

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION

This chapter presents the findings of the research which were divided into two sections. The first section presents the research procedure and the second section presents the findings and the interpretations of Cycles 1 and 2.

A. Research Procedure and Findings

Action research is the method that is used in conducting this research. On the previous chapter, it has been mentioned that the steps of the research were observation, implementation and reflection. The purpose of the research was to improve students' writing ability of the tenth grade students at SMAN I Pleret. Giving feedback in English learning process as a method to improve writing ability of the tenth grade students was the focus of the research here.

There were some steps in conducting the research. The first step was reconnaissance. The researcher observed and identified the problems that occurred in the learning process. There were four sources which were observed by the researcher in identifying the problems; they were teacher, students, material and media. The second step was implementation. After the problems had been identified, designing a syllabus and an action that were feasible to be implemented in the field was the next step. The action designed in this research was by giving feedback in the process of grammatical learning. In this step, the researcher implemented the action that had been planned. After that, the researcher evaluated the data, focusing on giving feedback in the teaching and learning writing to

improve students' writing ability. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and the researcher himself identified the effective and the ineffective actions so that the researcher could design better plans for the next cycles.

1. Reconnaissance

The researcher had a discussion with the English teacher of the first grade students at SMAN I Pleret to identify the problems. Besides, the researcher also observed the English teaching-learning process in the class.

a. Identification of the Field Problems.

To identify the problems that occurred in English teaching learning process of the first grade students at SMAN I Pleret, the researcher did some observations. Below was one of the field notes during the researcher did observations:

FIELD NOTE II
October 31st 2012
Kelas X E
R: Researcher
ET: English teacher
S: student
SS: students

1. Hari ini R tiba disekolah sekitar pukul 06.40. Hari ini R akan melakukan observasi sekaligus memberikan pretest pada murid-murid di kelas X E. Karena sebelumnya R telah meminta ijin kepada KS dan guru piket, maka hari ini R bisa langsung menuju ke ruang guru untuk menemui ET. Tanpa menunggu terlalu lama, bel tanda pelajaran akan segera dimulai pun berbunyi. ET pun segera datang dan mengajak R untuk masuk keruang kelas.

(Today R arrived at school at 06.40. today R is about to have an observation also giving a pretest to the SS in class X E. Since the R had already asked for a permission to the HM and the guru piket, so now R could be straightly went to the teachers' room to meet the ET. In short, the bell rang then both of the R and the ET went to the classroom.)

3. Setelah mengabsen para siswa, ET meminta SS untuk membuka LKS yang mereka bawa. Tampaknya ada beberapa siswa yang tidak membawa LKS karena ada beberapa dari mereka yang tampak menggunakan LKS secara bersama-sama. Kemudian ET meminta SS untuk melihat sebuah text yang ada didalam LKS tersebut dan kemudian ET membacanya. Setelah itu ET menjelaskan bahwa teks yang telah mereka baca tersebut merupakan recount text. Setelah dirasa cukup memberikan penjelasan, ET meminta SS untuk mengulangi membaca lagi teks tersebut didalam hati dan dipahami. Pada saat proses membaca berlangsung, terlihat ada beberapa SS yang tidak memperhatikan, mereka saling berbisik dengan temanya sendiri dan bahkan ada yang hanya diam saja karena tidak membawa LKS.

(Right after checking SS attendance, the ET asked the SS to open the LKS. It seemed as if there were some of the SS who did not brought it, because they use just one of it for both of the SS. In short, the ET asked the SS to read a recount text so they will understand it. It seemed as if there were some students who pay no attention to the ET. Some of them were keep on whispering something with their friend, while some other just remain in silent because they brought no LKS.)

4. Setelah memberikan waktu beberapa menit pada SS agar mereka dapat membaca teks tersebut, kemudian ET meminta SS untuk mengerjakan pertanyaan yang terdapat dibawah teks tersebut.

(Right after giving some times for a couple of minutes to the SS so they could read the text, then the ET asked them to do the exercises underneath.)

5. Terkadang ET harus mengulangi instruksinya secara berulang ulang karena masih banyak SS yang masih tidak mengerti dengan penjelasan ET sebelumnya. Setelah kelihatanya SS sudah mengerti, ET pun kembali kemejanya. Selama proses mengerjakan, SS ada yang ribut. Ada yang saling berbisik dengan teman disebelahnya dan ada juga yang berjalan-jalan untuk mencari jawaban pada teman nya yang lain. Walaupun terlihat bahwa kondisi kelas terkesan tidak kondusif, namun ET terlihat duduk dimejanya sambil menulis sesuatu dan terkesan acuh dengan kondisi kelas yang seperti itu.

(Sometimes the ET had to repeat the instruction several times because there still some students who did not get what should do. In short, even the condition of the class did not condusive, the ET did not care about that.)

6. *Selang beberapa waktu kemudian ET bertanya pada SS apakah mereka telah menyelesaikan pekerjaan mereka atau belum kemudian SS menjawab “belum”. Pada saat proses mengerjakan tugas itu, R mencatat semua aktivitas yang dikerjakan siswa.*

(After a couple of times, the ET asked the SS whether have they finish the tasks given or not. Most of the SS say ‘not yet’. Meanwhile, the R wrote down every activity during the English teaching and learning process.)

8. *Alhamdulillah pada saat itu semua jawaban SS benar, walaupun ada beberapa alasan yang terkesan aneh seperti tadi, mereka juga tampak kurang begitu mengerti beberapa istilah yang ada di dalam text tersebut. Setelah selesai mendiskusikan jawaban, kemudian ET meminta SS untuk menyiapkan selembar kertas untuk persiapan pretest.*

(Alhamdulillah on that time all of the SS’ answer was right, even if there were some strange reasons just like before, the SS also looked like as if they were confused about some unfamiliar terms. Right after discussing the answer, then the ET asked the SS tu prepare a piece of papper as one of instruments that would be used for pretest preparation)

After the researcher did some observations in the classroom, the researcher had a discussion with the English teacher. Based on the observations and the discussion, the researcher and the English teacher identified some problems that occurred in the English teaching learning process. The problems were as follows.

- 1) Some students felt bored.
- 2) Most of the students did not pay attention when the teacher explained the material.
- 3) The students found difficulties in understanding the meaning of words.

- 4) The students found difficulties in making sentences in English.
- 5) The students felt difficult in memorizing new English words.
- 6) The students often made noise during the teaching learning process.
- 7) The students pronounced words incorrectly.
- 8) The students had low motivation in learning English.
- 9) Some students felt afraid of and shy to ask or answer the teacher's questions in English.
- 10) The students rarely checked the difficult words in the dictionary; they waited their teacher explaining the meaning of the words.
- 11) The teacher used LKS too much.
- 12) The teacher rarely gave feedback in teaching learning process.
- 13) The teacher lacked ideas in creating some interesting activities.
- 14) The teacher found difficulties in handling the students who made noise.
- 15) There was no English language laboratory.
- 16) There were not enough books for all students.
- 17) Students' speaking skill was low.
- 18) Students' reading skill was low.
- 19) Students' writing ability was low.

b. Determining the Actions to Solve the Field Problems

After identifying the problems occurred in the English teaching and learning process, the teacher as the collaborator discussed the most important problems that needed to solve. There were five most important problems found. These five problems were chosen because the researcher and the English teacher

as the collaborator considered that those problems could influence the teaching learning process if they were not immediately solved. They could give bad effects to students in order to achieve the materials that were given by the teacher. They were as follows.

- 1) Some students felt bored.
- 2) The students found difficulties in understanding the meaning of the word.
- 3) The students found difficulties in making sentences in English.
- 4) The students found difficulties in choosing the correct word form in creating a structured and well organized sentence.
- 5) Some students felt afraid and shy to ask or answer the teacher's questions in English.

After the researcher and the English teacher identified the most important problems which need to be solved immediately, they discussed it again to make sure whether those were the most significant problems or not. After discussing it, the researcher and the English teacher agreed that those problems above were related to grammatical learning. That was why the researcher and the English teacher tried to look for an appropriate way to improve students' writing ability.

At that time, the ET agreed with the researcher to implement giving feedback method in order to improve students' writing ability. ET said that sometimes it was difficult to teach writing to the SS because there was already a placebo effect among them which stated that writing was the most difficult thing in learning English. Besides, ET also said that she ever thought to use feedback as a way to improve the students' writing ability. That was why finally ET and the

researcher decided to give the students feedback in teaching and learning writing to improve students' writing ability.

B. The Report of Cycle 1

1. Planning

Based on the result of the discussion with the English teacher as the research member on October 31st 2011, there were series of actions derived to be implemented in Cycle 1. This cycle was conducted on November 7th, 10th and 14th. The topic that was used in this cycle was about holiday. The focus of the action in this cycle was to improve the students' writing ability. The actions can be seen as follows.

a. Applying the feedback method to improve students' writing ability

In this cycle, the researcher applied the feedback method in order to improve students' writing ability. There were three meetings in this cycle. In the first, second and the third meeting, the researcher asked the students to make their best recount text used as a practice and as a way to measure students' understanding in forming a well organized sentence. First the researcher gave them the materials as in the syllabus, and then the researcher gave them the feedback method as the last activity. This method applied in the last activity because it functioned as a key to unlock their mind about any general mistakes they had made in forming sentences. Besides, it was used in order to check their understanding about how to make well organized sentences in a paragraph. On the third meeting the researcher applied the feedback method as the warming up. The aim of this activity was to make the students ready for the next activity.

Considering the difficulties in seeking the mistakes without being helped by other people, here the researcher designed some steps in applying the method to solve the problems related to the students' writing ability. The steps were as follows.

1) Group work

In doing this step, the researcher asked the students to make a group consist of two. Even though it was a group work, but still it did not change the fact that both of them had to work it and latter on they have to own the result of their work. It means that right after they finished their work by discussing it, then the other student had to rewrite it for their own, so there would be two answer sheets with the same contain for each of the group. The researcher used this activity to easier the students in analyzing their work. Students learnt best when they were actively involved in the process. Students working in small groups tended to learn more of what was taught and retain it longer than when the same content was presented in other instructional formats. Students who worked in collaborative groups also appeared more satisfied with their classes. In this case, the researcher and the English teacher agreed that the groups were arranged according to their seat because they thought that it would easier for the researcher to organize the groups. Besides, it would not waste too much time.

2) Discussing the answer together

In this step, right after the students finished their work, they had to discussed the answer with the researcher. Through this kind of activity, the students were expected to be able to know and understand any errors they have made and

hopefully they would not make the same mistakes next time. In this case, the researcher and ET planed to write some of the students' work on the whiteboard and then discuss it all together. In this activity, the researcher gave a chance to all of the students to analyze and even correct their friends' answers if there were any mistakes on it. Hopefully the students who did not have a chance to answer or correct their friends' answers could learn from them.

This technique implemented in order to make the students understand of the mistakes they had found. If they had already knew and familiar with the mistake they had made, then it would made them easier to memorize it, hopefully they wont fell to the same hole twice. This step was done when they discussed their friends' work which has already written on the whiteboard. Since the limitation of the time, then it is impossible to discuss each of their work on the classroom, so the researcher asked them to bring it home and analyzed it as a home work and they have to submit it on the next meeting.

3) Making new sentences

Making new sentences right after both of the researcher and the teacher giving some feedback was the last activity in applying this method. In this step, they have to do it individually. Here, both of them act as a collaborator, they asked the students to make a recount text which was at least consist of four sentences in each of it paragraph. They were free to choose their own topic in creating the paragraph. They should write them down on a piece of paper, collect, shuffle it, analyze it randomly and finally they have to make another paragraph. Through

this kind of activity, the students were expected to be able to remember the mistakes they usually done so it could be avoided on the other chance.

2. Actions and Observation in Cycle 1

This Cycle was carried out on November 7, 10 and 14, 2011. The data during Cycle 1 were collected using field notes during the research on the classroom observations, interviews, and photographs. Below are the data indicated the actions on Cycle 1:

a. Applying the technique of giving feedback

The method of giving feedback was a method which was meant to improve students' writing ability. The researcher used this kind of method as a part of the English teaching learning process. Before asking the students to make a recount text, the researcher explained the rule in how to make a good recount text. They seemed confused but they were also looked so enthusiastic to hear it because this was the first time for them in learning recount text. Right after the researcher explained the rule, there was a student who still confuse about the explanation, she asked to repeat it again and once again the researcher explained it slower than before. When the activity began, here the English teacher as the collaborator helped the researcher to observe the English teaching learning process from the back side of the classroom and the researcher himself monitored and noted everything he needed to get the data. At that time, the students worked in groups. They looked so serious when they did it, it could be seen from their behavior; they looked serious and most of them were busy to do their job.

In applying the method of giving feedback, the researcher did some activities in order to make it easier. Those activities were asking the students to make a group of two, making recount in pairs and analyze it together with their friends. This method applied in the last activity because it functions as a key to unlock their mind about any general mistakes they had made in forming sentences.

1) Group work

Before applying the method of giving feedback to the students, here the researcher asked the students to make some group. It was meant to help the students who were lack of knowledge in writing. Besides, the researcher thought that it would be much easier for the students to create and analyze their work in group insist of individually. In this phase, the researcher asked the students to make small groups consist of two. The students seemed enthusiastic when the researcher asked them to make a group of two. There were several students questioning whether could they choose their partner all by their self or is it already decided by the researcher. In order to simplify it, the researcher decided to group the students based on their seats.

It would not take a long time to pair them since they had already sat in pairs. They did not complain although they had to be in a group which was consisted of boys and girls. Most of them seemed enthusiastic and happy to study in groups, but still it does not change the fact that there were several students who shows no expressions, neither excited nor depressed. Right after the researcher explained how to create a good structural recount text, he asked them to work in

pairs in making a recount text. They seemed serious in working their task. There were some of them who discussed in what would they wrote, sketch it first in a piece of paper, then wrote down their final answer on the provided paper given by the researcher. While there were some of them who directly wrote their answer on the answer sheet confidently. It need around 20 minutes for them to finish their work and 5 minutes extra given by the researcher for them to duplicate their work.

2) Discussing the answer

This action implemented when the students finished their work in making a recount text. After each of the groups finished their work, the researcher asked them to switch it with the other students from the different rows. It would be; the first row switched their answer sheet to the second row, the second row switched it to the first, the third switched it with the fourth and so does the fourth on the contrary, switched it with the third. When they finish shuffling their work, here the researcher asked them to do their best in analyzing their friends' work. It needs more than 20 minutes for them to analyze it. Since the limitation of the time, the researcher decided to stop the process and invited a representative from each of the rows to come in front of the classroom and wrote down their answer on the whiteboard.

It seemed as if they were to shy to do it consciously because there was no one of them who want to do it. To shortening the time, here the researcher picks them randomly. They were Ayu, Wanda, Hesti and Mizan. Since there just only one whiteboard there, then they had to share in using it. It was Ayu and Wanda as the representatives of the first and the second group who came to the front of the

class first. Ayu divide the whiteboard into two by drawing a vertical line up to down right in the middle of it. Once they finished wrote down all of their friends' answer, then here we start the discussion.

Ayu's writing was the first task discussed, it was Ahmad's answer sheet and it was about his holiday. Before telling where the mistake was, the researcher asked the students whether they could find any mistakes or not. To improve students' courage, here the researcher did not wrote down in what they said but gave them the marker and let them came in front of class to correct it. There were some of them trying to correct it, they were Galih, Laila and Zada. Since there just only small space between the sentences, then they wrote their answer on the free space under. They found three incorrect spelling mistakes and one punctuation error there, below were the mistakes they had found:

List of some mistakes made by the students.

Students name	Original sentences	Mistakes
Galih	<i>"Me and my brother <u>by</u> fried rice."</i>	- Incorrect spelling 'by' → 'buy'
Galih	<i>"on the next day we went back home_"</i>	- Punctuation error There was no full stop sign (.) on the last of the sentence.
Laila	<i>"my brother played <u>gitar</u> and I sang a song."</i>	- Incorrect spelling 'gitar' → 'guitar'
Zada	<i>"that was a nice <u>holliday</u>."</i>	- Incorrect spelling 'holliday' → 'holiday'

There were actually some other mistakes on the text, but it seemed as if the students did not realize it. It was because when the researcher asked them whether they could find any other mistakes on the text or not, they remained kept

silent. That was why the researcher assumed as if they were not realizing it. Afterwards, the discussion was begun.

The researcher asked the students whether the answer of Galih, Laila and Zada were the correct one or it was Ahmad who was right. Most of them answered that there were some mistakes in Ahmad’s working paper and he admitted it. After correcting the mistakes they found, the researcher showed the other mistakes which they were not realized. It can be seen as follows.

Table 4. List of some mistakes made by the students.

Creator of the text	Original sentences	Mistakes
Ahmad	<i>“My father bought me some <u>burn corn for me.</u>”</i>	- Inappropriate statement ‘for me’ → can be delete.
	<i>“<u>Me</u> and my brother <u>by</u> fried rice.”</i>	- Inappropriate subject ‘Me’ → ‘I’
	<i>“My father bought me some <u>burn corn for me.</u>”</i>	- Inappropriate object ‘burn corn’ → ‘roast corn’

In correcting the other three students’ writings (Wanda, Hesti and Mizan), the researcher applied the same method as what he had done in correcting Ayu’s writing. He asked the students to find out the mistakes of the text written by their friends. In discussing the answer, the situation was quite conducive until the third material. There were some of the students who did not pay attention to the material during the discussion. They were Ayu and Hermi. It seems as if they were chattering and discussing something else besides the material discussed. In case to get their attention back to the discussion, the researcher asked them

whether were there any problems related to the material discussed or not, Ayu said no then shifted her attention back to the discussion.

3) Making sentences

Making sentences was the next activity done. By doing this activity, the students were expected to be able to remember their mistakes they had done before. This step was done in case to measure their capability in forming a good and structured recount text. Besides, this step was very useful for them because it could measure their understanding about the materials since they had already given some feedback on their writing before.

It was actually the same as the method which has already been written before, here the researcher asked four representatives of each line to write the result of their friends' work on the whiteboard. Since the whiteboard was not large enough, one of them did exactly as what once done before, drawing a vertical line on the middle of the white board to divide it into two. When they wrote the sentences on the whiteboard, the situation became little bit noisy because their friends asked the one who wrote the sentences to be quick. They wanted to finish their task as soon as possible.

Right after the representative of each group wrote down the sentences on the whiteboard, the researcher and the students began the discussion. They were checking each of the sentences one by one. There were some of the students who seemed so nervous when the researcher checked their answer, they seemed enthusiastic waiting the result of their sentences. The researcher began to check

the sentences from Group 1 to Group 4. Almost all sentences that they wrote on the whiteboard were right this time. There were only few mistakes found and it was related to the students' vocabulary mastery. Below were the examples of the mistakes made by one of groups in the class:

Original sentence	Mistakes
"There was a long <u>slider</u> on the pool."	- Inappropriate statement 'slider' → 'flume'
" <u>One of the tire</u> lost air."	- Inappropriate statement 'One of the tire lost air' → 'flat tire' <i>Example; we got a flat tire.</i>
"There were a lot of children who wore <u>arm tire</u> to keep them float."	- Inappropriate statement 'arm tire' → 'waterwings'
"I can <u>swim under water</u> for one minutes"	- Inappropriate statement 'swim under water' → 'dive'

Below were the other mistakes related to the students' vocabulary mastery that was made by another group:

Original sentence	Mistakes
"On my <u>previous</u> birthday"	- Inappropriate statement 'previous' → 'last'
"my aunty gave me a <u>little cat</u> ."	- Inappropriate statement 'little cat' → 'kitten'
"The color was <u>belang-belang yellow</u> ."	- Inappropriate statement 'belang-belang yellow' → 'yellow stripes'

From the findings above, it can be concluded that the students could produce better sentences right after the researcher implemented the feedback method. The researcher always discussed any mistakes of the sentences and the students paid attention to him. Once, there were some students who asked the researcher why the sentence was wrong, the researcher explained it again and again until he felt that they understood. It seemed as if they were enjoying the learning process because they could share any problems they made when producing sentences.

3. Reflection I

After the implementation of the action, the researcher and the English teacher as the collaborator reflected on the action which has already done before. The researcher had a discussion with the English teacher in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' opinions, and the comments from each research member. Besides, the researcher also interviewed students about the action implemented. All opinions and comments from each research member were recorded by the researcher. As mentioned in Chapter III, it was needed to fulfill the democratic and dialogic validity. Here, everybody had an equal opportunity to express their ideas, opinions, and feelings. From the implementation of the action above, some findings were presented as follows.

a. Applying the method of giving feedback

Giving feedback to the students was one of methods that could improve students' writing ability. It would be better for both of the teacher and the students

if the method of giving feedback implemented in the last section in every teaching and learning writing process.

Based on the observation during the action and the interview, the implementation of the method in English teaching learning process was successful to improve students' writing ability. Besides, it also made students feel comfortable and enjoy the learning process. They did not get bored during teaching learning process because they had their finger in every pie. Those statements were supported by the quotation of the interview with the students below:

(Interview 9)

R : Gimana tadi, suka nggak kalau dikasih feedback?

(How about the feedback technique that I just gave to you, did you like it?)

Hesti : Suka mas

(I like it, Sir)

(Interview 10)

R : Setuju nggak kalau aku kasih feedback tiap belajar writing?

(Do you agree if I gave you feedback every time we studied writing?)

Galih: Setuju mas.

(Yes Sir, I agree)

R : Kalo aku kasih feedback, merasa ada perubahan ga?

(Do you feel any changes right after I gave you feedback?)

Galih: Ya..., jadi lebih paham mas, jadi tau mana yang salah.

(Yes, now I got it sir. Now I knew the mistakes that I made)

The following interview quotation conducted with the English teacher also showed how effective the method of giving feedback was:

(Interview 4)

R : Menurut ibu cycle pertama nya gimana? sudah kelihatan ada peningkatan belum?

(What do you think about Cycle 1, is there any improvement?)

ET : Sudah mas, sudah kelihatan koq. Kenapa mas?

(Yes of course, why?)

R : Nggak apa-apa koq bu, berarti teknik nya berhasil.

(No ma'am, it was nothing. It meant that the technique worked well.)

The quotation above showed that the students liked the method implemented. They enjoyed and they also felt that finally they knew in how to make good sentences. By implementing the method, the students were pushed to study some aspects conducted with the writing process. This finding is consistent with Gower, Philips, and Walters (2008: 113) who write that writing involves many different aspects which include spelling, punctuation, sentence construction, organization, cohesion, and register/style. Furthermore, Hendrickson (1979: 13) writes that writing requires linguistic and communicative ability.

Although generally the giving feedback was considered as a good method, still it did not change the fact that there were some weaknesses in the process of implementing the method of giving feedback. The researcher and the English teacher found that there were some of the students who did not bring dictionaries in the class. Besides, there were still some of the students who could not totally put their attention on the learning process.

1) Group work

This activity was implemented in every meeting during the research. The implementation of group work in this cycle was successful to improve the interaction among the members of the group. During the group work, the students could share the task given in order to finish their tasks. They thought that it was easier to do the exercises when they worked in group than they had to work individually. They also thought that group work helped them do the tasks faster. It was shown in the following quotation of interview:

(Interview 11)

R : Lebih mudah ngerjain sendiri apa berkelompok?

(Which one that was easier for you, worked in group or individually?)

Ahmad : Ya enak berkelompok no mas.

(Worked in group of course.)

R : Kenapa sebabnya?

(Why?)

Ahmad : Mikirnya berdua, jadi lebih cepet selesai.

(Since we could discuss it together, so it could be done faster.)

(Interview 15)

R : Lebih suka ngerjain sendiri apa berkelompok?

(Which one that you prefer, worked in group or individually?)

Galih : Kelompok lah mas.

(Worked in group of course.)

R : Sebabnya kenapa?

(Why?)

Galih : Kan bisa sharing, jadi bisa cepet selesai mas.

(Because we could share our opinion, so it could be done faster.)

2) **Discussing the answer**

Discussing the answer was the activity after the students finished their work. This activity was considered to be one of the important parts to have a success in learning how to create good sentences in this cycle because the students should analyzed the text first. Since the mistakes they had found were met repeatedly in the teaching learning process, it made the students became familiar with it somehow. As a result, they were easy in memorizing the familiar mistakes, so they could minimize the error when they make some other new sentences. Although most of the students were enthusiastic to answer the question, the researcher and the English teacher found that there were still some students who were afraid of answering. When the researcher tried to find out the reason, in fact they were just afraid if their answers were wrong. This situation was shown in the following quotations:

(Field note 6)

“Walaupun hampir semua Ss terlihat antusias untuk menjawab namun masih ada beberapa siswa yang terlihat diam. Dua diantaranya adalah Hermi dan Rana. Ketika ditanya kenapa mereka tidak mau maju dan menuliskan jawaban mereka, ternyata mereka takut apabila ternyata jawaban merena salah.”

“Although most of the students seemed enthusiastic to answer, there were sill some students who were shy and afraid. They did not want to come in front of the classroom and wrote down their answer just because they were afraid if the answer they wrote was incorrect, they were Hermi and Rana.”

(Interview 12)

R : *Koq diem aja, mbok coba maju, tulis jawabannya.*

(Why do not you try to write down your answer?)

Rana : *Nggak ah mas.*

(No Sir, I do not want to)

R : *Kenapa?*

(Why?)

Rana : *Malu kalo salah, nanti ndak malah diketawain.*

(I'm shy because the others will laugh at me if I make a mistake)

R : *Lah, ndadak malu segala. Nggak deh kalo diketawain. Maju ya?*

(You do not need to be shy, there will not be no one of them laugh at you. Go on.)

Rana : *Emoh ah, yang lain aja mas,*

(No thanks, just ask the other students please)

3) Making sentences

The implementation of making sentences in the last activity of applying the method of giving feedback was successful. The students were able to create better sentences. It was like the researcher's expectation. This activity was one of the activities to measure whether there was an improvement in their writing ability or not. From the activities that had been done by the students, the researcher and the English Teacher agreed that there was an improvement in their writing ability although sometimes there were still students who made mistakes. Besides, their mistakes were not about grammar but vocabulary. The following quotation of interview showed how effective this activity was;

(Interview 13)

R : *Bisa nggak? → (membuat kalimatnya)*

(How is it going, can you make the sentence?)

Rafiq : *Bisa mas.*

(Yes we can)

R : *Ada yang mau ditanyakan nggak?*

(Is there any question that you want to ask?)

Rafiq : *Nggak ada mas.*

(No Sir.)

(Interview 14)

R : *Ada yang mau ditanyakan nggak?*

(Are there any questions that you want to ask?)

Anastasia: Bahasa Inggrisnya ban tu apa mas?

(What is *ban* in English?)

R : *Bawa kamus nggak, dicek di kamus ada tuh.*

(Don't you bring a dictionary with you? Check it.)

Anastasia: Nggak bawa 'e mas.

(I do not bring it sir)

R : *Tire, T-I-R-E, besok bawa kamus ya!*

(Tire, T-I-R-E, make sure you bring it next time, Okay!)

Anastasia: Ya.

(Alright.)

Based on the data above, it can be concluded that by implementing this activity, the students could improve their writing skill in forming new sentences. Besides, it made them easy to remember the mistakes they had done before.

4. Summary I

Based on the reflection above, it could be concluded that there were some actions which could be considered as the successful actions and some others were unsuccessful. Below were the successful and the unsuccessful actions;

a. The successful actions

- 1) Group work activity was successful. By implementing group work in applying the method of giving feedback, the students could

discuss the tasks given and done it faster rather than individually. If they had difficulties, they could ask their friends and discuss it together. In group work, the interaction among the members of the groups developed.

- 2) Making sentences was successful. Most of the students could create new sentences right after the method implemented.

b. The unsuccessful actions

- 1) There were still some students who did not bring a dictionary on the teaching and learning process.
- 2) There were still some groups who made mistakes in doing the tasks; most of them got a problem with the vocabulary mastery.
- 3) Discussing the answer can be categorized as the unsuccessful action because there was no one of the students who wanted to write down their answer in front of the classroom voluntarily. It seemed as if they were too shy if their answers were wrong.

C. The Report of Cycle II

Based on the reflection of Cycle 1, it was found that there were some activities in applying the method of giving feedback were not successful yet. It was found that there were still some students who did not bring a dictionary and it was also found that there were some students were too shy in answering the questions.

Discussing the answers was one of the activities that were done in applying the method. Through this kind of activity, the students were expected to be able to have more chances to know and understand in how to create good sentences though in fact the researcher and English teacher found that there were still some students who were shy and afraid to answer.

1. Planning II

The English Teacher and the researcher planned some efforts as treatments to solve the problems which were related to the problems identified above. In order to solve the problems identified above, the researcher and the English teacher would still use the activities similar to Cycle 1, for examples: group work, discussing the answer and making sentences. Besides, the English Teacher and the researcher would also focus the efforts on giving rewards, asking the students to bring dictionary with them and using colorful pen in applying the method of giving feedback. The efforts were described as follows.

a) Using colorful markers

In this activity the researcher used the aid of colorful markers as an aid to show the mistakes made by the students. The researcher used colorful markers which were meant to clarify the mark given to every mistake which were done by the students. Besides, it was meant to attract students' attention.

b) Asking the students to bring a dictionary

The researcher and the English teacher agreed to ask the students to bring a dictionary with them in every meeting. This action was done because in Cycle 1,

the researcher found that there were some students who did not bring a dictionary with them. As the result, they often borrowed their friends' dictionary and it disturbed the process of learning process. Therefore, asking the students to bring a dictionary was a good way to solve this problem. The students would have more chances to search the difficult words they found. Besides, it would be easy for them to memorize new words if they searched them by themselves.

The researcher planed to give a punishment for the students who did not bring a dictionary with them by requiring them to memorize five new words. They should say them in front of the class on the next meeting.

c) Giving rewards

This action was aimed to arouse students' involvement during the teaching and learning process, especially their involvement in discussing the answer activity. In this action, the researcher would give a wafer to the students who could answer the questions in front of the classroom correctly. This activity was done to motivate and improve students' courage in answering the questions.

d) Group work

Based on the report of Cycle 1, the researcher would still use this activity in applying the method because through this activity the students not only felt easy in finishing the tasks. Besides, it also increased their interaction among the members of the group. The arrangement of the group was still same; they were arranged according to their seats.

e) Discussing the answer

This activity was also used in this cycle by the researcher. Although there was still a problem in discussing the answer in Cycle 1, the researcher still used this activity because the researcher thought it was one of the important steps to make students easy to memorize the words. In this activity, the researcher gave a wafer to students who could answer the questions correctly.

f) Making sentences

Since making sentences activity was considered as the most important part in learning writing, the researcher still used this activity in order to measure students' capability in forming sentences. Through this activity, the students were expected to be able to improve their writing ability.

2. Actions and Observation in Cycle II

Cycle 2 was done in three meetings; they were on November 16th, 21st and 23th 2011. In this cycle, the topic was experience. In the first meeting the researcher discussed kinds of experience and the good one. In the second meeting the researcher discussed the bad one and the last meeting used by the researcher to check students' understanding in making a good structured recount text by gave them an individual test. Below are the actions that the researcher implemented in Cycle 2:

a) Using colorful markers

In this step, colorful markers were used as the aids to correct students' work. At the first time, the researcher implemented the same actions as on the first cycle. He asked the students to work in group and wrote their answer on the white

board in front of the classroom. The only different thing about the method implemented was he asked the students to correct any mistakes they found only by underline it using colorful markers and mention what the correct answer was. They have to match the mistakes they found with the color of the marker.

Once the rules explained, then the researcher started the activity. As usual, when the game began, the researcher monitored their activities and took a note if there was something needed to support the data. The researcher was also helped by the English teacher. She observed the students' activities by watching them from the back side of the classroom. During the process of the game, the researcher found that the students were more enthusiastic in doing the tasks because they want to claim the prize.

b) Asking the students to bring dictionary

The researcher asked the students to bring a dictionary with them in every meeting. In this cycle, the number of the students who brought a dictionary increased. It was higher than in Cycle 1. Maybe it was because they did not want to be punished by memorizing five new words and they have to mention the words in front of the classroom on the next meeting.

By asking them to bring a dictionary, the process of applying the method of giving feedback could run well. The students seemed busy with their own job. There was no students who walked around just to borrow a dictionary from the other during the process. This punishment was not meant to harm the students, but it was meant to educate them about responsibility.

c) Giving rewards

In the first meeting of Cycle 2, the researcher told the students that there was a reward for those who could answer the questions in the discussion activity. The students were very happy when they heard it. Then the students asked the researcher about the rewards. They looked so curious. Then the researcher told them that they would get a wafer if they could answer the questions correctly.

When they finished their work, the researcher started to discuss the answer with the students. There were many students who raised their hands to answer the questions. Most of the students raised their hands. In this activity, the students who were usually shy and afraid to answer raised their hands. They competed to answer the questions.

d) Group work

In Cycle 1, this activity was successful. That was why in this cycle the researcher still used it. As usual before starting the activity, the researcher asked the students to make groups of two. They did not take a long time to make groups because they had done it before.

During the process of the activity, the researcher monitored their activities. The researcher found that they work seriously. They shared the job and sometimes they asked each other if they got difficulties.

e) Discussing the answer

This activity was done after they finished their work. When this activity started, the researcher guided them to discuss the answer. The researcher gave

more chance for students to answer. They could correct their friends' answer if their answer was wrong. The researcher gave a wafer for those who could answer the question correctly.

This activity looked different from Cycle 1. In this cycle, most of the students raised their hands to answer the questions even they sometimes competed to correct their friends' answers. During this activity, the students who were usually shy and afraid of answering the questions raised their hand. The students who got a prize were very happy. They were proud of it. They often showed the prize to their friends when they returned to their seats.

f) Making sentences

Although in Cycle 1 this activity had been implemented, in this cycle the researcher still used it. In this cycle, the students made fewer mistakes than in Cycle 1. They were eager to come up to the front of the class. The researcher always corrected the students' sentences. When the researcher checked the sentences, the students paid attention to him. And sometimes there were some students who asked the researcher to explain again.

3. Reflection II

This subchapter describes important matters concerning the reflection of the actions. The researcher had a discussion with the English teacher as the collaborator in order to have an evaluation about the action. Besides, the researcher interviewed students about the implemented action. From the implementation of the action above, some findings were described as follows.

a) Using colorful markers

The implementation of this activity was successful. Here the colorful markers were used to attract students' attention. The colorful markers were used to underline any mistakes they found. By using colorful markers in the activity, the students felt happier. This situation could be seen in the quotation below:

(Interview 17)

R : Kalo ngoreksi yang kemaren sama yang sekarang mudah mana?
(Which correction progress that was easier for you, now or the previous?)

Erwin : Mudah yang sekarang mas, tinggal nyocokin warna.
(Since we just need to match the color, now is easier I guess.)

(Interview 16)

Ss : Mas, kemaren koq nggak kayak gini aja toh, kan lebih mudah.
(Why do not we use this technique since the first time Sir?)

R : Lebih mudah nya gimana?
(How come?)

Ss : Ya kan tinggal ngaris-bawahi mas.
(It is because we just need to underline it Sir.)

They found that color markers helped them much. Using colorful marker in correcting students' work was meant to simplify the analyzing method implemented before. Here, they only needed to underline the mistakes they found with the correct marker and pronounced the correct answer, so they did not need to write down their answer under the main answer.

b) Asking the students to bring a dictionary.

By asking the students to bring a dictionary with them, the researcher and the English teacher assumed that the application of the method ran well. It was

because finally they did not borrow their friends' dictionary. It made them concentrate when they were doing the tasks, because they did not need to walk around just for borrowing a dictionary. Below were the quotations that show the situation:

(Interview 18)

R : Bisa nggak ngerjakaan nya?

(Could you do the tasks?)

Novia : Bisa, tapi ada yang sulit.

(Yes, but I found a difficulty)

R : Yang bagian mana?

(Which part?)

Novia : Bahasa Inggrisnya keinginan tu apa mas?

(What was the English for desire sir?)

R : Bawa kamus nggak? Coba di cek di kamus.?

(Did you bring your dictionary? Check it.)

Novia :Iya mas.

(Yes sir)

(Interview 6)

R : Di Cycle yang kedua ini keliatan ada perbedaan nggak bu?

(Did you see any differences between the Cycle 1 and 2?)

ET : Ho'oh mas, lha itu sekarang mayoritas udah pada bawa kamus sendiri, paling nggak kan satu meja udah ada 1. Apalagi pake dikasih hadiah segala, jadi pada aktif tuh.

(Yes of course, now I see most of the students got a dictionary with them. Besides, you give some reward. That is surely increasing their motivation.)

From the quotations above, it can be concluded that by asking the students to bring a dictionary, the teaching and learning activity ran well, since they did not disturb their friends by borrowing their dictionary.

c) Giving rewards

The implementation of giving rewards was successful. The students felt happy when they received a wafer. Their involvement also increased than in Cycle 1. In this Cycle, they were more enthusiastic. They were motivated to answer the questions. Besides, it made them who were shy and afraid in answering the questions in Cycle 1 became more active. This situation could be seen in the following quotations:

(Interview 19)

R : Seneng nggak kalo dikasih hadiah?

(So, do you like if I give you rewards?)

Ayu : Seneng mas, jadi tambah semangat, coba hadiahnya HP,

Haha..(tertawa)

(Yes, it pumped up my spirit. Wish it is a mobile phone) (laugh)

(Interview 20)

R : Besok mau pake hadiah lagi nggak?

(Should I give you another prize tomorrow?)

SS : Iya mas, mau, mau, mau... (Secara serentak)

(Yes sir, we want it..) (Together)

(Interview 5)

R : Kalo tiap pertemuan mereka saya kasih reward gimana bu?

(What do you think if I give them rewards in every meeting?)

ET : Kalo menurut saya sih boleh-boleh saja, bisa memotivasi siswa, tapi jangan keseringan mas, bokek nanti njenengan. Haha..

(tertawa)

(Since it can motivate the students, then it is fine for me, but I think you don't need to give them reward every time you teach, because you may get broke) (Laugh)

From the quotations above, it could be concluded that students can be motivated by giving rewards. Besides, it also increased their involvement during the teaching learning process. It was shown by the situation of the students in the class, the students were active to answer the questions and most of them try their best in working the tasks.

d) Group work

The implementation of group work in applying the method of giving feedback was successful. Group work helped the students to finish the tasks quickly. Besides, through group work, the students could share their ideas, so could finish the tasks faster. Besides, it might build the interaction among the members of the group. The arguments above were supported by the quotations below:

(Interview 21)

R : Gimana ni kerja kelompoknya, ada kesulitan nggak?

(How is the process?)

Wahyu : nggak mas, malah cepet selesai kan dipikir berdua.

(Everything is good Sir, we can do the tasks faster then individually)

The arguments above were also supported by the quotation below:

(Interview 22)

R : Ada keluhan tentang kelompoknya nggak?

(Any complain about your group?)

Hesti : Nggak ada mas.

(No sir.)

R : Enak kerja sendiri apa berdua?

(Which one do you prefer, working in group or individually?)

Unik : Enak berdua mas, bisa sharing sekalian.

(In group sir, because we could discuss the answer together.)

e) Discussing the answer

The implementation of this activity was successful. Students' involvement increased in this cycle because the researcher gave them some rewards for everyone who could answer the question correctly. There were many students who raised their hands. They competed to answer the questions and claim their reward. Through this activity, the students could know more about the steps in how to make good sentences. It was because in this activity the students were asked to read the text and analyzed it whether there were any mistakes or not. Besides, the student who did not have a chance to answer could learn from their friends. It seemed as if they were enthusiast in following the discussion. The situation could be seen in the quotations below:

(Interview 23)

R : Ada yang salah nggak ini?

(Is there any mistake?)

Ss : Ada ..., aku mas, aku... (Serentak beberapa anak mengangkat tangan tanda ingin maju)

(Yes sir, me sir, choose me...) (There were some of the Ss raising their hand)

R : *Ayu, maju.*

(Ayu, it is your turn)

Ayu : *Ini mas, (mengaris bawah yang salah)*

(This one sir) (Underlining the mistake she found)

R : *Yang bener gimana?*

(Tell everyone how it must be)

Ayu : *(Memberitahu jawaban yang benar)*

(She told everyone the correct answer)

R : *Gimana, bener apa salah jawabannya Ayu? (Tanya siswa)*

(What do you think? Is it correct?) (Asking the students)

Ss : *Bener...*

(Yes, that is correct)

R : *Ya udah, ni hadiahnya (memberikan hadiah sebungkus wafer)*

(Alright then, here is your reward)

R : *Masih ada yang salah nggak?*

(Were there any other mistakes?)

Ss : *Udah nggak ada..*

(No sir)

R : *Are you sure?*

Ss : *Yess...*

R : *Seneng nggak kalo diskusinya kayak gini?*

(Do you like having a discussion in this way?)

Ss : *Senengg...*

(Yes sir, we like it.)

f) Making sentences.

The implementation of making sentences in this cycle was considered as a successful step. This method applied on the third meeting in Cycle 2. This time

the students had to do the task individually. It was meant to measure their writing ability right after they had already given some treatments all this time. The quotations below support the argument above:

(Interview 25)

- R* : *Gimana, bisa nggak ngerjain sendiri?*
(How is the progress, can you do the tasks individually?)
- Robet* : *Bisa mas.*
(Yes I can)
- R* : *Oke, lanjutkan.*
(Well then, carry on)

(Interview 24)

- R* : *Bisa nggak ngerjain sendiri?*
(Can you do the tasks individually?)
- Ahmad* : *Alamdulillah bisa mas.*
(Thanks to Allah, yes I can.)
- R* : *Oke, lanjutkan.*
(Well then, carry on)

(Interview 26)

- R* : *Test yang sekarang memang sengaja saya buat individual bu, kira-kira mereka bisa ngerjain nggak ya bu?*
(Today's test is an individual test, I do it on purpose. Can they do it all by themselves ma'am?)
- ET* : *Sepertinya sih bisa mas, lha itu buktinya pada serius ngerjain. Tapi hasilnya nggak tau mas, ada peningkatan apa nggak. Ya semoga aja ada peningkatan.*
(Since they do it seriously, I think they are able in doing it, but I do not know how is the result would be. I hope that there will be improvement though.)

4. Summary II

Based on the reflection, it could be concluded that the method of giving feedback has successfully improved students' writing ability. It was shown from the activities during the research, especially on the activity of discussing the answer and making sentence. From the reflection of the Cycle 2, it was showed that most of the students were capable to create simple sentences in the form of past tense when they were asked to make recount text. It could be used as the tool to measure whether there was an improvement on students' writing ability or not. Besides, the researcher found that students were more enthusiastic in working the tasks in Cycle 2. They involved in most of the activities in the discussion.

The researcher and the English teacher agreed that the activities implemented were successful to improve students' writing ability. Since the objective of the research was achieved, the researcher and the English teacher agreed to end the research in this cycle.