



**THE EFFECT OF GIVING WRITTEN FEEDBACK
ON WRITING ABILITY OF THE SECOND YEAR STUDENTS OF
SMU MUHAMMADIYAH 3 JEMBER
IN 2003/2004 ACADEMIC YEAR**

THESIS

Presented as the Fulfillment of One of the Requirements to Obtain S1 Degree
at the English Education Program of Language and Arts Education Department of
Faculty of Teacher Training and Education
Jember University



By: ANIS DWI WAHYUNI
No. Induk: 990210401251

Terima kasih
: Hadiah
Pembelian
16 DEC 2003
Syf e e.1

Klass
371.3
DWI

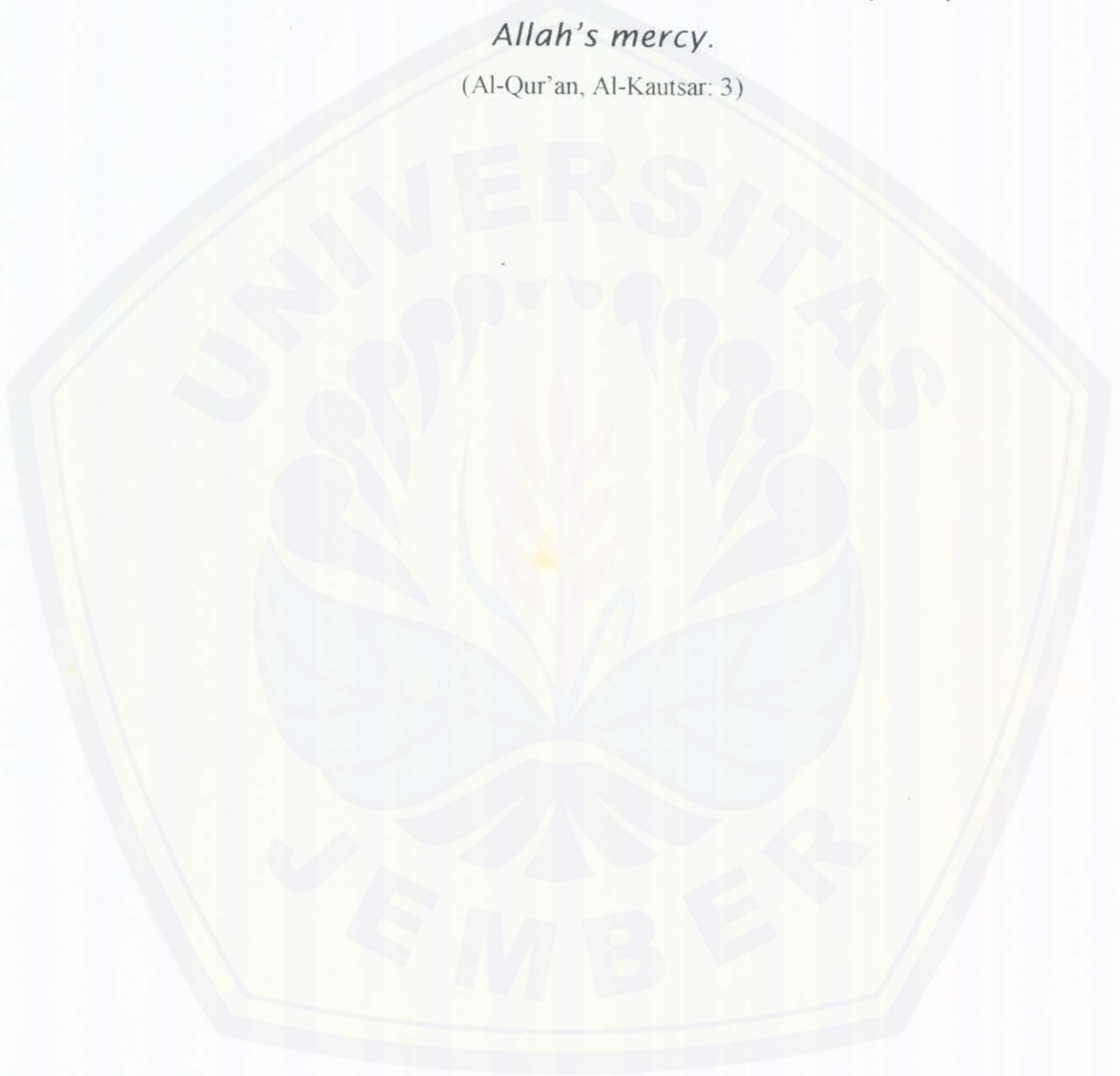
ANIS DWI WAHYUNI
990210401251

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2003**

MOTTO

*People who hate prayers are those who despair from
Allah's mercy.*

(Al-Qur'an, Al-Kautsar: 3)



DEDICATION

This thesis is honorably devoted to:

1. My beloved father, *Ayahanda Kusnan Hadi* and mother, *Ibunda Umi Tho'atin*, who always love me truly; no enough words can describe your sacrifice. Thank you so much. I love you.
2. My dearest brother, *Mas Fendi*. Thanks for your invisible love. You are so patient.
3. The oasis of mine, *Kusuma A. Handaka*, who has been giving me peace and meaning of being a real woman. Thanks for your affection, patience, support, and motivation. Thank you very much.
4. My old close friend, *Yetty Kurniasari (Nyit Nyit)*. The days we spent were so memorable. You are the best sister I've ever had.
5. All fellows of 99 level especially *Phie, Tatat, Uchie*. You're so lovely, guys!
6. My almamater that gave me chance to be in the place I really want to be.

CONSULTANTS' APPROVAL

The Effect of Giving Written Feedback on Writing Ability of
the Second Year Students of SMU Muhammadiyah 3 Jember
in 2003/2004 Academic Year.

Thesis

Presented as the Fulfillment of One of the Requirements to Obtain S1 Degree at
the English Education Program of Language and Arts Education Department of
Faculty of Teacher Training and Education
Jember University

Name : Anis Dwi Wahyuni
Identification Number (NIM) : 990210401251)
Level : 1999
Place and Date of Birth : Jember, 18th July 1981
Department : Language and Arts Education
Program : English Education


Approved by:

Consultant I



Drs. Bambang Suharjito, M.Ed.
NIP. 131 832 333

Consultant II



Eka Wahyuningsih, S.Pd.
NIP. 132 133 384

APPROVAL OF EXAMINATION COMMITTEE

This thesis is approved by the examination committee of the Teacher Training and Education Faculty, Jember university.

Day : Friday

Date : 21st November 2003

Place : Faculty of Teacher Training and Education

Examiners

The Chair Person



Dra. Wiwiek Istianah, M.Kes. M.Ed.

NIP. 131 472 785

The Secretary



Eka Wahjuningsih, S.Pd.

NIP. 132 133 384

The Members

1. Dra. Wiwiek Eko Bindarti, M.Pd.

NIP. 131 475 844

2. Drs. Bambang Suharjito, M.Ed.

NIP. 131 832 333

Signatures



The Dean of Teacher Training and Education Faculty



Drs. Dwi Suparno, M.Hum.

NIP. 131 274 727

ACKNOWLEDGMENT

All greatest praises and thanks to Allah SWT, the Highest and the Biggest Power that makes all possible, for His real blessing and guiding and for giving me the clear thought and health so that this thesis can be accomplished. My sincere thanks is also due to:

1. The Dean of The Faculty of Teacher Training and Education of Jember University;
2. The Chair Person of the English Education Program of Faculty of Teacher Training and Education, Jember University;
3. The consultants who have been willing to spend their time to guide me in finishing this thesis;
4. All lecturers who have given me valuable supports to complete this thesis;
5. The headmaster, the teachers, the staff, and the students of SMU Muhammadiyah 3 Jember;
6. All fellows who have motivated me to finish this thesis.

As the writer, I expect that this thesis will be useful for me and for the readers, especially those who concern about the better meant of education. However, I do realize that it is still far from being perfect. Thus, for this reason, any comments and suggestions are really hoped.

Jember, December 2003

The Writer

TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANT APPROVAL	iv
APPROVAL OF EXAMINATION COMMITTEE	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS	vii
LIST OF FIGURE	ix
LIST OF TABLES	ix
ABSTRACT	x
I. INTRODUCTION	
1.1 Background of the Research.....	1
1.2 The Problem of the Research.....	3
1.3 Operational definition of the Variables.....	4
1.4 The Objective of the Research.....	4
1.5 The Significance of the Research.....	4
II. REVIEW OF RELATED LITERATURE	
2.1 The Definition of Feedback.....	6
2.2 Writing Skill.....	6
2.3 The Theory of Feedback.....	8
2.4 The Teaching of Writing Paragraph at Senior High School (SMU).....	11
2.5 Paragraph and Its Qualities.....	12
2.6 Descriptive Paragraph.....	18
2.7 The Effect of Giving Written Feedback on Students' Writing Ability.....	22
2.8 Hypothesis.....	23
III. RESEARCH METHOD	
3.1 The Research Design.....	25
3.2 The Area Determination Method.....	26
3.3 The Respondent Determination Method.....	26
3.4 The Data Collection.....	27
3.5 Data Analysis.....	31

IV. RESEARCH RESULT AND DISCUSSION	
4.1 The Result of Interview	32
4.2 The Result of Documentation.....	32
4.3 The Result of Homogeneity Test	33
4.4 Data Analysis	35
4.5 Discussion	44

V. CONCLUSION AND SUGGESTIONS	
5.1 Conclusion.....	46
5.2 Suggestions.....	46

REFERENCES

APPENDICES

1. Research Matrix
2. Descriptors and the Scores
3. The Guide of Interview and Documentation
4. Pre-test
5. Lesson Plan I
6. Lesson Plan II
7. Students' Worksheet I
8. Students' Worksheet II
9. Post-test
10. The Names of Respondent of Control Group
11. The Names of Respondent of Experimental Group
12. The Names of Personnel of SMU Muhammadiyah 3 Jember
13. Student's Answer Sheet of Experimental Group
14. Student's Answer Sheet of Control Group
15. t-table
16. Principal Approval

LIST OF FIGURE

Name of Figure	Page
Example of Clustering on the Topic “TV Commercials”	14

LIST OF TABLES

Nr	Kinds of Tables	Page
1	The Result of Writing Test	33
2	ANOVA	34
3	The Result of Grammar Score of Writing Descriptive Paragraph	36
4	The Result of Mechanics Score of Writing Descriptive Paragraph	38
5	The Result of Content Score of Writing Descriptive Paragraph	40
6	The Result of Total Score of Writing Descriptive Paragraph	42

ABSTRACT

Anis Dwi Wahyuni. 2003. **The Effect of Giving Written Feedback on Writing Ability of the Second Year Students of SMU Muhammadiyah 3 Jember in 2003/2004 Academic Year.**

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

Consultants: 1. Drs. Bambang Suharjito, M.Ed.
2. Eka Wahjuningsih, S.Pd.

Key words: written feedback, writing ability

The purpose of this study was to know whether there is a significant effect or not of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year. Following the statement, the experimental research with Randomized Control Group Post-test Only Design was adopted. There are two groups chosen from the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year, control group and experimental group by using cluster random sampling. Both of the groups were given pre-test and post-test. However, after the pre-test was given, treatment in the form of written feedback was given to the experimental group but not for the control group. Further, the data needed were collected through test, interview, and documentation. As the primary data, students' score of writing test, then, were analyzed statistically by using t-test formula. It was found that the statistical value of t-test (5,514) is higher than the critical value of t-table with degree of freedom 52 in 0,05 significant level (2,006). Thus, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there is a significant effect of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year. Considering the result, the writer suggests the English teacher to use this technique, that is giving written feedback on the students' writing more frequently in order to give correction and for helping them improve their writing ability.



I. INTRODUCTION

1.1 Background of the Research

Today, English is used as a means of communication among people all over the world. It is now one of the most widely spoken languages in the world with over four hundred million native speakers and roughly the same number who speak it as a second language (Barber, 1995:236). Crystal (1992 in Toolan, 1997:8) adds that English is now a mother tongue or a first language for a dozen nations and around 400 million speakers. It becomes a second language for another 250 million speakers and is spoken by around 1 billion speakers either as a second language or a foreign language. Totally, a third of the world's population use English. Considering the fact, it is credible that English has become the only global language that is used all over the world nowadays. It is used by people to communicate each other both orally and in written form. Since English is also used to transfer information to all people in the world, people are required to master English in order to be able to take part and share their knowledge.

In order to master English, people should learn it through formal education or non-formal education. In formal education, English is taught at schools, whereas in non-formal education, English is taught outside the school such as English courses. Talking about formal education, English which has four language skills namely reading, listening, speaking, and writing, is a compulsory subject for junior high school to university students. Even, it is also taught to the students of elementary school as the local content subject.

At the SMU level, the four English language skills should be given to the students because they are covered in 1994 SMU English Curriculum. Writing as one of the four skills is considered to be the most difficult one; as it is stated by Hughey et al. (1983:38) that writing is often found as the most difficult skills of all the English skills both as the first and second language. It can be understood because in written communication, students have to consider the correctness of the language they use more carefully. The aspects that should be taken into account are grammar, mechanics, and content, because it is easier for the reader to

find any errors in the written form rather than in spoken communication. It also happens to the Indonesian students. They find that it is difficult for them to write well in English. It is due to the fact that English has different pattern of grammar from that of Indonesian. Besides, spelling is also different. Not to mention the vocabulary. If the students are lack of vocabulary, it will be difficult for them to express their ideas correctly using the proper vocabulary. In other words, writing is a complex activity because it includes complex language components such as grammar, mechanics, vocabulary, etc. Considering the concept, it can be said that it is not easy for the students to write well in English as the second language.

In addition, commonly, students have negative perception or attitude toward writing that will make them difficult in achieving their writing improvement and becoming good writers. They are reluctant to write English and are afraid of making mistakes in their writing. Shortly, they are afraid of being failed in writing English or in producing a good English writing. The statement is supported by Blanton (1987:112) who says:

“Most of my students are scared to death to write English. Or more accurately, they are scared to death that they will not write English well enough to pass their examinations in English as a second language...”

Here, it can be interpreted that the students feel the pressure and anxiety about writing. Hence, they need the teacher's help to overcome the problem.

The statement above is supported by Hyland (1990:279) who states that foreign language students are often anxious about writing and need to be encouraged to see it as a means of learning rather than demonstrating learning. Here, the teacher is required to make students aware and re-think about their problem in writing then try to solve it by using the teacher's help, encouragement, or response. In other words, teacher needs to provide feedback to the students' writing as a way of correcting their writing and as an input from the teacher as the reader that will encourage them to think about what they have done and lead them to improve it.

In line with the idea, Muncie (2000:52) states that feedback is vital to writing. Whatever form it takes; peer correction, conferencing, or written comment; it helps learners to improve their writing skill and produce longer-term improvements in their writing ability. Though those three kinds of feedback have the same advantages in improving the students' writing, written comments is considered to be the most suitable feedback for secondary school students (Keh, 1990:303). However, according to the writer's pre-lemenary study, not all of English teacher has applied it to the students' writing.

Based on the concept above, the writer was interested in conducting a research entitled "The Effect of Giving Written Feedback on Writing Ability of the Second Year Students of SMU Muhammadiyah 3 Jember in 2003/2004 Academic Year".

1.2 The Problem of the Research

The problems of this research were formulated as follows:

1.2.1 Major Problem Formulation

Is there any significant effect of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year?

1.2.2 Minor Problem Formulation

1. Is there any significant effect of giving written feedback on grammar of writing of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year?
2. Is there any significant effect of giving written feedback on mechanics of writing of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year?
3. Is there any significant effect of giving written feedback on content of writing of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year?

1.3 Operational Definition of the Variables

In this research, there were two terms that need to be defined operationally. The two variables are feedback and writing ability.

1.3.1 Feedback

In this research, feedback refers to a response from the teacher to the students' writing for revision in the form of written comments on grammar, mechanics, content, vocabulary, and paragraph organization. It is based on Keh's (1990:303) opinion that says that written comments is considered to be the most suitable feedback for secondary school students.

1.3.2 Writing Ability

In this research, writing ability refers to the students' power to write a descriptive paragraph well. It means that the students should be able to write a descriptive paragraph with the appropriate grammar, mechanics, content, vocabulary, and paragraph organization that are relevant to the topic.

1.4 The Objective of the Research

The objective of the research was to know whether there was a significant effect of giving written feedback on students' writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year.

1.5 The Significance of the Research

The results of the research are hopefully beneficial for the English teacher, students, and other researchers.

1.5.1 For the English Teacher

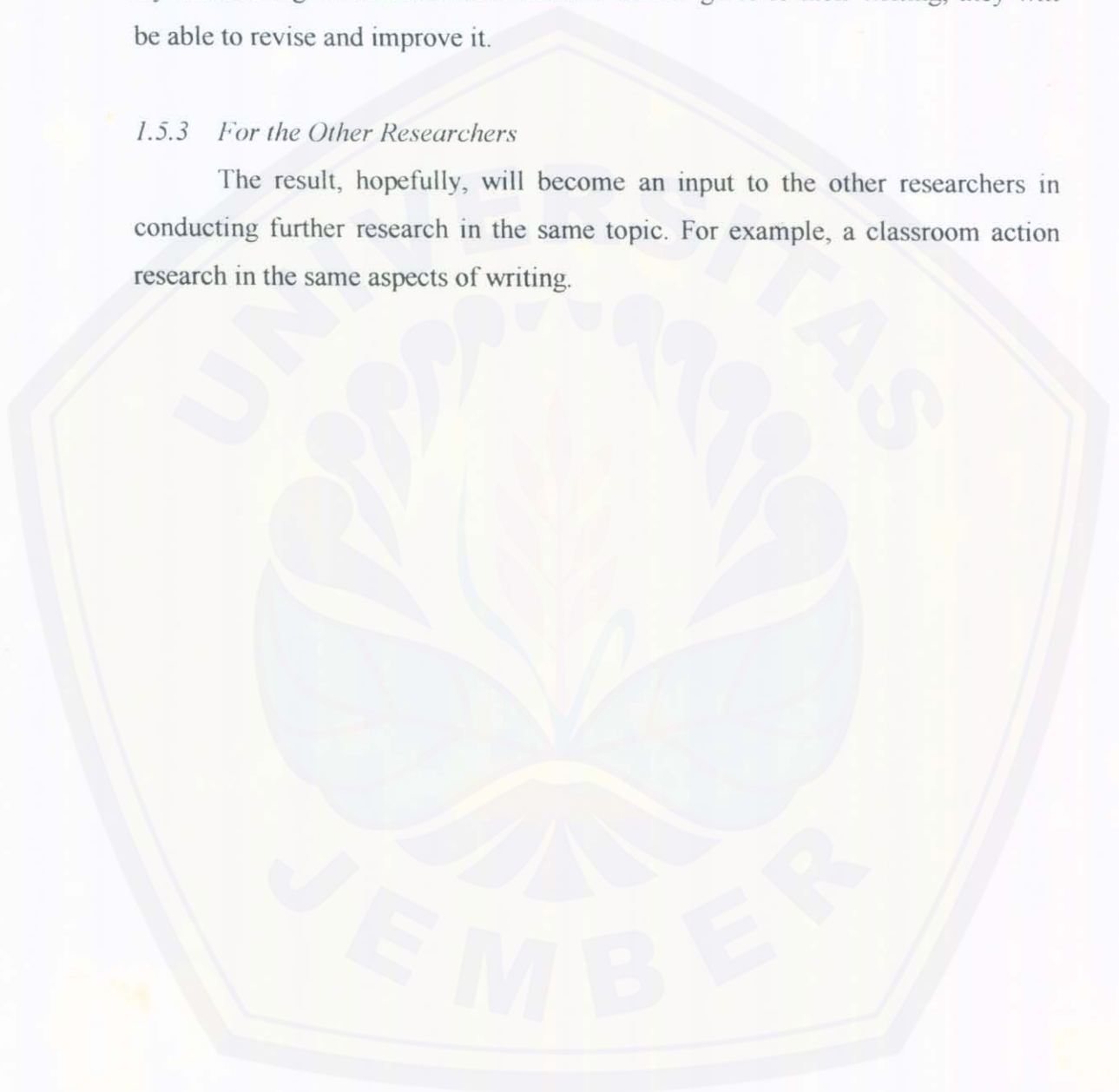
Hopefully, the result will give opinion and orientation to the teacher, especially the English teacher of SMU Muhammadiyah 3 Jember that written feedback is necessary to be given to the students especially to the students' writing because it will affect their writing ability.

1.5.2 For the Students

It is hoped that the result of the research will give any consideration to the students that they must not be afraid of making mistakes in writing English. By considering written feedback that the teacher gives to their writing, they will be able to revise and improve it.

1.5.3 For the Other Researchers

The result, hopefully, will become an input to the other researchers in conducting further research in the same topic. For example, a classroom action research in the same aspects of writing.





II. REVIEW OF RELATED LITERATURE

This chapter presents the definition of feedback, writing skill, the theory of feedback on writing, the teaching of writing at senior high school, and the effect of giving written feedback on the students' writing ability.

2.1 The Definition of Feedback

According to Hornby (1987:314), feedback is return or part of the output of a system to its source; or information (about a product) given by the user to the supplier, makers, etc. It generally refers to the listener's or reader's response given to the learner's speech or writing (Dulay et al, 1982:34). Here, we can say that feedback is a response from the user to the maker of a product, which contains information about how well the product has been. In this occasion, the user refers to the reader and the maker refers to the writer. Whereas, the product deals with the learner's writing.

2.2 Writing Skill

Writing means doing the work of an author (Hornby, 1987:996). It is a way to gain control over the writer's ideas and get them down on paper (Wingersky et al, 1999:2). This means that writing is used as a way of expressing the writer's ideas in written form. In addition, Hughey et al. (1983:38) assume that writing is the sum of our abilities to link words and thoughts in order to express ourselves in the most complex of mediums. It is a holistic process the writer uses in understanding him/herself. Through writing the writer expresses his/her feelings, hopes, dreams, and joys as well as fears, angers, and frustrations- and also ideas- plans, recommendations, values, and commitments (Hughey et al, 1983:33-34). In line with this, White and Arndt (1995:1) add that through writing we are able to discover and articulate ideas in ways that writing makes possible. It means that through writing the writer can express his/her ideas and share his/her feelings with others clearer, because it makes the reader possible to read the writing more than once. Besides, the writer, even, can discover his ideas while

he/she is doing writing. In other words, the writer can find new ideas while writing something. Besides, writing is a medium for the writer to communicate and share his/her feelings, ideas, and thoughts to the reader. Shortly, writing is a medium used to show the writer's abilities in expressing his/her thoughts, feelings and ideas in written form by linking words and sentences in the correct form in order to communicate and share his/her thoughts, feelings, and ideas.

In common writing, there are some elements that should be involved, they are content, grammatical, and mechanics. Lado (1975:169) states that the primary elements in writing are grammar, mechanics, and content.

The first primary element in writing is grammar. It deals with the ability to manipulate sentence and the use of language. It is related to the writer's ability to write the correct and appropriate sentences. The writer is hoped to produce correct sentences meaningfully. Further, grammar deals with the rules of combination of words into sentences that are often called syntax and the rules of word formation that are called as morphology. Syntax includes the writer's ability to arrange the words into sentence properly: the use of tenses, verb forms, articles, conjunction, etc. Morphology involves the rules of the use of proper words in a sentence; the writer should know the proper use of nouns, verbs, adverbs, adjectives, etc.

The second element is mechanics that deals with the use of the particular conventions of written language. It refers to the punctuation, spelling, and capitalization. Punctuation which involves period (.), comma (,), colon (:), semicolon (;), apostrophe ('), quotation mark ("..."), question mark (?), exclamation mark (!), etc relates to the ability of using correctly those terms to the written language. Meanwhile, spelling refers to the correctness of words whether they are spelt correctly or not. It should be considered by the writer because the words that are spelt in a wrong way can cause the words out of understanding. It means that a reader might misunderstand the writer's intention because of the wrong spelt world. Capitalization refers to the correct use of letter; whether the writer has to use a capital letter or not. Capital letter is used at the beginning of sentences, the name of person, the name of places, the name of days, etc.

Finally, the third element of writing is content as the most important part of writing. It concerns with the aim of the writing. In other words, it states the reason why people write something. Content relates to the writer's ability of thinking creatively and developing thoughts, excluding all irrelevant information. It means that the writer should be able to create sentences that are related to each other and support one main idea of a topic in a paragraph.

All elements of writing above should be included in the process of writing. It is based on the consideration that a good writing piece will only be produced by involving those elements.

2.3 The Theory of Feedback on Writing

In the students' writing process, it is important to provide feedback for them. As Muncie (2000:51) says that teacher's feedback on learners' texts is needed and necessary. It functions as an input from a reader to writer with the effect of providing information to the writer for revision (Keh, 1990:294). This means that in the process of writing, feedback from the teacher needs to be provided as an input which gives information for revising their writing.

Furthermore, feedback provides learners with the knowledge of how successful their performance has been (Littlewood, 1995:90). It also provides students the knowledge that a mistake has occurred in their writing. By considering feedback, students will rethink about their performance of writing whether it contains errors and what errors they have. The idea is supported by Keh (1990:295) who states that through feedback, the writer learns where he or she has mislead or confused the reader by not supplying enough information, having illogical organization, lacking of development of ideas or something like inappropriate word choice or tense.

In other words, students will use feedback as a guidance for revising their writing and avoiding similar mistakes in the future so that they can produce a better composition in the next writing. Shortly, feedback is needed as an input for improving the students' writing ability, as Muncie (2000:47-48) assumes that the aim of feedback in the writing process seems to be a fairly short-term one of

helping learners to improve their draft in order to end up with a final piece of work which is better than those first attempts. It means that by using feedback, students will be able to correct the errors they made and revise their writing. Feedback will help them to produce a better composition than the previous one.

Considering the ideas above, teacher's role as the feedback provider is needed. It deals with the teacher's intervention in the students' writing process. Knoblauch and Brannon (in Garcia, 1998:100) say that providing feedback on a written text is equivalent to intervening in the writing process. Teacher intervention is the most effective way of achieving students' improvement in their drafts (Muncie, 2000:49). Besides, Charles (1989:286) adds, "The role of the teacher in responding to students' writing is considered to offer formative feedback which will help the students to improve his/her writing". It is clear that in helping students to improve their writing, teacher has an important role, that is, giving feedback as a form of his/her intervention.

Furthermore, Keh (1990:294-303) classifies feedback into three major areas, they are peer feedback, written comments, and conferences. However, written comments are the only type of feedback that is elaborated here. It is because written comment was chosen as the only type of feedback applied in this research. It was based on Keh's (1990:303) statement that written comments are regarded as the most suitable feedback for secondary-school students.

2.3.1 *Written comments*

Making comments on students' writing paper usually takes time. Besides, it causes frustration to the teacher whether it will be read, or even understood. In other words, such as 'good' or 'good point', and 'why', are often problematic for the students, that is they do not understand what actually the teacher intention is.

Following the statement above, Keh (1990:303) proposed a list of recommendations for reference in writing comments:

1. Connect comments to lesson objectives (vocabulary, etc.).

The comment given should be focused on specific language skills or components that are suitable with the lesson objectives. For example, while commenting students' writing, the teacher should only relate the comments with the components of writing such as grammar, vocabulary, mechanics, and so on; not with anything else.

2. Note improvement: 'good', plus reasons why.

Students are often confused with teacher's comment "good" on their papers. They do not know why their papers are commented with such kind of comment and what category is included so that it could be commented "good". Therefore, the teacher should give any reasons telling the students why their writing is good, enough, or bad.

3. Refer to a specific problem, plus strategy for revision.

The comments should be given to something specific. The commented problem must be clear. Besides, the teacher should also give the students strategy how to revise their writing.

4. Write question with enough information for students to answer.

Teacher's comment on students' papers might be in the form of questions. The questions can be about the writer's intention of certain statement or about the specific things that must be included in the statement. The teacher, of course, has to add supporting information needed, for instance, by writing the point needed shortly.

5. Write summative comment of strength and weakness.

Here, the comment given is about the students' whole writing. It includes the strength and weakness of the students' writing.

6. Ask 'honest' questions as a reader to a writer rather than statement which assumes too much about the writer's intention or meaning.

It is better if the reader's questions do not sound as correction for the writer. It is because such kind of correction can cause negative effect to

the students. The statement is based on Dulay et al (1982:35) who experience that language teachers have long known that correcting students' grammar or pronunciation can be immensely frustrating.

Further, Keh (1990:303) explains that writing comments is helpful to secondary-school students. It is said that the writing comments help students to know more clearly about their problem in writing. Shortly, writing comments are useful for pointing out specific problems, for explaining the reasons for them, and for making suggestions.

2.4 The Teaching of Writing Paragraph at Senior High School (SMU)

According to the 1994 SMU English Curriculum, writing is one of the four English skills that must be taught at senior high school besides speaking, reading, and listening. There are several kinds of writing that must be taught at senior high school. Based on the curriculum (Depdikbud, 1999), they are as follows:

- a. Writing descriptive paragraph
- b. Writing narrative paragraph
- c. Writing reading text summary
- d. Making the end part of a paragraph
- e. Completing dialogue
- f. Writing narration based on the story
- g. Writing the answers of questions based on a text using the students' own words.

The first two kinds of writing above, writing descriptive and narrative paragraph, are taught at the second year of senior high school. This research was conducted to the second year students of senior high school at SMU Muhammadiyah 3 Jember in 2003/2004 academic year and it specifically discussed about the activity of writing descriptive paragraph.

2.5 Paragraph and Its Qualities

A paragraph refers to a group of several sentences dealing with one main idea (Hornby, 1987:609). It is a group of sentences which contains relevant information about one main idea or central idea (Bram, 1995:13). In addition, Carino (1991:145) says that a paragraph is a short piece of writing on a very limited topic. Thus, we can say that a paragraph is a short piece of writing consists of several sentences which contain relevant information about one main idea.

In writing a paragraph, the writer should consider that it is not only language components that are needed, but also the qualities of a good paragraph. Furey and Menasche (1993:47) propose that a well-written paragraph should have the qualities of unity and coherence.

2.5.1 *Unity*

Unity means that all sentences in a paragraph should focus on one thing expressed in the topic sentence; all of the sentences stick together (Bram, 1995:20). In a paragraph, the ideas of the development of sentences are all clearly connected to the main idea expressed in the topic sentence (Furey and Menasche, 1993:47). Main idea deals with the central idea of a paragraph that will be discussed in the paragraph. It is the main point of a paragraph (Wong, 1998:366). The central idea is usually stated in a topic sentence (Arnaudet and Barrett, 1990:1). Oshima and Hogue (1991:19) state that a topic sentence is the sentence indicates what the paragraph is going to discuss. Further, they propose three important points to remember about topic sentence:

1. A topic sentence is a complete sentence. It contains a subject, a verb, and (usually) a complement. For examples:
 - a. Many of the strange plants came in by chance.
 - b. Badminton and tennis have several things in common.

The first sentence (a) consists of a subject, a verb, and a complement. "Many of the strange plants" is the subject of the sentence. Whereas, "came in" is the verb, and the complement of the sentence is "by chance". In sentence (b), the subject of the sentence is "Badminton and

tennis”, “have” is the verb, “several things” is the object, and the complement is “in common”.

2. A topic sentence contains both a topic and a controlling idea. The controlling idea limits the topic to a specific area to be discussed in a single paragraph. From the examples in point 1, it can be explained that the sentence “Many of the strange plants came in by chance” contains a topic and a controlling idea. The topic is “Many of the strange plants” and the controlling idea is “came in by chance”. The second sentence “Badminton and tennis have several things in common” also contains a topic and a controlling idea. “Badminton and tennis” is the topic and “have several things in common” is the controlling idea”.
3. A topic is the most general statement in the paragraph because it gives only the main idea. It does not give specific details.

In other words, in one paragraph, there is only one main idea as the center of the discussion of the paragraph. The writer should focus his/her ideas on a certain problem and all supporting details or sentences should be relevant to the main idea. It should contain relevant information.

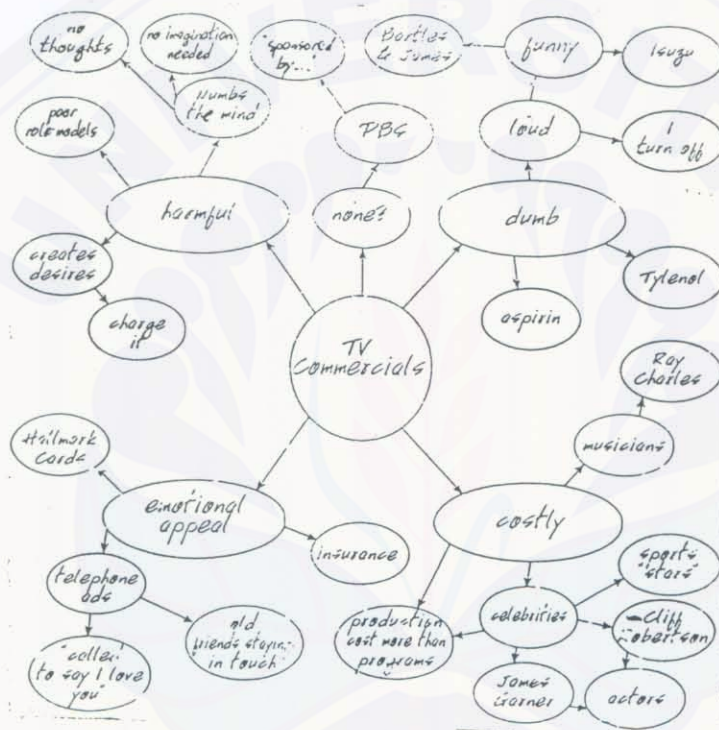
However, sometimes, the writer often cannot even think of something to write about. Adams (2000:39) proposes a way to find a topic to write about that is brainstorming. In doing brainstorming, a writer can write down every single word or thing that exists or comes into his/her mind (Bram, 1995: 64). They create a list of ideas that come into their mind. They simply write down our ideas in single words or phrases, not in complete sentence, in order to save time or to be quick, because writing takes time and energy.

Another method of finding topic is clustering. Adams (2000:42) explains that clustering is a way to tap into the design mind, the part of the brain that does not care about rules. It helps bring out our more creative side and brings our hidden thoughts. It means that by doing clustering, the writer will be helped to create ideas that she/he cannot find (hidden thoughts). It designs a pattern of thought. Further, Adams (2000:42) proposes the way of clustering ideas:

“Write down a word or phrase in the center of a page (the nucleus thought), then, allow our mind to flow out from the center, like ripples created by a stone thrown into water. Rapidly, write down and circle whatever comes to mind, connecting each new word or phrase with a line to the previous circle. When a new thought occurs, begin a new ripple or branch.”

For example:

Below is a clustering on the topic “TV commercials”:



In the example above, the nucleus thought is “TV commercials”. There are five branches stemming from the nucleus thought. They are “dumb”, “costly”, “emotional appeal”, harmful”, and “none?” Each branch leads the writer closer to the topic. A branch which seems interesting to write about can become a nucleus thought for a new clustering to get more specific details.

Based on the idea above, it can be understood that brainstorming and clustering make the writer easier in finding the topic that will be written. One of them can be chosen to help the writer when they cannot think of anything they want to write about.

Furthermore, we often see that the first sentence of the paragraph is the topic sentence of the paragraph. However, the topic sentence does not always have to appear in this position. Bram (1995:16) explains that the position of the topic sentence can be at the beginning, in the middle, or at the end of the paragraph. Placing the topic sentence at the beginning of the paragraph helps both the writer and the reader stay focused on the main idea that is to be developed (Wong, 1998:367). Bram (1995:17-18) adds that by locating the topic sentence at the beginning of the paragraph, the writer will have a clear guide to finish the rest of the paragraph and the good control over the contents (the information included in the paragraph). Besides, the readers will have a clue from the very beginning so that they will know what they can expect from the supporting sentences that follow.

Moreover, placing the topic sentence in the middle of the paragraph may work well for experienced writers, but not for the beginners. It is because the beginner writers are usually inexperienced so that they will get lost or be out of control with the paragraph; they may fail to judge whether a certain item of information is relevant or not. Therefore, it will be better if the inexperienced writer avoids writing the topic sentence in this position.

In addition, the position of the topic sentence at the end of the paragraph is not suggested to apply. This position cannot guide the writer directly and it cannot assist the readers to prepare themselves before reading. It means that the readers do not know what point to be discussed in the paragraph from the beginning of the paragraph, so they cannot prepare themselves to be ready with the topic discussed in the paragraph.

From the explanation above, it can be seen that the front position of the topic sentence is the best to be applied. It is most helpful for both the writer and the reader.

In addition, the topic sentence in a paragraph will be developed with supporting details or supporting sentences. Karim and Rachmadie (1996:14-16) assume that supporting sentences are the sentences that support the idea expressed in the topic sentence. There are two kinds of supporting sentences. First, major

supporting sentences which directly support the idea expressed in the topic sentence. Second, minor supporting sentences which directly support the major supporting sentences and at the same time, they support the topic sentence. For example:

A university cafeteria should be able to provide meals at a lower cost than private restaurants. The students serve themselves and when they have finished, take their dirty dishes back to a special table. In this way, the cost of employing the staff is reduced because there is no need for waiters. The same numbers of students eat in the cafeteria each day. As a result, the manager can calculate the exact amount of food to buy and very little is wasted. Finally, a university cafeteria makes no profit. This reduces the cost of meals by at least ten per cent.

(Karim and Rachmadie, 1996:17)

In the paragraph above, the first sentence is “A university cafeteria should be able to provide meals at a lower cost than private restaurants”. This sentence is also the topic sentence of that paragraph. “A university cafeteria” is the topic and “...should be able to provide meals at a lower cost than private restaurants” is the controlling idea. The major supporting sentence is “The students serve themselves and when they have finished, they take their dirty dishes back to a special table”. This sentence directly supports the idea expressed in the topic sentence. It contains the reasons why a university cafeteria should be able to provide meals at lower price than private restaurants, that is, because of its self-service system; students serve themselves and when they have finished, they take their dirty dishes back to a special table. The minor supporting sentence for the major supporting sentence is “In this way, the cost of employing staff is reduced because there is no need for waiters”. Here, the minor supporting sentence directly supports the major supporting sentence and indirectly support the topic sentence: the students serve themselves because there are no waiters in the cafeteria. Hence, the cafeteria is able to provide meals at a lower cost than private restaurants with the consideration that there is no salary for waiters.

2.5.2 Coherence

Coherence means that the ideas and the sentences should flow together smoothly in a logical, and organized manner (Wong, 1998:369). It refers to the connection among sentences in a paragraph. A paragraph which has coherence is the paragraph in which its sentences follow each other in such a logical way. Furey and Menasche (1993:47) explain that there are three ways for establishing the coherence of a paragraph that are called cohesive elements.

1. Repetition of the key words.

Key words are the words that express the important concepts or details in a paragraph (Bramer and Sedley, 1981:125). Key words are needed in paragraph writing because they help the reader identify movement from one statement to another. In order to keep the coherence of the paragraph or keep the paragraph on topic, it is necessary to repeat the use of the key words. Here is an example of the repetition of key words in a paragraph.

Bicycling is terrific *exercise*. When you **ride a bike**, you *exercise* all of the legs muscles and most of the muscles of the upper body. In addition, **bicycling** *exercises* the lungs and the heart. Thus, **bicycling** is both a muscular and aerobic *exercise*.

(Carino, 1991:161)

The paragraph above talked about bicycling. The key words of the paragraph are *bicycling*, *bike*, *exercise*, and *exercises*. They are repeated in order to keep the paragraph stay on topic, that is, bicycling. Besides, repetition of the key words *bicycling* and *exercise* emphasizes the content of the paragraph. In other words, the reader can see how smoothly the paragraph moves with the repetition of the key words.

2. The use of a reference word.

A reference word is a word refers to another word (Furey and Menasche, 1993:47). For instance, a possessive pronoun in a sentence refers to a pronoun that acts as the subject of the sentence. For example:

During the last two decades, **researchers** have uncovered some critical ingredients of language learning. **They** have discovered, for example, that when *children or adults* are forced to begin speaking the new language immediately, *they* typically go through a silent period, which lasts from a few weeks to several

months. This comprehension period appears to accelerate learning to speak. Most second language courses, on the other hand, require students to produce and practice sentences in the new language from the first day of class. Apparently, it is better to wait awhile.

(Dulay et al, 1982:3)

The reference word in the paragraph above is “they” (line 2 and 3). The word “they” in line 2 refers to the word “researchers” in line 1. Whereas, the word “they” in line 3 refers to the phrase “children or adult”.

3. The use of transitional word.

A transitional word is a word that acts as a bridge between sentences (Furey and Menasche, 1993:47). They connect each sentence with others to support the main idea. They involve conjunctions such as ‘and’, ‘but’, ‘or’, ‘however’, ‘furthermore’, ‘in fact’, ‘indeed’, and so on. The italicized words in the following paragraph are the transitional words.

Spike Lee is a controversial filmmaker. *In fact*, his movie, School Daze, about blacks in college, received criticism from some black leaders and educators because they believed black students were portrayed as wanting to be white. *Furthermore*, in 1989, the movie Do the Right Thing depicted a race riot in Brooklyn’s Bedford-Stuyvesant area.

(Carino, 1991:164)

Considering the conception above, it is necessary for a writer to create a paragraph which has the quality of unity and coherence in order to produce a good paragraph writing.

2.6 Descriptive Paragraph

The word “descriptive” derives from the word “describe” that means say what somebody or something in words (Hornby, 1987:233). D’Angelo (1980:117) assumes that description is a way of picturing verbally in speech or writing and of arranging those images in some kind of logical or association pattern. Description presents the appearance of things that occupy space, whether they are object, people, buildings, or other cities (Stanley et al, 1988:152). In addition, Furey and Menasche (1993:109) explain that when we describe something that is in the world around us, we try to give the reader the mental picture of it. From the

statement above, it can be concluded that description is a way of picturing something or someone verbally through words in a logical pattern.

Meanwhile, paragraph, as it is discussed in the previous section, is a short piece of writing consists of several sentences contain relevant information about one main idea. Thus, descriptive paragraph is a short piece of writing consists of several sentences dealing with one main idea which gives picture of something or someone verbally through words Indonesia a logical pattern.

In this research descriptive paragraph refers to a group of several sentences deals with one main idea that gives picture of something or someone verbally through words in a logical or association pattern. Here, “something” can be referred to places or things. The description of a place or a thing might be about its condition, its location, its shape, etc.

2.6.1 The Quality of a Good Descriptive Paragraph

The purpose of to describe is to share some objects, places, scenes, or persons that the writer experience with the reader. Stanley et al. (1992:152) state that the aim of description is to convey the reader what something looks like; it attempts to point a picture with words. In addition, it attempts to give sense impression about persons, places, things, etc, as it is stated by Furey and Menasche (1993:109) that a good description includes many references to the senses: sight, sound, taste, smell, and touch. It means that in order to produce a good description we have to refer to the five senses. We should produce the description which is really based on our senses especially our sight. It is because the description is usually visual of something or someone to be described.

Furthermore, Stanley et al (1992:153) state that a question to be answered in description is “How can I best describe my subject so that my readers can visualize what I want them to see?” In line with this, Wishon and Burks (1980:129) proposed that a good descriptive paragraph usually has three important qualities, they are dominant impression, mood, and logical development.

The first quality of a good descriptive paragraph is dominant impression. It can be said as the general statement of a descriptive paragraph that gives

impression to the reader about what the paragraph describes about. It is supported by specific details or information in order to make it meaningful. The dominant impression will be supported by supporting sentences that supply further information. In other words, the dominant impression is the topic sentence of the paragraph. Dominant impression might be established in the first sentence or even the first word of description. Karim and Rachmadie (1996:4) propose that there are two reasons for writing the topic sentence (dominant impression) at the beginning of the paragraph. First, it will tell the reader what the writer is going to say. Second, the writer can look back at the topic sentence often as she/he writes the supporting sentences. It means that both the writer and the reader will get benefit from the dominant impression that is written at the beginning of the paragraph. It is in line with Wong (1998:367) who says that placing the topic sentence at the beginning of the paragraph helps both the writer and the reader stay focused on the main idea that is to be developed. Here is an example of a paragraph.

I have four specific reasons for loving you. First of all, you are gentle; you do not like to shout at others. In addition, you enjoy the same hobbies as I do, that is reading, listening to rock music, and photography. In the third place, you are intelligent. Finally, I completely admire your long, straight, and black hair. Now, I am sure that you are the girl whom I have been looking for here and there, for many, many years.

(Bram, 1995:13)

The first sentence of the paragraph above that is “I have four specific reasons for loving you” is the dominant impression that impressed the reader about what the paragraph will talk about. In this case, the paragraph will tell the reader about four reasons, and not some other reasons, to love his girl. Another sentences are the supporting sentences that support the dominant impression by explaining it. In other words, the supporting sentences contribute to the dominant impression.

The second quality is mood. Mood is a feeling that goes beyond measurable physical appearances, feeling and emotion such as enjoyment, happiness, fear, and anxiety. Mood will be expressed through the physical appearance of a person. For example, when someone feels bored of something, others will know that she/he is not in a good mood, and so for another mood.

Moreover, the third quality of a good descriptive paragraph is a logical plan of development. It should have an efficient and sensible carefully thought of logical plan (Wishon and Burks, 1980:129). It means that a paragraph should be shaped according to a logic the reader can see (Memering and O'Hare, 1980:297). From those ideas, it can be said that a paragraph should be constructed by planning its sentences carefully and logically. Following the idea, Wishon and Burks (1980: 130) propose that some of the steps that may be followed in writing a descriptive paragraph are as follows:

1. Establish the point of view. Make it clear to the reader where the writer is in relation to the thing described. According to D'Angelo (1980:119), point of view is usually top physical location from which the writer considers the subject. In description, the writer should be able to sense his/her physical position in relation to the subject. In other words, the writer should have a vantage point from which he/she views what is being described. For example, in describing a room, the writer should state implicitly or explicitly that she/he is in the room and can see everything in it.
2. Give the general overall view or impression. Describe everything in general first. Then give the details that support the general description. By doing so, those details can give further information about the sentences.
3. Give details of the description in a logical sequence. The supporting details of the description must be ordered logically. The arrangement of those details should be accepted in logic. For instance, the description that is oriented from the general to the specific or from the specific to the general.

In addition, a descriptive paragraph can be a description about persons, places, things, etc. In describing a person, the important things to tell are appearance, background, personality, current activities and interests (Furey and Menasche, 1993:118). It means that the writer should concern with the information about those parts. We can describe a person's appearance in many

ways such as his/her clothes, manner of speaking, color and style of hair, facial appearance, body shape, and expression (Karim and Rachmadie, 1996:49). Whereas, in describing a place, we first focus on a specific area which may be large or small. Then, briefly mention its surrounding context, and finally give details about the place itself. Besides, it is also necessary to determine a point of view from which the place is being looked at (Furey and Menasche, 1993:126). While describing things we try to visualize the look of things, for example, the shape, the color, etc. This idea is based on Wishon and Burks (1980:128) who assume that description gives sense impressions: the feel, sound, taste, smell, and look of things.

2.7 The Effect of Giving Written Feedback on Students' Writing Ability

It has been described in the previous section that feedback is a response from the user of a product to the maker which contains information about how well their product has been. In this research, the feedback was given to the students' writing. Giving feedback means giving an input by providing information to the students for revision of the errors in the components of writing such as content, grammar, and mechanics that are produced by the students. This idea is supported by Keh (1990:294) who states that feedback is used as an input from a reader to writer with the effect of providing information to the writer for revision.

Feedback should be provided in students' writing because it is useful for improving their writing ability. By using feedback, students will revise their writing continually and automatically they will practise their ability of writing. Through such kind of practice, their writing ability can be improved. Following the idea, Hughey et.al. (1983:33) say that writing is an essential lifetime skill – a skill which because of its multiple uses and function, will enable them to continually expand their personal horizons. In addition, Hall and Emblen (1973:2) assume that writing is a skill, like an athletic skill, which comes more naturally to some people than to others, but which always and only improves with practice. This means that writing can only be improved through continual

practices and feedback is a means of writing practice. Based on those ideas above, it can be said that giving feedback to the students' writing has a positive effect of improving it. Providing feedback on written text will have a positive effect on students' writing process and so help students to improve the overall long-term quality of their writing (Garcia, 1999:100). Moreover, Muncie (2000:52) concludes that feedback is vital to writing and in helping learners to improve their writing skills, and whatever form it takes, it can have positive effect of producing in the learner a sense of reader's awareness and of giving him or her an outside view of the text.

Besides previous research found that the students' writing ability was improved by getting feedback. Noor (1999:38) proposes that giving feedback was an effective way of improving the students' ability in writing.

In sum, it can be said that feedback is needed in students' writing process. Therefore, it is better that the teacher provides feedback on the students' writing in whatever form- peer feedback, written comments, or conferences. It is because it gives a positive effect on the students' writing, that is, improving the students' writing ability.

2.8 Hypothesis

The hypothesis was formulated below:

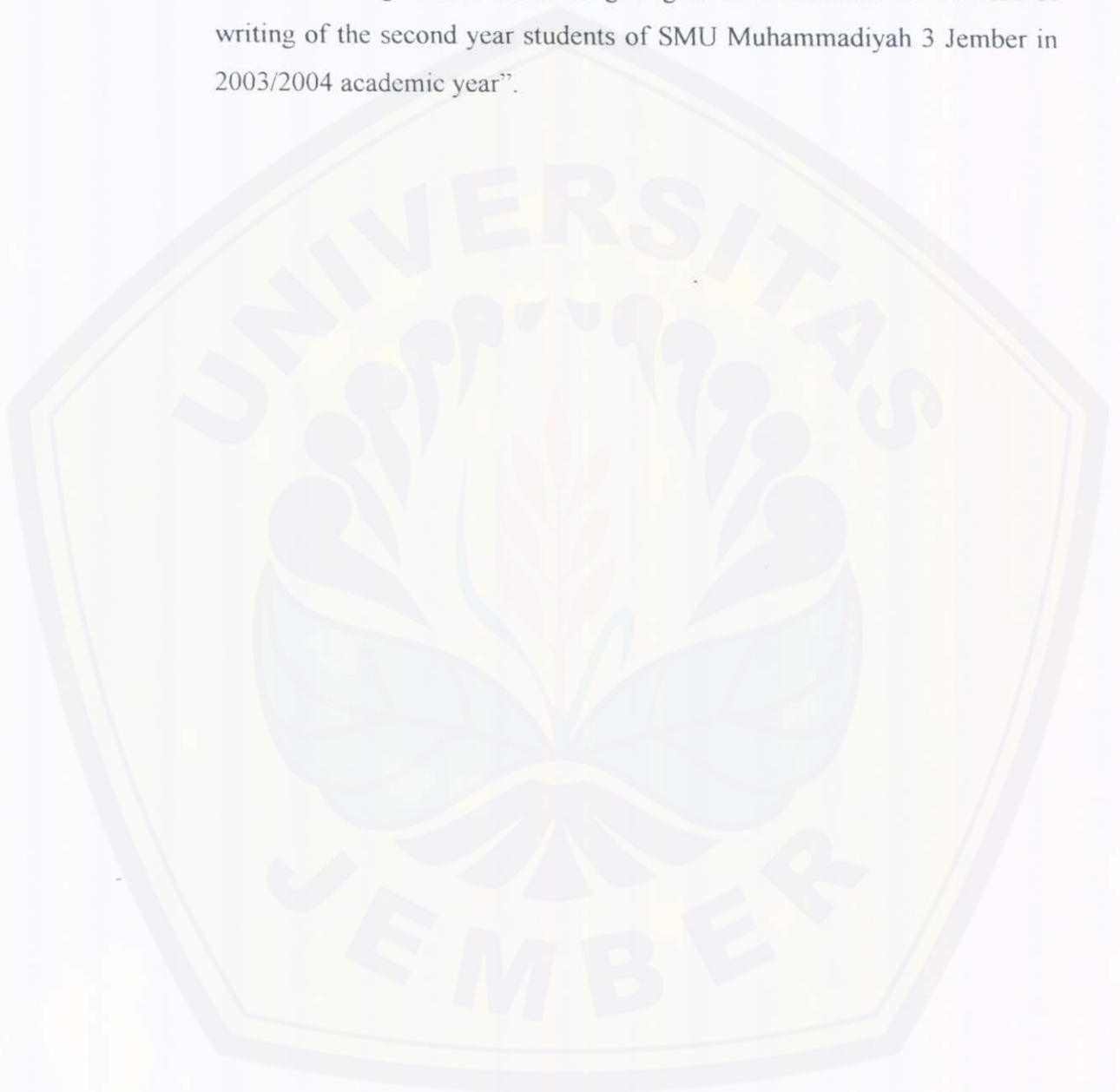
2.8.1 Major Hypothesis Formulation

“There is a significant effect of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year”.

2.8.2 Minor Hypothesis Formulation

1. “There is a significant effect of giving written feedback on grammar of writing of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year”.

2. "There is a significant effect of giving written feedback on mechanics of writing of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year".
3. "There is a significant effect of giving written feedback on content of writing of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year".



III. RESEARCH METHOD

This chapter presents the research method applied in this research. They are the research design, the area determination method, the respondent determination method, the data collection, and the data analysis.

3.1 The Research Design

This research was intended to know whether there is a significant effect or not of giving feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year. Therefore, the experimental research with Randomized Control Group Post-test Only Design was adopted. It is suitable for checking whether there is a significant effect of giving written feedback on students' writing ability or not.

In this research, there were two groups of respondent namely experimental group and control group. Both the experimental group and the control group were given pre-test. The pre-test was also used as homogeneity test to decide the experimental group and the control group. After the pre-test had been given to the two groups, written feedback as the treatment was given to the experimental group twice. Meanwhile, the control group was given new assignment of writing descriptive paragraph, but without being given written feedback. After that, post-test was given to both of the groups then the result of pre-test and post-test were analyzed by using t-test formula. The diagram of the research design is as follows:

Experimental group (R)	T1	X	T2
Control group (R)	T1		T2



Note:

R = Random

T1 = Pre-test

T2 = Post-test

X = Treatment

(Suryabrata, 1989: 49)

The research design was conducted through the following procedures:

1. Forming two groups: experimental group and control group by giving pre-test as the homogeneity test.
2. Giving treatment –written feedback- to the experimental group and teaching writing to the control group by giving writing assignment without giving feedback.
3. Post-test was given to the two groups.
4. Analyzing the results of post-test by using t-test formula.
5. Discussing the result of the data analysis.
6. Drawing conclusion.

3.2 The Area Determination Method

In this research, purposive sampling method was used to determine the area where the research was conducted. It means that in determining the research area by using this method, certain purpose was considered. The purpose dealt with the considerations of technical reasons such as time, energy, funding, and school permission. Besides, giving written feedback to students' writing had never been applied in this school. Based on those considerations, SMU Muhammadiyah 3 Jember was determined as the area to conduct the research.

3.3 The Respondent Determination Method

Respondent is a group of individual from whom the data of the research is acquired (Arikunto, 1998:117). The respondents of this research was the second year students of SMU Muhammadiyah 3 Jember in 2002/2003 academic year that consisted of four classes with more or less 40 students in each class. Two classes

were taken as the sample of the research by using cluster random sampling. However, before taking the sample, pre-test was given to all classes to know whether they were homogenous or not. Then, it was known that there were two groups that could be taken as the sample of the research. Hence, it was not necessary to use all of the population as the respondent.

The respondent determination above is based on Arikunto's (1998:120). She explains that all population can be taken as the respondents of a research if the number of the subjects is less than 100 persons, whereas, if the number of the subject is more than 100 persons, the sample can be taken from around 10% to 15% or 20% to 25% or more of the subjects to become the respondent.

3.4 The Data Collection Method

Data collection is needed to provide information for solving the research problem. In this research, the data obtained consisted of primary data and supporting data. The primary data dealt with the students' writing ability and the supporting data dealt with the samples' names, the school condition, the school facilities, etc. The methods of data collection used in this research were test, interview, and documentation.

3.4.1 Test

Test is a set of questions, exercises, or other means that are used to measure skills, knowledge, intelligence, ability, or talent of an individual or group (Arikunto, 1998:139). According to Hughes (1996:9-14), there are four types of tests: proficiency tests, achievement tests, diagnostic tests, and placement tests.

1. Proficiency tests

The tests are designed to measure people's ability in a language regardless of any training they may have had in that language. The function of these tests is to show whether the candidates have reached a certain standard with respect to certain specified abilities.

2. Achievement tests

The tests are directly related to language courses. Their purpose is to establish how successful individual student, group of students or the courses themselves have been in achieving objectives. There are two kinds of achievement tests, they are final and progress achievement tests. Final achievement tests are administered at the end of a course of study. Meanwhile, progress achievement tests are intended to measure the progress that students are making.

3. Diagnostic tests

The tests are used to identify students' strengths and weaknesses. They are intended primarily to ascertain what further teaching is necessary.

4. Placement tests

The tests are intended to provide information that will help to place students at the stage (or in the part) of the teaching program which is most appropriate to their abilities.

Following the explanation, achievement test is the most appropriate type of test to be applied in this research. It was used to collect the main data of the students' writing ability, especially in writing a descriptive paragraph.

In addition, based on the person who construct the test, Arikunto (1998:226-227) explains that there are two kinds of tests, they are:

1. Teacher-made tests

The tests are constructed with certain procedures by the teacher. The tests are designed to measure the degree of students' understanding about certain material given.

2. Standardized tests

The tests are constructed by the experts of the testing institution.

Meanwhile, based on the method of scoring, Hughes (1996:19) divides test into two kinds of test, namely objective and subjective test. Subjective test is used in scoring a composition or a long answer in response to a question. Whereas, objective test is used in scoring short answer such as 'yes' and 'no' or of multiple choice.

Furthermore, based on Hughes (1996:22), in order to be a good test, a test should fulfill some requirements: validity and reliability. A test is said to be valid if it can measure what is intended to measure.

There are four aspects of validity:

1. Content validity

The content of the test constitutes a representative sample of language skills or component to be concerned. It covers a proper sample of the relevant structures and is suitable with the object of the course.

2. Criterion-related validity

It is used to see how far the result on the test agrees with independent and highly dependable assessment of the candidates' ability.

3. Construct validity

A test is said to have construct validity if it can demonstrate that it measures just the ability that it is supposed to measure. It means that in measuring certain ability in a particular test, we are able to demonstrate that we are measuring that ability only.

4. Face validity

It means that the test is accepted by candidates, teachers, education authorities or employers. It looks right for them so that it may be applied.

Moreover, a valid test must be reliable (Hughes, 1996:42). According to Patkowsky (in Teacher Resource Handbook for K-12 ESL Program, 1995:118), a reliable test means that two or more examiners will assign the same score to the same paper and that the same test takers or two groups of matched test takers will receive similar score if given the test on two separate occasions. In other words, it must yield consistent and dependable results.

Based on the conception above, this research applied teacher-made test in the form of subjective test. It was used in scoring the students' writing of a descriptive paragraph. In addition, this research established the content validity because the test was used to get the main data of students' writing ability in the form of teacher-made test. The test items were adapted from several English books for the second year students of Senior High School (SMU).

In this research, the test was given five times in three weeks. It was on the second week until the fourth week of August 2003. Further, the researcher did the analytical scoring by giving the score for each component of the students' writing. The guide for was provided in Appendix 2.

3.4.2 Interview

Interview means meeting somebody for formal consultation or examination (Hornby, 1987:447). It is a dialogue that is conducted by the interviewer to get some information from the interviewee. There are three kinds of interview which are commonly used in collecting data, they are:

1. Unstructured

The interviewer does not use a list of questions; however, he/she knows the points that will be asked.

2. Structured

The interviewer uses a list of questions about the data that will be obtained in details.

3. Semi Structured

It is the combination between the structured and unstructured interview.

(Arikunto, 1998:231)

In this research, interview was used to obtain supporting data such as students' activity in learning writing, the book used, and so on. Here, semi structured/free guided interview was applied because it is believed that through free-guided interview, the interviewer could obtain much more data. The interviewee, here, was the English teacher. The guide of interview can be seen in Appendix 3.

3.4.3 Documentation

Documentation is used to get the supporting data in order to complete the primary data. In conducting documentation method, the researcher investigates written materials such as books, magazines, documents, regulations, meeting

notes, diaries, and so on (Arikunto, 1998: 149). It means that the sources of the data collected in documentation method are in the form of written materials.

In this research, documentation was used to get supporting data such as the names of respondents, the principal, the English teachers, and the school staff.

3.5 Data Analysis

This research used t-test formula as the data analysis method. It was decided because the main data was in the form of quantitative data and the researcher wanted to know the significant effect of giving feedback on students' writing ability by applying Randomized Control Group Post-test Only Design. It follows Arikunto's idea (1998: 304) that proposes that checking or testing mean difference of two groups, experimental group and control group, where one is given treatment but not for the other, t-test is used to check whether there is significant effect or not.

The t-test formula is as follows:

$$t = \frac{|Ma - Mb|}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

Note:

Ma = Mean of group A (control group)

Mb = Mean of group B (experimental group)

$\sum xa^2$ = Individual score deviation square of group A

$\sum xb^2$ = Individual score deviation square of group B

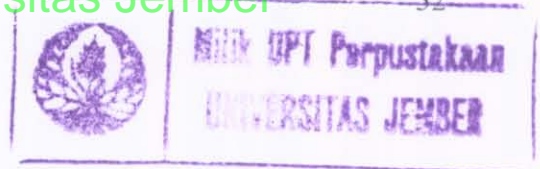
na = The number of subject of group A (control group)

nb = The number of subjects of group B (experimental group)

Degree of freedom (df) = (na + nb) - 2

Significant level: 5%

(Hadi, 2001: 443).



IV. RESEARCH RESULT AND DISCUSSION

In this chapter, the result of interview, documentation, and the data analysis are presented definitely.

4.1 The Result of Interview

In this research, interview was conducted on 4th August 2003. It was before the researcher doing the research. The interviewee was the English teacher of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year.

According to the English teacher, the teaching learning-activity of the second year students and the third year students was based on 1994 Curriculum. Whereas, the teaching-learning activity for the first year students was based on Kurikulum Kebermaknaan (KBK) that has been approved recently by the government (2003).

Further, Meaning-Based Approach was applied in the English teaching-learning process in which the four English skills were taught integratedly. In the teaching and learning of writing, writing descriptive paragraph was one of the students' activities in which the students were asked to write descriptive paragraph based on certain themes. They usually describe places and things.

Moreover, the teacher often found many problems in students' writing. The problem included all components of writing, such as grammar, mechanics, content, vocabulary, and paragraph-organization. Here, the teacher helped the students by correcting the students' writing by giving explanation on the mistakes the students generally made orally in front of the class.

4.2 The Result of Documentation

The documentation was conducted by the researcher while doing the research. The document consisted of the kind of text-books used by the teacher in English teaching-learning. S/he uses a text-book from the Department of Social and Education and another text-book entitled "New Standard Expand English for

SMU” published by Sansekerta Inti Media. Besides, the documents include the name of respondents, the name of personnel of SMU Muhammadiyah 3 Jember in 2003/2004 academic year. For further information, it can be seen in Appendix 10-12.

4.3 The Result of Homogeneity Test

The result of homogeneity test was taken from the result of writing test as the pre-test conducted to the four classes. The result of homogeneity test was as follows:

Table 1: The Result of Writing Test

Nr	Class A	Class B	Class C	Class D
1	51	49	37	90
2	40	46	36	42
3	45	43	49	43
4	47	34	36	47
5	45	37	58	37
6	44	41	43	44
7	51	39	43	41
8	44	49	45	43
9	42	34	57	41
10	45	56	44	41
11	43	32	44	40
12	37	35	52	45
13	44	35	47	41
14	46	45	45	45
15	42	43	44	42
16	45	41	46	38
17	36	42	56	44
18	44	44	39	34
19	51	43	44	41
20	58	65	45	39
21	48	44	51	72
22	42	44	51	43
23	66	44	52	42
24	38	36	41	42
25	43	49	51	40
26	-	41	47	41
27	-	44	46	36
28	-	42	43	47

29	-	43	43	34
30	-	-	39	42
31	-	-	41	40
32	-	-	44	-
Σ	1137	1240	1459	1357
	M = 45,48	M = 42,76	M = 45,59	M = 43,77

Note:

The number of the students of each group was not the same. It was because some students were absent while the researcher conducted the research. Thus, when the pre-test, treatment, and post-test were conducted, the researcher took the students who were present as the respondents.

The students' scores of writing test above then was computed statistically to find the mean difference by applying ANOVA formula:

$$F = \frac{MK_k}{MK_d}$$

Where: F = Total variance estimation

MK_k = Mean square between groups

MK_d = Mean square within groups

(Arikunto, 1996: 320)

The result of ANOVA statistical computation was as follows:

Table 2: ANOVA

	Sum of Squares	df	Mean Square	F
Between Groups	165,004	3	55,001	0,926
Within Groups	6710,688	113	59,387	
Total	6875,692	116		

From the statistical computation above, it can be seen that the statistical value of F-test was 0,926. It was then consulted to the critical value of F-table with the degree of freedom between groups (3) and the degree of freedom within groups (113) in 5% significant level. It was found that the value of F-table was 2,67. It showed that the statistical value of F-test was lower than the critical value of F-table. It means that F-test was not significant. Thus it can be said that there

was no difference in writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year. Therefore, the researcher took two classes randomly as the sample of the research. Then, by using lottery, Class II-3 was chosen as the control group and Class II-4 as the experimental group.

4.4 Data Analysis

As the primary data, the score of writing descriptive paragraph was analyzed by using t-test formula:

$$t = \frac{|Ma - Mb|}{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

(Taken from: Hadi, 2001:443)

For this reason, the first step done was multiplying the individual score to find the sum of them then finding the mean of each group (control group and experimental group) with the formula below:

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

Where: $\sum X$ = the total number of individual score

n = the number of the students of each group

After that, the researcher found the individual score deviation square of each group by applying the following formula:

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where: $\sum X^2$ = the total number of individual score deviation

$\sum X$ = the total number of individual score

n = the number of the students of each group

Following the previous step, the next step was analyzing the scores of both experimental group and control group by operating pre-test and post-test design with t-test formula.

The computation of each component of writing a descriptive paragraph is as follows:

Table 3: The Result of Grammar Score of Writing Descriptive Paragraph

CONTROL GROUP					EXPERIMENTAL GROUP				
No	SCORE		Xa	Xa ²	No	SCORE		Xb	Xb ²
	Pre-test (xa ₁)	Post-test (xa ₂)				Pre-test (xb ₁)	Post-test (xb ₂)		
1	11	11	0	0	1	10	18	8	64
2	10	17	7	49	2	9	18	9	81
3	16	11	-5	25	3	10	18	8	64
4	11	11	0	0	4	5	17	12	144
5	16	11	-5	25	5	5	18	13	169
6	11	11	0	0	6	9	18	9	81
7	17	11	-6	36	7	9	18	9	81
8	11	11	0	0	8	10	21	11	121
9	10	17	7	49	9	5	17	12	144
10	16	17	1	1	10	11	17	6	36
11	11	11	0	0	11	10	17	7	49
12	15	11	-4	16	12	5	17	12	144
13	11	17	6	36	13	5	17	12	144
14	16	11	-5	25	14	9	18	9	81
15	10	17	7	49	15	10	18	8	64
16	10	17	7	49	16	9	11	2	4
17	7	12	5	25	17	9	11	2	4
18	10	17	7	49	18	10	17	7	49
19	11	11	0	0	19	10	18	8	64
20	18	11	-7	49	20	17	18	1	1
21	18	11	-7	49	21	10	18	8	64
22	10	11	1	1	22	10	17	7	49
23	18	17	-1	1	23	10	11	1	1
24	9	11	2	4	24	5	21	16	256
25	13	17	4	16	25	11	17	6	36
					26	9	18	9	81
					27	10	17	7	49
					28	9	11	2	4
					29	10	17	7	49
Σ	316	330	14	554	Σ	261	489	221	2178

The analysis of the grammar of the descriptive paragraph

	Control G (a)	Exp. G (b)
n	25	29
ΣX	14	221
ΣX^2	554	2178

$$Ma = \frac{14}{25} = 0,56$$

$$Mb = \frac{221}{29} = 7,620689655$$

$$\Sigma x_a^2 = \Sigma Xa^2 - \frac{(\Sigma Xa)^2}{na}$$

$$= 554 - \frac{(14)^2}{25}$$

$$= 554 - 7,84$$

$$= 546,16$$

$$\Sigma x_b^2 = \Sigma Xb^2 - \frac{(\Sigma Xb)^2}{nb}$$

$$= 2178 - \frac{(221)^2}{29}$$

$$= 2178 - 1684,172414$$

$$= 493,827586$$

$$t = \frac{|Ma - Mb|}{\sqrt{\left(\frac{\Sigma x_a^2 + \Sigma x_b^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

$$= \frac{|0,56 - 7,620689655|}{\sqrt{\left(\frac{546,16 + 493,827586}{52}\right) \left(\frac{1}{25} + \frac{1}{29}\right)}}$$

$$= \frac{|-7,060689655|}{\sqrt{\left(\frac{1039,987586}{52}\right) (0,04 + 0,034482758)}}$$

$$= \frac{|-7,060689655|}{\sqrt{(19,99976127)(0,04 + 0,034482758)}}$$

$$= \frac{7,060689655}{\sqrt{1,489637379}}$$

$$t = 5,785$$

$$\text{Degree of freedom (df)} = na + nb - 2 = 25 + 29 - 2 = 52$$

In the computation of the grammar above, the statistical value was 5,785 while the critical value of t-table with the degree of freedom 52 in 5% significant level was 2,006. It was clear that the statistical value was higher than the critical value. It means that there was a significant effect of giving written feedback on the grammar of descriptive paragraph of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year.

Table 4: The Result of Mechanics Score of Writing Descriptive Paragraph

CONTROL GROUP					EXPERIMENTAL GROUP				
No	SCORE		Xa	Xa ²	No	SCORE		Xb	Xb ²
	Pre-test (xa ₁)	Post-test (xa ₂)				Pre-test (xb ₁)	Post-test (xb ₂)		
1	3	3	0	0	1	4	4	0	0
2	3	3	0	0	2	3	4	1	1
3	2	3	1	1	3	2	4	2	4
4	3	3	0	0	4	2	3	1	1
5	2	3	1	1	5	2	3	1	1
6	3	3	0	0	6	2	4	2	4
7	2	3	1	1	7	2	3	1	1
8	3	3	0	0	8	3	5	2	4
9	2	3	1	1	9	2	3	1	1
10	2	3	1	1	10	3	3	0	0
11	3	3	0	0	11	3	3	0	0
12	2	2	0	0	12	2	3	1	1
13	2	3	1	1	13	2	3	1	1
14	3	2	-1	1	14	3	3	0	0
15	2	3	1	1	15	2	3	1	1
16	2	3	1	1	16	2	3	1	1
17	2	2	0	0	17	2	3	1	1
18	3	3	0	0	18	3	4	1	1
19	3	3	0	0	19	3	4	1	1
20	3	3	0	0	20	4	4	0	0
21	3	3	0	0	21	3	4	1	1
22	2	2	0	0	22	3	3	0	0
23	4	3	-1	1	23	3	3	0	0
24	2	3	1	1	24	2	4	2	4
25	2	3	1	1	25	4	4	0	0
					26	2	4	2	4
					27	3	3	0	0
					28	2	3	1	1

Σ	63	71	8	12

29	2	3	1	1
Σ	75	100	25	35

The analysis of the mechanics of the descriptive paragraph.

	Control G (a)	Exp. G (b)
n	25	29
ΣX	8	25
ΣX ²	12	35

$$Ma = \frac{\sum xa}{na} = \frac{8}{25} = 0,32$$

$$Mb = \frac{\sum Xb}{nb} = \frac{25}{29} = 0,862$$

$$\begin{aligned} \Sigma X_a^2 &= \Sigma Xa^2 - \frac{(\Sigma Xa)^2}{na} \\ &= 12 - \frac{(8)^2}{25} \\ &= 12 - 2,56 \\ &= 9,44 \end{aligned}$$

$$\begin{aligned} \Sigma X_b^2 &= \Sigma Xb^2 - \frac{(\Sigma Xb)^2}{nb} \\ &= 35 - \frac{(25)^2}{29} \\ &= 35 - 21,55172414 \\ &= 13,448 \end{aligned}$$

$$\begin{aligned} t &= \frac{|Ma - Mb|}{\sqrt{\left(\frac{\Sigma xa^2 + \Sigma xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{|0,32 - 0,862|}{\sqrt{\left(\frac{9,44 + 13,448}{25 + 29 - 2}\right)\left(\frac{1}{25} + \frac{1}{29}\right)}} \\ &= \frac{|-0,542|}{\sqrt{\left(\frac{22,888}{52}\right)(0,04 + 0,034482758)}} \\ &= \frac{|-0,542|}{\sqrt{(0,440153846)(0,04 + 0,034482758)}} \\ &= \frac{0,542}{\sqrt{0,032783872}} \end{aligned}$$

$$t = 2,993$$

$$\text{Degree of Freedom (df)} = na + nb - 2 = 25 + 29 - 2 = 52$$

The same thing happened to the mechanics of the descriptive paragraph that also had higher value of statistical computation (2,993) rather than the critical value of t-table with the degree of freedom 52 in 5% significant level (2,006). So, it was said that there was a significant effect of giving written feedback on the mechanics of descriptive paragraph of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year. It is showed in the above tabulation and analysis.

Table 5: The Result of Content Score of Writing Descriptive Paragraph

CONTROL GROUP					EXPERIMENTAL GROUP				
No	SCORE		Xa	Xa ²	No	SCORE		Xb	Xb ²
	Pre-test xa ₁	Post-test xa ₂				Pre-test xb ₁	Post-test xb ₂		
1	17	17	0	0	1	16	21	5	25
2	13	17	4	16	2	16	21	5	25
3	13	16	3	9	3	13	21	8	64
4	16	17	1	1	4	13	21	8	64
5	13	17	4	16	5	13	21	8	64
6	16	17	1	1	6	13	17	4	16
7	18	17	-1	1	7	13	17	4	16
8	16	17	1	1	8	16	22	6	36
9	16	16	0	0	9	13	21	8	64
10	13	17	4	16	10	22	16	-6	36
11	13	17	4	16	11	17	16	-1	1
12	13	16	3	9	12	13	17	4	16
13	17	17	0	0	13	13	21	8	64
14	13	17	4	16	14	13	17	4	16
15	16	17	1	1	15	13	16	3	9
16	17	17	0	0	16	13	17	4	16
17	13	18	5	25	17	13	16	3	9
18	16	17	1	1	18	13	21	8	64
19	21	17	-4	16	19	13	21	8	64
20	17	13	-4	16	20	21	21	0	0
21	13	17	4	16	21	13	17	4	16
22	16	17	1	1	22	13	16	3	9
23	21	16	-5	25	23	13	16	3	9
24	13	13	0	0	24	13	22	9	81
25	13	16	3	9	25	16	16	0	0
					26	13	21	8	64
					27	13	16	3	9

Σ	383	413	30	212

28	13	16	3	9
29	13	17	4	16
Σ	410	538	124	882

The analysis of the content of the descriptive paragraph.

	Control G (a)	Exp. G (b)
n	25	29
ΣX	30	124
ΣX ²	212	882

$$Ma = \frac{30}{25} = 1,2$$

$$Mb = \frac{124}{29} = 4,275862069$$

$$\begin{aligned} \Sigma X_a^2 &= \Sigma Xa^2 - \frac{(\Sigma \chi a)^2}{na} \\ &= 212 - \frac{(30)^2}{25} \\ &= 212 - 36 \\ &= 176 \end{aligned}$$

$$\begin{aligned} \Sigma X_b^2 &= \Sigma Xb^2 - \frac{(\Sigma \chi b)^2}{nb} \\ &= 882 - \frac{(124)^2}{29} \\ &= 882 - 530,2068966 \\ &= 351,7931034 \end{aligned}$$

$$\begin{aligned} t &= \frac{|Ma - Mb|}{\sqrt{\left(\frac{\Sigma xa^2 + \Sigma xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{|1,2 - 4,275862069|}{\sqrt{\left(\frac{176 + 351,7931034}{25 + 29 - 2}\right)\left(\frac{1}{25} + \frac{1}{29}\right)}} \\ &= \frac{|-3,075862069|}{\sqrt{\left(\frac{527,7931034}{52}\right)(0,04 + 0,034482758)}} \\ &= \frac{|-3,075862069|}{\sqrt{(0,440153846)(0,04 + 0,034482758)}} \\ &= \frac{3,075862069}{\sqrt{0.820446348}} \end{aligned}$$

$$t = 3,396$$

$$\text{Degree of freedom} = na + nb - 2 = 25 + 29 - 2 = 52$$

In the content of a descriptive paragraph, it was found that the statistical value was also higher than the critical value of t-table. The statistical value was 3,396 while the critical value of t-table with the degree of freedom 52 in 5% significant level was 2,006. Therefore, it can be interpreted that there was a significant effect of giving written feedback on the content of the descriptive paragraph of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year. It can be seen in the computation above.

Table 6: The Result of Total Score of Writing Descriptive Paragraph

CONTROL GROUP					EXPERIMENTAL GROUP				
No	SCORE		Xa	Xa ²	No	SCORE		Xb	Xb ²
	Pre-test	Post-test				Pre-test	Post-test		
1	51	49	-2	4	1	49	68	19	361
2	40	56	16	256	2	46	63	17	289
3	45	49	4	16	3	43	66	23	529
4	47	49	2	4	4	34	65	31	961
5	45	49	4	16	5	37	65	28	784
6	44	49	5	25	6	41	62	21	441
7	51	49	-2	4	7	39	65	26	676
8	44	49	5	25	8	49	72	23	529
9	42	55	13	169	9	34	67	33	1089
10	45	56	11	121	10	56	62	6	36
11	43	49	6	36	11	32	56	24	576
12	37	48	11	121	12	35	57	22	484
13	44	56	12	144	13	35	61	26	676
14	46	49	3	9	14	45	65	20	400
15	42	60	18	324	15	43	57	14	196
16	45	56	11	121	16	41	54	13	169
17	36	51	15	225	17	42	50	8	64
18	44	60	16	256	18	44	68	24	576
19	51	49	-2	4	19	43	66	23	529
20	58	46	-12	144	20	65	66	1	1
21	48	49	1	1	21	44	62	18	324
22	42	53	11	121	22	44	56	12	144
23	66	55	-11	121	23	44	50	6	36
24	38	45	7	49	24	36	71	35	1225
25	43	55	12	144	25	49	57	8	64
					26	41	66	25	625
					27	44	56	12	144

Σ	1137	1291	154	2460

28	42	50	8	64
29	43	60	17	289
Σ	1240	1783	543	12281

The analysis of the total score of writing descriptive paragraph.

	Control G (a)	Exp. G (b)
n	25	29
ΣX	154	543
ΣX^2	2460	12281

$$Ma = \frac{154}{25} = 6,16$$

$$Mb = \frac{543}{29} = 18,72413793$$

$$\begin{aligned}\Sigma x_a^2 &= \Sigma Xa^2 - \frac{(\Sigma Xa)^2}{na} \\ &= 2460 - \frac{(154)^2}{25} \\ &= 1511,36\end{aligned}$$

$$\begin{aligned}\Sigma x_b^2 &= \Sigma Xb^2 - \frac{(\Sigma Xb)^2}{nb} \\ &= 12281 - \frac{(543)^2}{29} \\ &= 2113,7931\end{aligned}$$

$$\begin{aligned}t &= \frac{|Ma - Mb|}{\sqrt{\left(\frac{\Sigma xa^2 + \Sigma xb^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{|6,16 - 18,72413793|}{\sqrt{\left(\frac{1511,36 + 2113,7931}{25 + 29 - 2}\right)\left(\frac{1}{25} + \frac{1}{29}\right)}} \\ &= \frac{|-12,56413793|}{\sqrt{\left(\frac{3625,1531}{52}\right)(0,04 + 0,034482758)}} \\ &= \frac{|-12,56413793|}{\sqrt{(69,71448269)(0,04 + 0,034482758)}} \\ &= \frac{12,56413793}{\sqrt{5,192526943}}\end{aligned}$$

$$t = 5,514$$

$$\text{Degree of freedom (df)} = na + nb - 2 = 25 + 29 - 2 = 52$$

Since the value of statistical analysis of those three components of writing was higher than the critical value of t-table, the statistical value of the total score of writing descriptive paragraph, automatically, was also higher than the critical value of t-table. It was found that the statistical value of the total score was 5,514 while the critical value of t-table with the degree of freedom 52 in 5% significant level was 2,006. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was a significant effect of giving written feedback on students' writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year.

4.5 Discussion

The result of the data analysis above showed that the statistical value of mechanics was the lowest one (2,993) among those three components of writing. It was assumed that before getting written feedback, the students made mistakes through the carelessness of writing capitalization, punctuation, spelling, and paragraphing. However, they were more careful and were able to avoid the same mistakes after getting written feedback.

On the contrary, grammar had the highest statistical value among those three components of writing (5,785). In table 3, it can be seen that after getting written feedback, the individual score increased. It seemed that the students used the feedback to improve their weaknesses.

Dealing with the content of the descriptive paragraph, there was a high-enough improvement. It was showed by the individual score that increased after getting feedback. Besides, the statistical value was also high enough (3,396). It was assumed that the students knew how to express the idea or information concerning with the topic, though it was not expressed in detail.

Following the statements, there was also an improvement of mean score of experimental group after getting feedback. It increased from 42,76 to 61,48. Meanwhile, the mean score of control group also improved, but not as high as the experimental group (from 45,48 up to 51,64).

In sum, by getting written feedback from the teacher, the students' score in writing descriptive paragraph increased though the result perhaps was not maximal. It was assumed that there was extern factor affecting the research. While the researcher conducting the research, SMU Muhammadiyah 3 Jember was preparing many activities for celebrating the 58th Indonesian's Independence Day (17th August 2003). Therefore, it is possible that the students' attention was not really focused on the material given by the researcher.

However, by giving written feedback, the teacher helped the students to avoid making the same mistakes in their new writing so that it could increase their ability in writing descriptive paragraph. It proved Garcia's (1999:100) statement which says that providing feedback on written text will have a positive effect on students' writing process and so help the students to improve the overall long term quality of their writing. This also confirms Keh's (1990:303) explanation that giving written feedback on students' writing is very helpful to the secondary-school students. Besides, Noor (1999:38) found that the elements of writing such as grammar, mechanics, and content were improved after getting written feedback.

Finally, the result of this research was that giving written feedback to the students' writing descriptive paragraph was an effective way to improve their writing ability. Thus, it supports the hypothesis that said, "There is a significant effect of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year."



V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and some suggestions considering the result of the research.

5.1 Conclusion

It has been explained in the previous chapter that the research was intended to know whether there was any significant effect or not of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year. In this occasion, after conducting the research and finding the result, the researcher comes to the conclusion that there is a significant effect of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year.

5.2 Suggestions

Since the result of the research gives contribution to the teaching-learning process, the researcher proposes some considerations for the English teacher, the students, and other researchers.

5.2.1 *For the English Teacher*

- It is necessary for the teacher to provide written feedback to the students', writing along with the feedback given orally. It is due to the fact that it will be easier for the students to understand the feedback by reading them more than once to revise their writing.
- Hopefully, the teacher gives more explanation of components of writing descriptive paragraph so that the students will understand them better and produce better writing.

5.2.2 *For the Students*

It is better for the students to learn more about components of writing and do more practice of writing in order to improve their writing ability.

REFERENCES

- Adams, W.R. 2000. *View Points Reading Worth Thinking and Writing About*. Boston: Houghton Mifflin Company.
- Arikunto, S. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Arnaudet, M.L. and Mary E. Barret. 1990. *Paragraph Development A Guide for Students of English*. New Jersey: Prentice-Hall, Inc.
- Barber, C. 1995. *The English Language: A Historical Introduction*. Cambridge: University Press.
- Blanton, L.L. 1987. Reshaping ESL students' perception of writing. *ELT Journal* 41/2 (April 1987): 112-118. Oxford: University Press.
- Bram, B. 1995. *Write Well: Improving Writing Skills*. Yogyakarta: Kanisius.
- Bramer, G.R. and Dorothy Sedley. 1981. *Writing for Readers*. Columbus: Bell and Howell Company.
- Carino, P. 1991. *Basic Writing: A First Course*. New York: Harper Collins Publisher, Inc.
- Charles, M. 1998. Responding to problems in written English using a student self-monitoring technique. *ELT Journal* 44/4 (Oct. 1990): 287-293. Oxford: University Press.
- Depdikbud. 1999. *Penyempurnaan / Penyesuaian Kurikulum 1994: Bahasa Inggris SMU*. Jakarta.
- Dulay, H., Marina Burt, and Stephen Krashen. 1982. *Language Two*. New York: Oxford University Press.
- D'Angelo, F.J. 1980. *Process and Thought in Composition*. Massachussets: Wintrop Publisher, Inc.
- Furey, P.R. and Lionel Menasche. 1993. *Making Progress in English*. Jakarta: Binarupa Aksara.
- Garcia, A.F. 1999. Providing student writers with pre-text feedback. *ELT Journal* 53/2 (April 1999): 100-106. Oxford: University Press.
- Hadi, S. 2001. *Metodologi Research: Jilid 4*. Yogyakarta: Andi Offset.

- Hall, D. and D.L. Emblen. 1973. *Teaching Writing Well*. Boston: Little, Brown and Company (Inc.).
- Heaton, J.B. 1991. *English Language Testing*. New York: Longman.
- Hornby, A.S. 1987. *Oxford Advanced Learners' Dictionary of Current English*. Oxford: University Press.
- Hughes, A. 1996. *Testing for Language Teachers*. Cambridge: University Press.
- Hughey, J.B., Deana R. Wormuth, V. Faye Hartfiel, and Holly L. Jacobs. 1983. *Teaching ESL Composition: Principles and Techniques*. Massachussets: Newburry Publisher, Inc.
- Hyland, K. 1990. Providing productive feedback. *ELT Journal* 44/4 (Oct. 1990): 275-279. Oxford: University Press.
- Jacobs, Holly L., Stephen A. Zinkgraf, Deanna R. Wormuth, V. Faye Hartfiel, and Jane B. Hughey. 1981. *Testing ESL Composition: A Practical Approach*. Massachussets: Newburry Publisher, Inc.
- Karim, M. and Sabrony Rachmadie. 1996. *Writing*. Jakarta: Depdikbud.
- Keh, C.L. 1990. Feedback in the writing process: a model and methods for implementation. *ELT Journal* 44/4 (Oct. 1990): 294-303. Oxford: University Press.
- Littlewood, W. 1995. *Communicative Language Teaching*. Cambridge: University Press.
- Memering, D. and Frank O'Hare. 1980. *Guide to Effective Composition*. New Jersey: Prentice-Hall, Inc.
- Muncie, J. 2000. Using written teacher feedback in ESL composition classes. *ELT Journal* 54/1 (Jan. 2000): 47-53. Oxford: University Press.
- Noor, A.R. 1999. *The Effect of Giving Feedback on the Achievement of Writing Personal Letter of the Second Year Students of SMU N 2 Mojokerto in the 1998/1999 Academic Year*. Unpublished.
- Oshima, A. and Ann Hogue. 1991. *Writing Academic English*. London: Addison-Wesley Company.
- Patkowsky, M.S. 1995. Testing as An Assessment Tool. *English as A Second Language: Teacher Resource Handbook A Practical Guide for K-12 ESL Program*. Thousand Oaks: Corwin Press, Inc.

- Stanley, E.C., David Shimkin, and Allen H. Lanner. 1992. *Ways to Writing*. New York: Macmillan Publishing Company.
- Suryabrata, S. 1989. *Metodologi Penelitian*. Jakarta: CV. Rajawali.
- Toolan, M. 1997. Recenting English: New English and Global. *English Today* 52, Vol. 13/4 (Oct.1997): 3-10. Cambridge: University Press.
- White, R. and Valerie Arndt. 1995. *Process Writing*. London: Longman.
- Wingersky, J., Jan Boerner, and Diana H. Balogh. 1999. *Writing Paragraphs and Essays: Integrating Reading, Writing, and Grammar Skills*. New York: Wadsworth Publishing Company.
- Wishon, G.E. and Julia M. Burks. 1980. *Let's Write English*. New York: American Book Company.
- Wong, L. 1998. *Essentials Writing Skills*. Boston: Houghton Mifflin Company.

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Giving Written Feedback on Writing Ability of the Second Year Students of SMU Muhammadiyah 3 Jember in 2003/2004 Academic Year.	Is there a significant effect of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year?	1. Feed back 2. Writing ability	1.1 Written feedback / written comments 2.1 Grammar 2.2 Mechanics 2.3 Contents 2.4 Vocabulary 2.5 Paragraph-organization	1. Respondents: The second year students of SMU Muhammadiyah 3 Jember. 2. Informants: - The English teacher.	1. Area determination: Purposive Sampling 2. Respondent determination: Cluster Random Sampling 3. Data collection: - Test - Interview - Documentation 4. Data analysis: t-test formula $t = \frac{ Ma - Mb }{\sqrt{\left(\frac{\sum xa^2 + \sum xb^2}{(na + nb - 2)} \left(\frac{1}{na} + \frac{1}{nb} \right) \right)}}$ Note: Ma = Mean of the control group Mb = Mean of experimental group $\sum xa^2$ = Individual score deviation square of Ma $\sum xb^2$ = Individual score deviation square of Mb na = The number of subject in group A nb = The number of subject in group B Degree of freedom: db = (na + nb) - 2 (Hadi, 2001: 443)	There is a significant effect of giving written feedback on writing ability of the second year students of SMU Muhammadiyah 3 Jember in 2003/2004 academic year.

Appendix 2

Descriptors and the Scores

<p>Content</p> <p>30-27 EXCELLENT TO VERY GOOD: knowledgeable – substantive - thorough development of thesis - relevant to assigned topic.</p> <p>26-22 GOOD TO AVERAGE: some knowledge of subject - adequate range - limited development of thesis - mostly relevant to topic but lacks detail.</p> <p>21-17 FAIR TO POOR: limited knowledge of subject - little sustain - inadequate development of topic.</p> <p>16-13 VERY POOR: does not show knowledge of subject - non-substantive - not pertinent – or not enough to evaluate.</p> <p>Organization</p> <p>20-18 EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive.</p> <p>17-14 GOOD TO AVERAGE: somewhat choppy – loosely organized but main idea stand out – limited support – logical but incomplete sequencing.</p> <p>13-10 FAIR TO POOR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development.</p> <p>9-7 VERY POOR: does not communicate – no organization – or not enough to evaluate.</p>
<p>Language use</p> <p>25-22 EXCELLENT TO VERY GOOD: effective complex construction - few errors of agreement, tense, number, word order/function, articles, pronouns, and preposition.</p> <p>21-18 GOOD TO AVERAGE: effective but simple construction - minor problems in complex constructions - several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>17-11 FAIR TO POOR: major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.</p> <p>10-5 VERY POOR: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.</p>
<p>Vocabulary</p> <p>20-18 EXCELLENT TO VERY GOOD: sophisticated word/idiom usage and choice – word form mastery – appropriate register.</p> <p>17-14 GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.</p> <p>13-10 FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured.</p> <p>9-7 VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word forms – or not enough to evaluate.</p>
<p>Mechanics</p> <p>5 EXCELLENT TO VERY GOOD: demonstrates mastery of convention – few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing - meaning not obscured.</p> <p>3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured.</p> <p>2 VERY POOR: no mastery of convention – dominated of errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.</p>

(Adapted from: Jacobs et al, 1981:30)

Appendix 3

The Guide of Interview

No.	The Data Taken	The Data Resource
1.	What method is applied in teaching learning activity?	The English teacher of SMU Muhammadiyah 3 Jember.
2.	Do you often ask the students to write a descriptive paragraph?	
3.	What kind of object do the students usually describe when they write a descriptive paragraph?	
4.	What problems do you usually find in students' descriptive paragraph?	
5.	How do you help the students to overcome those problems?	
6.	Do you often give feedback on the students' writing assignment? What kind of feedback is it?	
7.	What kind of text-book do you use in teaching English?	

The Guide of Documentation

No.	The Data Taken	The Data Resource
1.	The number and the names of the respondent.	Documents
2.	The names of the personnel of SMU Muhammadiyah 3 Jember.	

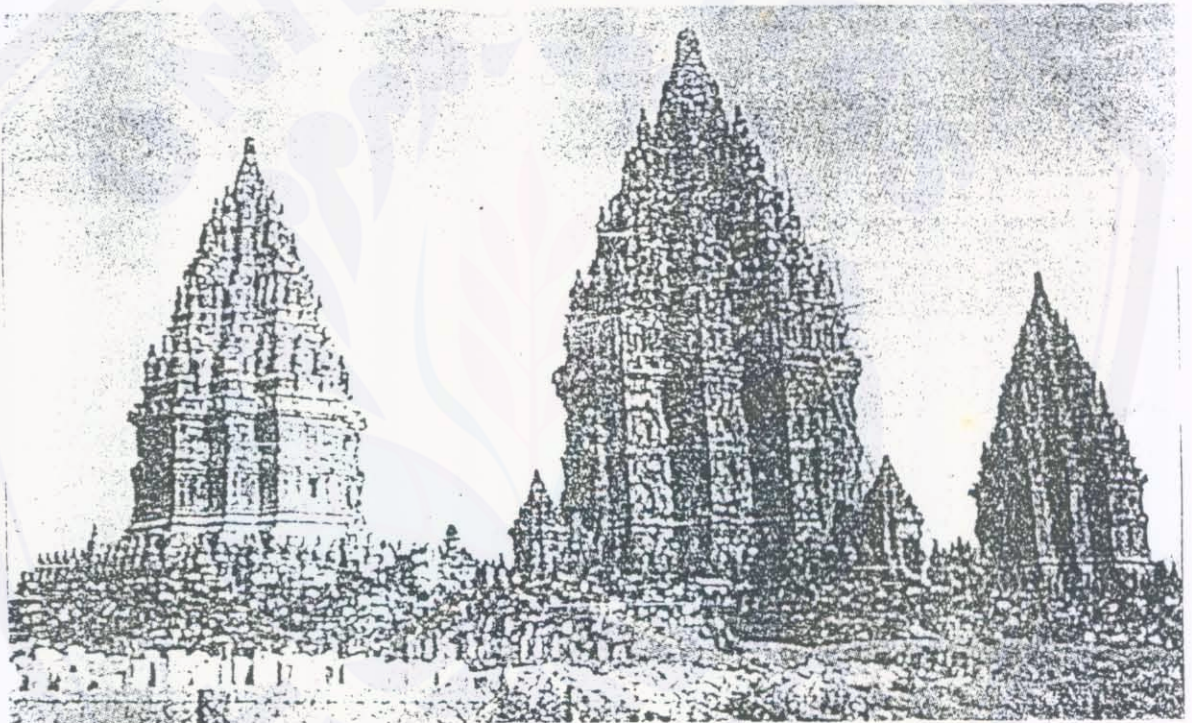
Appendix 4

RESEARCH INSTRUMENT

PRE-TEST

Instruction:

Below is the picture of Prambanan Temple. Write a paragraph consisting of minimum 6 sentences and maximum 10 sentences describing the temple!



Appendix 5

LESSON PLAN I

Subject	: English
Level/Semester	: II/I for SMU
Theme/Sub-theme	: Geography/Indonesian Flora and Fauna
Language Skill	: Writing
Language Focus	: Describing thing
Time	: 45'

I. General Instructional Objective

By mastering \pm 500 new vocabulary in the vocabulary level \pm 2000 and grammar that are suitable with the theme and sub-theme chosen, students are able to read, listen, speak, and write.

II. Specific Instructional Objectives

Students are able to write a short descriptive paragraph based on the topic and the clue given.

III. Material

Students' worksheet

IV. Teaching Learning Process

1. Approach : Communicative Approach
2. Method : Lecturing, giving assignment
3. Activities :

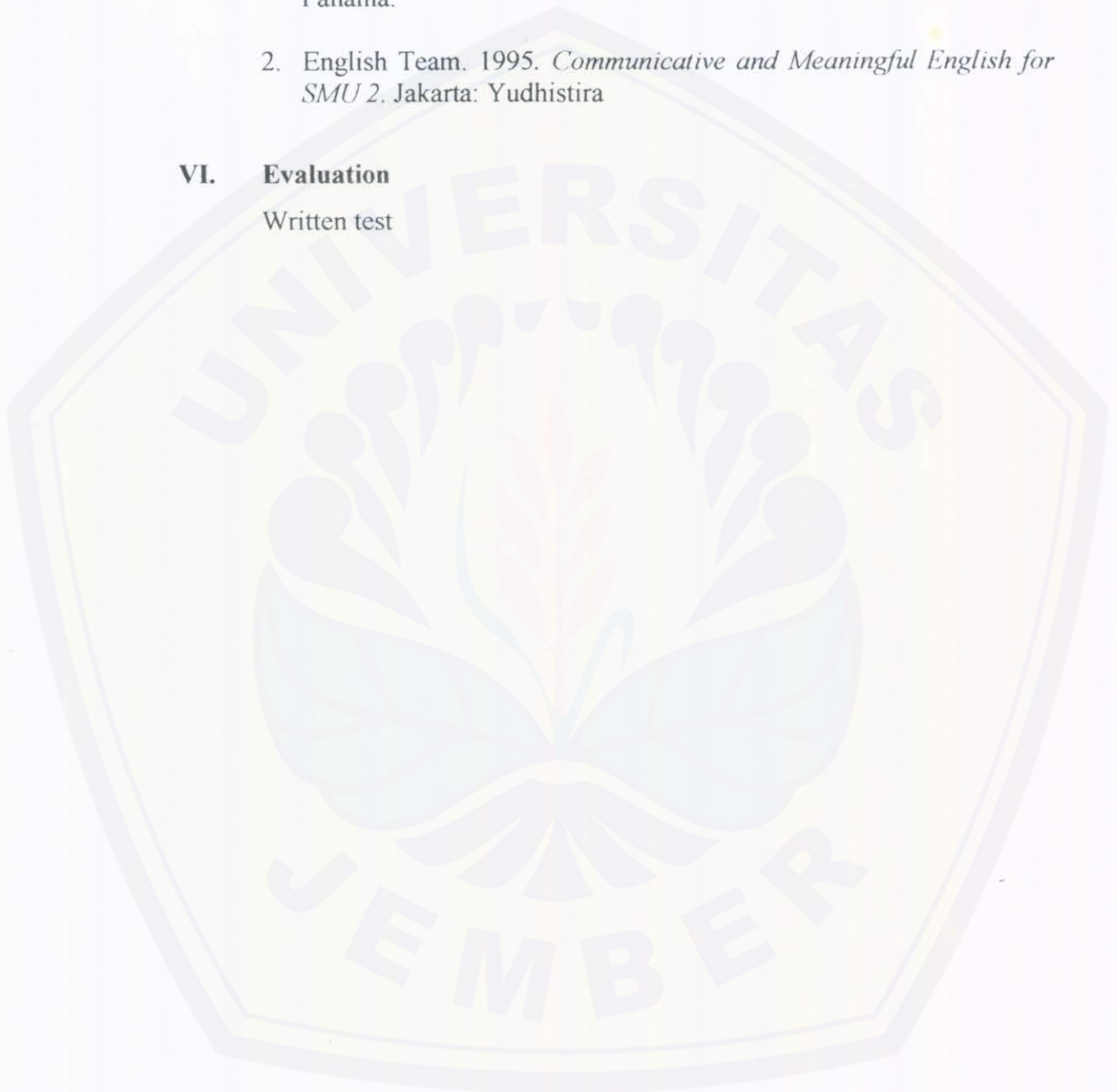
Experimental Group	Time	Control Group	Time
<p>Introduction</p> <ol style="list-style-type: none"> 1. Greeting 2. Ask some leading questions related to the material about writing description of thing 	5'	<p>Introduction</p> <ol style="list-style-type: none"> 1. Greeting 2. Ask some leading questions related to the material about writing description of thing 	5'
<p>Main Activity</p> <ol style="list-style-type: none"> 1. Ask the students to write a short descriptive paragraph based on the topic and the clue given. 2. Correct the students' writing by giving feedback (at home). 3. Ask the students to revise their writing based on the feedback given (next meeting). 	35'	<p>Main Activity</p> <ol style="list-style-type: none"> 1. Ask the students to write a short descriptive paragraph based on the topic and the clue given. 2. Correct the students' writing without giving feedback (at home). 3. Ask the students to write s new descriptive paragraph (next meeting). 	35'
<p>Closure</p> <ol style="list-style-type: none"> 1. Conclude the material that had been given. 2. Leave taking. 	5'	<p>Closure</p> <ol style="list-style-type: none"> 1. Conclude the material that had been given. 2. Leave taking. 	5'

V. Sources

1. Sundayana, W. 1999. *Steps to the Global World: A Breakthrough in Learning English for SMU 2A & 2B*. Bandung: Grafindo Media Panama.
2. English Team. 1995. *Communicative and Meaningful English for SMU 2*. Jakarta: Yudhistira

VI. Evaluation

Written test



Appendix 6

LESSON PLAN II

Subject	: English
Level/Semester	: II/I for SMU
Theme/Sub-theme	: Agriculture/Vegetable Farming
Language Skill	: Writing
Language Focus	: Describing thing
Time	: 45'

I. General Instructional Objective

By mastering \pm 500 new vocabulary in the vocabulary level \pm 2000 and grammar that are suitable with the theme and sub-theme chosen, students are able to read, listen, speak, and write.

II. Specific Instructional Objectives

Students are able to write a short descriptive paragraph based on the topic and the clue given.

III. Material

Students' worksheet

IV. Teaching Learning Process

1. Approach : Communicative Approach
2. Method : Lecturing, giving assignment
3. Activities :

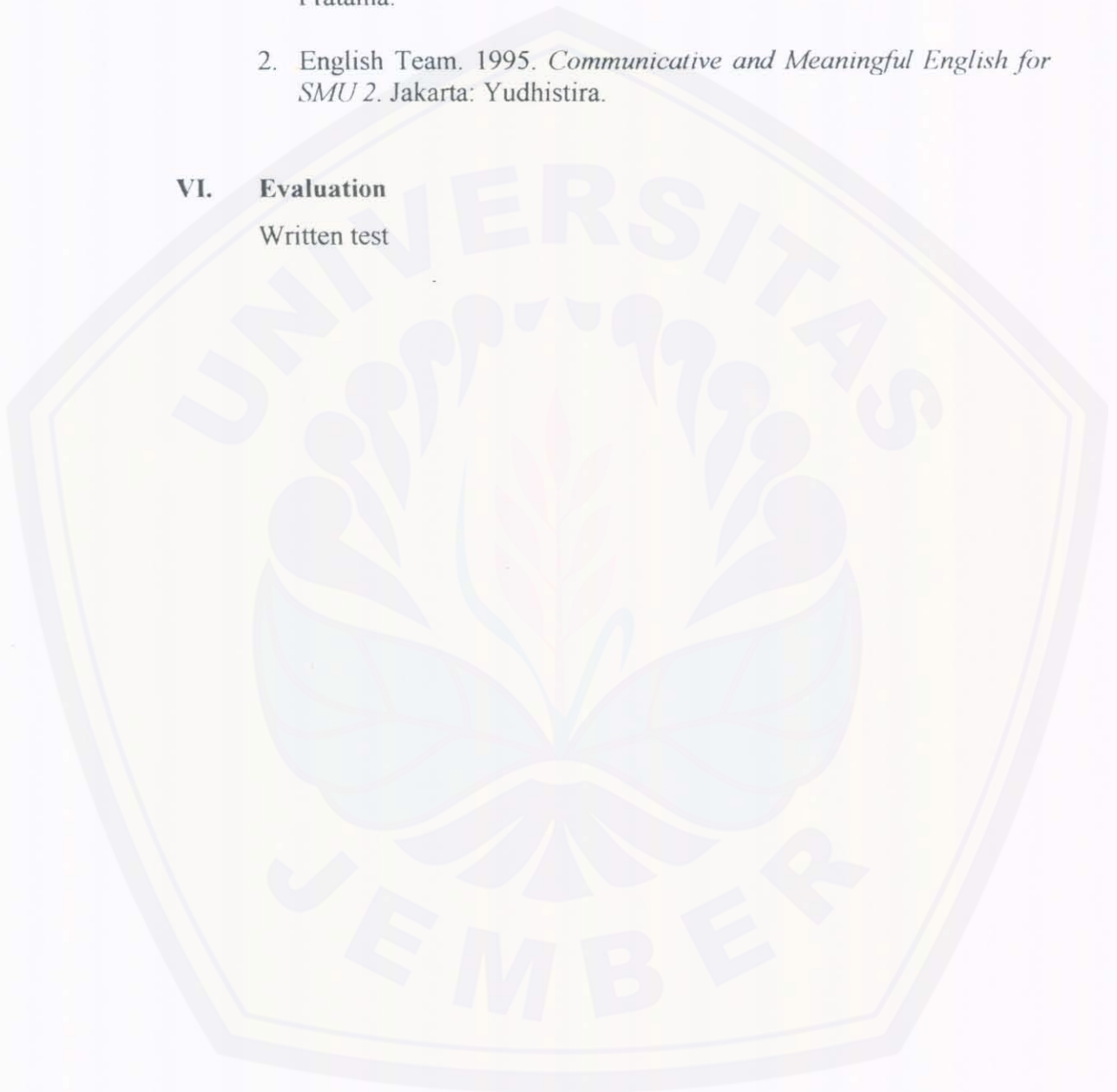
Experimental Group	Time	Control Group	Time
<p style="text-align: center;">Introduction</p> <ol style="list-style-type: none"> 1. Greeting 2. Ask some leading questions related to the material about writing description of thing. 	5'	<p style="text-align: center;">Introduction</p> <ol style="list-style-type: none"> 1. Greeting 2. Ask some leading questions related to the material about writing description of thing. 	5'
<p style="text-align: center;">Main Activity</p> <ol style="list-style-type: none"> 1. Ask the students to write a short descriptive paragraph based on the topic and the clue given. 2. Correct the students' writing by giving feedback (at home). 3. Ask the students to revise their writing based on the feedback given (next meeting). 	35'	<p style="text-align: center;">Main Activity</p> <ol style="list-style-type: none"> 1. Ask the students to write a short descriptive paragraph based on the topic and the clue given. 2. Correct the students' writing without giving feedback (at home). 3. Ask the students to write a new descriptive paragraph (next meeting). 	35'
<p style="text-align: center;">Closure</p> <ol style="list-style-type: none"> 1. Conclude the material that had been given. 2. Leave taking. 	5'	<p style="text-align: center;">Closure</p> <ol style="list-style-type: none"> 1. Conclude the material that had been given. 2. Leave taking. 	5'

V. Sources

1. Sudayana, W. 1999. *Steps to the Global World: A Breakthrough in Learning English for SMU 2A & 2B*. Bandung: Grafindo Media Pratama.
2. English Team. 1995. *Communicative and Meaningful English for SMU 2*. Jakarta: Yudhistira.

VI. Evaluation

Written test



Appendix 7

Students' Worksheet I

Instruction:

Write a descriptive paragraph which consists of minimum 6 sentences and maximum 10 sentences about the birds in the picture! The following information should be included in your paragraph:

- a. Its shape
- b. Parts of its body



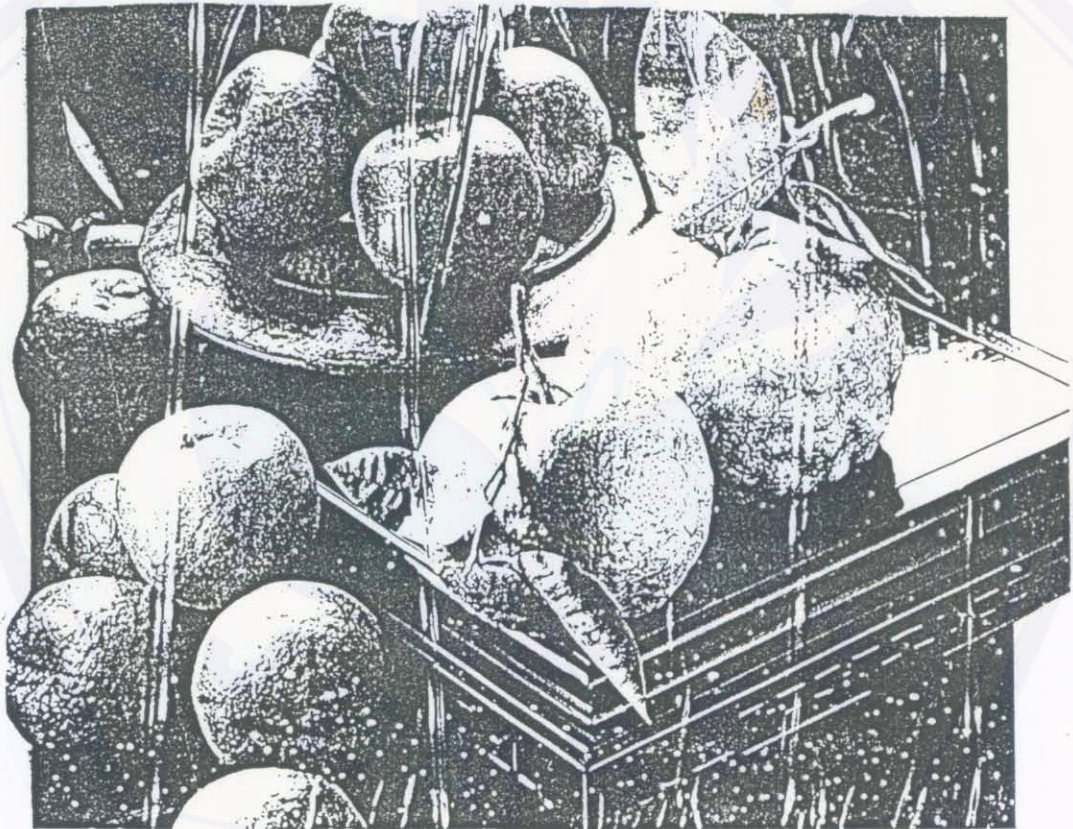
Appendix 8

Students' Worksheet II

Instruction:

Make a paragraph consisting of at least 6 sentences and maximum 10 sentences describing oranges in the picture! You should include the following points in your paragraph.

1. The shape of those oranges
2. The parts of those oranges



Appendix 9

POST-TEST

Instruction:

The following picture is Pura Tanah Lot, one of the nice places in Bali. Write a descriptive paragraph about Pura Tanah Lot in \pm 150 words!



Appendix 10

THE NAMES OF RESPONDENT OF CONTROL GROUP

Nr.	NAME	SEX
1	Afiya Rahmawati	Female
2	Ahmad Saifudin S.	Male
3	Ahmad Yoga S.	Male
4	Ainur Rosyida	Female
5	Andi Risqian Jaya	Male
6	Anik Anggraini	Female
7	Anik Dwitanti	Female
8	Ary Jaya Susanti	Female
9	Dinda Oktia Rahmawati	Female
10	David Fajar Holili	Male
11	Emilda Ganis	Female
12	Endang Megawati	Female
13	Eristina Dwi Yuliasutik	Female
14	Farda Fanani	Female
15	Firman Hadi Santoso	Male
16	Mamik Puji Lestari	Female
17	Moch. Anwar Hidayat	Male
18	Moch. Syaifulloh	Male
19	Ririn Agus Ningsih	Female
20	Rus Sumiati	Female
21	Siti Nurhayati	Female
22	Siti Multaviyah	Female
23	Sri Guwarti Ayu	Female
24	Sudarmaji	Male
25	Trilia Yuniarti	Female

Appendix 11

THE NAMES OF RESPONDENT OF EXPERIMENTAL GROUP

Nr	NAME	SEX
1	Anggri Kurniawan	Male
2	Antok Krisdiantoro	Male
3	Ari Widyana	Female
4	Beti Wulandari	Female
5	Deby Miladia	Female
6	Desy Wulandari	Female
7	Dewi Oktaviana	Female
8	Dian Erni Dudanti	Female
9	Dyah Retno Wulansari	Female
10	Eka Mei Toro	Male
11	Farlina Nurul Laili	Female
12	Ferry Barunawati W.	Female
13	Fiqih Tri Hidayatullah	Male
14	Fitri Damayanti	Female
15	Fitri Pravita Wulandari	Female
16	Muh. Abdul Azis	Male
17	Mutrika Dwi Anisah Anik	Female
18	Nana Setyorini	Female
19	Nur Indah Febrianti	Female
20	Retha Duhityastri	Female
21	Taufik Ikhlasul Amal	Male
22	Ulfitri Tri Widayanti	Female
23	Vera Riska A.	Female
24	Vicka Rosmita Palupi	Female
25	Wahyu Yulianto	Male
26	Yeni Amalia	Female
27	Yulanda Atma Sanjaya	Female
28	Yulia Wulandari	Female
29	Ahmad Said	Male

Appendix 12

THE NAME OF PERSONNEL OF SMU MUHAMMADIYAH 3 JEMBER

Nr.	NAME	SUBJECT
1	Drs. Yakub, M.Si.	Principal
2	Ir. Andaka Panama	Chemistry
3	Drs. Abdul Mu'is	Indonesian
4	Dra. Siti Ruchilah	Al-Islam
5	Dra. Maria Ulfah	English
6	M. Zaenal Abidin, BSc.	Economics
7	Drs. Winardi	Biology
8	Drs. Abdul Ghafur	Tata Negara
9	Dra. Durrotul Masdukoh	English
10	Dra. Rohma Huda Susana	History/Sociology
11	Drs. Budi Hartana	Physics
12	Drs. Budi Sudono	Mathematics
13	Drs. Sariadi	History/Anthropology
14	Drs. M. Nahrowi	Sociology/PPKN
15	Purnomo Yudi, BA.	Sport
16	H. Heny Siswondo	English
17	Drs. H. Ali Fauzi	Arabic
28	Drs. Luqman Hakim	English
19	Drs. M. Zaenal Mahfud	Biology
20	Drs. Ridho	Physics
21	Drs. Alik Suprayitno	Physics
22	Taufiqurrohman, S.Pd.	Economics
23	Drs. Edi Purnomo	Mathematics
24	Drs. Mahfud Hadi Wibowo	Mathematics
25	LA Ghani Siompu, S.Ag.	Religion
26	Drs. Qomar Abdul Nasir	KMD
27	Bambang Edi Purnomo, S.Pd.	Indonesian
28	Dra. Aniek Wiyanti	Indonesian
29	Drs. Haryono	Indonesian
30	Drs. Kusdari, BBA.	Sport
31	Dra. Naning Marliani	Chemistry
32	Drs. Mualam	Geography
33	Dra. Tri Asih Rindayani	Indonesian
34	Drs. Triyanto Wibisono	Sociology
35	Drs. Joko Darjono	Art
36	Nur Dzaezatul Hikmah, S.Ag.	Al-Islam
37	Dra. Eny Kusminarsih	Economics
38	Edy Hariadi, S.S.	Japanese Language
39	Dra. Diah Fatmawati	PPKN
40	Dra. Lellyati Soebardi	Indonesian
41	Dra. Wiwin Yuni Arifi	Chemistry
42	Drs. Zaenul Muttaqin	Al-Islam
43	Irwan, S.Pd.	Arabic

Appendix 13

STUDENT'S ANSWER SHEET OF EXPERIMENTAL GROUP

Before getting written feedback

53

Nama : MUTRIKA DWI ARISANI
(Kelas : II.4)

PARROT

The parrot is nice bird beautiful (color) and Feather
Capital letter

There is red blue ... (yellow) and black ... (white) ... (black)

of a bird is to be ... (at a ... (position))

The parrot is ... (color) ... (beautiful)

articles (a, an, the) do (to, with, on), prepositions (in, on, at, of, ...)

No. 10
No. 11
No. 12
No. 13
No. 14
No. 15
No. 16
No. 17
No. 18
No. 19
No. 20
No. 21
No. 22
No. 23
No. 24
No. 25
No. 26
No. 27
No. 28
No. 29
No. 30
No. 31
No. 32
No. 33
No. 34
No. 35
No. 36
No. 37
No. 38
No. 39
No. 40
No. 41
No. 42
No. 43
No. 44
No. 45
No. 46
No. 47
No. 48
No. 49
No. 50
No. 51
No. 52
No. 53

After getting written feedback

67

The parrot is a nice and beautiful bird.

It has ~~fur~~ colorful feathers: ~~is~~ red, blue, yellow.

The beak is long and white.

~~of~~ bird is perched on wood. The parrot's

tail is long and beautiful.

Er = 17

Mc = 3

Co = 21

Vc = 13

Org = 13

67

Appendix 14

STUDENT'S ANSWER SHEET OF CONTROL GROUP

Nama : Afiza Bachirahati

Kelas : II³

13-8-2003

1. City Bali very good and beach very beautiful

2. City Bali often arrival tourists from state other

3. And tourists to come to Bali to curiosities

4. The people city Bali majority religious Hindu

5. The people Bali very intimate to tourists

6. City Bali place a four good in Indonesia

TABEL NILAI - NILAI t DENGAN

TARAF SIGNIFIKANSI 5% DAN 1%.

db.	T a r a f S i g n i f i k a n s i	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid
Cetakan kedua, Yayasan Penerbitan Fakultas Psikologi UGM
Yogyakarta, 1975, p. 272.



MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
SMU MUHAMMADIYAH 3 JEMBER

Jln. Mastrip No. 3

Telpon : (0331) - 335 127

Jember. 68126

SURAT KETERANGAN

Nomor : 268 / SKT / IIIA / 9.b / 2003

Yang bertanda tangan dibawah ini Kepala SMU Muhammadiyah 3 Jember, menerangkan bahwa sdr :

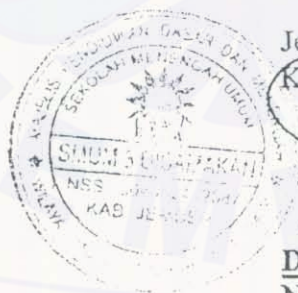
Nama : ANIS DWI WAHYUNI
Nirm : 990210401251
Tempat tgl lahir : Jember, 18 Juli 1981
Fakultas : FKIP
Universitas : Universitas Jember
Judul Penelitian : --

THE EFFECT OF GIVING WRITTEN FEEDBACK ON STUDENTS' WRITING ABILITY OF THE SECOND YEAR STUDENTS OF SMU MUHAMMADIYAH 3 JEMBER IN 2003 / 2004 ACADEMIC YEAR

yang bersangkutan telah selesai melaksanakan kegiatan Penelitian / PPL di SMU Muhammadiyah 3 Jember terhitung mulai tanggal :

4 Agustus 2003 s/d 30 Agustus 2003

Demikian keterangan ini kami berikan untuk dapat dipergunakan dengan semestinya.



Jember, 20 Oktober 2003.
Kepala Sekolah,

Drs. YAKUB, M.Si
Nip. 131 787 095

