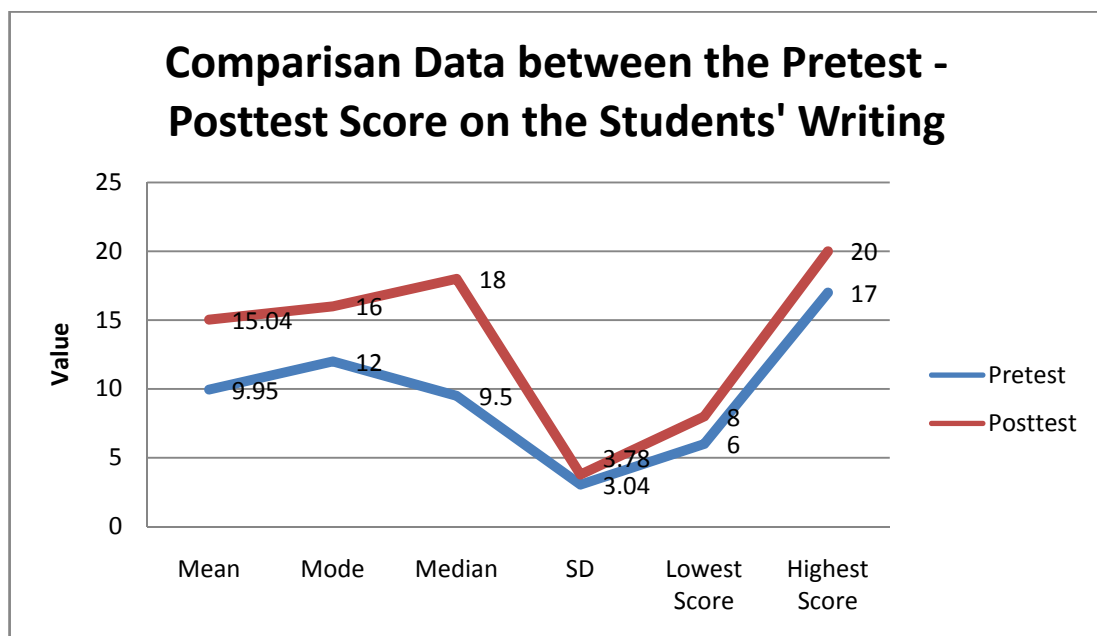


Figure 4: The Pictogram of the Difference between Pretest – Posttest on the Student's Writing in the Experimental Class

In the pretest, mean score of the students' writing are 9.95 while in the posttest the score is 15.04. Then, the mode score in the pretest is 12.00 while in the posttest is 16.00. The median score of the posttest is higher than the pretest, i.e. 9.50 for pretest and 18.00 for the posttest. The highest score of the pretest is 17 while in the posttest is 20. It means that the above the mean of posttest is higher than the pretest. Meanwhile the lowest score of the pretest is 6 and the posttest is 8. It can be said that the below the mean of the posttest is higher than the pretest.

Furthermore, the standard deviation (SD) score of the pretest and the posttest is almost the same, i.e. 3.04 for the pretest and 3.78 for the posttest. It shows that the standard deviation in the pretest is lower than that in the posttest. From the standard deviation (SD), therefore, it can be interpreted that the students' writing ability of the experimental class based on the pretest and posttest score is heterogeneous.

Table 19: Comparison between Poor and Good Category of the Pretest and Posttest Scores of the Experimental Class

Data	Pretest	Posttest	Improvement
Good category	12.6 %	70.9%	58.3%
Poor category	87.4%	29.1%	

Besides the data from Table 18, the comparison between poor and good category of the pretest and posttest also can be seen in Table 19. The table displays that there is an improvement in terms of the frequency from 12.6% on the pretest into 70.9% on the posttest. It can be concluded that there was improvement

on the number of students who are in good category (58.3%) of the experimental class. Meanwhile, the poor category of frequency decrease from 87.4% on the pretest into 29.1% on the posttest.

The following figures are the illustration of the specific comparison between pretest and posttest of the experimental class.

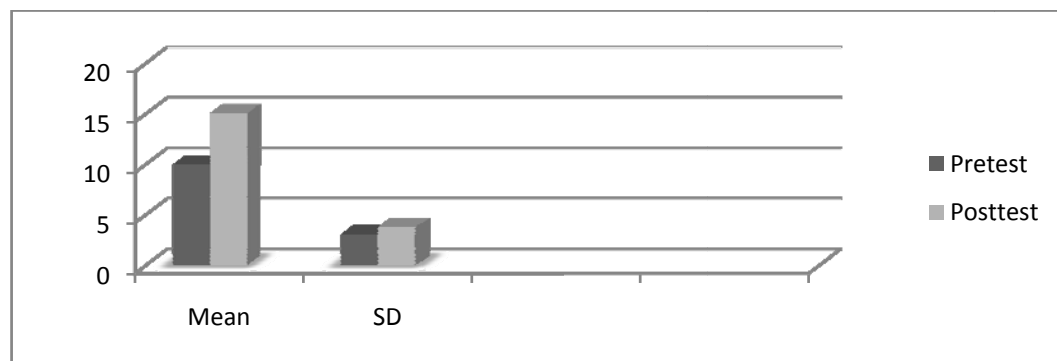


Figure 5: The Comparison of Mean and Standard Deviation between Pretest and Posttest Scores of the Experimental Class on the Students Writing Ability

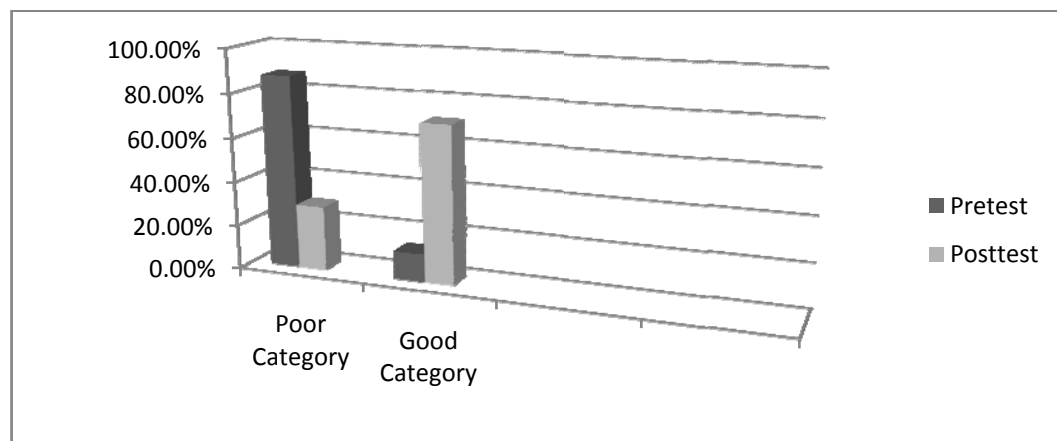


Figure 6: The Comparison of Good and Poor Categorization between the Pretest and Posttest Scores of the Experimental Class on the Students Writing Ability

From those data, it shows that there is a significant different between pretest and posttest. Moreover, the mean score in the posttest is higher than in the

pretest, i.e. $15.04 > 9.95$. As the pretest score lies between 7.5 and 9.9, it is classified into a *poor* category. While in the posttest, as it lies between 15.0 and 17.4, it is classified into a *very good* category. So, it can be concluded that the students' writing ability in the posttest is better than in the pretest.

2. Control Class

a. The Data of the Students' Scores of the Control Class (XI IPA 2) in the Pretest

As stated previously, the control class was given the same test as the experimental class. The result of the pretest on students' writing ability can be seen in the following table.

Table 20: Frequency Distribution of the Pretest on Students Writing Ability

No.	Interval Class	Frequency	Relative (%)	Categories
1	17.5 – 19.9	1	4.3	Excellent
2	15.0 – 17.4	3	13.0	Very Good
3	12.5 – 14.9	2	8.7	Good
4	10.0 – 12.4	12	52.1	Fair
5	7.5 – 9.9	4	17.3	Poor
6	5.00 – 7.4	1	4.3	Very Poor
Total		23	100	

From the table above, it can be explained that the student who is in an *excellent* category is one (4.3%). The students who are in a *very good* category are three (13.0%). The students who are in a *good* category are two (8.7%). The

students who belong to a *fair* and a *good* category are twelve (52.1%) and five (21.6%). Then, there is one (1%) student who is in a *very poor* category. It can be concluded further that most students (73.7%) have low writing ability, or only 26.0% of them belong to high writing ability.

The above table can be presented in the following figure.

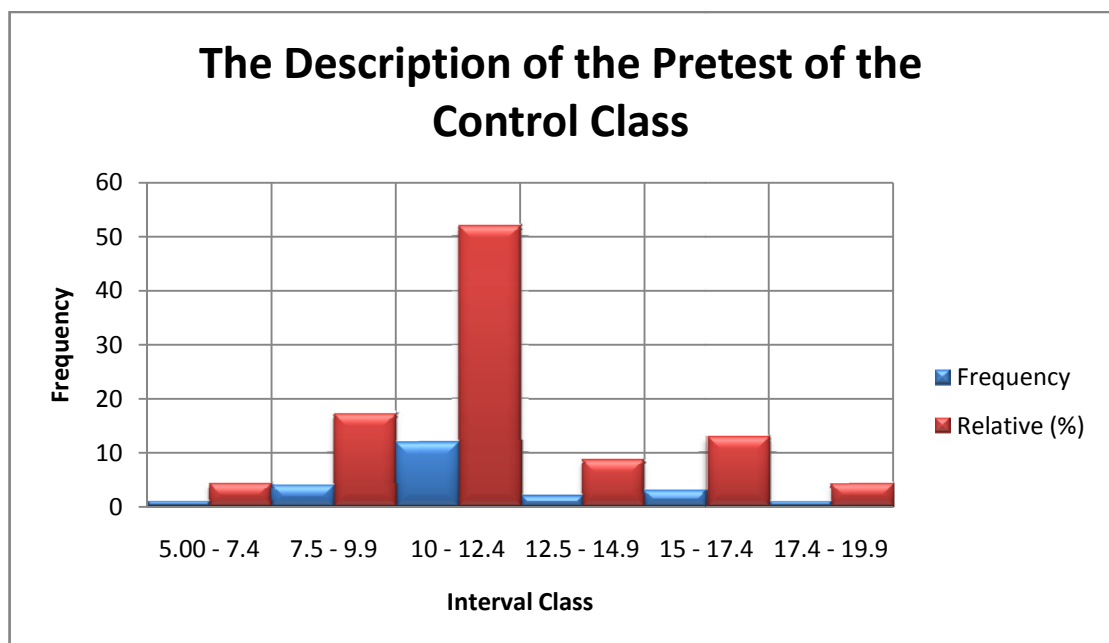


Figure 7: **Histogram of Pretest Score in the Control Class**

The data obtained from the pretest on the students' writing ability of the control class as shown in Table 21, shows that the lowest score reached by the students in the test is 7.00 and the highest score reached by the students is 19.00. Then, the mean score of the pretest is 11.69. It also shows that the mode of the pretest is 11.00 and the median is 11.00, while the standard deviation of the score is 2.86. The results of the statistical description can be explained in following table.

Table 21: Descriptive Analysis of the Control Class in the Pretest

Mean	Mode	Median	SD	Minimum Score	Maximum Score
11.69	11.00	11.00	2.86	7.00	19.00

In addition, Table 21 shows that the mean score of the pretest in the control class is 11.69. As it lies between 7.5 and 19.9, the mean score is categorized into *fair* category. It means that that the posttest score on writing in the control class is classified into *fair* category.

Based on the comparison between those of poor and good categories, it can be concluded that the students' achievement on writing ability of the control class in the pretest is low. But it is quite better than the achievement of students in the pretest of the experimental class.

b. The Data of the Students' Scores of the Control Class (XI IPA 2) in the Posttest

The result of posttest on the students' writing ability of the control class is presented on the following table.

Table 22: Frequency Distribution of the Posttest on Students Writing Ability

No.	Interval Class	Frequency	Relative (%)	Categories
1	17.5 – 19.9	2	8.6	Excellent
2	15.0 – 17.4	6	26.0	Very Good
3	12.5 – 14.9	6	26.0	Good
4	10.0 – 12.4	4	17.4	Fair
5	7.5 – 9.9	4	17.4	Poor
6	5.00 – 7.4	1	4.3	Very Poor
Total		23	100	

Table 22 shows that there are two students (8.6%) classified into an *excellent* category. Meanwhile, six students (26.0%) are classified into a *very a good* category. Six students (26.0%) are classified into a *good* category. Four students (17.4%) are classified into a *fair* category. Four students (17.4%) are classified into a *poor* category. Then there is only one student (4.3%) is classified into a *very poor* category. Furthermore, it can be concluded that there are 39.1% students have low writing ability or only 60.6% students have high writing ability.

The above table can be presented in the following chart.

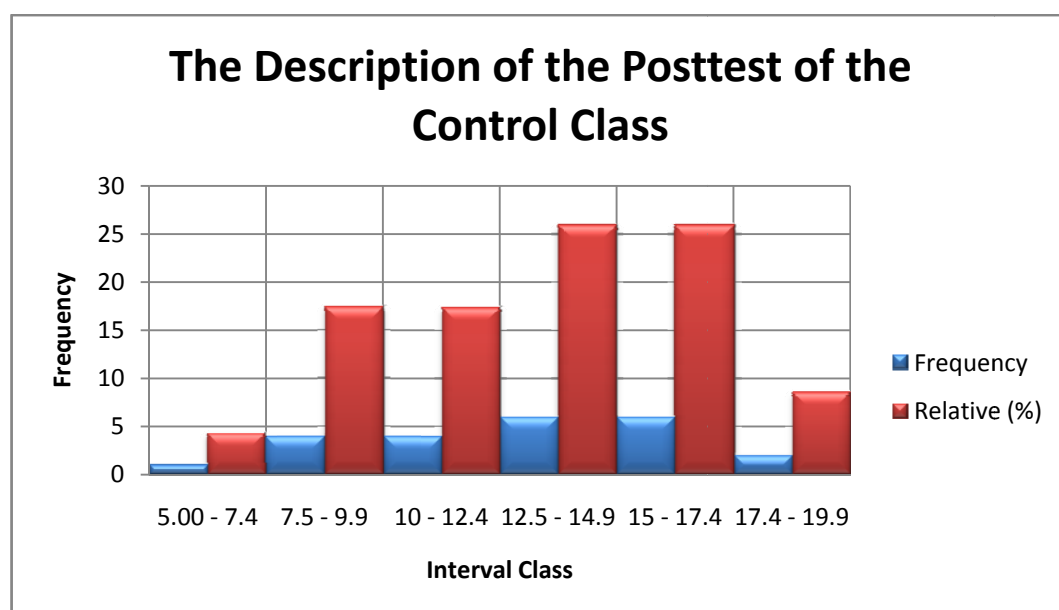


Figure 8: **Histogram of Posttest Score in the Control Class**

In addition, the descriptive analysis of the posttest scores on writing ability of the control is presented in the following table.

Table 23: **Descriptive Analysis of the Control Class in the Posttest**

Mean	Mode	Median	SD	Minimum Score	Maximum Score
12.86	13.00	13.00	3.36	7.00	19.00

The data obtained from the posttest of the students' writing displays that the minimum score is 7.00 and the maximum score is 19.00. The mean score of posttest is 12.86. Meanwhile, the median and mode have the same score .i.e. 13.00. Then, the standard deviation of the data is 3.36.

Table 23 shows that the mean score of the posttest on the control class is 12.86. As it lies between 12.5 and 14.9, the mean score is categorized into a *good* category. So, it can be concluded that the score on the experimental class have a *good* writing ability.

Based on the comparison between those of poor and good categories, it can be concluded that the students' achievement on writing ability of the control class in the pretest improve slightly after treated using a traditional technique. In addition, the frequency in terms of a good category has slightly improved from 26% in the pretest into 60.6% in the posttest.

c. Comparison between the Pretest – Posttest Scores on the Students' Writing Ability in the Control Class.

The table below shows the comparison of the students' writing score between pretest and posttest in the control class. It describes the detailed differences among those two tests.

Table 24: Comparison Data between the Pretest – Posttest Score on the Students' Writing Ability in the Control Class

	N	Mean	Mode	Median	SD	Minimum Score	Maximum Score
Pretest	23	11.69	11.00	11.00	2.86	7.00	19.00
Posttest	23	12.86	13.00	13.00	3.36	7.00	19.00

Table 24 shows that there is some increasing and decreasing number in the pretest and posttest. The posttest has the higher score in all cases than the pretest, except the lowest and the highest score. In the pretest, the mode score is 11.00 while in the posttest score is 13.00. The lowest score in the pretest is the same as in the posttest, i.e. 7.00. Then, for the highest score, both pretest and posttest have the same highest score, i.e. 19.00. In addition, the median score of the posttest is higher than the pretest, i.e. 13.00 for the posttest and 11.00 for the pretest. Furthermore, the mean score of the pretest and the posttest are almost the same, i.e. 11.69 for pretest and 12.86 for posttest.

The standard deviation (SD) for the pretest is 2.86, while the posttest is 3.36. Thus, the standard deviation (SD) of the pretest is lower than that of the posttest. It can be interpreted that the students' writing ability of the control class based on the pretest and posttest scores is heterogeneous.

The comparison between the pretest and posttest scores of the experimental class is illustrated in the following figures.

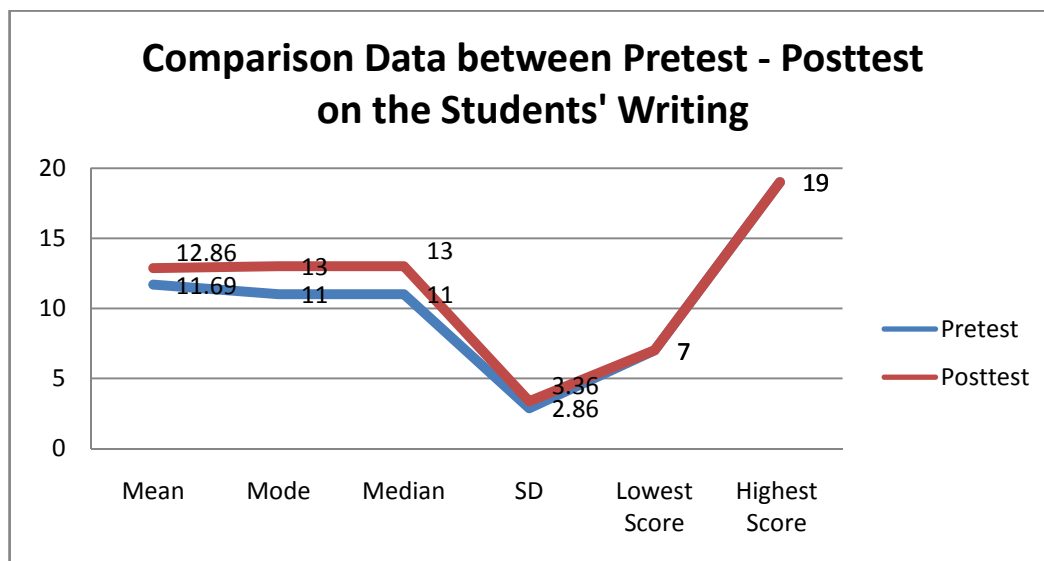


Figure 9: **Pictogram of the Difference between the Pretest – Posttest on the Student’s Writing in the Control Class**

Below are the gain score of the comparison between pretest and posttest score of the control class.

Table 25: **Comparison between Good and Poor Category of the Pretest and Posttest Scores of the Control Class**

Data	Pretest	Posttest	Improvement
Good category	26%	60.6%	34.6%
Poor category	73.7%	39.1%	

Table 25 displays that there is a slightly improvement in terms of good category frequency from 26% on the pretest into 60.6% on the posttest. It can be concluded that there is improvement on the number of students who are in good category (34.6%) of the control class.

The following figures are the illustration of the specific comparison between pretest and posttest of the control class.

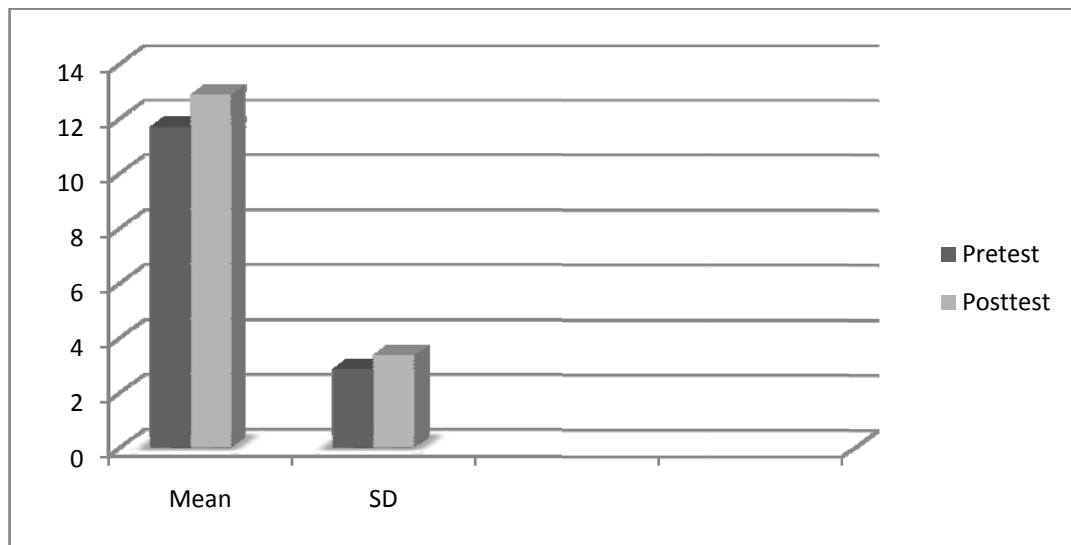


Figure 10: **The Comparison of Mean and Standard Deviation between Pretest and Posttest Scores of Control Class on the Students Writing Ability**

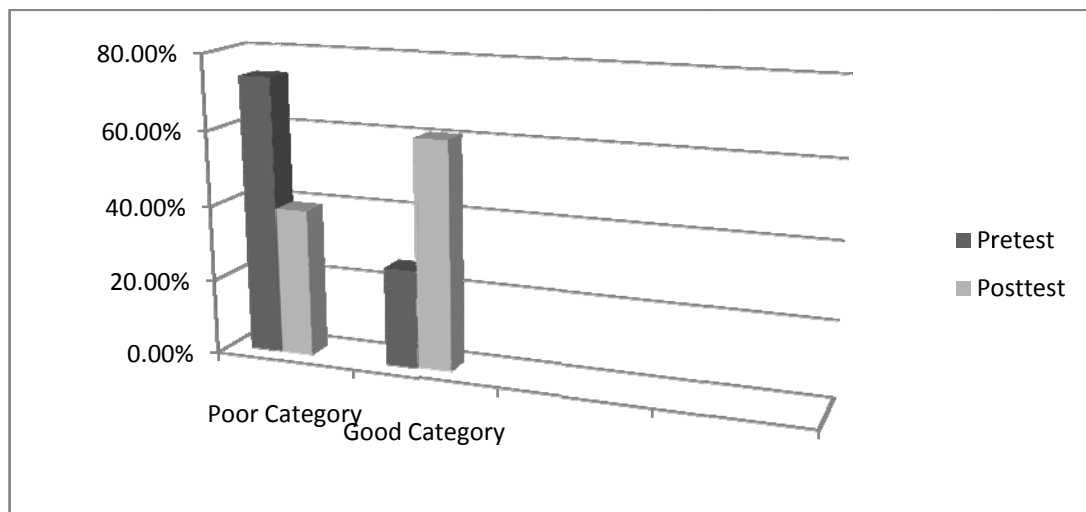


Figure 11: **The Comparison of Good and Poor Categorization between Pretest and Posttest Scores of the Control Class on the Students Writing Ability**

From those data, it shows that there is a significant different between pretest and posttest. Moreover, the mean score in the posttest is higher than the pretest, i.e. $12.86 > 11.69$. As the pretest score lies between 10.0 and 12.4, it is

classified into *fair* category. While in the posttest, as it lies between 12.5 and 14.9, is classified into *good* category. So, it can be concluded that the students' writing ability in the posttest is better than in the pretest.

B. The Result of the Data Analysis

1. Pretesting Analysis

a. Normality Test

As stated previously, the normality test is aimed to see whether the distribution of the data is normal or not. The data were tested using Kolmogorov-Sminorv formula. Theoretically, in pretesting analysis, if the p_{value} is greater than 0.05, the data is normal. However, if it is below 0.05, the data significantly deviate from a normal distribution.

The computation of the Kolmogorov-Smirnov test can be described in the following table.

Table 26: **The Normality Test of the Students' Writing Test in the Pretest and Posttest for Both Experimental and Control Class**

Variables	P value	α	Statement
Pretest of the Experimental Class	0.839	0.05	Normal
Posttest of the Experimental Class	0.395	0.05	Normal
Pretest of the Control Class	0.291	0.05	Normal
Posttest of the Control Class	0.870	0.05	Normal

Based on Table 26, the results of the normality test can be presented as follows.

- P_{value} of the pretest for the experimental class (0.839) is greater than α (0.05).
Therefore, the pretest of the experimental class had a normal distribution.
- P_{value} of the posttest for the experimental class (0.395) is greater than α (0.05). Therefore, the posttest of the experimental class had a normal distribution.
- P_{value} of the pretest for the control class (0.291) is greater than α (0.05).
Therefore, the pretest of the control class had a normal distribution.
- P_{value} of the posttest for the control class (0.870) is greater than α (0.05).
Therefore, the posttest of the control class had a normal distribution.

It can be concluded that the values of the variables are greater than the significant level of 0.05. So, the data of the students' score show the normal distribution.

b. Homogeneity Test

As stated previously, the homogeneity test is applied to analyze whether the variance is homogenous or not. In this case, the researcher used ANOVA of SPSS version 16.00 of windows computer program to examine the homogeneity of the pretest and posttest of the experimental and control class. The variance is said to be homogenous if the significant value is greater than the level of significance 5% ($\alpha = 0.05$). The result of the computation can be seen in the following table.

Table 27: The Result of Homogeneity Test of the Pretest and Posttest of the Control and Experiment Class.

Variable	F_o	F_t	p_{value}	α	Interpretation
Pretest	0.350	4.06	0.557	0.05	Homogenous
Posttest	0.992	4.06	0.324	0.05	Homogenous

From the above table, it indicates that the value of F_o is lower than the value of F_t in the pretest. Meanwhile, F_o value in the posttest is higher than F_t value. In the pretest, the F_o is 0.350 and the F_t is 4.06 ($0.350 < 4.06$). Then F_o in the posttest is 0.996 and the F_t is 4.06 ($0.996 > 4.06$). Besides, the p_{value} for both pretest and posttest is higher than the level of significance ($\alpha = 0.05$), i.e. p_{value} (0.350) $>$ α (0.05) for the pretest and p_{value} (0.992) $>$ α (0.05) for the posttest. Therefore, it can be said that the sample variance of the students' writing ability in the pretest and posttest is homogenous.

2. Hypothesis Testing

This test is aimed at revealing whether there is a significant difference among the writing ability between the students who are taught using written feedback and those who are taught using the traditional teaching method. In this research, the researcher used SPSS version 16.00 of windows computer program to analyze the hypothesis and the data. Furthermore, the hypothesis should be changed into the null hypothesis (H_0) before it is rejected or accepted. The hypothesis testing between experimental and control class can be seen from the

null hypothesis (H_o) and the alternative hypothesis (H_a). The hypothesis is as follows.

H_o : There is no significant difference in English writing ability between students who are taught using written feedback and those who are taught using a traditional method.

H_a : There is significant difference in English writing ability between students who are taught using written feedback and those who are taught using a traditional method.

The null hypothesis means that there is no significant difference between the result of the experimental group and control group while Alternative hypothesis means that there is significant difference between the result of the experimental group and control group.

In this research, the ANCOVA was employed to test the hypothesis because the scores of both pretest and posttest and the mean score of both classes are different. Thus, the researcher should control the scores and therefore the mean scores that would be expected must be found. The pre-test was employed as the covariate. The result of the computation can be seen in the following table.

Table 28: **The Result of ANCOVA on the Students' Writing Ability Taught by Using Written Feedback and Those without Using It.**

Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	273.589 ^a	2	136.795	16.748	.000	.432
Intercept	109.033	1	109.033	13.349	.001	.233
Pretest	218.178	1	218.178	26.711	.000	.378
group	129.380	1	129.380	15.840	.000	.265
Error	359.390	44	8.168			
Total	9817.000	47				
Corrected Total	632.979	46				

a. R Squared = .432 (Adjusted R Squared = .406)

The data above shows that the significant value is 0.000 and the significance level is 0.05. The data shows that the significance value is lower than the significance level, i.e. $0.000 < 0.05$. Therefore, the null hypothesis (H_0) is rejected. It can be concluded that the finding is statistically significant. It means that the use of written feedback shows a significant difference on the students' writing skills seen from the result of posttest after controlling the students' pretest scores. In other words, the use of written feedback influences the students' writing skill.

The following table is the adjusted means of the posttest of both experimental and control class after given treatment.

Table 29: **The Adjusted Means of the Posttest in the Experimental and Control Class**

Classes	Mean
Experiment	15.674
Control	12.209

From the data above, the adjusted mean of the experimental group is 15.674. It is higher than the mean value of the posttest before, i.e. $15.04 < 15.674$. Meanwhile, the adjusted mean of the control group is 12.209. It is higher than the mean value of the posttest before, i.e. $12.86 > 12.209$. The important point is that the adjusted mean of the experimental class is higher than that of the control class i.e. $15.674 > 12.209$. It means that the use of written feedback really influence the students' writing ability.

C. Interpretation

According to the research findings, there is a significant difference between the students' writing score of the experimental and the control classes after the treatment given in grade XI of SMA N 1 Pundong. Both experimental and control classes almost have the same ability, though the mean score of the control class is higher than the experimental class in the pretest. The mean score of the experimental class is 9.95 (see Table 18, page 65), while mean score in the control class 11.69 (see Table 24, page 72). Besides, the mean score of both experimental and control class in the pretest are classified into different categories i.e. *poor* category for experimental class and *fair* category for the control class. Therefore, it can be clearly stated that the experimental and control classes almost have different ability before treatment.

After the treatment was given to the both classes, it can be found out that there is a significant difference between the score of the students in the experimental and control class. The students' writing score of the experimental class is higher than that of the control class. The gained score for the experimental class is 15.04 (see Table 18, page 65) and for the control class is only 12.86 (see Table 24, page 72). The mean score of the posttest for experimental class is in the *very good* category, while for the control class is in the *good* category. In conclusion, based on the absolute gain score of mean from both classes, giving written feedback is effective than that of without giving it.

In terms of the frequency of students' achievement, there was an improvement for both classes. The students of experimental class who were in good category of frequency on the pretest was 12.6%, while on the posttest, there was 70.9% of the students belonged to good category. In fact, the improvement of the students' achievement was 58.3%. For the control class, the students who were in good category of frequency on the pretest was 26.0%, while on the posttest there was 60.6% of the students who belonged to good category. The improvement of the students' achievement was 34.6%.

In other words, written feedback is helpful for teaching and learning of writing. This is indicated from the improvement gained by the experimental class. The finding shows that the students' writing score in the experimental class is better than that of the control class.

Last but not least, the result of the ANCOVA test shows that the significance value is lower than the significance level, i.e. $0.000 < 0.05$. It means that the null hypothesis is rejected. In other words, there is a significant difference in the posttest scores between the two groups after controlling pretest as the covariance. Besides, the adjusted mean shows that the mean of the experimental class is higher than that of the control class, i.e. $15.674 > 12.209$. It means that the use of written feedback shows the significant difference on students' writing ability.

Based on the results of the study, implementing written feedback in English teaching may facilitate the students to reach a high score. As stated in Chapter II, there are some reasons that can make the students reach a high score, such as motivation and learning strategies. Through written feedback, the teacher can do innovations and renovations to explore the complicated curriculum in the sense of getting the appropriate teaching material, media, and technique, especially in teaching writing. Then teachers can also respond to the students' varied needs effectively. Therefore, to enhance written feedback the teacher should provide detailed and meaningful information to students' writing performances.

Eventually, it can be concluded that the use of written feedback in English improves the students' writing score. Therefore, it can be stated that the use of written feedback in English teaching can be a solution to assist the learners' difficulties in writing. Finally, the hypothesis which says "There is a significant

difference in English writing ability between the students taught using written feedback and those taught without using it” is accepted.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

This chapter presents three points. They are conclusions, implication, and suggestions. The discussions are presented as follows.

A. Conclusions

According to the research findings and interpretation of this study, there are some conclusions that can be drawn. They are explained as follows.

First, the pretest score of the experimental class are classified into a poor category. The data shows that there are 3 students (12.6%) who achieve scores above the ideal mean (i.e. 12.5) and 21 students (87.4%) who achieve scores below the ideal mean. It means that the pretest scores of the experimental class do not achieve the ideal mean, because the numbers of the students who achieve scores below the ideal mean are higher than those who achieve scores above the ideal mean. Moreover, the mean value of the pretest is 9.95 and the standard deviation value is 3.04

Second, the posttest scores of the experimental class are classified into a very good category. The data shows that there are 17 students (70.9%) who achieve score above the ideal mean (i.e. 12.5) and 7 students (29.1%) who achieve score below the ideal mean. It means that the posttest scores of the experimental class achieve the ideal mean, because the numbers of the students who achieve

score below the ideal mean are lower than students who achieve score above the ideal mean. Moreover, the mean value of the posttest is 15.04 and the standard deviation value is 3.78.

It can be concluded that the category of scores in the pretest and posttest in the experimental class increases from a poor category into a very good category. Then, the students achieving score above the ideal mean in the posttest are higher than those in the pretest. Besides, the mean value in the posttest is higher than that in the pretest, i.e. $15.04 > 9.95$. It proves that there is an improvement in the students' writing skill after being given a treatment.

Third, the pretest score of the control class is classified into a fair category. The data shows that 6 students (26.0%) achieve scores above the ideal mean (i.e. 12.5) and 17 students (73.7%) achieve scores below the ideal mean. It means that the pretest scores of the experimental class do not achieve the ideal mean, because the sum of the students who achieve scores below the ideal mean are higher than those who achieve scores above the ideal mean. Moreover, the mean value of the pretest is 11.69 and the standard deviation value is 2.86.

Forth, the posttest score of the control class are classified into good category. The data show that there are 14 students (60.6%) who achieve scores above the ideal mean (i.e. 12.5) and 9 students (39.1%) who achieve scores below the ideal mean, because the sum of the students who achieve score below the ideal mean are lower than those who achieve scores above the ideal mean. Moreover, the mean value of the posttest is 12.86 and the standard deviation value is 3.36.

It can be concluded that the category of scores in the pretest and posttest in the experimental class increases from fair category into good category. Then, the students achieving scores above the ideal mean in the posttest are higher than in the pretest. Besides, the mean value in the posttest is higher than that in the pretest i.e. $12.86 > 11.69$. It means that the use of traditional teaching method does not really succeed in improving students' writing skill.

The lastly it can concluded that findings show that there is a significant difference between the students taught using written feedback and those who are taught using traditional teaching method. It is supported by the result of the ANCOVA test. The test shows that the significance value is lower than the significance level, i.e. $0.000 < 0.05$. Furthermore, the result of the adjusted mean of the experimental class is higher than that of the control class, i.e. $15.674 > 12.209$. It means that the null hypothesis is rejected, as the finding is statistically significant. In other words, there is an improvement concerning the students writing skill in the two groups. However, the improvement achieved by the students in the experimental class is significantly higher than that of the control class.

B. Implication

This study reveals that there is a significant difference between the students' writing scores of the students who were taught using written feedback and those who are taught using the traditional method. It proves that written feedback has a significant effect on the students' writing skill. This implies that

the selection of an appropriate teaching method is very crucial in attaining the objectives of the teaching and learning process.

C. Suggestions

Based on the results of this study, some suggestions are proposed to the following groups.

1. To the English Teachers

The result of this study shows that the teaching method is one of the key factors that influence the success of the teaching learning process. Therefore, in teaching writing, the English teachers should do their role as a feedback provider to the learners. Then, they also should be creative in selecting appropriate method which can be used to improve learners' motivation and is to meet with the learners' needs and wants. Thus, through written feedback in the teaching writing, the teachers mean giving a change to the learners to evaluate and revise their writing performance. It is due to the fact that written feedback offers a closer and meaningful guidance for the learners in their writing process.

2. To the Learners

It is better for the learners to practice writing continuously. They should take the benefits of written feedback that provides by the teacher for their further writing. That kind of written feedback can be used by the learners to improve their motivation and solve their weaknesses in writing. In other

words, written feedback can be a solution in helping and guiding the students to have good writing and gaining a good achievement.

3. To Other Researchers

The researcher realizes that there are some weaknesses in this study. One of them concerns with the data of the study. It happens because there was too many school holidays when the study was executed which impacted upon the given treatment. In regard to this, therefore, other researchers are encouraged to explore more data on the similar issue.

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Name :

No :

Class :

Pretest

Write a hortatory exposition text (about 200 words) based on one of the topics below.

- a. Environment : Rubbish, Dirty River, Air Pollution and Global Warming
- b. Culture : Batik, Traditional Dancing, Traditional Games
- c. TV program : Music show, Reality show, Advertisement, News
- d. Education : School facilities, Boarding School, School Fee

.....

Thesis

Arguments

Suggestions or
Recommendation

Name:

No :

Class:

Posttest

Write a hortatory exposition text (about 200 words) based on one of the topics below.

- a. Environment
- b. Culture
- c. TV program
- d. Education

.....
Thesis
Arguments
Suggestions or Recommendations

COURSE GRID FOR CONTROL CLASS

School : SMA N 1 Pundong

Subject : English

Skill : Writing

Grade / Semester : XI/2

Standard of Competence	Basic Competency	Indicators	Learning Materials	Learning Activities	Evaluation		Time Allocation	Sources
					Technique	Form		
12. To express the meanings of essay in the genre of hortatory exposition in daily life context	12.2.To express the meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition	1.The students are able to identify the organization of hortatory exposition 2.The students are able to write arguments and recommendations 3.The students are able to write a hortatory exposition	1. Hortatory exposition text and its organization 2. The use of modal (e.g. should, ought to, and had better) 3. The use of words that qualify statements (e.g. usual, probably) 4. The use of simple present tense. The form of simple present tense:	1st Meeting Opening a. Greeting b. Asking everything about students' condition c. Checking the students' attendance d. Checking the students' readiness e. Telling what will be learnt by the students in this meeting f. Telling the goals that will be achieved to the students	Scoring students' writing	Rubric	2 x 45 minutes	<i>Look Ahead 2 for Senior High School</i> <i>Developing English Competences for Grade XI Senior High School</i>

			<p>S + V + O S + V (-s) + O</p> <p>5. The use of words that link arguments. For example: so, next, beside this, on the other hand, furthermore</p>	<p>Main activities</p> <ol style="list-style-type: none"> 1. Lead in: students answer some following questions, such as: “Do you like our cultures?” “Why do you like our cultures?” “What do you think when our cultures are claimed by another country?” 2. Students listen and pay attention to teacher’s explanation about hortatory exposition text 3. Students are given a text related to the topic 4. Students read the text carefully 5. Students discuss together to identify the generic structure and the communicative purposes of the text 6. Students are given some pictures, and the students give their arguments orally. 7. Students do a guiding 				
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				<p>exercise (labeling the paragraphs with parts of structure in hortatory exposition and arranging them in order) in pairs.</p> <p>8. Students discuss the correct answer together</p> <p>9. Students are given some situations which relate to the current issues.</p> <p>10. Students write down some arguments and suggestions based on the topic chosen</p> <p>11. The students submit their work.</p> <p>Closing</p> <p>a. The teacher asks the students about difficulties found during teaching-learning activity</p> <p>b. The teacher makes conclusion about the materials that have been learnt.</p>				
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<p>12. To express the meanings of essay in the genre of hortatory exposition in daily life context</p>	<p>12.2. To express the meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition</p>	<p>1. The students are able to identify the organization of hortatory exposition 2. The students are able to write arguments and recommendations 3. The students are able to write a hortatory exposition</p>	<p>1. Hortatory exposition text and its organization 2. The use of modal (e.g. should, ought to, and had better) 3. The use of words that qualify statements (e.g. usual, probably) 4. The use of simple present tense. The form of simple present tense: S + V + O S + V (-s) + O 5. The use of words that link arguments. For example: so, next, beside this, on the other hand, furthermore</p>	<p>2nd Meeting</p> <p>Opening</p> <p>a. Greeting b. Asking everything about students' condition c. Checking the students' attendance d. Checking the students' readiness e. Telling what will be learnt by the students in this meeting f. Telling the goals that will be achieved to the students</p> <p>Main activities</p> <p>1. The teacher explains about the important of writing aspects 2. Students make arguments and recommendation based on their own topic 3. Students submit their work.</p>	<p>Scoring students' writing</p>	<p>Rubric</p>	<p>1 x 45 minutes</p>	<p><i>Look Ahead 2 for Senior High School</i></p> <p><i>Developing English Competences for Grade XI Senior High School</i></p>
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				<p>Closing</p> <p>a. The teacher asks the students about difficulties found during teaching-learning activity</p> <p>b. The teacher gives solution of students' problem found during teaching-learning activity</p> <p>c. The teacher makes conclusion about the materials that have been learnt.</p>				
12. To express the meanings of essay in the genre of hortatory exposition in daily life context	12.2. To express the meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in	<p>1. The students are able to identify the organization of hortatory exposition</p> <p>2. The students are able to write arguments and recommendations</p> <p>3. The students are able to write a hortatory exposition</p>	<p>1. Hortatory exposition text and its organization</p> <p>2. The use of modal (e.g. should, ought to, and had better)</p> <p>3. The use of words that qualify statements (e.g. usual, probably)</p> <p>4. The use of simple present tense. The form of simple</p>	<p>3rd Meeting</p> <p>Opening</p> <p>a. Greeting</p> <p>b. Asking everything about students' condition</p> <p>c. Checking the students' attendance</p> <p>d. Checking the students' readiness</p> <p>e. Telling what will be learnt by the students in this meeting</p> <p>f. Telling the goals that will be achieved to the</p>	Scoring students writing	Rubric	2 x 45 minutes	<p><i>Look Ahead 2 for Senior High School</i></p> <p><i>Developing English Competences for Grade XI Senior High School</i></p>

	<p>the genre of hortatory exposition</p>		<p>present tense: S + V + O S + V (-s) + O</p> <p>5. The use of words that link arguments. For example: so, next, beside this, on the other hand, furthermore</p>	<p>students</p> <p>Main activities</p> <ol style="list-style-type: none"> 1. Students listen and pay attention to teacher's explanation about how to make outlines of hortatory exposition text. 2. In group of four, students do the task from the teacher that is completing the hortatory exposition with thesis, recommendation and supplying the best title. 3. Students listen and pay attention to teacher's explanation about how to make outlines or drafting of hortatory exposition text. 4. Still in group of four, students choose the topic and make outline of hortatory exposition text based on the example given. 5. Students discuss together <p>Closing</p> <ol style="list-style-type: none"> a. The teacher asks the 				
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				<p>students about difficulties found during teaching-learning activity</p> <p>b. The teacher makes conclusion about the materials that have been learnt.</p>				
12. To express the meanings of essay in the genre of hortatory exposition in daily life context	12.2. To express the meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition	<p>1. The students are able to identify the organization of hortatory exposition</p> <p>2. The students are able to write arguments and recommendations</p> <p>3. The students are able to write a hortatory exposition</p>	<p>1. Hortatory exposition text and its organization</p> <p>2. The use of modal (e.g. should, ought to, and had better)</p> <p>3. The use of words that qualify statements (e.g. usual, probably)</p> <p>4. The use of simple present tense. The form of simple present tense: S + V + O S + V (-s) + O</p> <p>5. The use of words that link</p>	<p>4th Meeting</p> <p>Opening</p> <p>a. Greeting</p> <p>b. Asking everything about students' condition</p> <p>c. Checking the students' attendance</p> <p>d. Checking the students' readiness</p> <p>e. Telling what will be learnt by the students in this meeting</p> <p>f. Telling the goals that will be achieved to the students</p> <p>Main activities</p> <p>1. The teacher shares the submitted students'</p>	Scoring students' writing	Rubric	1 x 45 minutes	<p><i>Look Ahead 2 for Senior High School</i></p> <p><i>Developing English Competences for Grade XI Senior High School</i></p>

			<p>arguments. For example: so, next, beside this, on the other hand, furthermore</p>	<p>writing</p> <p>2. Students listen and pay attention to the explanation from teacher, and students gather to the discussion about hortatory text exposition</p> <p>3. Students work with their group and develop the outline into hortatory exposition text</p> <p>4. Students submit their work</p> <p>Closing</p> <p>a. Teacher gives an individual task, that is make a hortatory exposition at home</p> <p>b. The teacher asks the students about</p>				
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				difficulties found during teaching-learning activity c. The teacher makes conclusion about the materials that have been learnt.				
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COURSE GRID FOR EXPERIMENTAL CLASS

School : SMA N 1 Pundong

Subject : English

Skill : Writing

Grade / Semester : XI/2

Standard of Competence	Basic Competency	Indicators	Learning Materials	Learning Activities	Evaluation		Time Allocation	Sources
					Technique	Form		
12. To express the meanings of essay in the genre of hortatory exposition in daily life context	12.2.To express the meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition	1. The students are able to identify the organization of hortatory exposition 2. The students are able to write a hortatory exposition 3. The students are able to revise the paragraph of a hortatory exposition texts	1. Hortatory exposition text and its organization 2. The use of modal (e.g. should, ought to, and had better) 3. The use of words that qualify statements (e.g. usual, probably) 4. The use of simple present tense. The form of simple present tense: S + V + O S + V (-s) + O 5. The use of words that link arguments. For example: so, next,	1st Meeting Opening a. Greeting b. Asking everything about students' condition c. Checking the students' attendance d. Checking the students' readiness e. Telling what will be learnt by the students in this meeting f. Telling the goals that will be achieved to the students Main activities 1. Lead in: students answer some following questions, such as: "Do you like our cultures?" "Why do you like our	Giving feedback to students' writing	Rubric	2 x 45 minutes	<i>Look Ahead 2 for Grade XI Senior High School</i> <i>Developing English Competences for Grade XI Senior High School</i>

			<p>beside this, on the other hand, furthermore</p>	<p>cultures?”</p> <p>“What do you think when our cultures are claimed by another country?”</p> <ol style="list-style-type: none"> 2. Students listen and pay attention to teacher’s explanation about hortatory exposition text 3. Students are given a text related to the topic 4. Students read the text carefully 5. Students discuss together to identify the generic structure and the communicative purposes of the text 6. Students are given some pictures, and the students give their arguments orally. 7. Students do a guiding exercise (labeling the paragraphs with parts of structure in hortatory exposition and arranging them in order) in pairs. 8. Students discuss the correct answer together 9. Students are given some situations which relate to the current issues. 10. Students write down some arguments and suggestions based on the topic chosen 11. The students submit their 				
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				<p>work.</p> <p>12.The teacher gives feedback to the students’ work in aspects of writing: content, organization, and vocabulary</p> <p>Closing</p> <p>a. The teacher asks the students about difficulties found during teaching-learning activity</p> <p>b. The teacher makes conclusion about the materials that have been learnt.</p>				
12. To express the meanings of essay in the genre of hortatory exposition in daily life context	12.2. To express the meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition	<p>1. The students are able to identify the organization of hortatory exposition</p> <p>2. The students are able to write a hortatory exposition</p> <p>3. The students are able to revise the paragraph of a hortatory exposition texts</p>	<p>1. Hortatory exposition text and its organization</p> <p>2. The use of modal (e.g. should, ought to, and had better)</p> <p>3. The use of words that qualify statements (e.g. usual, probably)</p> <p>4. The use of simple present tense. The form of simple present tense: S + V + O S + V (-s) + O</p>	<p>2nd Meeting</p> <p>Opening</p> <p>a. Greeting</p> <p>b. Asking everything about students’ condition</p> <p>c. Checking the students’ attendance</p> <p>d. Checking the students’ readiness</p> <p>e. Telling what will be learnt by the students in this meeting</p> <p>f. Telling the goals that will be achieved to the students</p>	Giving Feedback to students’ Wrting	Rubric	1 x 45 minutes	<p><i>Look Ahead 2 for Grade XI Senior High School</i></p> <p><i>Developing English Competences for Grade XI Senior High School</i></p>

			<p>5. The use of words that link arguments. For example: so, next, beside this, on the other hand, furthermore</p>	<p>Main activities</p> <ol style="list-style-type: none"> 1. The teacher explains about the important of writing aspects 2. Students revise their previous work (i.e. making arguments and recommendations) after the teacher gives feedback on it. 3. Students submit their work. 4. The teacher gives feedback to the students' writing in part of language use and mechanics. 5. Students revise their work <p>Closing</p> <ol style="list-style-type: none"> a. The teacher asks the students about difficulties found during teaching-learning activity b. The teacher gives solution of students' problem found during teaching-learning activity c. The teacher makes conclusion about the materials that have been learnt. 				
12. To express the meanings of essay in the genre of	12.2. To express the meaning and rhetoric steps in essay	1. The students are able to identify the organization of	1. Hortatory exposition text and its organization	<p>3rd Meeting</p> <p>Opening</p>	Giving Feedback to Students' Writing	Rubric	2 x 45 minutes	<i>Look Ahead 2 for Grade Xi Senior High School</i>

<p>hortatory exposition in daily life context</p>	<p>by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition</p>	<p>hortatory exposition 2. The students are able to write a hortatory exposition 3. The students are able to revise the paragraph of a hortatory exposition texts</p>	<p>2. The use of modal (e.g. should, ought to, and had better) 3. The use of words that qualify statements (e.g. usual, probably) 4. The use of simple present tense. The form of simple present tense: S + V + O S + V (-s) + O 5. The use of words that link arguments. For example: so, next, beside this, on the other hand, furthermore</p>	<p>a. Greeting b. Asking everything about students' condition c. Checking the students' attendance d. Checking the students' readiness e. Telling what will be learnt by the students in this meeting f. Telling the goals that will be achieved to the students</p> <p>Main activities</p> <ol style="list-style-type: none"> 1. Students listen and pay attention to teacher's explanation about how to make outlines of hortatory exposition text. 2. Students pay attention to the outlines example 3. Students work into group of four, choose the topic and make outline of hortatory exposition text. 4. Students consult the outline to teacher 5. Still in group of four students develop the outline into hortatory exposition text 6. Students discuss together 7. Students submit their work 8. Teacher gives feedback 				<p><i>Developing English Competences for Grade XI Senior High School</i></p>
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				<p>Closing</p> <p>a. The teacher asks the students about difficulties found during teaching-learning activity</p> <p>b. The teacher makes conclusion about the materials that have been learnt.</p>				
12. To express the meanings of essay in the genre of hortatory exposition in daily life context	12.2. To express the meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition	<p>1. The students are able to identify the organization of hortatory exposition</p> <p>2. The students are able to write a hortatory exposition</p> <p>3. The students are able to revise the paragraph of a hortatory exposition texts</p>	<p>1. Hortatory exposition text and its organization</p> <p>2. The use of modal (e.g. should, ought to, and had better)</p> <p>3. The use of words that qualify statements (e.g. usual, probably)</p> <p>4. The use of simple present tense. The form of simple present tense: S + V + O S + V (-s) + O</p> <p>5. The use of words that link arguments. For example: so, next, beside this, on the other hand, furthermore</p>	<p>4th Meeting</p> <p>Opening</p> <p>a. Greeting</p> <p>b. Asking everything about students' condition</p> <p>c. Checking the students' attendance</p> <p>d. Checking the students' readiness</p> <p>e. Telling what will be learnt by the students in this meeting</p> <p>f. Telling the goals that will be achieved to the students</p> <p>Main activities</p> <p>1. The teacher and students discuss students' writing in the previous meeting</p> <p>2. Students work with their group and revise their writing</p>	Giving Feedback to students' writing	Rubric	1 x 45 minutes	<p><i>Look Ahead 2 for Grade XI Senior High School</i></p> <p><i>Developing English Competences for Grade XI Senior High School</i></p>

				<p>3. Students submit their work</p> <p>Closing</p> <p>a. Teacher gives an individual task, that is make a hortatory exposition at home</p> <p>b. The teacher asks the students about difficulties found during teaching-learning activity</p> <p>c. The teacher makes conclusion about the materials that have been learnt.</p>				
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Lesson Plan
(Experimental class)

School	: SMA N 1 Pundong
Subject	: English
Grade/Semester	: XI/ 2
Time Allocation	: 2 x 45 minutes
Skill	: Writing
Meeting	: 1 st meeting
Topic	: Hortatory Exposition

A. Standard of Competence

To express the meanings of essay in the genre of hortatory exposition in daily life context.

B. Basic Competency

To express meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition

C. Indicators

The students are able to:

1. Identify the organization of hortatory exposition
2. Write a hortatory exposition text
3. Revise the paragraph of a hortatory exposition text

D. Objectives

At the end of the lesson, the students are able to identify the organization, the communicative purpose and the information of hortatory exposition texts.

E. Material

1. Hortatory exposition text and its organization

The purpose of Hortatory Exposition text is to persuade the reader or listener that something should or should not be the case and it proposes a suggestion at the end of the argumentation.

The elements of Hortatory Exposition text:

1. Thesis or the general statement of topic discussed.
2. Arguments which are arranged according to the writer's choice. Usually it is based on the criterion of weak and strong arguments.
3. Suggestion or recommendation which contains what should or should not happen.

2. The use of modal (e.g. should, ought to and had better)

In the text, you will find a sentence using the word *should*. For example:

.....Indonesians *should* appreciate differences among culture.....

The word *should* is one of the modal auxiliaries. The word *should* in the sentence indicate that the writer suggests that readers do or not do something. The word *should* also have many other functions. Two of them are:

1. Giving an opinion about something
Example: I *think* they *should* be stopped for a number of reasons.
2. Saying that something is not right
Example: Those children *shouldn't be playing*. They *should* be in school.

❖ Notes: *Should* have the similar meaning to *ought to* and *had better*.

3. The use of words that qualify statements (e.g. : usual, probably)

4. The use of simple present tense

Study the following sentences.

1. They *try* to encourage people to buy unhealthy food.
2. Jobs *are* hard to find.
3. Smoking *is* dangerous and a health risk to the smoker.
4. She *persuades* her friend to read it.

The simple present tense is used to give general truth and habitual action. Verbs that are used in the simple present tense are: to be (is, am, are) and verb (try, persuade, etc.) or the verbs are usually named as infinitive verbs.

The form of simple present tense:

Subject + Verb + Object → They *try* to encourage people to buy unhealthy food.

Subject + Verb + (-s) + Object → She *persuades* her friend to read it.

5. The use of words that link arguments

Your sentences need to follow logically. Use the following connective words.

So	Perhaps I should mention	On the other hand	Firstly
Next	Afterwards	Yet	Secondly
Besides this	Although	Otherwise	Furthermore
As well as	However	In addition	
Then	Not only.....but also	Though	

Example:

Therefore, Indonesian should appreciate differences among culture for the following reasons.

F. Teaching method:

1. Building knowledge of the field
2. Modeling of the text
3. Join construction of the text
4. Independent construction of the text

G. Sequence of Teaching

1. Opening
 - a. Greeting
 - b. Asking everything about students' condition
 - c. Checking the students' attendance
 - d. Checking the students' readiness
 - e. Telling what will be learnt by the students in this meeting
 - f. Telling the goals that will be achieved to the students
2. Main activities
 - a. Building knowledge of the field
 1. Lead in: students answer some following questions, such as:
 - “Do you like our cultures?”
 - “Why do you like our cultures?”
 - “What do you think when our cultures are claimed by another country?”

2. Students listen and pay attention to teacher's explanation about hortatory exposition text
- b. Modeling of the text
 1. Students are given a text related to the topic
 2. Students read the text carefully
 3. Students discuss together to identify the generic structure and the communicative purposes of the text
- c. Join construction of the text
 1. Students are given some pictures, and the students give their arguments orally.
 2. Students do a guiding exercise (labeling the paragraphs with parts of structure in hortatory exposition and arranging them in order) in pairs.
 3. Students discuss the correct answer together
- d. Independent construction of the text
 1. Students are given some situations which relate to the current issues.
 2. Students write down some arguments and suggestions based on the topic chosen.
 3. The students submit their work.
 4. The teacher gives feedback to the students' work in aspects of writing: content, organization, and vocabulary
3. Closing
 - a. The teacher asks the students about difficulties found during teaching-learning activity
 - b. The teacher makes conclusion about the materials that have been learnt.

H. Material resources

1. Look Ahead 2
2. Developing English Competencies

I. Scoring

1. Techniques : giving feedback to students' arguments
2. Instrument : assignment (write arguments and recommendation)
3. Form : scoring rubric

Yogyakarta, 21 February 2012

Approved by:
The English teacher

The researcher

Suparno, S.Pd.
NIP. 19620830 198303 1 005

Restu Andinawati
NIM. 06202244007

Task 1

Read the following Hortatory Exposition text and identify the generic structure of the text

We should preserve our Indonesian identity and culture

It is a shameful phenomenon when we deny our cultural root and abandon our identity to run after the blind imitation of Western cultures. That's why we must preserve our cultural identity for some reasons.

First, the concept of our identity and nationalism can never be ignored. Our history is the inspiration for our present and moral principles are the foundations of our desired civilization.

Second, western cultures may be morally destructive propagandists. They replace religious and moral principles with the absurdity of Western culture, which conflicts with our traditional and religious values.

Finally, the method of our imitation to the west must be in science, knowledge, seriousness and the determination to rush toward progress. Thus, a clear understanding of modernity is important in order to preserve our identity and culture.

Indonesian young generations are in charge to preserve the Indonesian culture and identity for future.

Source: <http://www.yementimes.com>

The following guideline may help you to identify the generic structure of the text.

Indonesian must preserve their identity and culture. It is because

1. The first is....
2. The second is....
3. The last is
4. Therefore....

Task 2

From the text above, identify and underlined the used of *modal*, *simple present tense*, and *temporal connectives*.

Task 3

Read and choose the correct verb forms in the sentences below.

1. Teenagers these days (is / are) far more sophisticated than those in the past.
2. Cultural treasures (represent/ represents) the evidence of the future of a nation.
3. Out of date laws (has/have) no place in a modern society, especially one that needs people to be responsible for their actions.
4. Television can (expose/ exposes) things you have tried to protect them from, especially violence, pornography, consumerism, etc.
5. They (go/goes) on for a long time.
6. We think TV station should (stop/stops) showing ads.
7. A clean and fresh city will surely (make/makes) the inhabitants healthy.
8. Television (become/becomes) one of the most important devices which takes place in almost houses
9. Indonesian must (recognize/recognize) that every culture has different customs and beliefs.
10. The government (plan/plans) to block some websites to censor harmful contents that may disrupt cultural identity

Task 4

Label the paragraph below with parts of structure in hortatory exposition.

Then, arrange them in order.

.....
 This matter is caused by people who don't know about the danger of air pollution. We need public awareness to fight air pollution and keep our air clean

.....
 Air Pollution In Cities

.....

It is not going to be easy to solve this problem. We, as young generation, should make change so that our city becomes cool city. Besides, all people should be told about the danger of air pollution.

.....

Another problem is caused by car, motorcycle, and some public transportation. They emit deadly gases. When they go to somewhere, they spread air pollution. Besides, the factory can cause air pollution. Many factories create air pollution.

.....

Air pollution is a serious problem for our existence in the world. It is very dangerous for human's health. It makes our cities uncomfortable. Air pollution is one the cause of global warming. So, it can be a big problem for all people in the world and the next generation. It can damage the nature

Task 5

Write down your argumentations and recommendations based on the situation below.

1. Corruption? It has become a common issue. We can find it in any places, even the US. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.
2. Should mobile phones be banned in School? In the last few years, there has been an explosion in the use of new communication technologies, including mobile phones, it is estimated that over 70 % of young people aged 10 – 14 now own mobile phone. Considerable debate has taken place in the press recently as to whether pupils should be allowed to take their mobile phones to school.

Lesson Plan
(Experimental class)

School	: SMA N 1 Pundong
Subject	: English
Grade/Semester	: XI/ 2
Time Allocation	: 1 x 45 minutes
Skill	: Writing
Meeting	: 2 nd meeting
Topic	: Hortatory Exposition

A. Standard of Competence

To express the meanings of essay in the genre of hortatory exposition in daily life context.

B. Basic Competency

To express meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition

C. Indicators

The students are able to:

1. Identify the organization of hortatory exposition
2. Write a hortatory exposition text
3. Revise the paragraph of a hortatory exposition text

D. Objectives

In the end of this lesson, students can write and revise arguments and recommendations that they made.

E. Material

Hortatory exposition text

F. Teaching Techniques:

1. Presentation
2. Discussion
3. Individual work

G. Teaching Activities

1. Opening
 - a. Greeting
 - b. Asking everything about students' condition
 - c. Checking the students' attendance
 - d. Checking the students' readiness
 - e. Telling what will be learnt by the students in this meeting
 - f. Telling the goals that will be achieved to the students
2. Main activities
 - a. The teacher explains about the important of writing aspects
 - b. Students revise their previous work (i.e. making arguments and recommendations) based on the teacher's feedback
 - c. Students submit their work.
 - d. The teacher gives feedback to the students' writing in part of language use and mechanics.
 - e. Students revise their work
3. Closing
 - a. The teacher asks the students about difficulties found during teaching-learning activity
 - b. The teacher gives solution of students' problem found during teaching-learning activity
 - c. The teacher makes conclusion about the materials that have been learnt.

H. Material resources

Look Ahead 2

I. Scoring

Techniques : giving feedback to student's writing

Instrument : assignment (write arguments and recommendations)

Yogyakarta, 21 February 2012

Approved by:
The English teacher

The researcher

Suparno, S.Pd.
NIP. 19620830 198303 1 005

Restu Andinawati
NIM. 06202244007

Lesson Plan
(Experimental class)

School	: SMA N 1 Pundong
Subject	: English
Grade/Semester	: XI/ 2
Time Allocation	: 2 x 45 minutes
Skill	: Writing
Meeting	: 3 rd meeting
Topic	: Hortatory Exposition

A. Standard of Competence

To express the meanings of essay in the genre of hortatory exposition in daily life context.

B. Basic Competency

To express meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition

C. Indicators

The students are able to:

1. Identify the organization of hortatory exposition
2. Write a hortatory exposition text
3. Revise the paragraph of a hortatory exposition text

D. Objective

At the end of the learning, students can make outline/drafting and develop it into hortatory exposition text

E. Material

Hortatory exposition text

F. Teaching technique:

1. Presentation

2. Discussion
3. Group work

G. Teaching activities:

1. Opening
 - a. Greeting
 - b. Asking everything about students' condition
 - c. Checking the students' attendance
 - d. Checking the students' readiness
 - e. Telling what will be learnt by the students in this meeting
 - f. Telling the goals that will be achieved to the students
2. Main activities
 - a. Students listen and pay attention to teacher's explanation about how to make outlines of hortatory exposition text.
 - b. Students pay attention to the outlines example
 - c. Students work into group of four, choose the topic and make outline of hortatory exposition text.
 - d. Students consult the outline to teacher
 - e. Still in group of four students develop the outline into hortatory exposition text
 - f. Students discuss together
 - g. Students submit their work
 - h. Teacher gives feedback
3. Closing
 - a. The teacher asks the students about difficulties found during teaching-learning activity
 - b. The teacher makes conclusion about the materials that have been learnt.

H. Material Resources

Look Ahead 2

- I. Scoring
Techniques : giving feedback to student's writing
Instrument : assignment
Scoring : Rubric

Yogyakarta, 21 February 2012

Approved by:
The English teacher

The researcher

Suparno, S.Pd.
NIP. 19620830 198303 1 005

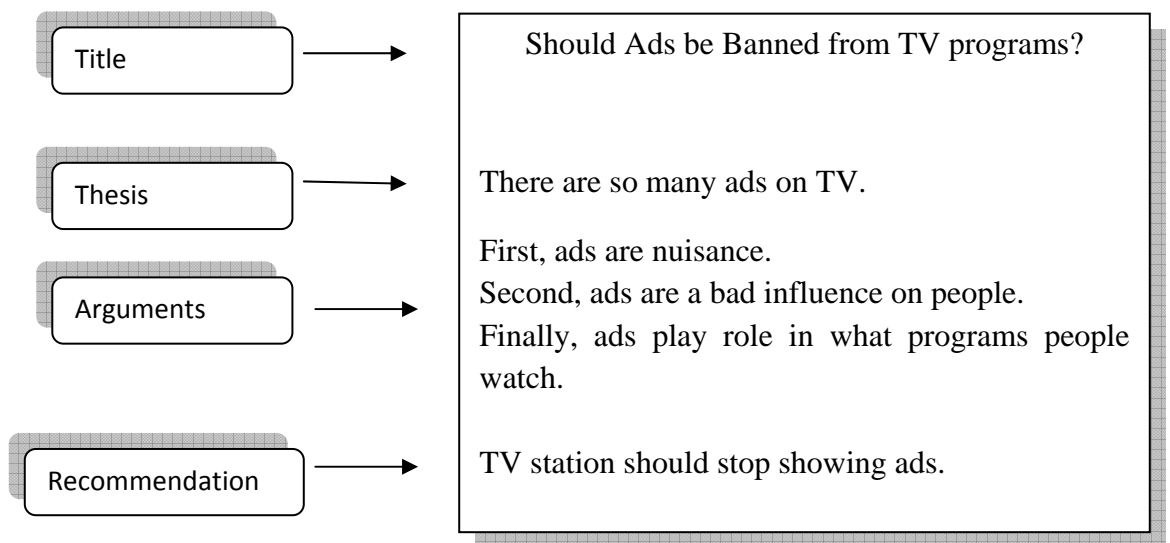
Restu Andinawati
NIM. 06202244007

TASK 1

MAKING OUTLINE

What is the used of outline in writing? It is used to help to the writer to develop their ideas.

Example:



TASK 2

Developing outline into hortatory paragraph

Should Ads be Banned from TV programs?

I am writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

First, ads are a nuisance. They go on for a long time and there are so many. Sometimes duration for ads is even longer the program itself.

Second, ads give a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what programs people watch. That is because there are lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even through those programs may be someone's favorite.

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I am sick of ads and now I mostly watch movie in cinema.

Lesson Plan
(Experimental class)

School	: SMA N 1 Pundong
Subject	: English
Grade/Semester	: XI/ 2
Time Allocation	: 1 x 45 minutes
Skill	: Writing
Meeting	: 4 th meeting
Topic	: Hortatory Exposition

A. Standard of Competence

To express the meanings of essay in the genre of hortatory exposition in daily life context.

B. Basic Competency

To express meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition

C. Indicators

The students are able to:

1. Identify the organization of hortatory exposition
2. Write a hortatory exposition text
3. Revise the paragraph of a hortatory exposition text

D. Objective

In the end of this lesson, students can write the hortatory exposition text and revise it.

E. Material: Hortatory exposition text

F. Teaching technique:

1. Discussion

2. Group work

3. homework

G. Teaching activities

1. Opening

a. Greeting

b. Asking everything about students' condition

c. Checking the students' attendance

d. Checking the students' readiness

e. Telling what will be learnt by the students in this meeting

f. Telling the goals that will be achieved to the students

2. Main activities

a. The teacher and students discuss students' writing in the previous meeting

b. Students work with their group and revise their writing

c. Students submit their work

3. Closing

a. Teacher gives an individual task, that is make a hortatory exposition at home

b. The teacher asks the students about difficulties found during teaching-learning activity

c. The teacher makes conclusion about the materials that have been learnt.

H. Material: Look Ahead 2

I. Scoring

Techniques : giving feedback to student's writing

Instrument : homework (make a hortatory exposition at home)

Scoring : Rubric

Yogyakarta, 21 February 2012

Approved by:
The English teacher

The researcher

Suparno, S.Pd.
NIP. 19620830 198303 1 005

Restu Andinawati
NIM. 06202244007

Lesson Plan

(Control class)

School	: SMA N 1 Pundong
Subject	: English
Grade/Semester	: XI/ 2
Time Allocation	: 2 x 45 minutes
Skill	: Writing
Meeting	: 1 st meeting
Topic	: Hortatory Exposition

A. Standard of Competence

To express the meanings of essay in the genre of hortatory exposition in daily life context.

B. Basic Competency

To express meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition

C. Indicators

The students are able to:

1. Identify the organization of hortatory exposition
2. Students can write argument and recommendation
3. Write a hortatory exposition text

D. Objectives

At the end of the lesson, the students are able to identify the organization, the communicative purpose and the information of hortatory exposition texts.

E. Material

1. Hortatory exposition text and its organization

The purpose of Hortatory Exposition text is to persuade the reader or listener that something should or should not be the case and it proposes a suggestion at the end of the argumentation.

The elements of Hortatory Exposition text:

1. Thesis or the general statement of topic discussed.
2. Arguments which are arranged according to the writer's choice. Usually it is based on the criterion of weak and strong arguments.
3. Suggestion or recommendation which contains what should or should not happen.

2. The use of modal (e.g. should, ought to and had better)

In the text, you will find a sentence using the word *should*. For example:

.....Indonesians *should* appreciate differences among culture.....

The word *should* is one of the modal auxiliaries. The word *should* in the sentence indicate that the writer suggests that readers do or not do something. The word *should* also have many other functions. Two of them are:

1. Giving an opinion about something
Example: I *think* they *should* be stopped for a number of reasons.
2. Saying that something is not right
Example: Those children *shouldn't be playing*. They *should* be in school.

❖ Notes: *Should* have the similar meaning to *ought to* and *had better*.

3. The use of words that qualify statements (e.g. : usual, probably)

4. The use of simple present tense

Study the following sentences.

1. They *try* to encourage people to buy unhealthy food.
2. Jobs *are* hard to find.
3. Smoking *is* dangerous and a health risk to the smoker.
4. She *persuades* her friend to read it.

The simple present tense is used to give general truth and habitual action. Verbs that are used in the simple present tense are: to be (is, am, are) and verb (try, persuade, etc.) or the verbs are usually named as infinitive verbs.

The form of simple present tense:

Subject + Verb + Object → They *try* to encourage people to buy unhealthy food.

Subject + Verb + (-s) + Object → She *persuades* her friend to read it.

5. The use of words that link arguments

Your sentences need to follow logically. Use the following connective words.

So	Perhaps I should mention	On the other hand	Firstly
Next	Afterwards	Yet	Secondly
Besides this	Although	Otherwise	Furthermore
As well as	However	In addition	
Then	Not only.....but also	Though	

Example:

Therefore, Indonesian should appreciate differences among culture for the following reasons.

F. Teaching method:

1. Building knowledge of the field
2. Modeling
3. Join construction of the text
4. Independent construction of the text

G. Sequence of Teaching

1. Introduction
 - a. Greeting
 - b. Asking everything about students' condition
 - c. Checking the students' attendance
 - d. Checking the students' readiness
 - e. Telling what will be learnt by the students in this meeting
 - f. Telling the goals that will be achieved to the students
2. Main activities
 - a. Building knowledge of the field
 1. Lead in: students answer some following questions, such as:
 - “Do you like our cultures?”
 - “Why do you like our cultures?”
 - “What do you think when our cultures are claimed by another country?”

2. Students listen and pay attention to teacher's explanation about hortatory exposition text
- b. Modeling
 1. Students are given a text related to the topic
 2. Students read the text carefully
 3. Students discuss together to identify the generic structure and the communicative purposes of the text
- c. Join construction of the text
 1. Students are given some pictures, and the students give their arguments orally.
 2. Students do a guiding exercise (labeling the paragraphs with parts of structure in hortatory exposition and arranging them in order) in pairs.
 3. Students discuss the correct answer together
- d. Independent construction of the text
 1. Students are given some situations which relate to the current issues.
 2. Students write down some arguments and suggestions based on the topic chosen.
 3. The students submit their work.
3. Closing
 - a. The teacher asks the students about difficulties found during teaching-learning activity
 - b. The teacher gives solution of students' problem found during teaching-learning activity
 - c. The teacher makes conclusion about the materials that have been learnt.

H. Material resources

1. Look Ahead 2
2. Developing English Competencies

I. Scoring

1. Techniques : scoring
2. Instrument : assignment (write arguments and recommendation)
3. Form : rubric

Yogyakarta, 21 February 2012

Approved by:
The English teacher

The researcher

Suparno, S.Pd.
NIP. 19620830 198303 1 005

Restu Andinawati
NIM. 06202244007

Task 1

Read the following Hortatory Exposition text and identify the generic structure of the text

We should preserve our Indonesian identity and culture

It is a shameful phenomenon when we deny our cultural root and abandon our identity to run after the blind imitation of Western cultures. That's why we must preserve our cultural identity for some reasons.

First, the concept of our identity and nationalism can never be ignored. Our history is the inspiration for our present and moral principles are the foundations of our desired civilization.

Second, western cultures may be morally destructive propagandists. They replace religious and moral principles with the absurdity of Western culture, which conflicts with our traditional and religious values.

Finally, the method of our imitation to the west must be in science, knowledge, seriousness and the determination to rush toward progress. Thus, a clear understanding of modernity is important in order to preserve our identity and culture.

Indonesian young generations are in charge to preserve the Indonesian culture and identity for future.

Source: <http://www.yementimes.com>

The following guideline may help you to identify the generic structure of the text.

Indonesian must preserve their identity and culture. It is because

1. The first is....
2. The second is....
3. The last is
4. Therefore....

Task 2

From the text above, identify and underlined the used of *modal*, *simple present tense*, and *temporal connectives*.

Task 3

Read and choose the correct verb forms in the sentences below.

1. Teenagers these days (is / are) far more sophisticated than those in the past.
2. Cultural treasures (represent/ represents) the evidence of the future of a nation.
3. Out of date laws (has/have) no place in a modern society, especially one that needs people to be responsible for their actions.
4. Television can (expose/ exposes) things you have tried to protect them from, especially violence, pornography, consumerism, etc.
5. They (go/goes) on for a long time.
6. We think TV station should (stop/stops) showing ads.
7. A clean and fresh city will surely (make/makes) the inhabitants healthy.
8. Television (become/becomes) one of the most important devices which takes place in almost houses
9. Indonesian must (recognize/recognize) that every culture has different customs and beliefs.
10. The government (plan/plans) to block some websites to censor harmful contents that may disrupt cultural identity

Task 4

Label the paragraph below with parts of structure in hortatory exposition.

Then, arrange them in order.

.....
 This matter is caused by people who don't know about the danger of air pollution. We need public awareness to fight air pollution and keep our air clean

.....
 Air Pollution In Cities

.....

It is not going to be easy to solve this problem. We, as young generation, should make change so that our city becomes cool city. Besides, all people should be told about the danger of air pollution.

.....

Another problem is caused by car, motorcycle, and some public transportation. They emit deadly gases. When they go to somewhere, they spread air pollution. Besides, the factory can cause air pollution. Many

.....

Air pollution is a serious problem for our existence in the world. It is very dangerous for human's health. It makes our cities uncomfortable. Air pollution is one the cause of global warming. So, it can be a big problem for all people in the world and the next generation. It can damage the nature

Task 5

Write down your argumentations and recommendations based on the situation below.

1. Corruption? It has become a common issue. We can find it in any places, even the US. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.
2. Should mobile phones be banned in School? In the last few years, there has been an explosion in the use of new communication technologies, including mobile phones, it is estimated that over 70 % of young people aged 10 – 14 now own mobile phone. Considerable debate has taken place in the press recently as to whether pupils should be allowed to take their mobile phones to school.

Lesson Plan

(Control class)

School	: SMA N 1 Pundong
Subject	: English
Grade/Semester	: XI/ 2
Time Allocation	: 1 x 45 minutes
Skill	: Writing
Meeting	: 2 nd meeting
Topic	: Hortatory Exposition

A. Standard of Competence

To express the meanings of essay in the genre of hortatory exposition in daily life context.

B. Basic Competency

To express meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition

C. Indicators

The students are able to:

1. Identify the organization of hortatory exposition
2. Students can write argument and recommendation
3. Write a hortatory exposition text

D. Objectives

In the end of this lesson, students can write arguments and recommendations.

E. Material

Hortatory exposition text

F. Teaching Techniques:

1. Presentation
2. Discussion
3. Group work

G. Teaching Activities

1. Opening
 - a. Greeting
 - b. Asking everything about students' condition
 - c. Checking the students' attendance
 - d. Checking the students' readiness
 - e. Telling what will be learnt by the students in this meeting
 - f. Telling the goals that will be achieved to the students
2. Main activities
 - a. Students listen and pay attention to the explanation from teacher, and students gather to the discussion, that is making arguments and recommendation in the previous meeting.
 - b. Students make arguments and recommendation based on their own topic
 - c. Students submit their work.
3. Closing
 - a. The teacher asks the students about difficulties found during teaching-learning activity
 - b. The teacher makes conclusion about the materials that have been learnt.

H. Material resources

Look Ahead 2

I. Scoring

Techniques : scoring

Instrument : assignment (write arguments and recommendations)

Yogyakarta, 21 February 2012

Approved by:
The English teacher

The researcher

Suparno, S.Pd.
NIP. 19620830 198303 1 005

Restu Andinawati
NIM. 06202244007

Lesson Plan
(Control class)

School	: SMA N 1 Pundong
Subject	: English
Grade/Semester	: XI/ 2
Time Allocation	: 2 x 45 minutes
Skill	: Writing
Meeting	: 3 rd meeting
Topic	: Hortatory Exposition

A. Standard of Competence

To express the meanings of essay in the genre of hortatory exposition in daily life context.

B. Basic Competency

To express meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition

C. Indicators

The students are able to:

1. Identify the organization of hortatory exposition
2. Students can write argument and recommendation
3. Write a hortatory exposition text

D. Objective

At the end of the learning, students can make outline/drafting which they will use to make a hortatory exposition text

E. Material

Hortatory exposition text

F. Teaching technique:

1. Presentation
2. Discussion
3. Group work

G. Teaching activities:

1. Opening
 - a. Greeting
 - b. Asking everything about students' condition
 - c. Checking the students' attendance
 - d. Checking the students' readiness
 - e. Telling what will be learnt by the students in this meeting
 - f. Telling the goals that will be achieved to the students
2. Main activities
 - a. Students listen and pay attention to the explanation from teacher, and students gather to the discussion about hortatory text exposition
 - b. In group of four, students do the task from the teacher, that is completing the hortatory exposition with thesis, recommendation and supplying the best title.
 - c. Students listen and pay attention to teacher's explanation about how to make outlines or drafting of hortatory exposition text.
 - d. Still in group of four, students choose the topic and make outline of hortatory exposition text based on the example given.
 - e. Students discuss together
3. Closing
 - a. Students submit their work
 - b. The teacher asks the students about difficulties found during teaching-learning activity
 - c. The teacher makes conclusion about the materials that have been learnt.

H. Material Resource

Look Ahead 2

- I. Scoring
 - Techniques : scoring
 - Instrument : assignment
 - Scoring : Rubric

Yogyakarta, 21 February 2012

Approved by:
The English teacher

The researcher

Suparno, S.Pd.
NIP. 19620830 198303 1 005

Restu Andinawati
NIM. 06202244007

Task 1

Work in groups of four. Complete the text with the thesis, recommendation, and supply the best title.

Title
Thesis

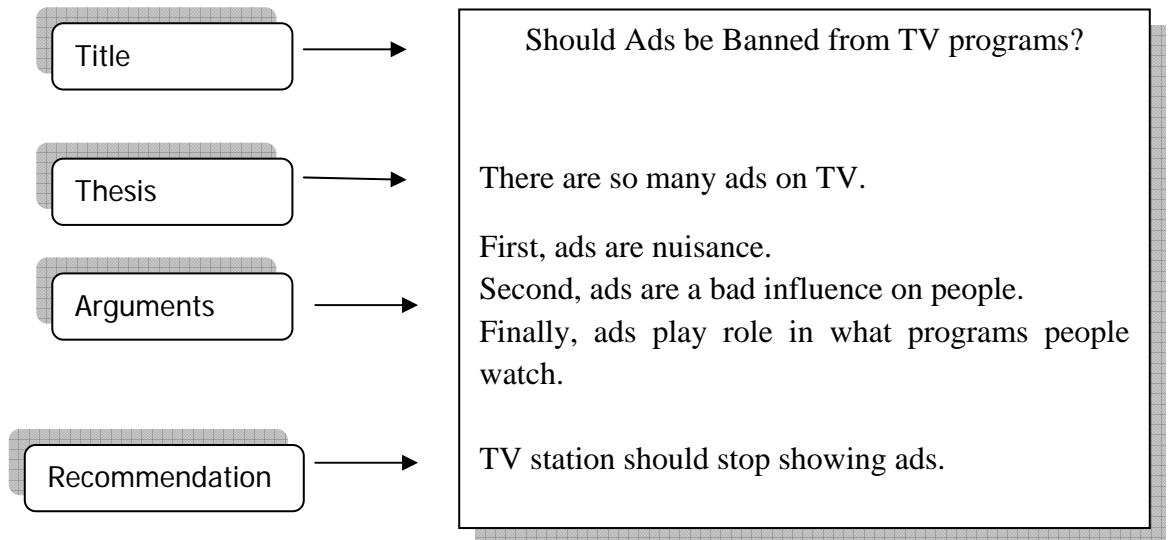
Arguments	<p>Unfortunately, farmers commonly do not know how to use pesticides properly and they do not take enough care. They only think about how to increase the production and get as much profit as possible. This result in poisonings while they are spraying pesticides on their plants because of the residues of chemicals stay on the crops.</p> <p>Furthermore, we still find many improper practices in the use of pesticides. For example, in villagers, pesticide sellers often sell them together with food.</p> <p>In addition, only a few pesticide sellers know how to use them properly so they can provide correct information about the use to farmers. Consequently, farmers often wrongly spray their plants within 2 weeks of harvesting.</p>
Recommendation.....

TASK 2

MAKING OUTLINE

What is the used of outline in writing? It is used to help to the writer to develop their ideas.

Example:



TASK 3

Developing outline into hortatory paragraph

Should Ads be Banned from TV programs?

I am writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

First, ads are a nuisance. They go on for a long time and there are so many. Sometimes duration for ads is even longer the program itself.

Second, ads give a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what programs people watch. That is because there are lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even through those programs may be someone's favorite.

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I am sick of ads and now I mostly watch movie in cinema.

Lesson Plan

(Control class)

School	: SMA N 1 Pundong
Subject	: English
Grade/Semester	: XI/ 2
Time Allocation	: 1 x 45 minutes
Skill	: Writing
Meeting	: 4 th meeting
Topic	: Hortatory Exposition

A. Standard of Competence

To express the meanings of essay in the genre of hortatory exposition in daily life context.

B. Basic Competency

To express meaning and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life, in the genre of hortatory exposition

C. Indicators

The students are able to:

1. Identify the organization of hortatory exposition
2. Students can write argument and recommendation
3. Write a hortatory exposition text

D. Objective

In the end of this lesson, students can write the hortatory exposition text.

E. Material: Hortatory exposition text

F. Teaching technique:

1. Discussion
2. Group work

3. Individual work (homework)

G. Teaching activities

1. Opening

- a. Greeting
- b. Asking everything about students' condition
- c. Checking the students' attendance
- d. Checking the students' readiness
- e. Telling what will be learnt by the students in this meeting
- f. Telling the goals that will be achieved to the students

2. Main activities

- a. The teacher shares the submitted students' writing
- b. Students listen and pay attention to the explanation from teacher, and students gather to the discussion about hortatory text exposition
- c. Students work with their group and develop the outline into hortatory exposition text
- d. Students submit their work

3. Closing

- a. Teacher gives homework, that is make a hortatory exposition at home
- b. The teacher asks the students about difficulties found during teaching-learning activity
- c. The teacher makes conclusion about the materials that have been learnt.

H. Material: Look Ahead 2

I. Scoring

- Techniques : scoring
 Instrument : homework (make a hortatory exposition at home)
 Scoring : Rubric

Yogyakarta, 21 February 2012

Approved by:
The English teacher

The researcher

Suparno, S.Pd.
NIP. 19620830 198303 1 005

Restu Andinawati
NIM. 06202244007

DESCRIPTIVE STATISTICS

Frequencies

Statistics

		Pretest Experimental	Posttest Experimental
N	Valid	24	24
	Missing	0	0
Mean		9.9583	15.0417
Median		9.5000	16.0000
Mode		12.00	18.00 ^a
Std. Deviation		3.04287	3.78187
Skewness		.700	-.503
Std. Error of Skewness		.472	.472
Range		11.00	12.00
Minimum		6.00	8.00
Maximum		17.00	20.00
Sum		239.00	361.00

a. Multiple modes exist. The smallest value is shown

Frequencies

Statistics

		Pretest Control	Posttest Control
N	Valid	23	23
	Missing	0	0
Mean		11.6957	12.8696
Std. Error of Mean		.59787	.70094
Median		11.0000	13.0000
Mode		11.00	13.00
Std. Deviation		2.86729	3.36161
Skewness		.868	-.002
Std. Error of Skewness		.481	.481
Range		12.00	12.00
Minimum		7.00	7.00
Maximum		19.00	19.00
Sum		269.00	296.00

NORMALITY TEST

NPar Tests

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest Experimental	24	9.9583	3.04287	6.00	17.00
Posttest Experimental	24	15.0417	3.78187	8.00	20.00

One-Sample Kolmogorov-Smirnov Test

		Pretest Experimental	Posttest Experimental
N		24	24
Normal Parameters ^{a, b}	Mean	9.9583	15.0417
	Std. Deviation	3.04287	3.78187
Most Extreme Differences	Absolute	.126	.183
	Positive	.126	.117
	Negative	-.124	-.183
Kolmogorov-Smirnov Z		.618	.898
Asymp. Sig. (2-tailed)		.839	.395

a. Test distribution is Normal.

b. Calculated from data.

NPar Tests

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest Control	23	11.6957	2.86729	7.00	19.00
Posttest Control	23	12.8696	3.36161	7.00	19.00

One-Sample Kolmogorov-Smirnov Test

		Pretest Control	Posttest Control
N		23	23
Normal Parameters ^{a,b}	Mean	11.6957	12.8696
	Std. Deviation	2.86729	3.36161
Most Extreme Differences	Absolute	.205	.124
	Positive	.205	.108
	Negative	-.100	-.124
Kolmogorov-Smirnov Z		.981	.596
Asymp. Sig. (2-tailed)		.291	.870

a. Test distribution is Normal.

b. Calculated from data.

HOMOGENITY TEST

Oneway

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pretest	.350	1	45	.557
Posttest	.992	1	45	.324

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Pretest	Between Groups	35.449	1	35.449	4.050	.050
	Within Groups	393.828	45	8.752		
	Total	429.277	46			
Posttest	Between Groups	55.412	1	55.412	4.317	.043
	Within Groups	577.567	45	12.835		
	Total	632.979	46			

Univariate Analysis of Variance

[DataSet0]

Between-Subjects Factors

		N
group	1.00	24
	2.00	23

Descriptive Statistics

Dependent Variable: posttest

group	Mean	Std. Deviation	N
1.00	15.0417	3.78187	24
2.00	12.8696	3.36161	23
Total	13.9787	3.70950	47

Levene's Test of Equality of Error Variances^a

Dependent Variable: posttest

F	df1	df2	Sig.
.310	1	45	.580

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + pretest + group

Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	273.589 ^a	2	136.795	16.748	.000
Intercept	109.033	1	109.033	13.349	.001
pretest	218.178	1	218.178	26.711	.000
group	129.380	1	129.380	15.840	.000
Error	359.390	44	8.168		
Total	9817.000	47			
Corrected Total	632.979	46			

a. R Squared = .432 (Adjusted R Squared = .406)

Parameter Estimates

Dependent Variable: posttest

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	4.164	1.787	2.331	.024	.564	7.765
pretest	.744	.144	5.168	.000	.454	1.035
[group=1.00]	3.465	.871	3.980	.000	1.710	5.220
[group=2.00]	0 ^a

a. This parameter is set to zero because it is redundant.

Estimated Marginal Means

Grand Mean

Dependent Variable:posttest

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
13.942 ^a	.417	13.101	14.782

a. Covariates appearing in the model are evaluated at the following values: pretest = 10.8085.

2. Group

Estimates

Dependent Variable:posttest

group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1.00	15.674 ^a	.596	14.473	16.876
2.00	12.209 ^a	.609	10.981	13.438

a. Covariates appearing in the model are evaluated at the following values: pretest = 10.8085.

Students' Writing Score of Pretest in the Experimental Class

No.	Nama	Writing Aspects					Total	Score 1 - 100
		Content	Organization	Vocabulary	Language Use	Mechanics		
1	ADHA DIAN UTAMI	2	2	2	2	2	10	50
2	AJI SETYAWAN	2	2	2	2	2	10	50
3	AL VIYATU HASANAH	3	2	3	2	2	12	60
4	BRIGITTA WIDHANINGRUM	3	2	3	2	2	15	75
5	DEDY NUGRAHA ASMARA PUTRA	1	2	1	1	1	6	30
6	DENY SUSILOWATI	1	2	1	1	2	7	35
7	DYAH USWATUN	1	2	1	1	2	7	35
8	ETI FITRIANI	2	2	2	1	2	9	45
9	EVINOVIHARYANTI	2	2	2	2	1	9	45
10	FAISAL ROHMAN HIDAYAT	3	3	3	3	4	16	80
11	IKHWAN NUR RAHARJA	2	2	1	1	1	7	35
12	ISTI KHOMARIYAH	2	2	2	3	3	12	60
13	ISWANTI	2	1	2	1	1	7	35
14	LINDA KURNIAWATI	1	2	1	1	2	7	35
15	LINDA SEPTIANA ROSANTI	2	1	1	2	2	8	40
16	NURUL HIDAYATI	3	3	4	3	4	17	85
17	RAHMAT PRABOWO	3	2	3	2	2	12	60
18	SINTA HESTU RATNASARI	1	1	1	1	2	6	30
19	TITIN LASTUTIASIH	3	3	2	3	3	14	70
20	VERONIKA ENDAH JATININGSIH	2	2	2	1	3	10	50
21	WIWIT NURHIDAYAH	2	1	2	1	2	8	40
22	YANA ANGGRA LISDIYANTO	3	3	2	2	2	12	60

23	YENI NURAINI	2	2	2	1	2	9	45
24	YUDI DESOPERA SETYAWAN	3	2	2	2	3	12	60
Jumlah		51	48	47	41	52	242	1210
Rata-rata		2.13	2.00	1.96	1.71	2.17	10.31	96.8
Nilai maximum		3	3	4	3	4	17	85
Nilai Minimum		1	1	1	1	1	6	30

Students' Writing Score of Posttest in the Experimental Class

No.	Nama	Writing Ability					Total	Score 1 - 100
		Content	Organization	Vocabulary	Language use	Mechanics		
1	ADHA DIAN UTAMI	4	4	2	2	4	16	80
2	AJI SETYAWAN	2	3	2	2	2	11	55
3	AL VIYATU HASANAH	4	4	4	3	4	19	95
4	BRIGITTA WIDHANINGRUM	4	4	3	3	3	17	85
5	DEDY NUGRAHA ASMARA PUTRA	3	3	2	2	3	13	65
6	DENY SUSILOWATI	4	4	2	2	4	16	80
7	DYAH USWATUN	1	2	1	2	3	9	45
8	ETI FITRIANI	2	2	2	2	2	10	50
9	EVINOVIHARYANTI	1	1	1	1	4	8	40
10	FAISAL ROHMAN HIDAYAT	4	4	3	3	4	18	90
11	IKHWAN NUR RAHARJA	3	3	3	2	4	15	75
12	ISTI KHOMARIYAH	4	4	4	3	4	19	95
13	ISWANTI	4	4	3	3	4	18	90
14	LINDA KURNIAWATI	2	2	2	2	4	12	60
15	LINDA SEPTIANA ROSANTI	2	2	2	2	2	10	50
16	NURUL HIDAYATI	4	4	3	3	4	18	90
17	RAHMAT PRABOWO	4	4	4	4	4	20	100
18	SINTA HESTU RATNASARI	2	2	2	2	2	10	50
19	TITIN LASTUTIASIH	4	3	4	4	4	19	95
20	VERONIKA ENDAH JATININGSIH	3	3	3	4	3	16	80
21	WIWIT NURHIDAYAH	2	3	2	2	4	13	65
22	YANA ANGGRA LISDIYANTO	4	4	3	3	4	18	90

23	YENI NURAINI	4	4	3	2	4	17	85
24	YUDI DESOPERA SETYAWAN	4	4	4	3	4	19	95
Jumlah		73	75	63	60	84	355	1805
Nilai Rata-rata		3.04	3.13	2.63	2.50	3.50	14.79	144.4
Nilai Maximum		4	4	4	4	4	20	100
Nilai Minimum		1	1	1	1	1	8	40

Students' Writing Score of Pretest in the Control Class

No.	Nama	Writing Aspects					Total	Score 1 – 100
		Content	Organization	Vocabulary	Language Use	Mechanics		
1	AGUSTINUS RENDI AURUMINTARNO	2	2	2	2	2	10	50
2	AGUNG PRASETIYO	2	2	2	2	3	11	55
3	ARFAN DIDIN PRATAMA	2	2	3	2	2	11	55
4	ARIFA DINAR	3	3	3	2	1	12	60
5	CYNTHIANITA SEPTIFANI PURNOMO	2	2	2	1	3	10	50
6	DEDY HENDRA KURNIAWAN	1	1	2	1	2	7	35
7	DESI PURBASARI KUMARAJATI	1	1	1	3	3	9	45
8	DESI SETYANINGRUM	1	2	2	2	1	8	40
9	DESI PUSPITANINGSIH	3	3	3	2	3	14	70
10	DWI SARONO	3	4	3	2	3	15	75
11	DWI SRI ASTUTI	3	2	2	2	2	11	55
12	EDI SETIAWAN	2	2	3	2	2	11	55
13	ETI RAHAYUNINGSIH	3	3	2	2	2	12	60
14	IKA RETNANINGSIH	3	2	2	2	2	11	55
15	KARTIKA DWI PRASETYANINGRUM	4	3	3	3	4	17	85
16	LINDA TIKA APRILIA	3	3	3	3	3	15	75
17	LINSIA ONAKE	4	4	3	4	4	19	95
18	NOVIYANINGSIH	2	2	2	2	3	11	55
19	NURAINI JULIATI	2	3	2	2	2	11	55
20	RINA NURLATIFAH	3	3	2	3	3	14	70
21	SOFYAN HARDIYANTO	1	2	2	2	2	9	45
22	SISKA AMALIA	1	1	4	3	3	12	60

Students' Writing Score of Posttest in the Control Class

No.	Nama	Writing Aspects					Total	Score 1 – 100
		Content	Organization	Vocabulary	Language Use	Mechanics		
1	AGUSTINUS RENDI AURUMINTARNO	3	2	3	3	2	13	65
2	AGUNG PRASETIYO	2	2	2	1	2	9	45
3	ARFAN DIDIN PRATAMA	3	4	3	3	3	16	80
4	ARIFA DINAR	3	3	3	2	2	13	65
5	CYNTHIANITA SEPTIFANI PURNOMO	3	2	2	2	4	13	65
6	DEDY HENDRA KURNIAWAN	2	1	1	1	2	7	35
7	DESI PURBASARI KUMARAJATI	3	3	3	2	4	15	75
8	DESI SETYANINGRUM	2	2	1	1	3	9	45
9	DESI PUSPITANINGSIH	2	2	2	2	3	11	55
10	DWI SARONO	4	4	3	2	3	16	80
11	DWI SRI ASTUTI	2	1	1	2	3	9	45
12	EDI SETIAWAN	3	3	2	2	3	13	65
13	ETI RAHAYUNINGSIH	4	3	3	3	3	16	80
14	IKA RETNANINGSIH	3	2	2	2	2	11	55
15	KARTIKA DWI PRASETYANINGRUM	3	4	4	3	4	18	90
16	LINDA TIKA APRILIA	3	3	3	2	3	14	70
17	LINSIA ONAKE	4	4	4	4	3	19	95
18	NOVIYANINGSIH	4	4	3	2	4	17	85
19	NURAINI JULIATI	1	2	2	1	2	8	40
20	RINA NURLATIFAH	3	3	3	2	3	14	70
21	SOFYAN HARDIYANTO	3	2	3	4	3	15	75
22	SISKA AMALIA	1	1	3	3	2	10	50

Name :

No :

Class :

Pretest

Write a hortatory exposition text (about 200 words) based on one of the topics below.

- a. Environment : Rubbish, Dirty River, Air Pollution and Global Warming
- b. Culture : Batik, Traditional Dancing, Traditional Games
- c. TV program : Music show, Reality show, Advertisement, News
- d. Education : School facilities, Boarding School, School Fee

.....

Thesis

Arguments

Suggestions or
Recommendation

Name:

No :

Class:

Posttest

Write a hortatory exposition text (about 200 words) based on one of the topics below.

- a. Environment
- b. Culture
- c. TV program
- d. Education

.....

Thesis

Arguments

Suggestions or
Recommendations

Name : Muraini Juliaty

No : 20

Class : XI IPA 2

Pretest

Write a hortatory exposition text (about 200 words) based on one of the topics below.

- Environment : Rubbish, Dirty River, Air Pollution and Global Warming
- Culture : Batik, Traditional Dancing, Traditional Games
- TV program : Music show, Reality show, Advertisement, News
- Education : School facilities, Boarding School, School Fee

Dirty River

Thesis

Dirty River is a serious problem in big cities and it is getting worse every year. This is what a government around the country said in their reports last week. The subways are more to cast out dirt in the river.

Arguments

one of the problem is people not to arrange to fight dirty river a city needs food company people. But right now cities do not have much extra to arrange so there are not enough food, company for the cities.

Suggestions or

Recommendation

Flexcrete offers a wide range of repair systems to match the equally wide range of reinforced concrete structures that form an integral part of the water industry infrastructure.

content : = 2
organization : = 3
grammar : = 3
vocabulary : = 2
mechanic : = 3

13

Name : ZULFA ARDANI

No : ~~21~~ ~~22~~ 24

Class : XI IPA 2

Pretest

Write a hortatory exposition text (about 200 words) based on one of the topics below.

- Environment : Rubbish, Dirty River, Air Pollution and Global Warming
- Culture : Batik, Traditional Dancing, Traditional Games
- TV program : Music show, Reality show, Advertisement, News
- Education : School facilities, Boarding School, School Fee

Batik in Indonesian

Thesis

Batik is ^{culture} original of Indonesian country. But in Indonesian batik is not popular culture. It's the serious problem. why is that?

Arguments :

Batik is a beautiful work. The most popular batik originated from petalongan. with various patterns. unfortunately when in Indonesian did not popularize this work

Suggestions or

Recommendation

popularize batik in Indonesian should avoid in claims by other countries. Indonesian country also should preserve this culture through education in schools in Indonesia so that they could become the successor of the country's cultural pride. Because, if only if would cost the state left Indonesian

content : 2

organization : 2

vocabulary : 2

language use : 2

mechanics : 2

Name: Puraini Julhati

No : 20

Class: XI IPA²

Posttest

Write a hortatory exposition text (about 200 words) based on one of the topics below.

- a. Environment
- b. Culture
- c. TV program
- d. Education

Indonesia Identity and Culture

Thesis

I am writing to complain about the identity and culture in Indonesia. why, we deny our identity and culture in Indonesia. abandon our identity and culture of western cultures.

Arguments

First, Because identity and culture in Indonesia is ~~our~~ inspiration for our generation and they moral principles are the foundations.

second, western cultures (many) give a bad influence on people in Indonesia and they (many) replace culture Indonesia with western cultures.

Suggestions or

Recommendations

For those reasons, I think should people Indonesia case western cultures, and we Indonesian generations are in charge. to preserve the Indonesian culture and identity for future.

I : 2
II : 2
III : 2
IV : 1
V : 2
9

Name: Zulfa Ardani

No : 21

Class: XI IPA²

Posttest

Write a hortatory exposition text (about 200 words) based on one of the topics below.

- a. Environment
- b. Culture
- c. TV program
- d. Education

..... Culture in Indonesia

Thesis I am writing to complain about damage culture in Indonesia. There are so many damage culture in Indonesia. I think they ~~should~~ ^{are} make any problem.

Arguments first, damage culture in Indonesia beginning because influence from west culture. They are more likes to feast, this is very differ ^{with} culture in Indonesia second, damage culture in Indonesia [to] cause lose out to ~~that~~ Indonesia state because with damage culture will ^{damage} our country because ^{don't} have many the next generation.

Suggestions or Recommendations in my humble opinion school should give education about nice culture and persuade to go forward at nice culture

I : 2
II : 2
III : 1
IV : 2
V : 3
10



PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070/799

Menunjuk Surat : Dari **Sekretariat Daerah** Nomor : 070/3760/V/4/2012
: **Prop. DIY**
Tanggal 18 April 2012 Perihal : Ijin Penelitian

Mengingat : a) Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor. 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b) Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c) Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

N a m a : **RESTU ANDINAWATI**
P.Tinggi/Alamat : **UNY, Karangmalang Yk**
NIP/NIM/No. KTP : **06202244007**
Tema/Judul Kegiatan : **THE EFFECT OF WASHBACK TOWARD STUDENTS WRITING AT GRADE XI SMA N 1 PUNDONG**
Lokasi : **SMA Negeri 1 Pundong**
Waktu : **Mulai Tgl 18 April 2012 s/d 18 Juli 2012**
Jumlah Personil : **-**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Ijin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Ijin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Ijin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 19 April 2012

A.n. Kepala

Sekretaris,
Urb.
Ka: Subbag Umum



Elis Fitriyati, SIP., MPA.
NIP. 419690129 199503 2 003

Tembusan disampaikan kepada Yth.

1. Bupati Bantul
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas Dikmenof Kab. Bantul
4. Ka. SMA Negeri 1 Pundong
5. Yang bersangkutan