

THE EFFECT OF GIVING FEEDBACK ON THE WRITING ACHIEVEMENT  
OF THE SECOND YEAR STUDENTS OF SMPN 12 JEMBER  
IN THE 2004/2005 ACADEMIC YEAR

**THESIS**

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**2006**



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**THESIS**

**Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at  
the English Education Program of the Language and Arts Education Department  
Faculty of Teacher Training and Education  
Jember University**

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JEMBER UNIVERSITY  
2006**

**MOTTO**

**Love All Serve All (BABA)**

## DEDICATION

This thesis is honorably dedicated to:

1. Beloved Bhagawan Sai. Thank you God for this gift.
2. My beloved father, I Made Muka and my beloved mother, Ni Wayan Tagel Wardani. "The Love of My Life!" I love you both so much.
3. My brothers Wi and Pur I love you so much.
4. My Fien. Thank you for being patient to me.
5. My friends in English program, especially the 2000 level (Deny, Ridho, Herning, Joyo, Rudi, Amir, Andis, Ugik, Nayif, Lutfi and Fauzan) you are all fun guys.
6. My foster parents (Mr. and Mrs. Ketut Mahardika, Mr. and Mrs. Lilu) thank for making this possible.
7. My brothers and sisters in SSG. Jember.
8. My almamater

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1. The Dean of The Faculty of Teacher Training and Education, Jember University
2. My consultants, Dra. Wiwiek Eko Bindarti, M.Pd, and. Dra. Siti Sundari, MA, who had given me guidance and valuable suggestions during the writing of this thesis.
3. The Chairperson of the Language and Arts Education Department and the Chairperson of the English Education Program.
4. The Headmaster, the English teachers and the second year students of SMPN 12 Jember.

Finally, I realize that this thesis is still far from being perfect. However, I expect it will provide some advantages to the readers. Therefore, any suggestions and criticism will be appreciated to improve this thesis.

Jember, June 2006

The Writer

**CONSULTANT APPROVAL**  
**THE EFFECT OF GIVING FEEDBACK ON THE WRITING ACHIEVEMENT**  
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**IN THE 2004/2005 ACADEMIC YEAR**

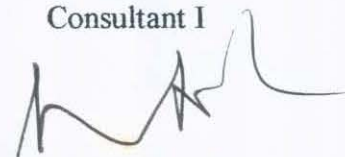
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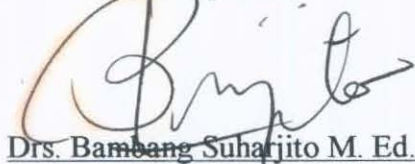
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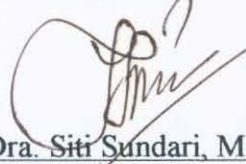
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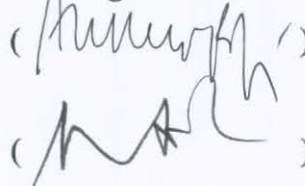
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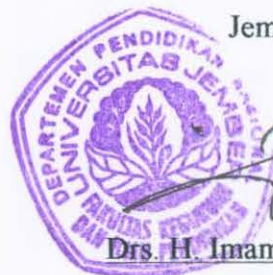
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## ABSTRACT

I Wayan Kamarwanta, 2005. The Effect of Giving Feedback on the Writing Achievement of the Second Year Students of SMPN 12 Jember in the 2004/2005 academic year.

Thesis, English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University

Consultants : (1) Dra. Wiwiek Eko Bindarti, M.Pd.  
: (2) Dra. Siti Sundari, M.A.

Key Words : Feedback, Writing Achievement

Writing is considered as a difficult skill for junior high school students. Difficulties which students encountered in writing are the use of grammar, word choice, and mechanics. Giving feedback as a teaching technique can help students overcome their problem in writing English sentences. This research was conducted to find the effect of giving feedback on the writing achievement of the second year students of SMPN 12 Jember in the 2004/2005 academic year. The research used randomised control group post-test only design. The respondents of this research were the second year students of SMPN 12 Jember, consisting of 44 students (Experimental group) and 42 students (Control group) that were taken by lottery from the homogeneous population. In conducting the experiment, the experimental group received feedback in the form of shorthand of correcting code written in the margin or above the errors on their writing work, while the control group did not receive feedback. The results of writing test of both groups were compared to find out the mean difference between them. The t-test formula was used to analyze the data with the significance level of 5%. The result indicated that the t-test value was higher than that of t-table ( $2.770 > 2.000$ ). It means that the alternative hypothesis which is formulated as "There is significant effect of giving feedback on writing achievement at SMPN 12 Jember in the 2004/2005 academic year" was accepted. It could be concluded that there was a significant effect of giving feedback on writing achievement of the second year students of SMPN 12 Jember in the 2004/2005 academic year. Based on the reserach's result, the English teachers are suggested to apply this technique in teaching writing.

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