



**IMPROVING THE EIGHTH YEAR STUDENTS' ACHIEVEMENT IN  
WRITING RECOUNT TEXT THROUGH TEACHER'S FEEDBACK  
AT SMP AL BAITUL AMIEN FULL DAY SCHOOL JEMBER  
IN THE 2011/2012 ACADEMIC YEAR**

**THESIS**

**By:**

**MUHAMMAD TAUFIQURROHMAN ANFAS**

**NIM 060210401135**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2012**



**IMPROVING THE EIGHTH YEAR STUDENTS' ACHIEVEMENT IN  
WRITING RECOUNT TEXT THROUGH TEACHER'S FEEDBACK  
AT SMP AL BAITUL AMIEN FULL DAY SCHOOL JEMBER  
IN THE 2011/2012 ACADEMIC YEAR**

**THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree  
at the English Education Program, Language and Arts Education Department  
The Faculty of Teacher Training and Education  
Jember University

**By:**

**MUHAMMAD TAUFIQURROHMAN ANFAS**

**NIM 060210401135**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2012**

## CONSULTANT'S APPROVAL

### IMPROVING THE EIGHTH YEAR STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT THROUGH TEACHER'S FEEDBACK AT SMP AL BAITUL AMIEN FULL DAY SCHOOL JEMBER IN THE 2011/2012 ACADEMIC YEAR

#### THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

|                       |  |
|-----------------------|--|
| Name                  | : Muhammad Taufiqurrohman Anfas              |
| Identification Number | : 060210401135                               |
| Level                 | : 2006                                       |
| Place, Date of Birth  | : Pasuruan, December 18 <sup>th</sup> , 1987 |
| Department            | : Language and Arts                          |
| Program               | : English Education                          |

Approved By:

Consultant I

Consultant II

Dr. Budi Setyono, M.A.  
NIP. 19630717 199002 1 001

Dra. Musli Ariani, M.App. Ling  
NIP. 19680602 199403 2 001

## APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Thursday

Date : July 12<sup>th</sup>, 2012

Place : The Faculty of Teacher Training and Education

### Team of Examiners

The Chairperson

The Secretary

Dr. Aan Erlyana Fardhani, M. Pd.  
NIP. 19650309 198902 2 001

Dra. Musli Ariani, M.App.Ling  
NIP. 19680602 199403 2 001

The members,

- |  |    |
|--|----|
| 1. <u>Drs. Sugeng Ariyanto, M.A.</u><br>NIP. 19590412 198702 1 001 | 1. |
| 2. <u>Dr. Budi Setyono, M.A.</u><br>NIP. 19581216 198802 2 001     | 2. |

The Dean,

The Faculty of Teacher Training and Education

Drs. Imam Muchtar, S.H., M.Hum.  
NIP. 19540712 198003 1 005

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Drs. H. Anwar Rozaq, M.S and Hj. Fathimatuz Zahro'
2. My dearest brother and sisters, M. Haizurrahman Anfaz, Muhajaroh Anfaz, and Lya Rofahiyyah Anfaz
3. Ust. Drs. M. Ali Fikri.
4. My dearest friend, Hardini, S. Pd.
5. All my friends of GTA, Remas ABA and SSC Jember
6. All my friends of "Eng-Duc 2006"

## **MOTTO**

Success does not consist in never making blunders, but in never making the same  
on the second time  
*- Josh Billings -*

## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and the most Merciful. Because of His countless Blessing, Mercy and Grace, I can accomplish the writing of this thesis.

I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education Jember University;
2. The Chair person of the Language and Arts Education Department;
3. The Chair person of the English Education Program;
4. My academic advisor, Dra. Wiwiek Eko Bindarti, M.Pd;
5. My first consultant, Dr. Budi Setyono, M.A. for giving me guidance and valuable suggestion in writing this thesis;
6. My second consultant, Dra. Musli Ariani, M.App. Ling. for giving me guidance and valuable suggestion in writing this thesis;
7. The Headmaster, the English teacher and the eighth year students of SMP Al Baitul Amien Full Day School Jember

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, July 2012

The writer

## TABLE OF CONTENTS

|   | Page |
|---|------|
| <b>COVER</b> .....  | ii   |
| <b>CONSULTANT’S APPROVAL</b> .....                                  | iii  |
| <b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....                  | iv   |
| <b>DEDICATION</b> .....   | v    |
| <b>MOTTO</b> .....  | vi   |
| <b>ACKNOWLEDGEMENT</b> .....  | vii  |
| <b>TABLE OF CONTENTS</b> .....                                      | viii |
| <b>LIST OF APPENDIXES</b> .....                                     | xi   |
| <b>LIST OF TABLES</b> .....   | xii  |
| <b>LIST OF CHARTS</b> .....   | xiii |
| <b>SUMMARY</b> .....  | xiv  |
| <br>  |      |
| <b>I. INTRODUCTION</b>  |      |
| 1.1 The Research Background .....                                   | 1    |
| 1.2 The Research Problem .....                                      | 5    |
| 1.3 The Research Objectives.....                                    | 5    |
| 1.4 The Research Significance.....                                  | 5    |
| <br>  |      |
| <b>III. REVIEW OF RELATED LITERATURE</b>                            |      |
| 2.1 The Importance of Teaching Writing .....                        | 7    |
| 2.2 The Definition of Writing Achievement .....                     | 8    |
| 2.3 Assessing Writing Achievement .....                             | 9    |
| 2.4 Types of Writing Taught to the Eight Year Students of SMP ..... | 9    |
| 2.5 Recount Text .....  | 10   |
| 2.6 The Feedback on Writing .....                                   | 12   |
| 2.7 Teacher’s Feedback .....  | 12   |
| 2.7.1 Written Feedback .....  | 13   |



|   |    |
|---|----|
| 2.7.2 Kinds of Correction Symbols in Written Feedback .....       | 14 |
| 2.7.3 Conference .....  | 17 |
| 2.8 The Main Focus of Teacher’s Feedback in Writing a Text .....  | 19 |
| 2.8.1 The Feedback on the Grammatical Errors of the Text .....    | 19 |
| 2.8.2 The Feedback on the Vocabulary of the Text .....            | 20 |
| 2.8.3 The Feedback on the Mechanics of the Text.....              | 21 |
| 2.2.4 The Feedback on the Content of the Text .....               | 22 |
| 2.2.5 The Feedback on the Organization of the Text .....          | 23 |
| 2.9 The Procedures of Giving Feedback in Teaching Writing.....    | 24 |
| 2.10 The Students’ Participation in Writing Class.....            | 25 |
| 2.11 The Action Hypotheses .....                                  | 26 |
| <b>III. RESEARCH METHODS</b>                                      |    |
| 3.1 The Research Design .....                                     | 27 |
| 3.2 The Area Determination Method .....                           | 29 |
| 3.3 The Research Subject Determination Method .....               | 30 |
| 3.4 Operational Definition of the Terms .....                     | 30 |
| 3.5 Data Collection Methods .....                                 | 31 |
| 3.4.1 Writing Test .....  | 31 |
| 3.4.1 Observation .....   | 34 |
| 3.5 The Research Procedures .....                                 | 35 |
| 3.5.1 General Description of the Research .....                   | 35 |
| 3.5.2 Detail of the Research Procedures .....                     | 36 |
| <b>VI. RESARCH RESULTS AND DISCUSSION</b>                         |    |
| 4.1 The Results of Actions in the First Cycle .....               | 40 |
| 4.1.1 The Implementation of the Action in the First Cycle .....   | 40 |
| 4.1.2 The Result of Observation in the First Cycle .....          | 43 |
| 4.1.3 The Result of Writing Test in the First Cycle .....         | 45 |
| 4.1.4 The Reflection of the Actions in the First Cycle .....      | 47 |
| 4.2 The Results of Actions in the Second Cycle.....               | 49 |
| 4.2.1 The Implementation of the Actions in the Second Cycle ..... | 49 |
| 4.2.2 The Result of Observation in the Second Cycle.....          | 52 |

|   |    |
|---|----|
| 4.2.3 The Result of Writing Test in the Second Cycle .....  | 54 |
| 4.2.4 The Reflection of the Actions in the First Cycle..... | 55 |
| 4.3 Discussion .....  | 57 |

**V. CONCLUSION AND SUGGESTIONS**

|                       |    |
|-----------------------|----|
| 5.1 Conclusion .....  | 60 |
| 5.2 Suggestions ..... | 61 |

**REFERENCES**

**APPENDIXES**

**CHARTS**

## LIST OF APPENDIXES

|  |     |
|--|-----|
| A. Research Matrix .....   | 66  |
| B. Guide of Supporting Data Instruments .....  | 67  |
| C. The Observation Checklist .....   | 69  |
| D. Lesson Plan 1 (Cycle I, Meeting 1) .....  | 70  |
| E. Lesson Plan 2 (Cycle I, Meeting 2) .....  | 80  |
| F. Writing Test (Cycle I) .....  | 86  |
| G. Lesson Plan 3 (Cycle II, Meeting 1) .....   | 87  |
| H. Lesson Plan 4 (Cycle II, Meeting 2) .....   | 94  |
| I. Writing Test (Cycle II) .....   | 101 |
| J. The Result of Observation Checklist Cycle I Meeting 1 .....   | 102 |
| K. The Result of Observation Checklist Cycle I Meeting 2 .....   | 103 |
| L. The Result of Observation Checklist Cycle II Meeting 1 .....  | 104 |
| M. The Result of Observation Checklist Cycle II, Meeting 2 .....   | 105 |
| N. The Result of Writing Test (Cycle I) .....  | 106 |
| O. The Result of Writing Test (Cycle II) .....   | 107 |
| P. The Students' Previous Writing Score .....  | 108 |
| Q. The Samples of the Students' Writing Cycle I .....  | 110 |
| R. The Samples of the Students' Writing Cycle II .....   | 114 |
| S. The Letter of Research Permission from the Dean of the Faculty of<br>Teacher Training and Education .....   | 118 |
| T. The Letter of Research Permission from the Principal of SMP Al Baitul<br>Amien Full Day School Jember ..... | 119 |

## LIST OF TABLES

|   | Page |
|---|------|
| 2.1 The Correction Symbols .....  | 15   |
| 3.1 The Scoring Criteria of the Students' Recount Text Writing .....                                    | 33   |
| 4.1 The Result of Students' Participation during Teaching Learning Process<br>in the First Cycle .....  | 43   |
| 4.2 The Average Result of Students' Participation in the First Cycle .....                              | 44   |
| 4.3 The Result of Students' Writing Test in the First Cycle .....                                       | 46   |
| 4.4 The Result of Students' Participation during Teaching Learning Process<br>in the Second Cycle ..... | 52   |
| 4.5 The Average Result of Students' Participation in the Second Cycle .....                             | 53   |
| 4.6 The Result of Students' Writing in the Second Cycle .....   | 54   |

## LIST OF CHARTS

|   | Page |
|---|------|
| 4.1 The Improvement of the Students' Active Participation in the Teaching Learning Process from the First Cycle to the Second Cycle ..... | 57   |
| 4.2 The Improvement of the Students' Writing Achievement from the First Cycle to the Second Cycle .....                                   | 58   |

## SUMMARY

**Improving the Eighth Year Students' Achievement in Writing Recount Text Through Teacher's Feedback at SMP Al Baitul Amien Full Day School Jember in the 2011/2012 academic year;** Muhammad Taufiqurrohman Anfas, 060210401135; 2012; 61 pages; English Education Program; Language and Arts Education Department; The Faculty of Teacher Training and Education; Jember University.

Consultants : 1. **Dr. Budi Setyono, M.A.**  
2. **Dra. Musli Ariani, M.App. Ling**

Key words : Writing Achievement, Teacher's Feedback

Based on the preliminary study that was done on February 27<sup>th</sup> 2012, most of the eighth year students of SMP Al Baitul Amien Full Day School Jember faced some difficulties in writing a text in terms of writing by using appropriate tenses, choosing suitable words and putting the correct punctuations. This was proven by their writing scores. It showed that 16 (84.21%) of 19 students got <70 and the mean score was 62.1. Besides, the students' participation in the teaching learning process of writing was still low. It means that they were still passive in the classroom.

The classroom action research through teacher's feedback was implemented in this research because this research was intended to improve the eighth year students' writing achievement and their active participation in the teaching learning process of writing. In this research, the researcher collaborated with the English teacher of the eighth year of SMP Al Baitul Amien Full Day School Jember. The observation and the writing test were the methods that were used in collecting the data. The data were analyzed quantitatively.

The action was conducted in two cycles in order to achieve the objectives of this classroom action research. The first cycle was done in three meetings. The results of the classroom observation indicated that 11 students of 18 students (one student was sick) or 61.11% of the students who actively participated in the teaching learning process in the first meeting of cycle 1 and 13 students of 19

students or 68.42% in meeting 2 were active during the teaching learning process. It showed that there was an improvement of the students' active participation from meeting 1 to meeting 2, but it did not achieve the determined objective of the research that was 70%. In addition, the result of the writing test in the first cycle had not achieved the criteria of success of the research that was 70% of the students had to get the score of 70 or higher in the writing test. The percentage of the students who got score of 70 or higher was only 12 students or 63.15% of 19 students.

Based on the results of the first cycle above, the second cycle was necessary to be conducted. Some revision had been made to solve the problems found in the first cycle. It showed an improvement. In the classroom observation, the students' participation showed that 14 students or 73.68% in meeting 1 and 16 students or 84.21% in meeting 2 actively participated in the teaching learning process. So, the result of the observation in meeting 1 and meeting 2 had achieved the objective of the research. In the writing test, the percentage of the students who got score  $\geq 70$  in the writing test was 14 students or 73.68% of 19 students. Based on those results, it could be concluded that the actions in the second cycle were successful because the results of classroom observation and writing test achieved the objectives of the research.

Finally, it can be summarized that the use of Teacher's Feedback technique could improve the eighth year students' achievement in writing a recount text and their active participation in the teaching learning process of writing a recount text at SMP Al Baitul Amien Full Day School Jember in 2011/2012 academic year. By considering the results above, it is suggested that the English teacher use Teacher's Feedback technique to improve the students' writing achievement as well as their active participation. Besides, the result of this research can be used as a source of information for the future researchers who want to conduct a further research that deals with a similar topic by using different research design, such as *"The Effect of Teacher's Feedback on students' writing achievement at Senior High School Level"*.