



**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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the English Education Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
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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.

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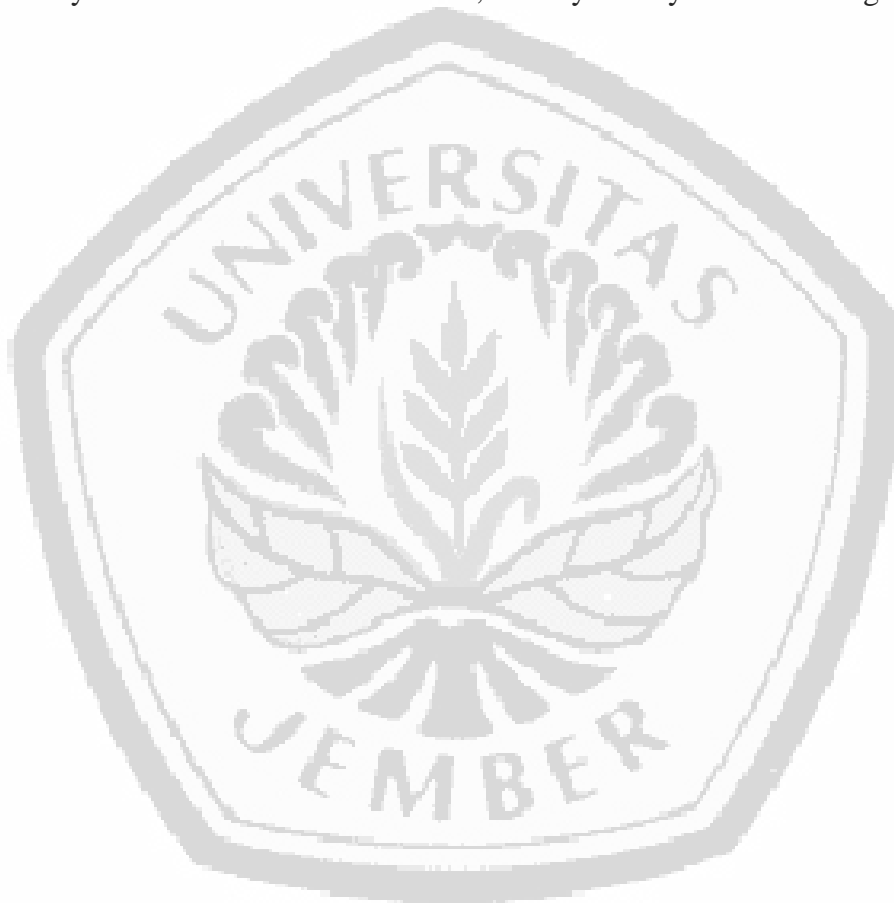
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Date : Jember, 28 May 2013

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:

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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

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