



**THE EFFECT OF GIVING CONFERENCE AND WRITTEN FEEDBACK ON
THE RECOUNT TEXT WRITING ACHIEVEMENT OF THE EIGHTH
GRADE STUDENTS AT SMP NEGERI 2 CLURING
IN THE 2012/2013 ACADEMIC YEAR**

THESIS

By

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

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Presented as One of the Requirements to Obtain the Degree of S1 of
the English Education Program, Language and Arts Education Department
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2013

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty have been followed.

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Name : Riza Silviana
Date : Jember, 28 May 2013

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Sukarmi and Drs. Sugeng Hariyadi, who have been my source of encouragement and inspiration throughout my life.
2. My little Brother Robi Subastiaan, thank you very much for the greatest love.

MOTTO

Writing is an exploration. You start from nothing and learn as you go.*)

*) E. L. Doctorow quotes. American Author

CONSULTANTS' APPROVAL

**THE EFFECT OF GIVING CONFERENCE AND WRITTEN FEEDBACK ON
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SUMMARY

The Effect of Giving Conference and Written Feedback on the Recount Text Writing Achievement of the Eighth Grade Students at SMP Negeri 2 Cluring in the 2012/2013 Academic Year; Riza Silviana; 080210491034; 2013; 51 pages; English Education Program, Faculty of Teacher Training and Education, Jember University.

This quasi experimental research was intended to know whether or not there is a significant effect of giving conference and written feedback on the recount text writing achievement of the eighth grade students at SMP Negeri 2 Cluring in the 2012/2013 academic year. SMP Negeri 2 Cluring was chosen purposively as the research area because the English teacher never teaches writing by applying conference and written feedback for the eighth grade students. In addition, it was possible to get permission for conducting the research.

The eighth grade students of SMP Negeri 2 Cluring were heterogeneous hence the researcher took the two classes that had closest mean difference to determine the experimental group and the control group. Then, the two classes were VIII A as the experimental group and VIII B as the control group. Both classes were taught by the teacher three times. Here, the teacher was the researcher. Both classes had different treatment. The experimental class VIII A taught by using conference and written feedback in teaching writing. On the other hand, the control group VIII B taught by using conventional technique (giving underline on the students' error). After conducting the activity in both classes, the researcher administering post test. Therefore, the post test result called as a primary data and the supporting data was observation.

The primary data of this research were collected from the students' score of writing test. The primary data were collected from the post test to compare the writing achievement of the two classes after getting the treatment, and then analyzed the result by using independent sample t-test formula. Based on the calculation, the result of this research showed that there was a significant effect of giving conference

and written feedback on the recount text writing achievement of the eighth grade students. It was proved by the value of t-test that was 4.850, while the value of t-table with significant level 5% and the degree of freedom 70 was 1.667. It indicated that the value of t-test was higher than that of t-table ($4.850 > 1.667$). As a result, the formulated null hypothesis (H_0): “There is no a significant effect of giving conference and written feedback on the recount text writing achievement of the eighth grade students at SMP Negeri 2 Cluring in the 2012/2013 academic year” was rejected. On the other hand, the formulated alternate hypothesis: “There is a significant effect of giving conference and written feedback on the recount text writing achievement of the eighth grade students at SMP Negeri 2 Cluring in the 2012/2013 academic year” was accepted.

Based on the result above, it could be stated that giving conference and written feedback significantly affected the students’ writing achievement. DRE was applied in order to know how far the effect of conference and written feedback gave effect to the students writing achievement. The degree of relative effectiveness was 12.8%. It means that the use of conference and written feedback was 12.8% more effective in teaching writing than using conventional technique in which, there was no feedback in students writing. For example, the score of students who taught by conventional technique in teaching writing was 60, it could be 67.7 for the students who used conference and written feedback in teaching writing.

The research results proved that there was a significant effect of giving conference and written feedback of the eighth grade students at SMP Negeri 2 Cluring in the 2012/2013 academic year. Therefore, it is recommended for the English teacher to use conference and written feedback as an alternative technique in teaching writing.

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First of all, I would like to thank the almighty Allah SWT. Because of His blessing and guidance, I am able to finish the thesis entitled “The Effect of Giving Conference and Written Feedback on the Recount Text Writing Achievement of the Eighth Grade Students at SMP Negeri 2 Cluring in the 2012/2013 Academic Year”.

I would like to express my deepest appreciation and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. My academic advisor, Dra. Made Adi Andayani T., M.Ed., who has guided me throughout my study years;
5. The first and the second consultant, Dr. Budi Setyono, M.A and Dra. Made Adi Andayani T., M.Ed., for their guidance and suggestions in accomplishing this thesis. Their guidance and suggestions are highly appreciated;
6. The lecturers of the Faculty of Teacher Training and Education;
7. The Principal, the English teacher and the eighth grade students of SMP Negeri 2 Cluring in the 2012/2013 academic year who helped me to obtain the research data.

Finally, I expect that this thesis will be useful for me and readers. However, I do realize that it is still far from being perfect. Any constructive criticisms and suggestions will be fully appreciated.

Jember, May 2013

The Writer

TABLE OF CONTENTS

	Page
TITLE	ii
STATEMENT OF THESIS AUTHENTICITY	iii
DEDICATION	iv
MOTTO	v
CONSULTANTS' APPROVAL	vi
APPROVAL OF THE EXAMINATION COMMITTEE	vii
SUMMARY	viii
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xi
TABLE OF APPENDICES	xiv
LIST OF TABLES	xv
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	6
1.3 Objective of the Research	6
1.4 Significances of the Research	6
CHAPTER 2. REVIEW OF RELATED LITERATURE	8
2.1 The Definition of Feedback	8
2.2 Types of Feedback	8
a. Conference	9
b. Written Feedback	9
2.3 Conference and Written Feedback on Recount Text	
Writing	12

2.3.1	The Feedback on the Mechanics of the Text.....	12
2.3.2	The Feedback on the Grammar of the Text.....	14
2.3.3	The Feedback on the Vocabulary of the Text.....	14
2.3.4	The Feedback on the Contents of the Text.....	15
2.3.5	The Feedback on the Paragraph Organization of the Text.....	15
2.4	The Implementation of Conference and Written Feedback in Teaching Writing	17
2.4.1	The Timing of Giving Conference and Written Feedback.....	18
2.4.2	The Step of Giving Conference and Written Feedback in Teaching Writing	19
2.4.3	The Advantages of Giving Conference and Written Feedback.....	20
2.4.4	The Disadvantages of Giving Conference and Written Feedback.....	20
2.5	Recount Text	21
2.6	Types of Recount Text	24
2.7	The Effect of Using Conference and Written Feedback on the Recount Text Writing Achievement	24
2.8	The Hypothesis.....	25
CHAPTER 3.	RESEARCH METHODS	26
3.1	Research Design	26
3.2	The Area Determination Method	28
3.3	The Research Respondents Determination Method	29
3.4	Operational Definition of Variables	29
1.	Giving Conference and Written Feedback	29

2. The Students' Recount Text Writing Achievement....	30
3.5 Data Collection Methods	30
3.5.1 Writing Test	30
3.5.2 Observation.....	36
3.6 The Data Analysis Method	36
CHAPTER 4. RESULTS, DATA ANALYSIS AND DISCUSSION	39
4.1 Result of Homogeneity Test	39
4.2 Description of the Experimental	41
4.3 Research Results of Observation	41
4.4 Result of Main Data	42
4.4.1. Result of Post Test.....	42
4.4.2. Hypothesis Verification	46
4.4.3. DRE (Degree of Relative Effectiveness)	46
4.8 Discussion	47
CHAPTER 5. CONCLUSIONS AND SUGGESTIONS	50
5.1 Conclusions	50
5.2 Suggestions	50
REFERENCES	52
APPENDICES	55

TABLE OF APPENDICES

	Page
A. Research Matrix	55
B. The Schedule of Administering Research	57
C. The Names of the Respondents.....	58
D. Homogeneity Test.....	60
E. The Answer Key of the Homogeneity test	61
F. Homogeneity Test Result	62
G. Lesson Plan 1.....	63
H. Lesson Plan 2.....	72
I. Lesson Plan 3.....	76
J. Post Test	80
K. The Students' Scores of Post Test	81
L. The Samples of Giving Written Feedback	89
M. The Students Post Test in the Experimental Group	92
N. The Students Post Test in the Control Group.....	97
O. The Research Permission Letter from the Dean of Faculty of Teacher training and Education of Jember University.....	103
P. Statement Letter for Accomplishing the Research from SMP Negeri 2 Cluring.....	104

LIST OF TABLES

	Page
Table 2.1 The Correction Symbols or Observation	10
Table 3.1 Scoring Criteria	32
Table 3.2 Scoring Criteria of the Students' Recount Text Writing	34
Table 4.1 The Analysis of Variance Computation	39
Table 4.2 The Result of ANOVA	40
Table 4.3 The tabulation of the Scores of Writing Post Test of the Experimental Group (VIII A) and the Control Group (VIII B).....	43
Table 4.4 The Summary of the Result of the Post-Test Analysis	46