



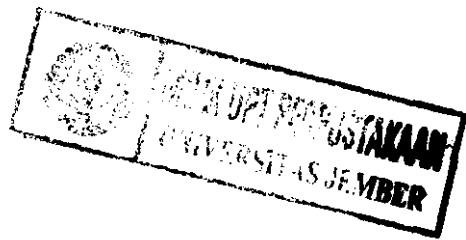
**IMPROVING THE ELEVENTH GRADE STUDENTS' WRITING
ACHIEVEMENT THROUGH WRITTEN FEEDBACK
AT SMAN 5 JEMBER IN THE 2007/2008 ACADEMIC YEAR**

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2008**



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AT SMAN 5 JEMBER IN THE 2007/2008 ACADEMIC YEAR**

THESIS

Composed to Fulfill One of the Requirements to Obtain the S-1 Degree
at the English Education Program, Language & Arts Department,
Faculty of Teacher Training and Education,
Jember University

By

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2008**

DEDICATION

This thesis is honourably dedicated to the following people:

- My beloved parents, Moalwi and Masmiya thank you for your motivation, guidance, and attention. You are giving your best to take care of me. I owe great debt for your never-ending love;
- My appreciated religious teachers, K.Sappa', KH. Kholil Imam, Ust. Syahrul, and Ust. Riyanto thank you for your guidance and religious instruction given for me;
- My lovely brothers, Moh.Anwar and Masjuni, thank you for your help and suggestions. Let us do our best to make our parents happy;
- My sisters in – law, Ratna Fajariyah and Kil, thank for your support;
- My cute nephews and nieces Irwan, Wawan, May, Lina, and Ardi who always entertain me while I am getting bored, your smile makes me happy;
- All of my fellows in the 2003 level, Eka, Oyong, Amir, and many more. I love you all; let's get our target as soon as possible and never give up guys;
- All of my friends in PMII; especially Lucik, Akhmad, Muit, Hari, Yudi, Agus, Yus, Fani, Rofik, Hadi, Halil, Indra, and Andi. Let's our best for our organization. I will remember every single moment that we spent together in PMII;
- My Almameter.

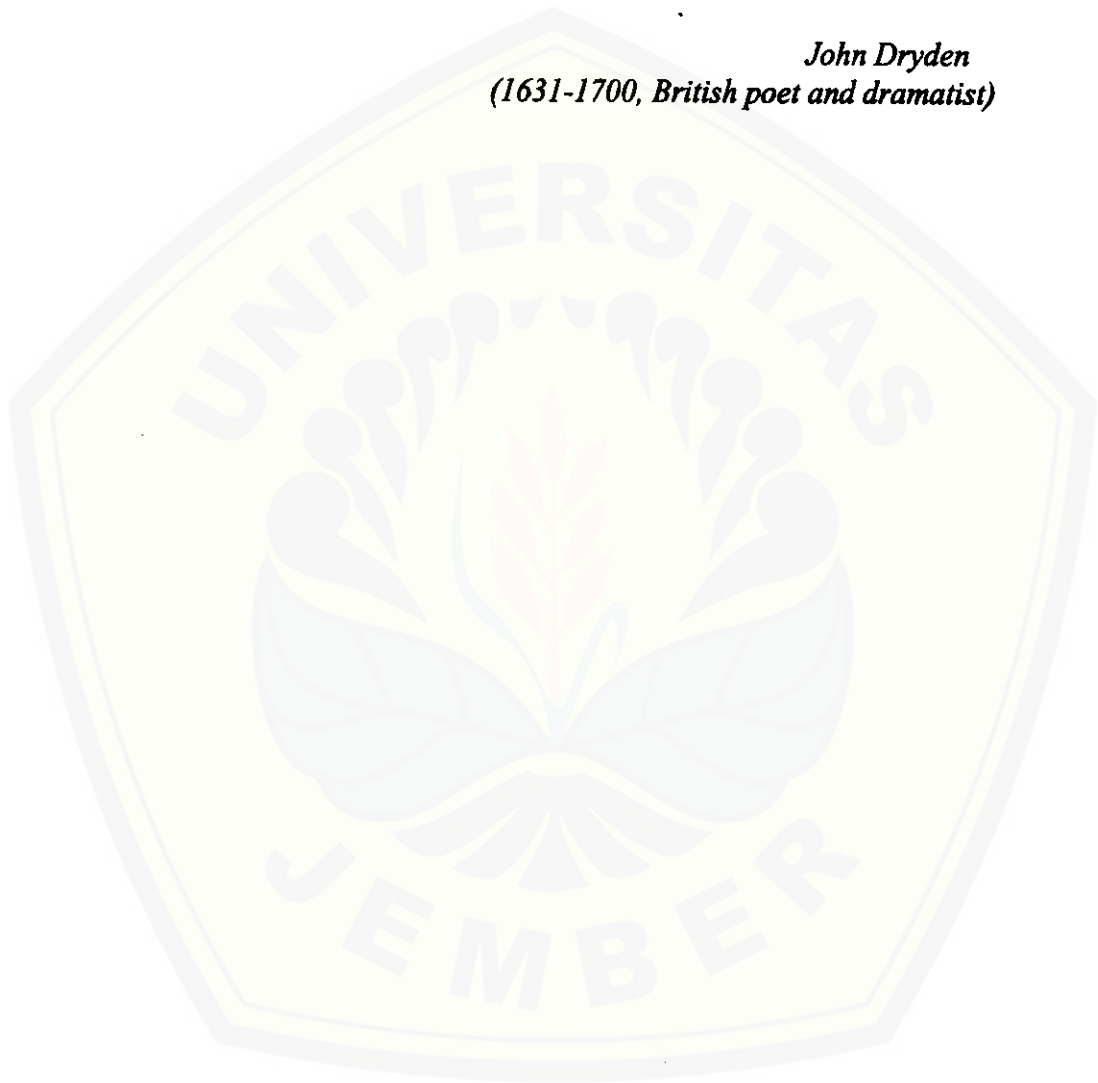
MOTTO

Errors, like straws, upon the surface flow;

He who would search for pearls must dive below.

John Dryden

(1631-1700, British poet and dramatist)



CONSULTANTS' APPROVAL

**IMPROVING THE ELEVENTH GRADE STUDENTS' WRITING
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THESIS

**Composed to Fulfill One of the Requirements to Obtain the S-1 Degree
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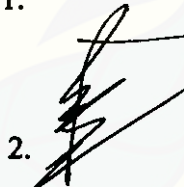
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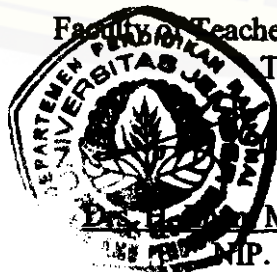
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In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

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2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Education Programs
4. My first consultant, Dr. Budi Setyono M.A and my second consultant, Drs. Annur Rofiq, M.A., M.Sc for their willingness and suggestions to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated
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Jember, 1 February 2008

The Writer

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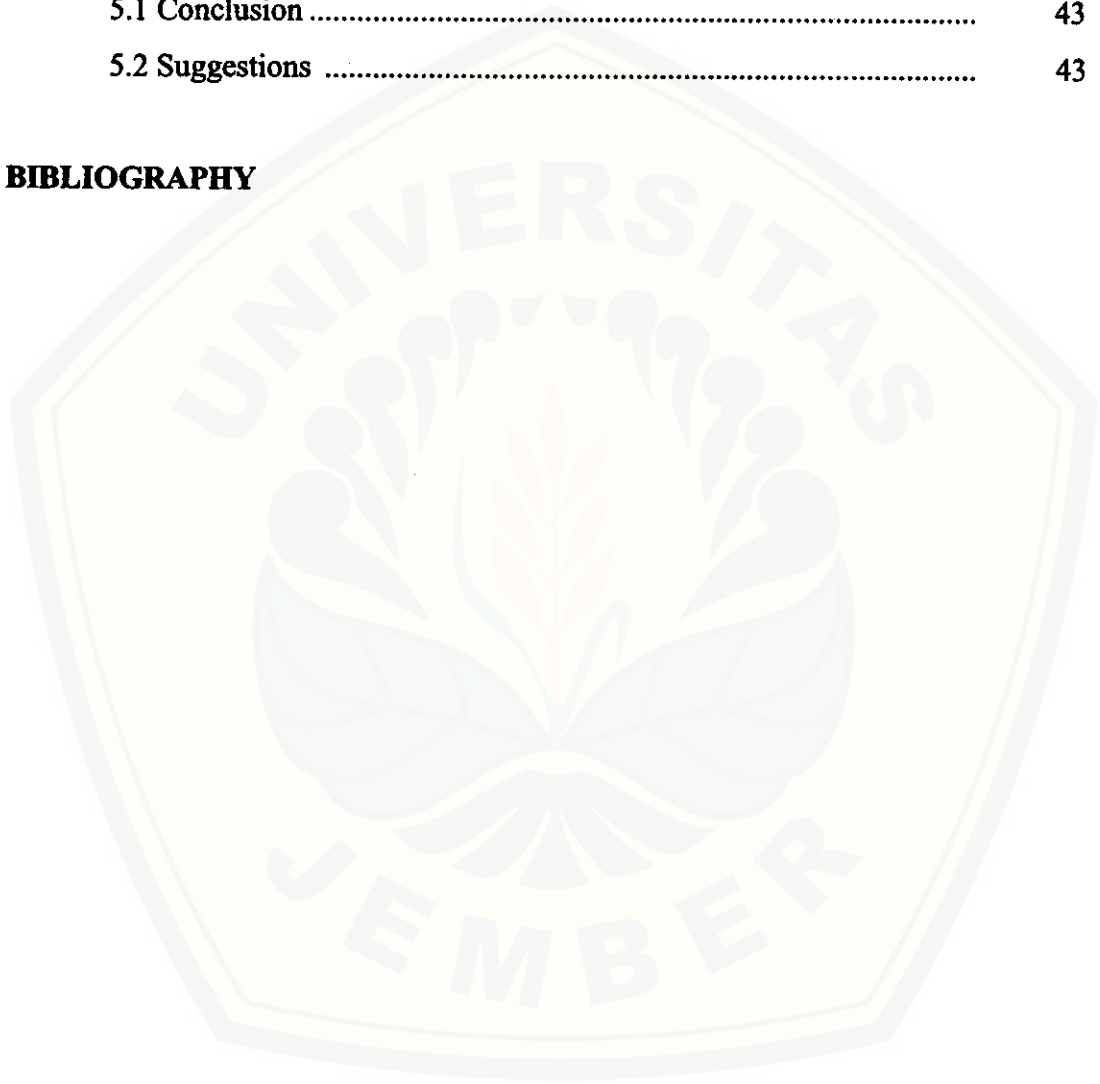
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SUMMARY

Improving the Eleventh Grade Students' Writing Achievement through Written Feedback at SMA Negeri 5 Jember in the 2007/2008 Academic Year; Moh. Santoso; 030210401041; 2007; 44 pages; The English Education Program of Language and Arts Department of The Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the eleventh grade students' writing achievement at SMAN 5 Jember in the 2007/2008 academic year. This research was begun by conducting an interview with the English teacher of the eleventh grade students of SMA Negeri 5 Jember on 3rd 2007. There were four classes of the eleventh grade students of that school. Based on the preliminary study, it was known that the eleventh grade students of SMA Negeri 5 Jember had problems in writing. It was revealed that class XI IPA B had the lowest writing score among the students of four existing classes with the mean score 50. Therefore, it was chosen as the subject of this research that was determined purposively.

Written feedback was chosen as the technique in the teaching learning process of writing under the reasons that by this technique, the students could know the mistakes they made in their writing and could improve their ability in writing.

This classroom action research was done in collaboration with the English teacher covering the planning of the action, the implementation of the action, class observation and evaluation, and data analysis and reflection of the action. This research was carried out in two cycles and each cycle consisted of three meetings included the test. The primary data were about the students' writing achievement collected by administering writing achievement test and observation by using checklist. The collected data were analyzed in the form of quantitative and qualitative analysis. Meanwhile the reflection was done based on the findings during the observation and compared to the criteria of success that were 75% of the students had

the average score 65 and 75% of the research subjects were actively involved in the teaching learning process of writing using written feedback.

Mean score (M) of the students' writing achievement test in Cycle 1 was 58.8. In addition, the result of observation in the first meeting of Cycle 1 showed that there were 14 students (35.8%) of 39 students who were actively involved. While in the second meeting, there were 16 students (41.02%) of 39 students actively involved in the teaching writing process. The results above were not satisfying because most of them were passive during the teaching of writing through written feedback. It was caused since most of the students were still confused about hortatory exposition paragraph. In brief, it could be said that the result above had not fulfilled the target of this research. Therefore, the action was continued in Cycle 2 by revising the actions in Cycle 1.

The result of the actions in Cycle 2 showed significant improvement. It was indicated by the mean score (M) of the students' writing achievement test that was 68.4. Besides, the result of observation in the first meeting of Cycle 2 showed that there were 26 students (66.6%) of 39 students actively involved. Meanwhile in the second meeting, there were 33 students (84.6%) of 39 students actively involved in the teaching writing process. It means that the target of this research was achieved in Cycle 2. Briefly, it could be concluded that written feedback could improve the students' writing achievement. Therefore, the English teacher was suggested to use written feedback as an alternative in teaching writing.



I. INTRODUCTION

This chapter presents background of the research, problems of the research, operational definition of the terms, objectives of the research, and significance of the research.

1.1 Research Background

As an international language, English has an important role in many aspects, such as education, science, technology, and art. It is used by most people from different nations around the world to express their ideas, thoughts, and desires that will be communicated orally or in written form. It means that English is the most widespread language in the world. The geographical spread of English is unique among the languages of the world. Throughout history, the countries which use English either as a first or a second language are located on all five continents, and the total populations of these countries are about 49% of the world's population (Kajang, 2007).

In addition, to get information from newspaper, internet, television, and radio, we need to know English, since they mostly use English as a means of communication. Therefore, English is considered as the first foreign language that must be learnt by the students beginning from elementary school up to university level.

In learning language, the four skills: listening, speaking, reading, and writing as well as the three components: grammar, vocabulary and pronunciation must be mastered. Besides, the teaching learning process should indicate integration skill since the skills cannot be separated to each other. However, among those four skills, writing is a skill that is considered to be the most difficult one. It is stated by Hugley et al, (1983: 38) that writing is often found as the most difficult skill of all the English skills both as the first and second language. It includes five aspects of writing, namely grammar, vocabulary, mechanics, content, and organization. Based on the statement

above, it can be concluded that writing skill is not easy and complicated. It should be given to the students regularly as a process from beginning to the end so that they can produce a good writing. In this case, a process means starting from pre-writing, writing, revising, until rewriting. English Competence Based Curriculum explains that the objective of writing at SMA is to express kinds of meaning nuance in the form of written interpersonal, ideational, and textual which have the objectives of communicative, texts structure, and certain linguistic.

Basically, people can express their feeling and thought through speaking and writing. Writing is one of the forms of communication that is different from speaking. To express ideas through writing, Flower and Huges (1981: 367) say that writers are constantly planning (pre-writing) and revising (re-writing) as they compose (write). It is also stated by Smith that pre-writing, writing, and rewriting frequently seem to be going simultaneously (1982: 21). Meanwhile, in speaking people can directly and spontaneously express their ideas.

Further, writing demands that writers must understand the aspects of writing, such as grammar, vocabulary, mechanics, content, and organization. If writers do not consider writing aspects in their piece of writing, it is incomprehensible and makes the readers confused. It indicates an ineffective communication between the writer and the reader. Keh (1990: 57) says that writers need to understand a finely differentiated way that constitutes a good writing. It is also supported by Fadloely (1986: 71) that writing competence is very difficult if we write as if we are communicating into space. However, if we are communicating verbally we know to whom we are talking to. In addition, Wishon and Burks state that although students are able to speak English well they would not be able to write it well without systematic training (1980: V).

In line with the difficulty of writing, the teacher plays a major role in teaching writing. Feedback is essential in writing and in helping learners to improve their writing skills, and whatever forms it takes; it can have a positive effect in producing a good writing (Muncie, 2000: 50). Besides, he also states that feedback is essential to

writing. There are three kinds of feedback: peer feedback, conference, and written comment or teachers' feedback. Those three kinds of feedback help the students to improve their writing ability because they can revise their writing after getting feedback. As stated by Keh (1990: 23) that feedback is a fundamental element of a process approach in teaching writing. As a result, students can control the aspects of writing such as grammar, vocabulary, mechanics, etc and can produce a good writing. Among those feedbacks, written comment or teachers' feedback is considered to be the most suitable one for secondary school students (Keh, 1990: 303).

Furthermore, feedback is an effective way and also gives chance to the teacher for correcting the students' writing in order that the students are able to know their mistakes and their lacks in writing so that they can try getting better result in writing. Zakiyah (1990) in her research report about the effect of feedback on the students' writing achievement states that there was a different achievement between the students who got feedback and those who did not get feedback from their teacher on their writing. This is because the students who got feedback knew the mistakes they produced and knew how far their understanding in producing and arranging ideas. Clearly, this fact gives an assumption that the activities of giving feedback to their students in written comment form can increase their writing achievement.

Based on the result of preliminary study, the eleventh grade students at SMAN 5 Jember who learn English as a foreign language still have gotten difficulties in writing. It can be found from the average scores of the students' writing test result that was 50. In this case, they have problem in mastering writing aspects. The first indicator is shown by their inability to write sentences correctly. Second, the students do not have enough vocabulary. Third, the students often make mechanical errors such as spelling and punctuation. Fourth, the content is sometimes irrelevant with the topic. Last, in reference to organization, students are unable to write coherent, cohesive, and united paragraph.

From several problems mentioned above, grammar is considered to be the most difficult one. It is said by the English teacher at SMAN 5 Jember, that among

the four writing aspects, the grammatical errors are mostly found in writing. The students write many grammatically incorrect sentences. In sum, generally the eleventh grade students experience difficulties in writing.

Related to the difficulty above, researcher tries to find an effective way of teaching to solve the problem in teaching writing. In this case, the researcher after discussing with the English teacher proposes to use written feedback in the form of symbol and abbreviation to improve the students' writing. Therefore, a classroom action research is undertaken to improve the achievement in writing a paragraph by applying written feedback. The reasons for choosing written feedback: firstly, for the teacher it is not a boring work because the teacher writes the correct answer or suggestion clearly. Secondly, for the students it is to avoid a disheartening abundance of many oral comments which are not always easy to remember. Thirdly, the method of giving written feedback in the form of symbol and abbreviation has never been given by the English teacher in teaching writing for the eleventh grade students at SMAN 5 Jember.

1.2 Research Problems

Based on the research background above, the research problems in this study were formulated as follows:

1. How can written feedback improve the eleventh grade students' writing achievement at SMAN 5 Jember?
2. How can written feedback improve participation of the eleventh grade students in teaching learning process of writing at SMAN 5 Jember?

1.3 Operational Definition of the Terms

An operational definition will become a guide to understand the concept of this study. It is also important to avoid the broad interpretation of the terms used in the title between the writer and the reader. The terms that are necessary to be defined operationally are as follows:

1. Written Feedback

Written Feedback is a written technique used by the teacher to respond to the students' writing by giving comments in the form of symbols and abbreviations for indicating the errors in the components of writing. There are three symbols and five abbreviations used in this research, that are G (grammar), V (vocabulary), Sp (spelling), C (capital), NC (no capital), \wedge (insert full stop), $\wedge,$ (insert comma), and \surd (omitted).

2. Writing Achievement

Writing achievement is the students' performance in writing after being taught using written feedback. In this research, writing achievement is hortatory exposition paragraph indicated by the students' mastery of writing aspects: grammar, vocabulary, and mechanics. They were used as guidance in scoring the students' writing for indicating their achievement.

1.4 Research Objectives

Based on the research problems, the objectives of the research in this study were formulated as follows:

1. To improve the eleventh grade students' writing achievement through written feedback at SMAN 5 Jember.
2. To improve participation of the eleventh grade students in teaching learning process through written feedback at SMAN 5 Jember.

1.5 The Significance of the Research

The results of the research were expected to be significant for the English teacher, students and other researchers.

1. For the English Teacher

Hopefully, the result of the research can be used as an input for the English teacher in teaching writing. Through written feedback, the teacher could identify the students' weaknesses in making a good writing in the aspects of grammar, vocabulary, and mechanics so that the teacher can improve the students' writing.

2. For the Students

Hopefully, the result of the research will give new experiences to the students. Through written feedback, the students get input concerning with their writing which gradually in turn help them to improve their writing.

3. For other Researchers

Hopefully, the result of the research will become information and a reference for other researchers in conducting further research in the same topic by using different research designs.



II. REVIEW OF RELATED LITERATURE

This chapter consists of some aspects dealing with the related literature review. The review comprises: (1) feedback in writing, (2) the teaching of paragraph writing at Senior High School, (3) paragraph and its qualities, (4) the main focus of feedback in writing paragraph, (5) the examples of written feedback, (6) writing achievement, (7) exposition paragraph, (8) the effect of using written feedback on writing achievement, and (9) action hypothesis.

2.1 Feedback in Writing

Feedback refers to response that contains information, suggestions, questions, etc given by the reader or listener to the writer or speaker both in writing and speaking. It is stated by Dulay et al. that feedback refers to the listener or reader as response given to the learner's speech or writing (1982: 24). It aims as a revision or a correction to some errors made by the writers or speakers so that they can produce writing or speech better than before getting feedback.

In the students' writing process, feedback is a fundamental element of process approach in writing and it is important for them as input from the teacher as a reader to the students as a writer. As Keh (1990: 294) says that feedback has the function as an input from the reader to the writer with the effect of providing information to the writer for revision. By feedback from the teacher, the students will rethink errors they have, and can identify their weaknesses in mastering writing aspects. Shortly, through feedback the students can improve their writing. Rogers (2001: 34) gives some useful guidance on feedback as follows: (1) feedback should be prompt, closely following the event, (2) feedback should contain encouragement, (3) feedback should be specific about why something was good or not up to standard and what the students can do about it, (4) feedback should not focus on too many different aspects at the same time, (5) feedback should be unambiguous and clear.

Ideally, the teacher can help students compare their own performance with the ideal and to diagnose students' own strengths and weaknesses. Also, the teacher can support the students in finding their own way of correcting problems and should not do all the work for them. According to Rogers (2001: 35), Unhelpful feedback may be: (1) too generalized or vague, (2) subjective, (3) focused on some aspects of performance that the students can't change, the learner must be able to act on the feedback.

Moreover, feedback gives useful information that will help the students to avoid similar errors in the future so that they can produce a better composition in the next writing. In other words, through feedback the students will be able to improve their writing achievement. As Muncie (2000: 47-48) states that the aim of feedback in the writing process seems to be a fairly short-term. It helps the students to improve their draft in order to end up with a final piece of work which is better than those first attempts.

In giving feedback the teacher should focus on the errors frequently produced by the students, for example the errors on grammar, vocabulary, and mechanics, because there is no guarantee that comments given by the teacher are always better.

Related to the ideas above, written feedback in students' writing is needed. It deals with the teacher's intervention in the writing process. The role of teacher in giving comment to the students' writing is considered as an input that will help the students to improve their writing. Clearly, in teaching writing the teacher plays an important role to improve the students' writing achievement.

Furthermore, Keh (1990: 303) classifies the way of giving feedback into three major areas: peer feedback, conferences, and written comments. However, the written comments or teacher's feedback is more effective than peer feedback and conferences. Hence, this research focused on written comments. Moreover, this research was done in Senior High School, as Keh (1990: 303) states that written comments are regarded as the most suitable one for secondary school students. The following paragraphs discuss the written comments.

Written comments are written feedback given by the teacher. The teacher as a reader responds to the content of the students' writing by giving some information that contain comments, suggestions and questions about the students' work on the students' paper. The feedback usually comes in the form of errors correction by the teacher. Written comment is the only way in which the teacher can respond to the individual writing needs of the students. Therefore, teacher's written comments are essential, if not indispensable to the students' revising and rewriting their composition. Given teacher response is such an important aspect in the teaching writing,

When responding to the students' paragraph writing, teachers normally make one of three types of corrections: (1) the teacher may indicate only the location of an error in the students' paragraph, (2) the teacher may chooses to indicate both the location of the errors and the type of errors that the students made (for example, by writing "T" to indicate that the wrong tense had been used, or "Ag" to indicate agreement error), (3) the teacher's response gets even more salient in the third type of response, where they opt to indicate not only the location and type of an error, but also provide a model of the correct version.

This research uses the second method that is the teacher indicates the location of an error and what type of error it is. The followings are samples of a teacher's response to the students' writing (teacher's comments in italics):

Example:

Ag
'.....every intention have both effects.....'

Sp
'.....because it's too many.....'

Note: Ag= Wrong Agreement and Sp= Wrong Spelling

2.2 The Teaching of Paragraph Writing at Senior High School

The teaching of paragraph writing at SMAN 5 Jember has been implemented based on Competence Based Curriculum. Competence Based Curriculum states that writing is one of the four English skills that must be taught in senior high school besides listening, speaking, and reading (Depdiknas, 2004). Further, in senior high school especially in the eleventh grade, students are exposed to write many kinds of paragraph, such as descriptive, narrative, hortatory exposition, and analytical exposition paragraph based on the topic given.

Based on English Competence Based Curriculum, there are several kinds of writing that must be taught to the students, namely writing descriptive, narrative, spoof, news item, analytical exposition, and hortatory exposition paragraph.

However, the eleventh grade students got more difficulties in writing hortatory exposition paragraph than writing the other types of paragraph, because they got difficulty to make arguments or reasons that can support the issue stated in the thesis. Therefore, this research focused on writing hortatory exposition paragraph.

2.3 Paragraph and Its Qualities

Frabman (1985: 353) states that a paragraph is a sequence of sentences in which each sentence contributes toward the expression of a single idea. In addition, paragraph is a group of sentences that develop one main idea (Sanberg, 1984: 3). Then, Hornby (1995: 609) explains that a paragraph refers to a group of several sentences dealing with one main idea. Briefly, paragraph can be concluded as a group of written sentences that support each other in developing one main idea.

To produce a good paragraph, a writer should consider the qualities. McCrimon (1984: 195) states that an effective paragraph must meet four characteristics: unity, completeness, order, and coherence. Further, Wingersky (1999: 36) mentions that a good paragraph has four common elements, such as completeness, unity, logical order, and coherence. Completeness means that it provides information enough developed well to convince the reader of its trust. Next,

unity means all sentences in a paragraph should focus on one thing expressed in the topic sentence (Bram, 1995: 20). Then, logical order means that the organization of information in a paragraph is presented in a desirable sequence. Last, Coherence means how well ideas hold together; the sentences of a part must follow smoothly and logically related.

2.4 Main Focus of Feedback in Writing a Paragraph

The focus of the written feedback in this research was on the grammar, vocabulary, and mechanics. Each of those aspects will be explained below.

2.4.1 Feedback on the Grammar of the Paragraph

Fairbrain and Winch (1996: 108) state that grammar is a set of rules to help the students construct grammatically correct sentences. It refers to how to form and to use the words, phrase, clause, and sentence correctly. In addition, it is used to avoid some errors and writing nonsense sentences.

Writing grammatically correct sentences is not easy; it is complicated. It needs a lot of practices as well as mastery of grammatical aspects. It was known based on the preliminary study that was conducted on 3rd 2007 at SMAN 5 Jember in the 2007/2008 academic year, that the students got difficulties in expressing what they intended to write. Bram (1995: 25) agrees that the lack of grammar makes the writing hard to be produced and understood.

In line with the description above, grammar is very essential to be considered in writing. The use of correct grammar helps the reader and the writer understand the sentences and help them clearly to communicate each other. Therefore, the teacher may give guidance to the students in order to help them avoid grammatical errors. There are some points to help the students construct the sentence better. Fairbrain and Winch (1996: 109) propose some basic points to construct grammatical correct sentences: (1) make sure that all sentences contain a main verb, (2) make sure that noun or pronoun agrees with the verb used, (3) ensure that tenses of verb are

consistent. (3) make sure that there is no crucial or grammatically significant words are missing.

In this research, the ability in writing correct sentences refers to a main verb and the verb used should be consistent with the noun or pronoun and tense. In brief, the students should use grammatical words completely.

2.4.2 Feedback on Vocabulary Used in the Paragraph

The degree of someone's quality in learning language is indicated by the quality of vocabulary they have. The more vocabulary they own, the more chance they have in using it. Hornby (1995: 1331) states that vocabulary deals with a list of words with their meaning for understanding and communication. He also says that vocabulary is the total number of words which (with rule for combining them) make up language (1995: 959). The students will have understandable writing if they have enough words and are able to use them. Appropriate understandable writing is also a matter of putting proper words in a proper place.

To produce a meaningful paragraph, the students must have a great stock of vocabulary and their meaning. By having a great stock of vocabulary, the students will be able to use words appropriately. In other words, the students do not put a word repeatedly without considering the context. Briefly, vocabulary is vital because without vocabulary the reader is not able to understand the content of writing.

Further, to make a good paragraph, the students must choose words precisely and carefully. This will influence the success of the transmission of the message to the reader. Bramer and Sedley (1981: 181) state that if the words are not chosen precisely and carefully, part of the meaning will be lost. Consequently, the reader will be confused because the writer does not use the proper words. Therefore, the use of words must be precise to convey meaning appropriately.

Wingersky (1999: 55) classifies eight English vocabularies, namely noun, adverb, adjective, verb, pronoun, conjunction, article, and preposition.

Noun is a word which functions as the subject or object of a verb or object of

preposition (Hornby, 1995: 574). It means person, place, and thing, for example; Santos, house, and table. *Verb* is a word to express an action, such as go, play, study, etc. It also can be in the form of to be, for example; am, is, are, was, and were (Wingersky, et al., 1999: 61). *Adverb* is a word that answers questions with how, when, where. It modifies verb, adjective, and other adverb (Hornby, 1995: 14), for example; bravely, happily, and today. *Preposition* is defined as a word or group of words such as in, from, to, out, of, on, etc. It is often placed before a noun or pronoun to indicate place, direction source, method, etc (Hornby, 1995: 658). *Pronoun* is a word used in place of a noun or noun phrase such as he, it, her, me, them, etc (Hornby, 1995: 670). *Conjunction* is a word that joins other words, clauses, and sentences such as and, but, and or (Hornby, 1995: 1980). Most conjunction is historically derived from other parts of speech particularly from preposition. *Article* has a function to modify nouns such as a, an, and the (Stanley, et al., 1992: 558). *Adjective* is a word that describes nouns or pronouns (Wingersky, 1999: 61), for example; many, your, clear, and this.

2.4.3 Feedback on the Mechanics of the Paragraph

Mechanics is extremely important in writing. Heaton (1991: 135) says that mechanical skill in writing covers the ability to use the conventions in the written form. Wrong application of mechanical skill can make someone misunderstand the message delivered in writing. Therefore, the writer is demanded to use conventions correctly such as the use of spelling, punctuation, and capitalization. In this research, the mechanics used to evaluate the students' writing are the use of punctuation and spelling. In addition, it also evaluated the use of capitalization. Based on the daily students' writing test, there are two aspects of mechanics are often found in the eleventh grade students' writing errors at SMAN 5 Jember.

When spoken sentences become written ones, voice, pitch, speed, changes, and gesture signals need to be converted into punctuation devices. According to Farbain and Winch (1996: 81), punctuation is name given to a variety of device that

the writer used in order to help readers understand meanings of their writing. Each punctuation device has clear purposes. It purposes to clarify the writers' ideas and to make the writing understandable and communicative. Besides, Guralnik (1986: 1090) remarks that punctuation is standardized marks in writing or printing to separate sentences or elements to clarify the text meaning.

In general, there are many kinds of punctuation such as full stop (.), question mark (?), exclamation mark (!), comma (,), semi colon (;), colon (:), quotation marks ("..."), parentheses (()), brackets ([]), dash (-), apostrophe ('), and hyphen (-) (Farbain and Winch, 1996:81). The uses of them are as follows:

1. Full Stop or a Period

It is used to mark the end of a complete thought that is not regarded as a quotation or an exclamation sentence. Bram (1995: 93) states that:

Full stop is used to mark the end of a positive or negative statement.

For example:

- My brother likes playing football.
- He does not go to the campus.

Full stop is used after abbreviation and initial.

For example: title (Mr., Mrs., and Drs.), degrees (Ph.D., B.A., M.A., etc), months (Sept., Oct., Nov., etc).

2. Question Mark (?)

It is used for asking questions in written form. Stanley et al. (1992: 585) explains that a question mark is used to end a direct question. For example: What do you mean?

3. Exclamation Mark (!)

An exclamation mark is used after words, expressions, or sentences to show strong feeling or calling emphatic attention to the students (Stanley et al. 1992:

586).

For example: - Look out!
- What a nice memory!

4. Colon (:)

According to Stanley, et al (1992: 531) the uses of colon are follows:

a. It is used to introduce a list or series.

For example: There are three feedbacks: peer feedback, conference, and written comment.

b. It is used to introduce explanation or summary of the statement that it follows.

For example: She writes only with a pencil or a pen: she hates to type.

c. It is used to separate the hour from the minute in a time reference and separate chapter from verse in biblical citation.

For example: 2: 15 p.m and 9: 24-28.

5. Semi Colon (;)

According to Gerson and Gerson (1997: 445), semi colon is used as follows:

a. Between two independent clauses that are not joined by a coordinate conjunction.

For example: Arri did not open her bag; she did not find her pen.

b. To separate items in series containing internal commas.

For example: When the meeting was called to order, all members were present, including Purnomo, the president; Arya, the vice president; Vira, the treasurer; and Diana, the secretary.

6. Comma (,)

Bram (1995: 95) elaborates the uses of comma as follows:

a. It is used to separate a series of item from the same category such as noun, phrases, and clauses. For example: We are looking forward to buy shirts, shoes, trousers, and skirts.

- b. It is used to separate a transitional expression in a sentence.

For example: By the way, what are we going to do in the following holiday, Eka?

- c. It is used after a subordinate or dependent clause (italicized) that precedes a super ordinate or independent clause.

For example: When the music stopped, the runner becomes quiet.

- d. It is used to introduce a verb phrase, a clause or a command clause to adverb.

For example: Yuri Gagarin, Russian, was the first man to be sent into space.

- e. It is used to introduce adverbs of frequency, place, and time of the beginning of a sentence.

For example:

- Two months ago, he went to Bali with his family.
- In Jakarta, Andi lives with his grandfather.
- In 1998, I got award for governor cup.

7. Quotation Mark (“...”)

Quotation marks are used to enclose words, phrases, or sentences that are quoted directly from speech or writing (Stanley, 1992: 596).

For example: The major said he was “confident” that he would win the election.

8. Parentheses (())

Gerson and Gerson (1997: 442) explain that parentheses enclose abbreviations, numbers, words, and sentences for the following reasoning:

- a. To define a term or provides an abbreviation for late use.

For example: We belong to STC (Secretary for Technical Communication).

- b. To clarify preceding information in a sentence.

For example: The people attendances (all regional sales managers) were proud of their accomplishments.

- c. To number items in a series.

For example: The company should initiate (1) new personal, (2) a probationary review board, (3) biannual raises.

9. Apostrophe (')

Langan (1997: 410) describes that apostrophe is used:

1. To indicate possession, for example: Mark's book. (Book belongs to Mark).
2. To show where letters are omitted in forming contraction.

For example: Let's (for let us).

Another mechanical skill is spelling; correct spelling like correct punctuation is a vital part of the properly constructed English sentence. Hornby (1995: 1143) explains that spelling is the action or process of forming words correctly from individual letters. So the writers must avoid having spelling errors, if they want to make a favorable impression through their writing. D' Angel (1980: 605) states writers who habitually misspell words run the risk of confusing their readers and making their writing incoherent. Bad spelling creates a bad impression of writing (Farbrain and Winch, 1996: 605). The reader will be confused if the writer makes spelling mistakes. Consequently, the reader tries to interpret their meaning that is not appropriate with the writer's intend. As Kanar (1998: 16) states that spelling errors can make meaning ambiguous and will not make writing make sense.

Based on the components of mechanical skill described above, the components that will be used as the writing indicators in this research are punctuation and spelling.

2.5 The Examples of Written Feedback

Here are the examples of giving written feedback in a piece of a paragraph which has been corrected by using symbols and abbreviations.

urbanization^C has caused our great diversity of lifestyle^V to regress.
 People leaving to cities^G leaves part of their cultural values^G. Health
 services^G is another Factor^{NC}. The effective^V of modern drugs^G cause the

people to ^vloss of confidence in traditional ^{Sp}medicene [^]

Key: Sp= spelling
 G= grammar
 ^ = insert full stop
 ^ = insert comma
 ✓ = omitted
 V= vocabulary
 NC= no capital
 C= capital

(Adopted from Hyland, 90: 280)

Those kinds of feedback will lead the students to do correction by themselves and lead them to correct their errors made.

2.6 Writing Achievement

Writing is a process of thinking ideas and putting them down in written form. Farbain and Winch (1996: 32) point out that writing is about conveying meaning by using words that have been selected and put together in a written or a printed form. Wingersky (1999: 4) explains that writing is a process that discovers, organizes, and communicates thought to the reader. Meanwhile, achievement is defined as something done successfully with effort and skill (Hornby, 1995: 3). In addition, McMillan (1992: 117) states that achievement is students' knowledge, understanding, and skill acquired as a result of specific educational experience.

In this research, writing achievement means the students' performance in writing after being treated with the action to write hortatory exposition paragraph and give written feedback at SMAN 5 Jember. Therefore, an evaluation is needed to measure the students' achievement in writing. In this case, scoring guide can be used as an instrument to measure the students' writing achievement that involves aspects of writing such as grammar, vocabulary, and mechanic.

Dealing with the aspects of writing, Hughes (1996: 1991) elaborates five aspects of writing:

1. Grammar deals with a set of rules to help a writer constructs sentences that make sense and acceptable in English.
2. Vocabulary deals with a list of words with meaning.
3. Mechanics is convention in writing which is related to punctuation, spelling, and capitalization.
4. Fluency refers to the ease and the style of the composition.

5. Form (organization) refers to the students' ability to arrange the ideas in logical sequence and cohesion, to make unified contribution the whole paragraph.

Hence, the students should master those writing aspects in order be able to produce a meaningful writing and easy to understand by the reader. Based on the explanation above, the three aspects of writing scored in this research which indicate the students' writing achievement are grammar, vocabulary, and mechanics.

2.7 Hortatory Exposition Paragraph

Basically, an exposition paragraph is a paragraph that expresses facts, opinions, and ideas. Besides, Karim and Ramadie (1996: 53) say that an exposition paragraph is a paragraph that explains or analyzes a topic. Then, Waat (1987: 248) states that the term exposition embraces all writing which has purpose, definition, explanation, and interpretation. Shortly, an exposition paragraph is a paragraph which explains, reasons out, makes clear the main idea developed in critical and logical method of development.

English Competence Based Curriculum explains that there are two kinds of exposition paragraph, namely hortatory exposition and analytical exposition (Depdiknas, 2004). Hortatory exposition functions to persuade the reader or listener that something is in the case. While, analytical exposition functions to persuade the reader or listener that something should or should not be the case. In this research, hortatory exposition was taught in the eleventh grade students SMAN 5 Jember since in writing English the students still have got difficulties especially in making arguments that support the issue stated in the thesis sentence.

Hortatory exposition is a text that functions to persuade the reader to do what the thesis recommends. In general, hortatory texts are either spoken or written, exhibit a number of the characteristics of spoken English. Hortatory exposition has generic structures: (1) *thesis is announcement of issue concern*, (2) *arguments are reasons for concern, leading to recommendation*, (3) *recommendation is statement of what ought*

or ought not to happen. Besides, it also has lexicogrammatical features: (1) focus on generic human and non-human participants, except for speaker or writer referring to self, (2) use of mental process to state what writer thinks of feels about issue, material process to state what happens, and relational process to state what is or should be. The example of hortatory paragraph is as follows.

Forests play a vital role in maintaining the continuity of the earth's natural resources and supporting life on earth.

First, forests are the suppliers of valuable products. Forests contain resources that are useful for food, medicine, fibers, fuels, industrial material and others. Second, in forests, we still may find the basic life and balance of animal life and food growth. The knowledge of such "system" is used to improve crops and livestock and stimulate industrial research and natural drug development. Third, forests also have an ecological function. Forests prevent water dehydration and flooding. They also regulate local and regional climate conditions.

For the reasons listed above, we must take part in forests preservation. We have to save our forests.

(Adapted from Functional English for SMA)

2.8 The Effect of Giving Written Feedback on Students' Writing Achievement

Basically, feedback can be defined as any input from reader to writer that provides guidance for revision. The main objective of feedback is to encourage students to improve their writing. It has been described in the previous section on page 7 that feedback is considered as input from the teacher as a reader to the students' writing that contains questions, suggestions and comments. Through feedback, the students get some information about their writing so that they can identify some errors made and try to revise it. In addition, they will also know how far their ability in mastering writing aspects. It is supported by Keh (1990: 294) who states that feedback is used as an input from the reader to the writer with the effect of providing information to the writer for revision. Therefore, feedback is essential in writing process and becomes a fundamental element of process approach to write acceptable English.

Further, Muncie (2000: 32) states that feedback is vital in writing process and helps the learners to improve their writing skill, and whatever it takes, it can have positive effect. It is clear that feedback will give many advantages to improve the students' writing achievement. In this case, giving feedback in writing will help the students avoid the same errors and improve their weaknesses. Automatically, the achievement of students in writing exposition paragraph will increase. It indicates that feedback has apparent effect on achievement (Cooper, 1999: 604). Here, feedback in writing functions to revise and correct errors which are made by the students relating to grammar, vocabulary, and mechanics.

These were some evidence about positive effect of using written feedback. Wahyuni (2003) in her research about the effect of giving written feedback in writing ability of the second year students at SMA Muhammadiyah 3 Jember, found that giving written feedback to the students' writing paragraph was an effective way to improve writing ability. Besides, Noor (1999: 38) also states that elements of writing such grammar, vocabulary, and mechanics are improved after getting written feedback. It is also supported by Keh (1990: 303) that giving written feedback on students' writing is very helpful to the secondary schools students, particularly in English as a foreign language context.

Based on the ideas above, it can be said that giving written feedback to the students' writing has a positive effect of improving students' writing achievement. Therefore, the researcher chooses the same topic by using different research design namely action research because researches above use experimental research design.

2.9 The Action Hypothesis

Written feedback can improve the eleventh grade students' writing achievement and their participation in teaching learning process of writing at SMAN 5 Jember in the 2007/2008.



III. RESEARCH METHOD

This chapter presents the discussion about the research method applied in this research. They cover research design, research area, research subject, data collection methods, and research procedure. All of these issues are highlighted in the following sections.

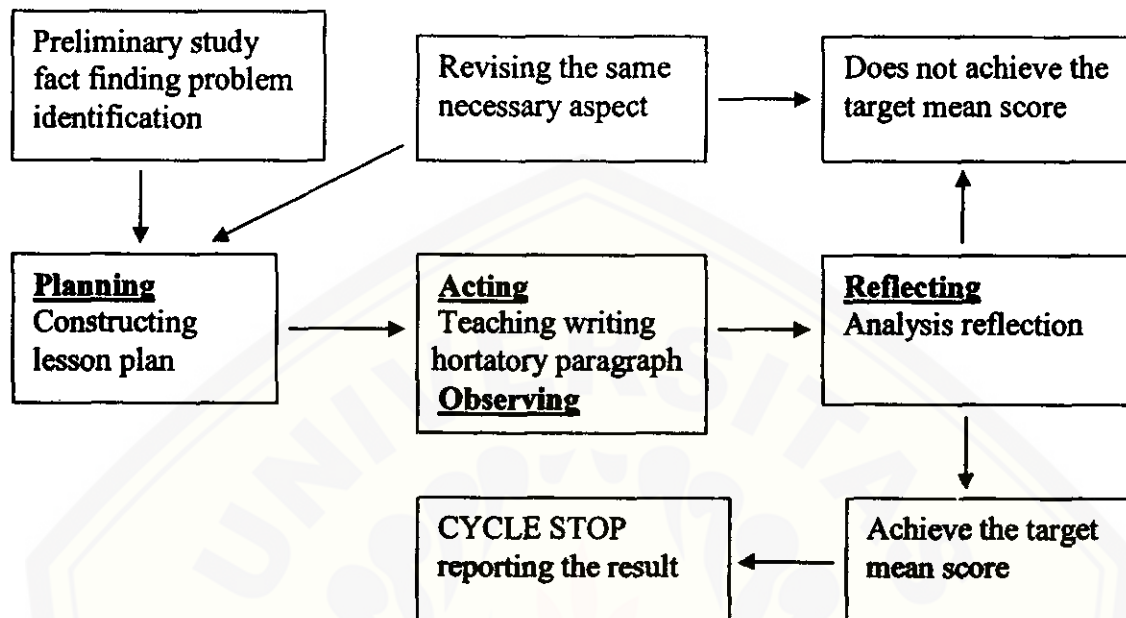
3.1 Research Design

This research applied classroom action research with the cycle model. It was intended to improve the eleventh grade students' writing achievement through written feedback. Elliot (1993: 69) says that an action research is the study of a social situation that is suitable in the educational field with a view to improve the quality of the action. In addition, McMillan (1992: 44) affirms that the classroom action research is a type of applied research with the purpose of solving a specific classroom problem or making decision at a single local site. In line with ideas above, this classroom action research was intended to solve the students' problem in the field of writing.

This research was conducted in collaboration with the English teacher. In conducting this study, the researcher carried out preliminary study for getting information about the problem faced by the students in writing. Then, the researcher and the English teacher made the design of classroom action research collaboratively after identifying and formulating the research problem.

This classroom action research procedure was described as follows: (1) planning of the action, (2) implementation of the action, (3) class observation and evaluation of the action, and (4) data analysis and reflection of the action. It was planned to be two cycles. However, If the students' writing test average scores had not achieved the standard score requirement, that is 65, the action would be continued in cycle 3.

The design of this classroom action research was illustrated in the following diagram:



(Taken from Lewin, 1980 in Elliot, 1991: 70)

The activities of the research were decided into two divisions, preliminary study to design research and main study to conduct the research. Here were the procedures for each division:

- a. Undertaking the preliminary study to identify the problems that had been faced by the students and the teacher in the teaching and learning writing process.
- b. Determining the problem to be solved through this classroom action research.
- c. Planning the actions (constructing the lesson plans for the first cycle, meeting 1 and meeting 2).
- d. Determining the aspects to be observed (the English teacher and researcher).
- e. Implementing the actions in cycle 1 (researcher taught the students).

- f. Observing the classroom in the cycle 1 (the English teacher did the observation).
- g. Giving the test in writing hortatory exposition paragraph.
- h. Analyzing the result of the writing test quantitatively and qualitatively.
- i. Reflecting the research of the observation and the writing achievement test (the English teacher and researcher did reflection).
- j. Constructing the lesson plan for the second cycle for meeting 1 and meeting 2 (researcher constructed the lesson plan).
- k. Implementing the action in cycle 2 (the English teacher taught the students).
- l. Observing the classroom in cycle 2 (researcher did the observation).
- m. Giving writing test in writing hortatory exposition paragraph.
- n. Analyzing the result of the writing test (the English teacher and researcher did analysis).
- o. Reflecting the result of class observation and the writing achievement test on the second cycle (the English teacher and researcher did reflection).
- p. Drawing conclusion based on the data analysis to answer the research problem.

3.2 Research Area Determination

The area of this research was selected by using purposive method. The purposive method is used because it has a function to determine the research area to gain certain goal (Hadi, 1989: 82). SMAN 5 Jember was chosen as the research area in this classroom action research, since written feedback in the form of symbol and abbreviation in teaching writing had never been given by the English teacher to improve the students' writing achievement. It was expected that there was a good and successful collaboration in conducting this classroom action research.

3.3 Research Subject Determination

The subjects of the research were the eleventh grade students of SMAN 5 Jember in the 2007/ 2008 academic year, especially in the class XI. They are four classes namely class XI IPA A, XI IPA B, XI IPA C, and class IPS. The class XI IPA B was selected by using purposive method. The total students in this class were 39 students. It was chosen based on the condition that the class XI IPA B got difficulties in writing in terms of grammar, vocabulary, and mechanics and got the lowest average score of the daily writing test, that was 50 (enclosed in Appendix 15). Therefore, the students' writing achievement in this classroom needs to be improved.

3.4 Data Collection Methods

The data collection methods of this classroom action research consisted of observation and writing test.

3.4.1 Observation

Observation was used to get the data about the teaching and learning writing process in the classroom. According to Djojuroto and Sumarto (2000: 39), there are two kinds of observation; they are participant observation and stimulant observation. Participant observation means that an observer participates in the activities of getting data. Meanwhile, in the stimulant observation, an observer stimulates his or her respondent to give the information or data that would be taken. In this research, participant observer was used since the researcher would participate in the teaching learning process and was helped by the English teacher as collaborator

In taking the data, the researcher used checklist for observing the students' active or passive participant during the teaching learning process. Cooper (1999: 23) states that checklist is a list of criteria for evaluating some performance or end product. The indicators of active students could be seen for asking questions, answering questions, paying attention, and being enthusiastic during the lesson. On

the other hand, the indicators of passive students were never asking questions, never answering questions, never paying attention, and never being enthusiastic during the lesson.

Table 3.1 Observation Checklists for Students' Participation

No	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							

Note:

1. Refers to asking questions.
2. Refers to answering questions.
3. Refers to paying attention.
4. Refers to being enthusiastic during the lesson.

3.4.2 Writing Test

The test was used to measure the students' writing achievement. It was done in each cycle after the actions given. According to Hughes (1996: 9) there are four types of test, namely proficiency test, achievement test, diagnostic test, and placement test. In this research, achievement test was used because it was needed to measure the eleventh grade students' writing achievement after they were taught writing hortatory exposition paragraph in two cycles by giving written feedback to the students' writing. As Hughes (1996: 94) confirms that achievement tests is directly related to language course, the purpose is to establish how successful individual or group students, or the courses themselves have been achieving the teaching objectives.

Dealing with test construction, Hughes (1996: 22) mentions two criteria to construct a good test, that are validity and reliability, it is said the test becomes valid if it measured accurately what is intended to measure. In this research, content validity was used since the test was constructed to represent the indicators to be

measured. Besides, the test material was constructed based on English Competence Based Curriculum for the eleventh grade students of senior high school and was consulted to the English teacher before administering the test to the respondents.

Besides its validity, a good test must be reliable. This is supported by Hughes (1996: 22) who says that if the test establishes content validity it might be reliable as well. Hence, this test was also reliable.

In this research, writing test was given once in each cycle after the implementation of the action. If the result of the writing test in the first cycle had not achieved the research objective yet, the actions in the second cycle were continued. However, if the test result of the writing test had achieved the research objective, the actions were stopped. It means the research objective had been achieved.

The test form used in this research was writing test namely, writing hortatory exposition paragraph consisted of 8 to 12 sentences. Dealing with the scoring method, analytical method was applied in this research. According to Hughes (1996: 91), analytical method refers to a method of scoring which requires a separate score for each number of task aspects. It means that each indicator of the research was scored separately based on criteria. In this case, there were three indicators scored analytically: grammar, vocabulary, and mechanics (enclosed in Appendix 17). The way to calculate score is grammar plus vocabulary plus mechanics time 100 and divided 18. In addition, in scoring the students' writing test result, the researcher involved two scorers, that are the researcher was as scorer 1 and the English teacher was as scorer 2.

3.5 Research Procedures

3.5.1 Planning of the Action

In this classroom action research, planning the action was done before the action of the research was carried out, in order the implementation of the action could run well. It refers to some preparation that are needed in all of step in implementing the action of the research, they were as follows:

- a. Choosing the themes and sub-themes based on Basic Course Outline of 2004 English Competency-Based Curriculum for Senior High School.
- b. Constructing the lesson plans for the action in the first cycle.
- c. Preparing the students' worksheet.
- d. Constructing the guide of observation in the form of checklist containing the students' participation.

3.5.2 Implementation of the Action

Kasbolah (1999: 88) says that in implementing action, the researcher conducts the actions that are designed systematically to improve the current class condition or to increase the quality of any educational matters. The action was implemented during the school hours consisted of two cycles. The researcher conducted the action of the research based on the lesson plans which had been prepared in advance. In this case, the researcher undertook the action that was focused in increasing the students' achievement in writing hortatory exposition paragraph. At the same time, the English teacher also observed anything happening in the classroom, for instance the students' response and activities in the classroom during the action. It was written as notes through classroom observation.

In the implementation phase, the actions cycle were arranged in two meetings. In the first and the second meeting, the researcher conducted the action by teaching writing hortatory exposition paragraph. Then, the researcher assigned the students with an exercise to write hortatory exposition paragraph. Meanwhile, in the third meeting the researcher gave the writing test to the students.

3.5.3 Class Observation and Evaluation of the Action

Observation or monitoring was an important step in this research. It was used to observe the activities and the applications of the actions. In this research, the English teacher conducted an observation during the teaching process. In this case, checklist containing some indicators was used to record the students' activities in

each cycle.

Meanwhile, evaluation was conducted to know whether by giving written feedback can improve the students' writing achievement covering three aspects of writing: grammar, vocabulary, and mechanics. The evaluations done in this action research were process evaluation and product evaluation. The process evaluation was done by conducting observation during the writing teaching and learning process. Meanwhile, the product evaluation was done at the end of each cycle in the form of writing achievement test.

The criteria were used as the main consideration to determine whether the implementation of the research was successful or not. This action research was considered successful if at least 75% of the students achieve mean score 65 (fair category). Besides, 75 % of the students were actively involved in teaching and learning process of writing through written feedback.

Table 3.2 The Classification of Score Levels

Score	Category
80-100	Excellent
70-79	Good
60-69	Fair
40-59	Poor
< 40	Failed

(Adapted from Depdiknas, 2004)

3.5.4 Data Analysis and Refection of the Action

The collected data was analyzed based on the form of the data. The data in the form of sentences from observation in each cycle were analyzed by using descriptive qualitative method. They were described based on the fact of the students' condition when the teaching learning process was underway. Meanwhile, the data from the students' writing test result were assessed by using analytical scoring rubric. The

quantitative formulation to analyze the students' writing achievement test is as follows:

$$M = \frac{\sum X}{N}$$

Notes:

M = mean score

$\sum X$ = the total scores of the students' writing achievement test.

N = the total number of the students doing test.

(Taken from Hadi, 1989: 37)

Then, reflection was conducted to reflect the result of the actions of the first meeting and the second meeting in each cycle gained from class observation and writing test in each cycle. The researcher and the English teacher did reflection after analyzing the data in each cycle. Reflection functions to know whether the actions that had been done in cycle one and two had weaknesses or problems and to identify what points were carried out well in the actions. The researcher and the English teacher discussed to find another solution to solve the problem appeared. Then, the result of the reflection in the form of the weaknesses of the action in the first cycle was used as a guide to plan the action in the second cycle.



IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of the action in each cycle. Each of them is presented in the following sections respectively.

4.1 The Result of Action in Cycle 1

The actions in Cycle 1 were done in three meetings including the test. The cycle 1 was conducted on 24th and 25th October 2007 and the test was conducted on 31st October 2007. The doer of the action in the first meeting was the English teacher and the second meeting was the researcher. The implementation of the action was based on the lesson plan made by the researcher which was consulted to the English teacher. The first meeting was carried out based on the lesson plan 1 and the second meeting was based on the lesson plan 2 (enclosed in Appendix 5 and 6). The materials taught covered the genre of hortatory exposition paragraph through written feedback. The topic used in the first cycle was "*Reading Habit.*"

Process evaluation through observation was done in each meeting to evaluate the students' involvement during the teaching learning process of writing through written feedback. The observation guide in the form of checklist was used to evaluate the process (enclosed in Appendix 3). The indicators observed were the students' activeness while they were being taught writing through written feedback covering asking question, answering question, paying attention, and being enthusiastic during the lesson. Besides, field notes were also done by researcher in each meeting to note the students' difficulties in learning writing

4.1.1 The Result of Observation

Class observation was done in turn by the researcher and the English teacher during the teaching learning process of writing through written feedback in each meeting. The observation guide in the form of checklist containing the indicators observed was used while observing the class. The indicators observed were the

students' activities while they were being taught writing through written feedback covering asking questions, answering questions, paying attention, and being enthusiastic during the lesson. The students were considered active when they fulfilled at least three of the indicators. Besides, field notes were also used by researcher to note down the detail of the students' difficulties in learning writing.

Based on the result of observation in cycle 1 (meeting 1), there were 16 students (41.02 %) of the students who were active during the teaching learning process. They had not fulfilled the target indicators of being active in the class. The target of this research was 75 % of the students were actively involved in the teaching learning process. Then, based on the field note that had been done by the researcher during teaching learning process, it was found that most of the students had difficulties in writing grammatically correct sentences. For example, they write, "Studying with friend very interesting", instead of "Studying with friend is very interesting", "Someone have" instead of "Someone has", "We usually playing" instead of "We usually play".

4.1.2 The Result of Students' Writing Test in Cycle 1

The writing test was administered in the form of writing achievement test. It was done in the third meeting on 31st October 2007 after the actions in cycle one. The test was done to measure the students' writing achievement after the first cycle was conducted, that was teaching writing through written feedback. In the writing test, the students were asked to write a hortatory exposition paragraph that consisted of 8-12 sentences by choosing one of two topics given namely "*Study in group and Basketball.*" The analytic scoring results can be read in Appendix 18.

Table 4.1 The results of the students' writing achievement test in cycle 1

No	Name	Scorer 1	Scorer 2	Average
1	JeFrizal Martha Disa	50	55	52.5
2	Ade Maulana Putra	50	50	50

3	Agnest Lea Pratiwi	50	50	50
4	Anita Hidayati Rahmah	83	83	83
5	Anna Fitriarningsih	83	83	83
6	Bayu Kurniawan	72	66	69
7	Dany Juniarto	61	66	63.5
8	Diah Ayu Agustin	66	66	66
9	Dian Eka Purnama Sari	50	55	52.5
10	Dira Yusiningita	61	66	63.5
11	Dwi Bagus Ferlianto	61	61	61
12	Famelia Dwijayana	61	61	61
13	Fatwa Imanda Putri	66	66	66
14	Feri Anggriawan	72	66	69
15	Ferry Meditia Kriya P.	61	61	61
16	Helmy Dwi Ramadhan	61	66	63.5
17	Hendrik Oktaviansyah	55	61	58
18	Heri Kristanto	50	50	50
19	Ilham Akbar	50	50	50
20	Indra Hafidh permadi	50	55	52.5
21	Indra Susanto	50	50	50
22	Ingrit Niqita Paradilaf	66	61	63.5
23	Khoirul Anam	55	61	58
24	Lestari puji Rahayu	61	61	61
25	Maya Susanti	50	50	50
26	Mohammat Habibi	55	50	52.5
27	Moharrom Gita Zulianto	61	61	61
28	Novan Wibawa	50	50	50
29	Nur Arifin	50	50	50
30	Putri Rosalia Rizqi F.	72	77	74.5
31	Qori Umamah Masyhida	55	61	58
32	Rizqi Nurindah Azizah	50	50	50

33	Robby Bagus C.	50	50	50
34	Roby Handoko	61	61	61
35	Septian Alfin Syahriar	61	55	58
36	Shilvida Oky M.	61	55	58
37	Siti Hotima	50	50	50
38	Stevanus Freindika	61	55	58
39	Warda Agus Hidayani	55	61	58
39	Total Score			2296.5
	Mean Score			58.8

The mean score of the students' writing achievement was follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2296.5}{39} = 58.8$$

39

In writing test of cycle 1, all the students (39 students) followed the test. Based on Table 3 above, it was found that the mean score of the students' writing achievement test in the first cycle was 58.8. This means that score was categorized "poor". In other words, the actions given in the first cycle had not been successful yet. Further, the classification and frequency of the percentage of the writing above can be accounted as follows:

Table 4.2 The classification and frequency of the percentage of the students' writing achievement test score in cycle 1

Classification	Interval Score	Frequency	Percentage
Excellent	80 – 100	2	5.1 %
Good	70 – 79	1	2.5 %
Fair	60 – 69	14	35.8 %
Poor	40 – 59	22	56.4 %
Failed	< 40	-	-
Total	5	39	100 %

Based on Table 4 above, it was known there were 2 students (5.1 %) of the students got score between 80-100 (excellent category). Next, there was 1 student (2.5 %) who got score in the range between 70-79 (good category). Then, there were 14 students (35.8 %) who had scores between 60- 69 (fair category). Finally, there were 22 students (56.4 %) of the students got scores in the range of 26-59 (poor category). It could be concluded that only 58 % of the students got above passing grade.

Based on the results above, it was necessary to conduct the second cycle since the students' mean score had not fulfilled the target mean score that was 65 in the fair category. Then, the second cycle was done by revising some actions in the first cycle.

4.1.3 The Result of the Reflection in Cycle 1

The researcher and the teacher did the reflection after the results of writing test and the results of observation were known. The results of observation revealed that only 41.02 % of the students were actively involved in the teaching learning process. They were reluctant to ask questions related to the topic and to answer questions orally.

The result of writing test in the first cycle showed that the average of the students' writing achievement was 58.8 % (poor category). It means that the target mean score of writing achievement in this research had not been achieved yet. There were two factors that influenced the result namely, it might be caused by the following things:

1. It was the first time for the students to write hortatory exposition paragraph through written feedback in the form of symbol and abbreviation.
2. The students had difficulties in writing grammatically correct sentences.

Therefore, next action was needed to solve the problems found in cycle 1. Here, the researcher gave more explanation about hortatory exposition paragraph as well as feedback given to the students' writing. Besides, the researcher also explained to the students how to write grammatically correct sentence. Further, the researcher

expected that the results of the action in cycle 2 were better than the result of the action in cycle 1.

4.2 The Result of Action in Cycle 2

The second cycle was done on 14th and 15th November 2007 and the test was conducted on 21st November 2007. The doer of the action in the first meeting was the English teacher and the second meeting was the researcher. The research stage of the second cycle were the same as that of the first cycle, namely preparation of the action, implementation of the action, class observation and evaluation of the action, and data analysis and reflection of the action. Preparation of the action included the activities of preparing the revised lesson plan discussed with the English teacher. The topic used in the second cycle was "*Camping.*"

Process evaluation through observation checklist was also done during the teaching learning process through written feedback in each meeting at the end of the second cycle. The observation guide in the form of checklist was used to evaluate the process. The indicators observed were the same as the first cycle. Besides, field note was also done in each meeting to note the students' difficulties in learning writing.

4.2.1 The Result of Observation

In the second cycle, the students already showed their attention and enthusiastic during the teaching learning process of writing through written feedback. It can be seen from the observation that most of the students (33 students or 84.6 % of 39 students) were actively involved in the teaching learning process of writing through written feedback. It was indicated by asking questions, answering questions, paying attention, and being enthusiastic during the lesson. However, the rest (6 students or 15.3 % of 39 students) were still passive in joining the writing lesson.

In conclusion, based on the result of observation in cycle 2, it could be said that the teaching and learning process were done more successfully than before as the checklist showed 84.6 % of 39 students were active during the teaching learning

process. It means that most of the students gave better responses toward written feedback than in cycle 1. So, in this cycle the requirements of 75% of the students' active involvement in the writing achievement and teaching learning process had been fulfilled.

Then, based on the field notes that had been done by the researcher during the teaching learning process, it was found that most of the students did not have a lot of difficulties in writing grammatically correct sentences anymore as they experienced in cycle 1. It was proved that in this cycle most of them wrote sentences correctly, for example; "Volleyball is very interesting", "I usually play volleyball", and "We have many friends."

4.2.2 The Result of the Students' Writing Test in Cycle 2

The product evaluation in the form of writing achievement test was done on 21st November 2007 at the end of the second cycle. The students were asked to write hortatory exposition paragraph that consisted of 8-12 sentences based on the topic given, that was "Internet." The analytic scoring results can be read in Appendix 18.

Table 4.3 The results of the students' writing achievement test in cycle 2

No	Name	Scorer 1	Scorer 2	Average
1	Jefrizal Martha Disa	83	83	83
2	Ade Maulana Putra	66	66	66
3	Agnest Lea Pratiwi	55	61	58
4	Anita Hidayati Rahmah	83	83	83
5	Anna Fitrianiingsih	72	72	72
6	Bayu Kurniawan	77	72	74.5
7	Dany Juniarto	72	72	72
8	Diah Ayu Agustin	72	77	74.5
9	Dian Eka Purnama Sari	55	55	55

10	Dira Yusiningita	77	77	77
11	Dwi Bagus Ferlianto	61	61	61
12	Famelia Dwijayana	66	66	66
13	Fatwa Imanda Putri	72	72	72
14	Feri Anggriawan	77	77	77
15	Ferry Meditia Kriya P.	61	61	61
16	Helmy Dwi Ramadhan	66	61	63.5
17	Hendrik Oktaviansyah	72	66	69
18	Heri Kristanto	61	61	61
19	Ilham Akbar	55	55	55
20	Indra Hafidh permadi	66	66	66
21	Indra Susanto	72	66	69
22	Ingrit Niqita Paradilaf	-	-	-
23	Khoirul Anam	66	66	66
24	Lestari puji Rahayu	77	83	79.5
25	Maya Susanti	-	-	-
26	Mohammat Habibi	72	66	69
27	Moharrom Gita Zulianto	61	61	61
28	Novan Wibawa	55	55	55
29	Nur Arifin	66	72	69
30	Putri Rosalia Rizqi F.	77	77	77
31	Qori Umamah Masyhida	61	61	61
32	Rizqi Nurindah Azizah	61	61	61
33	Robby Bagus C.	61	61	61
34	Roby Handoko	77	72	74.5
35	Septian Alfin Syahriar	77	77	77
36	Shilvida Oky M.	-	-	-
37	Siti Hotima	66	66	66
38	Stevanus Freindika	72	77	74.5
39	Warda Agus Hidayani	77	77	77

36	Total Score			2464
	Mean Score			68.4

The mean score of the students' writing achievement was follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2464}{36} = 68.4$$

Based on Table 5 above, in writing test of cycle 2, it was found that the mean score of the students' writing achievement test was 68.4 (M=68.4). It was classified as "fair category". It means that the mean score of the students' writing achievement test had fulfilled the target mean score of the research that was 65 which was classified as "fair category". In other words, the results of the students' writing achievement test in the second cycle were better than in the first cycle. It improved from 58.8 in the first cycle to 68.4 in the second cycle. There were three students who did not follow the test because they had problem with their health. Further, the classification and frequency of the percentage of the writing above can be classified as follows:

Table 4.4 The classification, the frequency, and the percentage of the students' writing achievement test score in cycle 2.

Classification	Interval Score	Frequency	Percentage
Excellent	80 – 100	3	8,3 %
Good	70 – 79	13	36,1 %
Fair	60 – 69	16	44,4 %
Poor	40 – 59	4	11,1 %
Failed	< 40	-	-
Total	5	36	100%

Based on Table 6 above, it was found there were 3 students (8.3 %) who got scores between 80-100 (excellent category); there were 13 students (36.1 %) who got

proved. The mean score of the writing result had improved from 58.8 (poor category) in cycle 1 to 68.4 (fair category) in cycle 2.

In the first cycle, the mean score was only 58.8. It had not achieved the target mean score, that was 65. Therefore, it was continued to the second cycle. Further the result in cycle 2, the mean score had achieved the target score that was 65 which is determined by the English teacher with the mean score 68.4. It means that the average of the students' writing achievement in the second cycle had improved from poor category in the first cycle (58.8) to fair category in the second cycle (68.4). Then, the percentage of the students who got fair and above was higher than in the first cycle. It increased from 43.4 % in the first cycle to 88.8 % in the second cycle. It means that the students' writing achievement was classified as fair category in the second cycle. It had achieved the target percentage, that was 75 %.

Table 4.5 The improvement of the students' writing achievement in the first and in the second cycle.

	Cycle 1	Cycle 2
Mean Score	58.8	68.4
The percentage of the students who got fair category and above	43.4 %	88.8 %

In addition, from the observation checklist, it could be seen that the students' participation in cycle 2 was also higher than that of in cycle 1 especially in the third indicator namely paying attention. It improved from 41.02 % of the students in the first cycle to 84.6 % of the students in the second cycle who were active during the teaching learning process. It means that written feedback in cycle 2 could improve the students' activeness in learning writing.

Based on the explanation above, it could be concluded that written feedback

can improve the eleventh grade students' writing achievement and their participation in the teaching learning process of writing at SMAN 5 Jember in the 2007/2008 academic year.





V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The suggestions are given to the English teacher, the students, and future researcher.

5.1 Conclusion

Based on the results of the data analysis and discussion, it could be concluded that teaching writing using written feedback could improve the eleventh grade students' writing achievement and their participation in teaching learning process at SMAN 5 Jember in the 2007/2008 academic year.

The improvement of the students' writing could be seen from the result of the students' writing test which increased from 58.8 in the first cycle to 68.4 in the second cycle. In addition, the percentage of the students who got scores 65 or more increased from 43.4% in the first cycle to 88.8% in the second cycle. Then from the observation, it was known that the students' involvement in the teaching and learning writing process increased from 41.02 % in the first cycle to 84.6 % in the second cycle. The result had achieved the standard mean score requirement that was targeted in this research.

5.2 Suggestions

Considering the research results showed that written feedback could improve the eleventh grade students' writing achievement and their participation in the teaching learning process of writing at SMAN 5 Jember in the 2007/2008 academic year, some suggestions were given to the following people.

1. The English Teacher

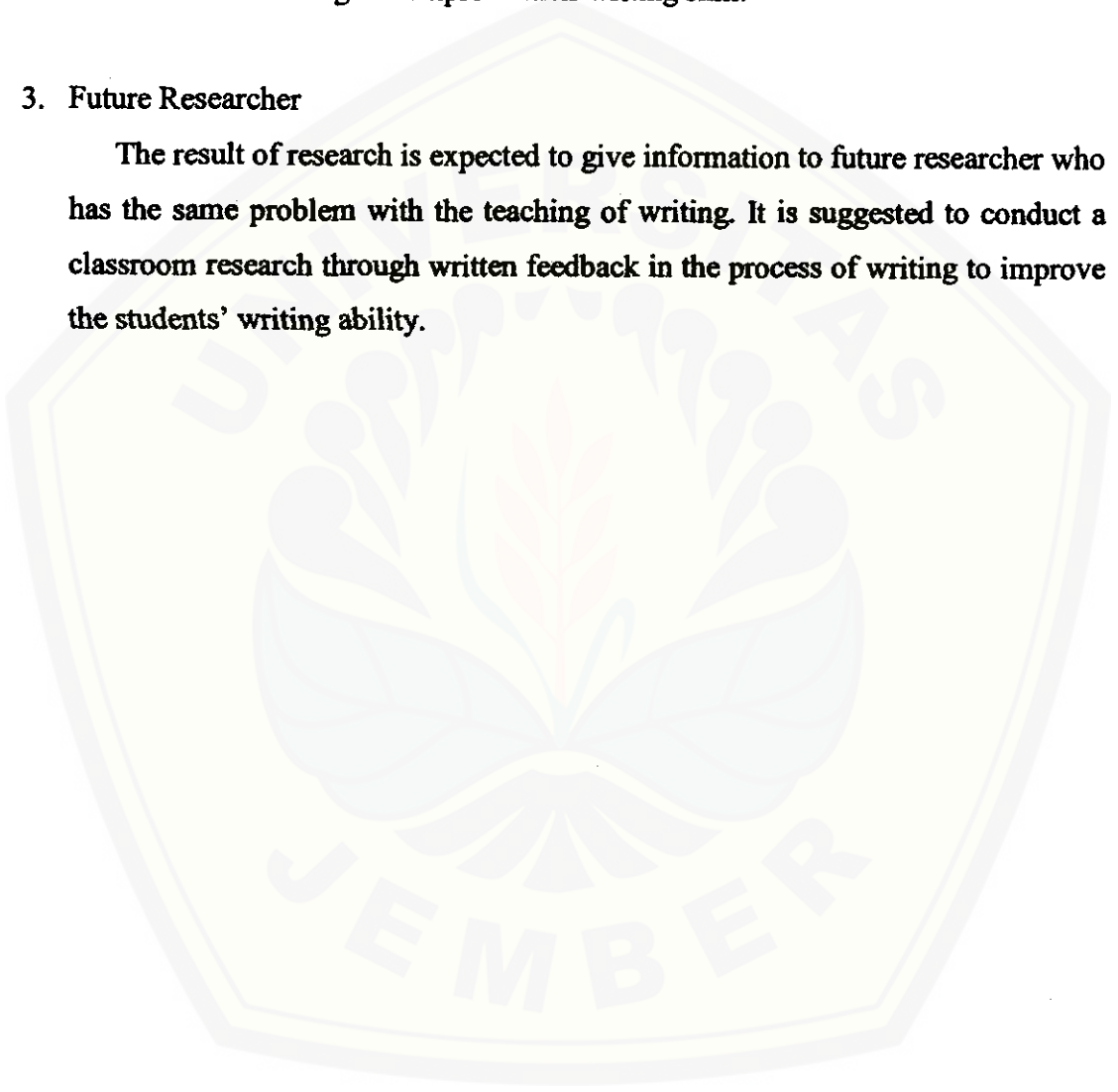
It is suggested that the English teacher use written feedback in teaching writing to improve both the students' writing achievement and teaching learning process.

2. The Students

Through written feedback, the students are expected to be able to rewrite their writing result based on feedback given by the teacher. So, they can know their weaknesses in writing and improve their writing skill.

3. Future Researcher

The result of research is expected to give information to future researcher who has the same problem with the teaching of writing. It is suggested to conduct a classroom research through written feedback in the process of writing to improve the students' writing ability.



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