

**THE EFFECT OF USING TEACHERS' INDIRECT FEEDBACK ON  
STUDENTS' WRITING SKILL**

*A Thesis*

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in  
English Education Study Program Tarbiyah and Teacher  
Training Faculty State Islamic Institute of Palopo*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2022/2023**

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**Supervised By:**

- 1. Wahibah, S.Ag, M.Hum.**
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022/2023**

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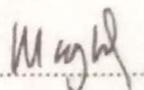
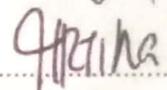
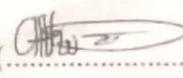
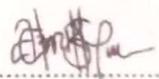
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## THESIS APPROVAL

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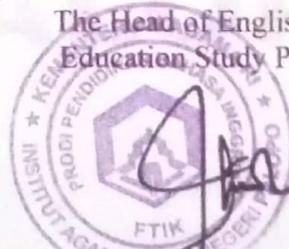
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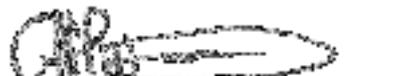
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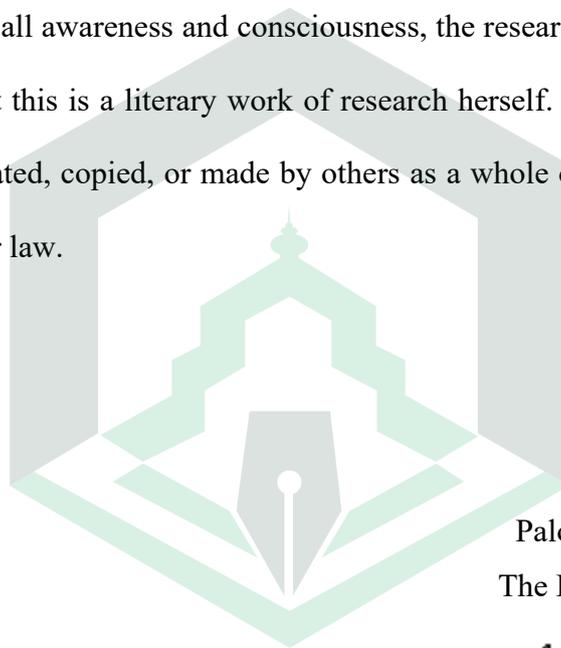


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Palopo, 8<sup>th</sup> may 2023

Harianti

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## ABSTRACT

**Harianti, 2023.** *“The Effect of Using Teachers’ Indirect Feedback Toward Students’ Writing Skill”* A Thesis English Education Study Program Tarbiyah And Teacher Training Faculty State Islamic Institute of Palopo. Supervised by Wahibah and Andi Tenrisanna Syam.

This thesis is about the impact of using teachers' indirect feedback on students' writing of recount text among the twelfth-grade students of MAN Palopo. The sample of this research was 36 students which selected by purposive sampling technique and divided into two classes; XII MIPA 1 as the experimental class, was treated using teacher's indirect feedback, and XII MIPA 2 as the control class, was treated without using teacher's feedback. This research was conducted with a quantitative method, using a quasi-experimental design. The research instruments of this research were two different kinds of tests which were given at two different times; the pre-test was given at the beginning of the research, and the post-test was given at the last meeting after the students were given feedback treatment by the teacher. The data was analyzed by using a t-test. The results obtained from this research showed the heterogeneity of students' performance in writing recount text after the teacher's indirect feedback was given and without giving the teacher's indirect feedback. The result of this research calculation showed that the post-test score p-value of 0.000 with a meaning rate of 0.05 (5%). In other words, the p-value (0.000) < sig  $\alpha = 0.05(5\%)$  is provided. Therefore, the outcome of the effect size test was 1.26. It showed that the strategy used in this research was classified as a strong effect and has a significant impact on students' writing of recount text at the tenth-grade students of MAN Palopo.

**Keywords:** Feedback, Indirect Feedback, Recount Text

## CHAPTER I

### INTRODUCTION

#### A. Background

The four fundamental language abilities are listening, speaking, reading, and writing. The importance of teaching writing skills to SMA kids should be recognized in the classroom. Writing is an activity because it allows students to communicate their thoughts, ideas, knowledge, or emotions to others through written language or linguistic symbols. Students can express ideas in writing that they are unable to articulate verbally. According to a predetermined writing format, students can appropriately and properly create an essay or a simple tale. Moreover, Allah has said in Q.S. Al-Ankabut 21:48<sup>1</sup>

وَمَا كُنْتَ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكَ إِذًا لِأَنَّكَ لَمُبْطِلُونَ ٤٨

Meaning: *“You (Muhammad) could not read any writing even before this revolution, nor could you write at all. Otherwise, the people of falsehood would have been suspicious” (48).*

One of the English language talents that should be improved is the capacity for excellent writing. Putting ideas or thoughts into words while writing is a relaxing hobby. Therefore, learning to write is a subject that kids should study in school. Because writing is determined by speaking, students can express their

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<sup>1</sup> Al-Qur'an, 21:48

views in writing that they otherwise cannot. Writing is additionally utilized to convey feelings and find meaning.<sup>2</sup>

Students' anxiety in writing must be reduced, so that students can be confident in writing without having to think about whether what they write is wrong or right. Especially for students confidence in the writing they make is not easy. As a researcher has prior experience in a direct observation program at school, students feel burdened when speaking English. Lessons descend into formative assessment, such as writing assignments, for example. They find it very difficult to write in English because they are afraid to make a mistake. With their pressure, they were unable to fulfill the task confidently. They finally finished their task by asking their friend "true or not?", ask the teacher and treat the teacher like you walk which they can ask anytime, or they also use it a lot. Machine translation such as Google Translate and other media translate foreign vocabulary, but activities will be carried out their job is even worse because sometimes it is machine translation doesn't work in context accurately. Based on the experience above, then Researchers argue that teachers cannot simply order them to learn grammar, type of text, or ask them to memorize vocabulary words increase the number of vocabulary they have so they are confident writing alone is enough, but the teacher must also provide solutions to students and participate in the learning process writing by providing feedback to students. If the teacher gives feedback on writing made by students, students will be able to realize where the mistakes in their writing are. In addition to feedback, teacher can also provide suggestions or

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<sup>2</sup>Riska, "Developing Students Writing Skill By Using Guided Question Text At The Tenth Year Students Of MA Salumakarra Luwu Regency". (Palopo: IAIN Palopo, 2014), p.1-2.

ways to fix these errors so students can understand and they will never repeat such mistakes again in the future.

Along with other language skills, writing is one that needs to be taught. Writing is thought of as a useful ability. Its goal is to help students communicate their ideas in writing. The experts concur that writing is a crucial talent for the environment. Due to the activity's ability to both engage learners' thinking and assist them achieve some linguistic proficiency at the same time, it aids in their acquisition of the English language. Writing is a productive language ability that is crucial for fostering language learning, according to Bello (1997). In order to express their views, learners experiment with words, sentences, and lengthy passages of writing, which has an impact on the grammar and vocabulary they acquire in class. In this study, the researcher places a strong emphasis on writing abilities, particularly how to produce a recount text with proper grammar and form. Even though junior high school students can write recount texts using simple present and adjective clauses, recount texts are one sort that is challenging enough for them to understand. Students might require assistance learning the text. Despite the fact that they are familiar with the teacher's assigned topic, students may need explanations regarding what to write. They don't know how to express their thoughts on the matter in writing.<sup>3</sup>

Based on the above problems, researchers want to conduct research entitled "The Effect of Using Teacher Indirect Feedback on Student's Writing

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<sup>3</sup> Mega Sahitna. (2018). Improving Students' Writing Skill On Descriptive Text by Estafet Strategy of the Eleventh Year Students of SMAN 4 Palopo. Unpublished Thesis. Palopo: IAIN Palopo.

Skill". The researcher wants to find out whether the feedback is indirect from the teacher greatly affect the results of student writing to be better or not.

The researcher is considering using indirect feedback to teach recount text about the statement above.

### **B. Research Question**

In light of the context mentioned above, the researcher develops the following study question:

"Does the use of the teacher's indirect feedback affect the students' writing recount texts at the twelfth-year students of MAN Palopo"?

### **C. Objective of the Research**

The objective of the research is formulated as follows:

To ascertain whether or not a teacher's indirect input on students' writing impacts their recount texts.

### **D. Significance of the Research**

This study might prove the hypothesis that indirect feedback can impact writing abilities. The study's findings can provide English teachers with more knowledge, particularly when devising different teaching-learning methodologies. The kids discover a successful method for mastering writing abilities. The results of this study offer advice to the students on how to use their writing abilities well.

### **E. Scope of the Research**

The study focuses on the impact of teachers' indirect comments on students' writing abilities. Recount texts are taught by the researcher with a general

structure of orientation, events, and reorientation. The researcher also sets requirements for producing an essay, including content, organization, language, syntax, and mechanics. The subject covered in the recount text is holidays, special occasions, and other historical occurrences.

#### **F. Definition of the Terms**

To clear up any ambiguity, the study would want to define the title:

1. Writing is one of the abilities in an activity where students use their ideas, imagination, and thinking about something or a topic in the educational process and others to communicate in writing and provide the reader and others with information.
2. Indirect feedback is when a teacher criticizes a student's work by pointing out faults without offering the right answer but instead letting the student recognize and fix them independently. The teacher then edits the students' papers after making any necessary revisions.
3. Texts that narrate historical events typically do so in chronological sequence.

## CHAPTER II

### REVIEW OF RELATED RESEARCH

#### A. Previous Research Findings

The use of indirect feedback to influence recount text authoring has been the subject of numerous research. In this part, the researcher highlights earlier studies relevant to this topic.

Types of written peer correction for recount texts in EFL classes, Ellis (2009). This inquiry was conducted using the case study methodology. The study's participants were 34 students in the 10th grade at SMA Negeri 1 Rejoso. The study results show that students receive two types of textual feedback: reformulated feedback and indirect input that is not tagged. The value of student contribution and self-improvement are the two components of student motivation. Students consider practical ways to provide feedback and ways that signs can improve visibility. To learn autonomously and increase their self-awareness level, students are driven to better themselves. Direct and indirect feedback are two of the five feedback methods they developed into a taxonomy.<sup>4</sup>

A quasi-experiment in design was The Effect of Teachers' Direct and Indirect Feedback on Students' Writing Ability by Eslami (2014). The population comprised students from the X class of Senior High School 4, Rejang Lebong, Curup, Indonesia. The samples comprised 32 students from Group 2 and 32 from Group 1. The writing was required for the test. The research came up with two conclusions. First, experiment groups 1 and 2 had differing mean scores in the

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<sup>4</sup> Ellis, R. (2009). Typology of written corrective feedback types. *ELT Journal* Volume 63(2), pp. 97-107.

post-test. The overall aptitude for Group 1 increased to 15.59. Group 2 gained 2.60 while this was happening. This showed how teaching pupils to repair their writing errors indirectly will affect their writing abilities.<sup>5</sup>

Latifah and others (2018) The effectiveness of giving feedback using the Google Classroom application in enhancing class VIII students' State Mts 1 students' capacity to write descriptive texts Wawotobi, This study is categorized as a pre-experimental study because it only employs one group for the pre- and post-tests. The researcher employs a Paired Sample t-test to determine whether or not the hypothesis is accepted in a one-group pre-test and post-test setup. The results reveal a substantial difference in exam scores between students who take Google classes and those who receive traditional education, with a p-value of (000) 0.2005 found that indirect input was preferable to direct feedback for enhancing learners' writing skills.

The design of The Effect of Teachers' Direct and Indirect Feedback on Students' Writing Ability was a quasi-experiment, according to Adas & Bakir (2013). Rejang Lebong, Curup, Indonesia's X Senior High School 4 class comprised the population. The samples comprised 32 students from Group 1 and 32 from Group 2. The test was a writing exercise. This study produced two findings. First, there were different mean scores between experiment groups 1 and 2 in the post-test. Group 1 saw an increase in general ability of 15.59. Group 2 saw a 2.60 gain in the meanwhile. This demonstrated that pupils' writing skills

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<sup>5</sup> Eslami, E. (2014). The effects of direct and indirect corrective feedback techniques on EFL students' writing. *Procedia-Social and Behavioral Sciences*, 98,445-452.

were impacted by indirect criticism. (1) A lack of student motivation and teacher excitement were obstacles some pupils encountered when learning to write; (2) Students' second language vocabulary needs to be improved. Students end up using the same words repeatedly, which limits their ability to be creative; (3) they do not use invented spelling, and the vocabulary they use in their written texts is limited to that which they are already familiar with; (4) the present tense is the only tense used in their writing; and (5) because of the poorly formed sentences in composition, the students' writing is challenging to understand. Additionally, (6) pupils require appropriate feedback on their work and are reluctant to share it with classmates. (7) Also, when the students read their work aloud, they needed help determining whether they had written or read accurately.<sup>6</sup>

Studies that are linked to this subject exist. The first was carried out by Nurhayati (2016) and is titled *The Effectiveness of Teachers' Feedback as Writing Assessment on Students' Writing Skill (An Experimental Research at Second Grade in SMPN 1 Cikeusal)*. The analysis aims to determine the efficacy of teachers' comments in evaluating students' writing abilities in the teaching report text. The experiment's mean pre-test score was 59,5, while the post-test was 87.67. However, the control class's mean pre-test score was 56, and its mean post-test score was 61.67. Using the calculations above, the experiment receives a rating of 19.17 points. The experiment class's score, which incorporates instructor comments, is 5,67 points higher than the control group's. As a result, the

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<sup>6</sup> Adas, D & Ayda, B. (2013). Writing difficulties and new solution: blended learning as an approach to improve writing abilities .*International Journal of Humanities and Social Science*, 3(9), 255.

author claimed that teaching writing without teachers' feedback would be better and less effective than utilizing teachers' feedback to assess students' writing skills.<sup>7</sup>

This study sought empirical proof of the impact of using indirect instructor feedback on students' writing abilities for retelling texts at MAN Palopo. The t-test was used to assess the research data. The findings of this study suggest that students' abilities to write recount texts differ depending on whether they received direct teacher criticism. With a significance level of 0.05 (5%), the calculations for this study revealed that the post-test p-value was 0.000. In other words,  $p(0.000) \text{ sig} = 0.05 (5\%)$  and its value are also provided.

## **B. Some Pertinent Ideas**

### **1. Definition of Writing**

Language proficiency includes writing, which is crucial to communication. Because writing is the process of communicating thoughts, views, experiences, and information in written language, people should learn how to write. One method people express themselves to one another via communication is through writing.

Writing is producing things like books, stories, and articles. Writing is one of the most important activities students should participate in because it is an English language skill. Students may express their opinions, react to other visuals,

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<sup>7</sup> Nurhayat, *The Effectiveness of Teachers' Feedback as Writing Assessment on Students' Writing Ability* (An Experimental Research at Second Grade in SMPN 1 Cikeusal), Banten : Diss. Universitas Islam Negeri "SMH" Banten, 2018, P. 9-10.

share narratives, or provide information in a particular writing assignment. They ought to be able to write well-organized essays.<sup>8</sup>

## 2. Type of Paragraphs Writing

There are several paragraphs, including:

### a. Narrative Writing

Recounting a string of events that occurred across time is how narrative writing is defined. The reader is aware of what happens and how it manifests in time. Whether fiction or non-fiction, the story's author must present an accurate and complex timeline of events.

### b. Descriptive Writing

Descriptive writing refers to the use of detailed examples to describe a person, place, thing, or event. A strong report will contain enough specifics to show that the author has a firm grasp of the subject. The author uses sensory descriptions to describe what they saw, heard, smelled, and tasted.

c. A textual account of former events or activities is known as a recount.

d. d. A text that lists steps to do anything is called a method.

### e. Expository Writing

Expository writing stands out because it offers justifications, justifications, or procedural steps. Following the procedure logically and with the appropriate thought or action sequencing is necessary. A strong expository essay will have a

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<sup>8</sup> Selpika Sibiti, The effectiveness of natural approach in teaching writing skill at the eleventh year students of MAN Palopo (Palopo: STAIN Palopo, 2010).

thesis statement, evidence to back it up, and a conclusion. Brown (2000) divides various writing performances into the following four groups:

1. Imitative writing is when students are asked to recreate a recent piece the teacher has read to convey what they have heard.
2. Contrary to popular opinion, "intensive writing" refers to writing with discipline rather than intensely.
3. Students who have mastered the fundamentals of grammar employ the genre of responsive writing.<sup>9</sup>

### **3. Component of Writing**

According to Jacobs, the five elements of writing are "content organization, language use, vocabulary, and mechanics."

#### **a. Contents**

The content must be explicit for the writing's message to be understood. The composition should have just one primary function and be cohesive, coherent, consistent, and ultimately developed; at least one notion should help with component development. Therefore, content relates to the subject and how it is interpreted, elaborated, discussed, evaluated, and drawn. This sums up the body article in its entirety. Therefore, it's imperative to be succinct, precise, and pertinent.

#### **1) Clear**

The writer must have a clear idea before conveying a concept to the reader. The reader should be able to tell what the author says about them.

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<sup>9</sup> Farida, Improving students' writing skill by using guided note taking strategy at the eight class of SMPN 5 Palopo (Palopo: IAIN Palopo, 2017), p. 8.

## 2) Specific

The material should also be concentrated on the problem. Relevant concepts ensure that the information is grasped.

### b. Organization

Coherence in order of importance, general to specific, particular to available, chronological order, and spatial order pattern are all examples of organising information within a literary piece.

### c. Vocabulary

Vocabulary is one element of writing. In terms, we can talk about our perspectives. Speech refers to a person's vocabulary, including every word in a language and a list of each term's definitions, such as "in a book for learning a foreign language."<sup>10</sup>

### d. Language Use

Writing descriptions and other types of papers require the use of language, which calls for the use of appropriate terminology and grammar. It should be possible to construct grammar. Humans should be limited to contaminating individual language skill units. The learner's usage of formal language is also improved.

### e. Mechanics

There are two categories of mechanics used in writing: function and capitalization. The function is essential for meaning clarification. In English, the word dangerous must be written in capital letters. Before using the term act,

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<sup>10</sup> Arpin Arif Rangga, *Improving students' writing skill through picture prompt at the eleventh year students of Ma Al-Jihad Buangin Sabbang* (Palopo: STAIN Palopo, 2014).

people used to distinguish between a specific and a thing. This is crucial because it enables readers to comprehend the writer's point of view right away.<sup>11</sup>

#### 4. Process in Writing

While writing for assessment, we encourage students to participate in the writing process. The standard process involves planning what we'll write, drafting, reading, and editing what we've written, and then producing a final (and gratifying) version in the "real world." This is frequently perceived as being a sequential process. However, a closer examination of how various types of writers engage in the writing process reveals that we perform all these duties again, frequently in a disorganized order. Before releasing the final version, we can plan, structure, replace, draft, edit, re-edit, postpone, etc. Even though it takes time and might initially cause them some resistance, we must encourage them to prepare, current, and edit this way. As an illustration, we are all:

##### a. Planning

Planning is the process by which researchers organize their writing. Before they begin writing, they attempt to plan their message. To organize their writing, some researchers may need to take lengthy notes, so they must consider three factors. When choosing what language to use and what information to include in their writing (how it is put out, how the paragraphs are ordered, and how the content is organized), researchers must keep the audience in mind. What is the ideal manner to present the information, concepts, or arguments?

##### b. Drafting

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<sup>11</sup> Alimin, *Improving students writing skill by using folklore at the eleventh class at SMAN 1 BUA* (Palopo: IAIN Palopo, 2017), p. 8.

The researcher will change any information that must be clarified during this procedure. Writing can be unclear or confusing. As a result, the order in which readers and editors of the World Health Organization remark and offer suggestions frequently helps with thinking through and editing.

#### c. Revising

It is the phase where you consider your writing evaluation and make revisions. It motivates students to revise their writing regarding structure, tone, appropriateness, and grammatical and lexical accuracy. Students typically read their final drafts to make sure their writing is appropriate.<sup>12</sup>

#### d. Final Version

The researcher creates their final performance after editing and making the adjustments, they feel are required. This may differ drastically from the original plan and initial draft due to changes made during editing. Even if they think they have finished their final draft, they may alter their minds and continue writing or editing.<sup>13</sup>

### 5. Recount Text Definition

Texts that recall past experiences or occurrences do just that. The readership is intended to be entertained or educated. An opening that identifies the participants, the setting, and the timing of the events is the first step in a successful recount story. Events from the past must be related in chronological order, utilizing the past tense and appropriate temporal terminology.

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<sup>12</sup> Amrih Bkti Utami, *Improving students' writing skills on recounts texts through collaborative writing technique* (Yogyakarta: Universitas Negeri Yogyakarta, 2012), p 12.

<sup>13</sup> Mega Sahitna M, *Improving students' writing skill on descriptive text by estafet strategy of the eleventh-year student of SMAN 4 Palopo* (Palopo: IAIN Palopo, 2018), p 11.

## 6. Recount Text Structure in General

The table below outlines the main organization of the recount text according to Widiati, Rohmah, and Furaidah.<sup>14</sup>:

**Table 2.1. Generic Structure of Recount Text**

NO.	Part of Recount Text	Purpose
1	Introductory paragraph/orientation	Introduce the participants, setting, and time (tell the readers who was involved, what occurred, where it occurred, and when it occurred).
2	A sequence of events	A series of sentences that recount the events in order.
3	Re-orientation	Providing a comment or point of view on the article from the author (optional).

## 7. Language Feature of Recount Text

- a. Participants introduce themselves, including "I," "my group," etc.
- b. Establishing a timeline; for instance, first, then, etc.
- c. Verbs of linking: was, were, saw, heard, etc.
- d. Using verbs of action like "look," "go," and "change."
- e. Using the past simple tense.<sup>15</sup>

<sup>14</sup> Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris (Buku Guru) Kelas 10 SMA/SMK*, (Jakarta: Pusat Kurikulum dan Perbukuan Kementerian Pendidikan dan Kebudayaan, 2014), p. 102-103.

<sup>15</sup> MozaHastinPratiwi, *The Impact of Using Teacher's Indirect Feedback to Students' Writing of Recount Text*, internet (<https://repository.uinjkt.ac.id/dspace/handle/123456789/49909>), 5, 11:22.

## 8. Definition of Feedback

Feedback is information that people give to other people to evaluate or correct them to help them perform better. Feedback may come from various people, including coworkers, friends, and pupils.

The following are some objectives for receiving feedback:

- a. to inspire;
- b. to correct mistakes;
- c. to improve performance;
- d. to tailor explanations for specific situations or students;
- e. to reward particular behaviour;
- f. to penalize specific behaviour; and
- g. to show students that tutors are knowledgeable about their subject and are interested in commenting.

Feedback is intended to let pupils know whether their performance was correct. In a classroom where the instructor has selected an interactive activity, the chance for the instructor to provide feedback develops naturally and almost constantly. Feedback might boost some students' confidence by assuaging their concerns about their capacity to finish the job.

For instance, Ramsden cites exchanges between professors, students, trainees, peers, and coworkers as informal processes that can provide feedback. Observations may sometimes be formal. A portion of a written or clinical

examination, as an illustration. However, he noted that there is "no clear distinction between assessment and teaching in the field of providing feedback on learning." Every student evaluation should be advantageous to both the students and the teacher.

The proper delivery of feedback, according to Brookhart, can significantly impact students. The input affects a person's motivational and cognitive abilities. Students who receive encouraging feedback are better equipped to move forward. In other words, because the feedback provided information or suggestions that would be useful to them, they were aware of where they were learning and what they were learning.

## **9. Kinds of Feedback**

Different input comes in different forms. When written as well as when spoken. However, three different sorts of feedback are typically used during the teaching and learning process: instructor feedback, peer feedback, and self-feedback.

### **a. Teacher Feedback**

Commenting on the students' writing assignments is one of the teacher's most important duties. Teachers may provide written or spoken feedback. The teacher offers comments or answers in response to the student's behaviour. The instructor also provides tips on how to improve writing abilities. Students usually receive verbal feedback after completing their speaking assignments. Students frequently receive written evaluations after submitting their assignments. After the task, the teacher offers the student quick comments or recommendations.

#### b. Peer Feedback

Peer feedback is remarks given by students to one another regarding their writing assignments. They comment on the performances of the other pupils and make suggestions. Peer tutoring might benefit pupils' writing abilities.

#### c. Self-Feedback

Self-feedback is part of the evaluation for learning. The evaluation is meant to assist pupils in becoming better students. To improve their learning, students should also expect positive feedback from self-assessment. Self-evaluation as feedback could be advantageous.

Some advantages of using self-assessment as feedback include the following:

- 1) It informs students of the objective and familiarizes them with the traits of excellent performance; 2) It helps them decide how to grow.
3. It inspires students to be active participants in their education.
- 4) It teaches children that effort, practice, and the proper techniques—rather than talent, good fortune, or ability—determine success or failure.

### **10. Direct and Indirect Feedback**

#### a. Direct

The function of the teacher is crucial. Teachers can offer criticism of their work to help students overcome their writing challenges. Wahlstrom (2014) claims that feedback is specific information a teacher gives students about assignments in their learning process. The development of students' writing abilities depends greatly on feedback. Consequently, professors must interact with

their students. Students can learn what and how to improve their writing by receiving criticism. Direct feedback is divided into four categories by D. Ferris (2002, 2003): deletion, insertion, replacement, and reformulation. Omission refers to leaving out the incorrect term from writing or text. When the correct response is inserted into the incorrect text, it is called insertion; when done correctly, it is called replacement. Formulation entails correcting the problematic portions of students' writing while providing examples of proper writing.

According to D. Ferris & Roberts (2001), direct feedback involves providing the correct format for students' writing so that students only need to record the teacher's comments in the final draft of their work. The teacher uses indirect feedback to correct the student's writing by stating or indicating the solution to the essay.

**b. Indirect**

The teacher pointed out the errors that appeared in the writing but did not give the actual form.

The second kind of written feedback is indirect feedback, which, by D. Ferris & Roberts (2001), differs from direct feedback supplied by the teacher by simply pointing out errors without providing the proper form and instead letting students choose their solutions. The teacher provides only corrections; students are responsible for editing their work.

**Tabel 2.2 Types of indirect feedback**

Type of indirect feedback	Example
coded feedback	<p><i>ww</i> I sometimes get so jealous <u>about</u> somebody's <i>ss</i> Success, but I try ^ to be calm and praise him as <i>vt</i> Much as I could.</p> <p>[Note: <i>ww</i>= wrong word, <i>ss</i>= sentence structure error (missing word), <i>vt</i>=verb tense error]</p>
Uncoded feedback	<p>I sometimes get so jealous <u>about</u> somebody's success, but I try to be calm and praise him as much as I <u>could</u>.</p>

The teacher adds a code to the mistakes the students wrote in coded feedback. The teacher indicates "ww" (wrong word), "ss" (sentence structure), and "vt" (verb tenses error) in the first sentence above. This indicates that the student used the wrong word, the wrong sentence structure, and the wrong tenses, but the teacher needed to present it in the proper form using the codes given. So students are left to think for themselves to revise their writing with the proper form on uncoded feedback, or in the second sentence, the teacher only gives a sign ( ) and ( ^ ) on a word that is considered to have an error without giving the correct form. Students must correct the writing the teacher gave the signs or codes.<sup>16</sup>

<sup>16</sup>Sri Widarsih , Didi Suherdi, Analysis of Teachers Written Feedback on Students' Writing on Recount Text(Bandung: Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia, 2019), p. 436-438.

## 11. Written Corrective Feedback

The students anticipate their teacher providing written feedback on their completed assignment or paper. Like writing, feedback is a crucial part of formative assessment. The students can be operating in the dark without obtaining any feedback. The teacher and others, including them, can see what the kids cannot. It has been discovered that a student's (as an individual) capacity to predict their strengths and limitations is the least accurate in performance assessments designed to gauge the student's capability.<sup>17</sup>

Bitchener and Ferris claim that numerous studies have looked into the influence of feedback. The purpose of the studies is to give the students the tools they need to edit their work. Most of the studies were written. Thus, the students had to complete the assignment in writing. They claimed that helping the students write more accurately was the study's primary goal.

Writing and feedback are also very unlikely to be separated. Writing needs input to improve it. Feedback is purposefully offered to students to help them become more aware of their writing flaws. Feedback might be beneficial when given during the writing process rather than as the final written evaluation. It was discovered that students who provide feedback and self-evaluate their mistakes during revision.<sup>18</sup>

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<https://ejournal.upi.edu/index.php/JER/article/view/22336/11043>

<sup>17</sup> Joseph R. Folkman, *The Power of Feedback, 35 Principles for Turning Feedback from Others into Professional Change*, (Hoboken, New Jersey: John Wiley & Sons, Inc., 2006), p. xv.

<sup>18</sup> Zeliha Gulcat and Oya Ozagac, *Correcting and Giving Feedback to Writing*, 2004, pp. 1-5, (<http://www.buowl.boun.edu.tr/teachers/fCORRECTING%20AND%20GIVING%20FEEDBACK%20TO%20WRITING.htm>). Retrieved September 25th 2019 at 21.00 pm.

Three types of written remedial feedback are available:

a. Direct feedback

*Example: Climate change still **has** ~~have~~ a big effect on all ~~the~~ humans.*

b. Indirect feedback

*Example: - Climate change still have a big effect on all the human.*

c. Coded feedback

*Example: Climate change still have (SVA) a big effect on all the (art) human(pl).*

**Tabel 2.3 Peer Correction Checklist**

Read your partner's paragraph then complete, the form below.

Questions	Yes	No
<ul style="list-style-type: none"> <li>• Does the paragraph contain a <b>topic sentence</b>?</li> <li>• Is <b>the supporting sentence</b> relevant to the topic?</li> <li>• Is there a <b>concluding sentence</b>?</li> <li>• Is there a logical link between the ideas of the paragraph?</li> <li>• The writer is out of topic.</li> <li>• The writer uses some <b>connectors</b> to link the ideas.</li> <li>• It starts with a capital letter and ends with a full stop.</li> <li>• There is <b>an indentation</b> at the beginning of the paragraph.</li> <li>• The paragraph contains <b>spelling mistakes</b>.</li> <li>• <b>Verb tenses</b> are correct.</li> <li>• The <b>vocabulary</b> used is relevant to the topic.</li> <li>• <b>Punctuation marks</b> are used correctly.</li> <li>• The paragraph is written in <b>clear handwriting</b>.</li> </ul>		

Giving students feedback is a crucial part of your job as a teacher. Teacher feedback helps students learn from their arguments and significantly impacts how motivated they are to learn. Students' intrinsic and extrinsic motivations to learn—

their desire and need—can both be strengthened by teacher feedback. According to Irons, the cornerstone for enabling students to use evaluation to learn is the calibre and promptness of feedback. The teacher can provide feedback to the students through various activities, including casual conversations, classroom settings, tutoring activities, formative assessments, online learning, group projects, and other work-based learning.<sup>19</sup>

Teacher feedback is an effective mediation technique that can aid students in improving their learning. In L2 writing classes, the teacher is regarded as the most significant input source, particularly at institutions where students begin learning to write at a young age.<sup>20</sup>

According to Ferris & Roberts in Fatemeh Nematzadeh and Hossein Siahpoosh, teachers can help students correct their writing problems by giving them simple hints so they are aware of them. This is known as indirect feedback. However, the teacher is still required to rectify their errors. In addition to Lee in 2008, O'Sullivan & Chambers (2006) stated that when providing feedback, teachers may give a general indication of the location and nature or form of error by sending an underline, a circle, a symbol, a mark, or a highlight on the mistake and asking students to correct the error themselves. However, Ferris, Pollard, and Lalande made that claim indirectly in Nematzadeh and Siahpoosh. The task for the students is to decipher the teacher's hints. The instructor has a function as a "reflective agent" who can offer beneficial and insightful direction to students'

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<sup>19</sup> Alastair Irons, *Enhancing Learning through Formative Assessment and Feedback*, (New York: Routledge, 2008), p. 2.

<sup>20</sup> Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Contexts*, (Singapore: Springer Nature, 2017), p. 58.

cognitive structuring abilities, which are derived from their prior experiences, so they can utilize this guidance to relate it to identify the mistakes they have made and improve. Using the knowledge they already possess, they fix their mistake. Additionally, it can increase students' interest and involvement, allowing them to focus on their difficulties. Numerous researchers agree that this may help students advance in their learning.<sup>21</sup>

When a teacher responds to a student's work or provides feedback, it is only helpful if the students can utilize that information to change their work. The teacher must ensure that the students pay attention when the task is returned, even though they may look at their grades and skim the rectified portion of their work. This is because the corrected result has already received indirect feedback. Effective feedback or correction techniques guarantee that the students know their errors and how to correct and move past them. In other words, they know how to correct the mistakes the teacher pointed out in the comments on their writing assignment.<sup>22</sup>

According to Harmer, red ink underlining, crosses, question marks, and sporadic ticks are the most typical forms of written comments on a student's work. The researcher employed a variety of ink colors to highlight the students' errors in their writing assignments to prevent overusing red ink. As a result, the students benefit from motivating themselves to consider what their error is so they can fix it. As the researcher noted in the study's background material, this tactic is quite

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<sup>21</sup> Fatemeh Nematzadeh and Hossein Siahpoosh, *op. cit.*, pp. 111-112.

<sup>22</sup> Harmer, *op. cit.*, p. 110.

effective at helping students—who are often passive—discover their errors and gain new knowledge on their own.

## 12. The Importance of feedback in Teaching and Learning

Due to a change in attitudes toward feedback and errors from behaviourist theory, which held that mistakes made by students should be corrected immediately before they become bad habits, to a more tolerant response to mistakes within the context of communicative teaching, feedback has become increasingly important in teaching and learners' writings.<sup>23</sup>

The majority of schools rarely offer helpful critiques. The most frequent justifications are:

- a. Students detest bringing up their performance issues with one another.
- b. He majority of instructors require assistance to give accurate comments.
- c. Many students need help to take constructive criticism.

According to Bellon, academic feedback, more so than any other teaching strategy, is consistently and significantly linked to success. This relationship holds regardless of grade level, financial status, background, race, or educational setting. A student's self-esteem, self-awareness, and willingness to study may all be enhanced by feedback. Students who receive helpful feedback throughout their first year of college are better able to prosper and adapt to their new surroundings.<sup>24</sup>

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<sup>23</sup>Selmen Salima, *The Students' Attitudes to teachers' Feedback in Writing*, ( Constantine, Algeria: University of Constantine, 2006), p. 15-16.

<sup>24</sup> Bellon, J.J., Bellon, E.C. & Blank, M.A.(1991). *Teaching From a Research Knowledge Base: a Development and Renewal Process*. New Jersey, USA: Prentice Hall.

### **13. Advantages and Disadvantages of Teacher's Direct Feedback and Indirect Feedback**

Indirect Feedback:

#### a. Advantages

- 1) It supports directed learning and problem-solving and helps students to consider language forms (Lalande, 1982).
- 2) It seen as having a higher propensity to produce long-term learning (Ferris & Roberts, 2002).
- 3) Teachers' subtly encouraging comments can motivate students to write in English.
- 4) Ease their nervousness so they may write freely without worrying about making mistakes.
- 5) It also enables students to get more knowledge from their works by exposing hints that the teacher may have given subtly so they can improve their use of criticism.

#### b. Disadvantages:

- 1) One drawback is that learners can only correct if they understand the proper form.
- 2) Learners may be able to make corrections, but they must be sure they are accurate.

Direct Feedback:

#### a. Advantages

gives students clear instructions on how to fix their mistakes. With students who are beginning writers, direct CF is likely preferable to indirect CF, according to Ferris and Roberts (2001).

b. Disadvantages

Although it might assist learners in producing the proper form when they rewrite their work, it may not contribute to long-term learning because it only involves minimum thinking on their behalf.

Studies comparing direct and indirect CF have produced contradictory findings (see Lalande 1982 and Ferris and Robert 2002). The impacts on accuracy in fresh writing pieces have not been compared in any studies yet.

As researchers have observed in classroom activities, indirect feedback from the teacher may inspire students to write in English and reduce anxiety, allowing them to feel free to write without worrying about making mistakes. Additionally, it helps students get more out of their writing by revealing tips that the instructor may have implicitly given them so they can improve their work with criticism. Along with the advantages for students, Black and William at Alastair Irons discussed how the results of formative exercises are applied to satisfy the demand that teachers change their instruction. Instructors can evaluate the effectiveness of the teaching and learning tactics used in formative assessments like writing and teacher feedback by observing how students respond. Teachers ought to change.

#### **14. Effective Feedback from the Teacher**

Giving feedback too early in the learning process is detrimental since the individual giving the comments unintentionally exerts control and

takes ownership of the work. It is not taking ownership because she/he wants to own the task or the assignment; instead, it is more likely to be 'help' in a derogatory sense. For instance, parents who 'assist' their kids with their homework don't necessarily mean they'll do the whole thing or guide them through every question in the book. However, they unintentionally dominate because they try to be helpful. That is why they deemed the word "help" to be derogatory. As stated by the researcher in the study, let's say the teacher applies the same principles to the students in the room, particularly the ones who are passive.

The instructor must consider the student's requirements while providing feedback, and they must work hard to provide it in a way that the student can accept and understand. Teachers should know what constitutes good feedback and how it might help students advance their skills. According to Sackstein, there are several important factors to consider to ensure the teacher gives the students illuminating and practical feedback.<sup>25</sup>:

- a. Focus on one or two elements simultaneously rather than taking everything in at once. The teacher insists that feedback must be succinct and aimed at enhancing student learning. These learning objectives assist the teacher in determining which passages or elements of the student's writing need to be critiqued.
- b. Restricting the feedback will assist in keeping it focused. More words are optional, especially when providing indirect feedback. Giving students

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<sup>25</sup> Starr Sackstein, *Peer Feedback in The Classroom*, (Virginia: ASCD, 2017), pp. 37-42.

remarks that have nothing to do with their work will not be helpful or harmful.<sup>26</sup>

Icy Lee adds that there are a few standards for good feedback:

- a. Defining a good performance can assist pupils in comprehending their goals.
- b. To assist students in understanding how their writing is progressing, give them descriptive and educational facts.

### **15. The Purpose of Feedback**

- a. To provide students with the opportunity to edit their writing.
- b. To help students learn proper English.

Feedback is crucial to the teaching and learning process. Giving feedback, in the opinion of Leibold and Schwarz (2015), helps identify strengths and is perfect for offering recommendations for improvement. According to Bonel, Ludwig, and Smith (2007), as mentioned in Leibold and Schwarz (2015), Feedback helps online courses in addition to building strength and physical development because the lack of in-person interaction in online course feedback may be beneficial for fostering relationships between the instructor and students. According to Ferguson (2011) in (Al-Bashir et al., 2016), delivering feedback allows students to develop into autonomous learners who can oversee, evaluate, and control their learning. In the writing section, Srichanyachon (2012) stated that a teacher's written feedback is a potent tool for inspiring students to complete the writing process correctly. Based on the aforementioned justification, feedback is

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intended to encourage students to grow and do so successfully by assisting them in realizing the worth of their work.<sup>27</sup>

### C. Theoretical Framework

The author claims that writing entails verbalizing our ideas and emotions to present them as a text. Writing is a skill that language learners find challenging to develop since it entails integrating other language components and abilities. The ability to write is one that only comes easily and takes minimal effort. Furthermore, it is challenging for teachers to provide students with additional practice in the classroom because they must teach other skills in a constrained amount of time. Teachers must therefore come up with a plan to deal with this problem. Each piece of writing serves a specific reader or audience and has a function, such as tying together and developing ideas, facts, or arguments. In English, there are numerous sorts of written text, including retelling. This genre of literature is employed to narrate the past. Since every student has a different viewpoint, learning how to create a recount text could be enjoyable.

Technology has advanced quickly, and Facebook is now the most widely used social networking platform among its users. The learning environment on this website could be enjoyable for teachers and students. Using tools like Facebook Groups, they could discuss and express their opinions. Furthermore, people are free to communicate with one another whenever and whenever they like. The value and effectiveness of interactions between teachers and students

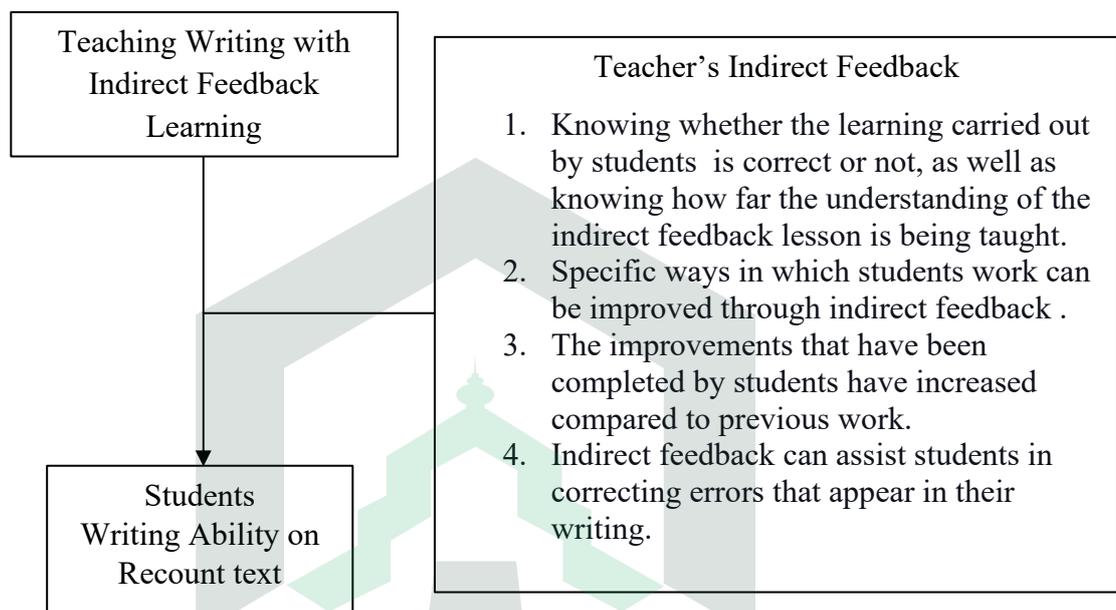
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<sup>27</sup>Ihda Ainin Nawawi, *The Effect of Teacher's Online Feedback on Students' Writing Recount Text*, 2020, P. 18-19.

<https://repository.uinjkt.ac.id/dspace/bitstream/123456789/54683/1/1116014000064-ihdaaininnawawi%20-%20Ihda%20Ainin%20Nawawi.pdf>

may be increased via peer feedback. This study examines whether peer review in Facebook groups may improve student writing skills. The author thinks that because the children will be writing independently, it will be a fun and helpful way for them to learn about the writing process.

The conceptual framework can be seen in the diagram below:



**Figure. 2.1: Conceptual Framework**

## **D. Research Hypothesis**

The impact of indirect feedback on students' recall text writing is the subject of the research hypothesis used in this study. The types are as follows:

Hypothesis:

### **1. Null Hypothesis (H<sub>0</sub>)**

It claims that indirect feedback on students' recount text writing has no beneficial effects. It will be demonstrated how the experimental class differs from the control class. The null hypothesis is accepted if the  $t$  observes the  $t$  table.

### **2. The Alternative Hypothesis (H<sub>a</sub>)**

It claims that indirect feedback has a favourable impact on students' recount text authoring. It will be demonstrated how the controlled class differs from the experimental class. An alternative theory is acceptable if  $t$  observes  $> t$  table.

This study's alternate hypothesis is the one that was used. They tested the efficacy of giving subliminal feedback while developing student recall texts.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Method and Design of the Research

This method of research is a critical thinking technique for discovering the truth. As a result, the research process is a way of discovering the truth through the collection and analysis of the information needed to achieve the goals. We employ the experimental approach in response to the problem and the research goals.<sup>28</sup>

Participants are divided into groups in quasi-experimental research based on specified qualities or characteristics. Therefore, the experimental group and the experimental group control group are used in the planning of this study. The researcher must pre-test both courses before deciding on a category for each. Before the researcher gave the medication, both groups took a pre-test to ascertain their writing skills. The researchers will then receive medical care. Students in the experimental group receive direct writing instruction from the instructor without receiving feedback. Students in the control group are told to write recall material as usual instead of receiving an indirect teacher evaluation.

A post-test was provided to the student to evaluate their development following therapy. Following therapy, the achievement or score is calculated. The researcher in this study examined the pre-and post-test findings of the two groups

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<sup>28</sup>AuliaRizkyRamadhani,*The Effect Of Collaborative Writing Strategy On Students' Achievement In Writing Recount Text In MtsAlwashliyahTembung* (UIN-SU: PendidikanBahasaInggris, 2017), p. 28.

to see whether the therapy was effective. The following modifications were made to Creswell's study design by the researcher:

**Table 3.1: The Research Design**

Pre and Post-Design Time

Pre-Test	Select the experimental group	Experimental Treatment (feedback)	Post-Test
Post-Test	Select the control group	No treatment (no feedback)	Post-Test

### **B. Time and Location**

South Sulawesi's MAN Palopo, on Jl. Ratulangi is where this study was carried out. It began on January 25 and ran through February 8 of 2023. Up until the eleventh grade, the researcher looked into this study.

### **C. The Variable of the Research**

Two variables made up the research's variable, namely:

1. The application of indirect feedback is an independent variable.

The teacher may provide students with indirect feedback by pointing out mistakes in their work but not by providing it in a true form.

2. Dependent Variable: Writing skills of students Repeating text

Along with speaking, listening, and reading, writing is a language competence. Most English language classes have always included writing instruction.

## **D. Population and Sample**

### 1. Population

The MAN Palopo 12th-grade students served as the study's population. There were around 274 students in all.

### 2. Sample

A total of 36 students from the XII MIPA 1 and XII MIPA 2 classes at MAN Palopo made up the sample for this study. The researcher determines the method of purposive sampling chosen for this study. The researcher uses only two classes as samples, thanks to purposive sampling. According to Neuman, Purposive sampling concentrates on research evaluation to choose study samples. 36 students in the selected classes, XII MIPA 1 and XII MIPA 2, all have the same level of English proficiency. Of these, 18 students will participate in the experiment, while 18 will be in the control group. The researcher used both in the lesson based on the English teacher's advice.

## **E. Instruments of the Research**

The sort of test used in this study was a written test, and two versions of the test were employed: a pre-test and a post-test. Before and after therapy, a writing test as a recount text was employed as a research tool. The exam aimed to acquire data on how the student's writing of a recall text with indirect feedback learning affected them. The researcher administered a pre-test to ascertain their prior proficiency in writing recount language before starting the treatment. Post-

tests were utilized to evaluate the student's progress in producing a recount text after the intervention.

#### **F. The Technique of Collecting Data**

Four different data collection methods are used, namely:

1. Observation
2. The population and research site were observed at MAN Palopo before the research.
3. Giving Pre Pest

To compose a recount text explaining an experience that was sketched, the researcher provided a pretest. Then, based on the theme, the students compose a recount text.

4. Giving Treatment

Following the pre-test, the researcher administered the therapy. Six meetings were required to complete the treatment. To motivate students to write recounts while receiving indirect feedback, the researcher came up with the following steps:

Learning Activity

- a. Opening Class

- 1) The instructor welcomed them
- 2) The instructor approached the students and invited them to pray.
- 3) The instructor sets up the students to engage in instructional activities.
- 4) The instructor communicates the learning goals.

- b. Running Class

- 1) The instructor explained the lesson on recount texts. After explaining how to describe objects, the teacher produces a picture that students will describe.
- 2) Personal experiences (my horrible day) that will be shared were seen by teachers and students. Together with their students, teachers identify images of personal encounters.
- 3) The instructor split the class into four groups of four students to begin the writing activities utilizing recount text.
- 4) The teacher gives the task to each group representative to photograph the object they will describe afterwards. Each group then brings their own work, which the teacher corrects by providing uncoded feedback on student writing by underlining errors that appear in student writing without providing any justification. Students are then asked to return their work and revise it with the sentences underlined by the teacher.

c. Closing Class

- 1) After studying the topic, the teacher and students came to a conclusion.
- 2) By greeting the English teachers, the teacher encouraged them to continue learning and enriched the gathering.

Several subjects will be covered throughout each meeting, including:

- 1) My poor day was the topic of discussion at the first meeting.
- 2) My beach vacation is the subject of the second meeting.
- 3) The subject of the third meeting is auto accidents.
- 4) The subject of August 17<sup>th</sup> was discussed at the fourth meeting.

5) Natural calamities are the theme of the fifth conference.

6) The subject of spending the day off at home was the subject of the sixth meeting.

Giving students indirect feedback for the experimental class. Students in the control group received no indirect feedback. As a result, after they complete writing, the teacher does not provide them with indirect comments.

#### 5. Giving Post Test

This experiment evaluated the efficacy of indirect feedback when instructing students to write recall texts. In this post-test, the student composed a recount narrative by the theme after the researcher showed them a picture of a text on personal experiences.

Researchers use tests to gather data. A pre-test and a post-test would both be administered to the students. Both tests may be used as guidelines for students to write recount texts. They would have an hour to write their texts, with a minimum of three and a maximum of four paragraphs. Before providing the teacher feedback treatment, a pre-test will be given to gauge the student's impact. After the students have provided the teacher comments, a post-test will be administered to gauge their success or improvement in writing.

#### **G. Technique of Data Analysis**

The data in this study are evaluated using the T-test. The T-test was used to calculate the variation in test results between classes. The researcher used the normality test as the initial test to evaluate the data. The second test is the homogeneity test. Both tests were computed using IBM SPSS Statistics. The

normality and homogeneity tests are computed before the hypothesis test. The following is the calculation process using IBM SPSS Statistics 20.:

### 1. Normality Test

The normality test establishes whether or not the results from both groups are drawn from a population with a regular distribution. To calculate the results, the Kolmogorov-Smirnov test with  $\alpha = 0.05$  was utilized. If the result of the normality test is reported as more than 0.05 ( $>= 0.05$ ), the results are then regularly distributed. The result won't become common if the test result is at least 0.05 ( $= 0.05$ ). To compute normality test data using SPSS version 24, follow these steps: Run SPSS 20 first. (2) Choose the variable view and complete some of the columns' blanks. (3) Enter "1" for the experimental class and "2" for the controller class in the score column, then click "Information Perspective." (4) Enter the grade for each class in the score column. (6) Pre-test and post-test scores as variables to check for normality in the Browse dialogue box using a dependent list. (7) Complete the test groups' factor lists (experimental and monitored). (8) Navigate to plots >> normality plot with the test, histogram, and power estimation, then click Continue and OK to see the normality test results.

### 2. Homogeneity Test

Researchers will carry out the homogeneity test once they have learned the normality test results using a normal distribution. The homogeneity test was employed to gauge the similarity between the two groups. According to Raharjo, the processes to compute the homogeneity test are as follows: (1) Enter the data into the SPSS version 20 software program's data display. (2) Select Analyze from the menu's top selection. Then select one-way ANOVA and the means you want

to compare. (3) Add details about the experimental group to the Dependent List. After that, enter the controller group information in Factor. (4) Click the Options tab to display the options dialog box. (5) Check the box for variance testing homogeneity to assess the homogeneity of the test results.

### 3. T-test

The t-test is performed after the researcher ensures the data are regular and homogeneous. To investigate the variations between the two groups, the t-test is used. A t-test can determine whether or not a hypothesis can be accepted. These actions (1) Run version 24 of SPSS, then select Variable View and give it a name, such as Class and Score. (2) Click Data View, enter the data, and then divide the two groups in Value by "1" for the experimental group and "2" for the controller group. (3) From the Analyze menu, choose Compare Tools, followed by Independent Sample T-Test. (4) Move the test variable column's test score and group variable column's class, then click continue and OK.

### 4. The Effect size

The last procedure researchers use to produce the result is the effect size test. This test is conducted to determine how many efficient means there are. The researcher used the Cohen d effect size calculation in this study. The following is the formula that scholars use to evaluate the effect sizes from Ellis, 2010, and Cumming, 2012 in Cohen:

$$D = \frac{(\text{Mean of Group A} - \text{Mean of Group B})}{\text{Pooled standard deviation}}$$

*Explanation:*

D: effect size

Mean of Group A: Mean for experimental class

Mean of Group B: Mean for controlled class

Pooled standard deviation: Standard deviation of Group A+

The standard deviation of Group B

The degree of significance may be determined using the effect size formulation. Cohen established the following effect size criteria:

0-0.20: weak effect

0.21-0.50: modest effect

0.51-1.00: moderate effect

>1.00: strong effect

a. Tabulating Students' Score

Five scales and the associated components make up the objective score.

- 1) *Content*, or the concept represented, is the essence of writing.
- 2) The *organization* of written material—from beginning to end—is the organization's objective.
- 3) The kids' *vocabulary* consists of all the words they use.
- 4) The proper use of structural words and syntactic patterns is *grammar*.
- 5) *Mechanics* is the application of the language's graphic convention.<sup>29</sup>

**Table 3.2. Scoring of Content**

No	Score	Classification	Criteria
1	27-30	Very Good	The other ideas aren't given too much weight, the main idea is clearly stated, and

<sup>29</sup> J. B. Heaton, "Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf, Ed. Jeremy Harmer and Roy Kingsbury. (United State of America)" New Editio (1975).

			the details are complete, engaging, and rich.
2	15-26	Good	Narrow your focus even if the outcome might not be highly captivating. Despite efforts, the assistance may need to be more robust, obvious, feeble, or excessively generic.
3	12-14	Fair	Lack of logical progression, hazy or contradictory growth notions, and a lack of a distinct goal or purpose
4	9-11	Poor	Lacks fluency, requires communication, and needs more information.
5	5-8	Very Poor	Not enough to analyze because there is no effective organization

**Table 3.3. Scoring of Organization**

No	Score	Classification	Criteria
1	18-20	Very Good	Ideas are presented simply and with fluidity. Supporting logical sequencing, often known as well-organized, refers to an ordered structure or presentation that compels the reader to continue reading the material. A terrific opening, well-placed details, and a solid ending
2	15-17	Good	The core idea always stands out logically as an unfinished sequencing, but the overall structure is occasionally ineffective poor to obvious, or the reader can easily follow what is being conveyed.
3	12-14	Fair	The development could be more fluid, and there needs to be more logical sequencing. More direction, ideas, and detail are required in the writing.
4	9-11	Poor	The relationship between ideas is unclear, lacking, and perplexing due to poor communication and transition.

5	5-8	Very Poor	Lack of organization, insufficient data for evaluation, and sender confusion.
5	5-8	Very Poor	No organization, not enough to evaluate, confusing the sender

**Table 3.4. Scoring of Vocabulary**

No	Score	Classification	Criteria
1	18-20	Very Good	Specific and correct language, word choice, and usage.
2	15-17	Good	An adequate range of sporadic grammatical, usage, and word-choice problems. While the primary meaning of language communication is usually evident, some terms could need extra clarification.
3	12-14	Fair	The author needs assistance with word grouping and removing unnecessary words.
4	9-11	Poor	There are numerous usage, choice, and grammatical mistakes. The verbs are weak and slight in number: is, are, was, were, and dominated. Language is so nebulous and abstract, repetitious, and lacking detail that only the broadest, many repetitions, and occasionally words do not feat the text.
5	5-8	Very Poor	Most words must be corrected since they are bland, insufficient to evaluate and frequently spelled incorrectly.

**Table 3.5. Scoring of Grammar**

No	Score	Classification	Criteria
1	23-25	Very Good	A complex sentence that is well-written and contains few agreement, tense, number, word, order/function pronoun, and

			prepositional errors
2	20-22	Good	Simple but effective construction is a minuscule issue with complicated construction of several tense, word, function, pronoun, and prepositional problems, although the meaning is rarely straightforward.
3	16-19	Fair	Frequent errors in hostility, agreement, tense, word, order/function, pronouns, prepositions, and fragments are severe challenges in simple composition. Lacks communication
4	9-15	Poor	dominated by grammatical errors. unable to comprehend or evaluate
5	5-8	Very Poor	Rarely the master of rules governing sentence formation

**Table 3.6. Scoring of Mechanics**

No	Score	Classification	Criteria
1	5	Very Good	showing command of tradition rather than mistakes in spelling, punctuation, capitalization, or paragraph
2	4	Good	few mistakes in capitalization, grammar, spelling, and paragraphing
3	3	Fair	Several typographical, punctuational, capitalization, and paragraphing errors
4	2	Poor	Numerous spelling, grammar, function, capitalization, and paragraphing mistakes
5	1	Very Poor	Irregular writing

b. Classifying The Students' Score

The score of the students was classified into five levels, as follows:

**Table 3.7. Scoring Classification**

No	Classification	Score
1	Very Good	90 – 100
2	Good	70 – 89
3	Fairly	50 – 69
4	Poor	30 – 49
5	Very Poor	1– 29

c. Scoring Students' Writing from The Pre-Test and Post-Test

The researcher utilized the following formula after obtaining the pre- and post-test writing scores from the students:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the total of number item}} \times 100$$

## H. Statistical Hypothesis

To support the research's conclusions, the t-test formula will be used to compute the hypothesis:

H<sub>0</sub>= There is no significant effect of using the Teacher's Indirect Feedback on Students' Writing of Recount Text.

H<sub>0</sub> would be accepted if p-value < sig a=0.05 (5%).

H<sub>a</sub>= There is a significant effect of using the Teacher's Indirect Feedback on Students' Writing of Recount Text.

H<sub>a</sub>would be accepted if p-value > sig a=0.05(5%).

**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

**A. Research Findings**

**1. Data Description**

In this section, the researcher presents the data from the writing test of recount texts administered before and after each experimental class and the control class at MAN Palopo.

a) The Experimental Class's Data

The experimental class for this study was the XII MIPA 1 class. There are 18 students in the class. Pre-test and post-test were employed in the study to obtain the data, and the outcomes are as follows:

**Tabel 4.1. The Score of the Pre-test and Post-test of the Experimental Class**

Students'	A score of Experimental Class	
	Pre-Test	Post-Test
S1.	54	55
S2.	55	72
S3.	70	72
S4.	55	56
S5.	55	62
S6.	67	74
S7.	54	70
S8.	46	71
S9.	70	83
S10	62	75
S11.	67	77
S12.	71	77
S13.	57	76

S14.	62	75
S15.	69	83
S16.	40	56
S17.	46	73
S18.	61	65
SUM	1063	1272
MEAN	59.05	70.66
MAX	71	83
MIN	40	55

The differences between the experimental class's pre-test and post-test results are displayed in Table 4.1. The pre-test has a maximum score of 71 and a minimum score of 40. The highest score on the post-test is 83, while the lowest is 55. The findings of the post-test mean score in the classroom were better than the pre-test mean score. This result showed that the students' drafting of the recount text had improved after receiving comments.

**Table 4.2**

**Rate the percentage of the students' scoring in the pre-test and post-test**

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	0	0%
2	Good	15-26	18	50%
3	Fair	12-14	9	25%
4	Poor	9-11	9	25%
5	Very Poor	5-8	0	0%
Total			36	100%

According to Table 4.2, no students had excellent, good, or meager results on either the pre-test or the post-test. Nine students (25%) received fair grades, nine (25%) received poor grades, and 18 students (50%) received good grades.

b) The Data of The Control Class

Students in class XII MIPA 2 make up the control group. 18 students make up the class as well. The researcher did not receive any feedback from this class because it is the control class. The researcher administered the pre-test and post-test to determine the score, the same as in the prior class.

**Tabel 4.3. The Score of the Pre-test and Post-test of the Control Class**

Students'	Score of Control Class	
	Pre-Test	Post-Test
S1.	58	70
S2.	57	65
S3.	53	64
S4.	56	66
S5.	64	60
S6.	58	70
S7.	55	45
S8.	56	58
S9.	67	68
S10.	58	65
S11.	62	65
S12.	55	66
S13.	69	68
S14.	76	62
S15.	46	59
S16.	74	73
S17.	45	68
S18.	70	73
SUM	1079	1165
MEAN	59.94	64.72
MAX	76	73
MIN	45	45

The information in Table 4.2 displayed the range of test results for the control class, which received no instructor input on either the pre- or post-test. The highest pre-test score was 76; the lowest was 73, the highest post-test score was 46; the lowest was 45. The pre-test for the control class had an average score of 59. The post-test, meanwhile, is 64. This outcome demonstrates that the control class's score did not significantly change between the pre-test and the post-test.

**Table 4.4**

**The rate percentage of the students in the Pre-test and post-test**

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	0	0%
2	Good	15-26	15	41%
3	Fair	12-14	10	27%
4	Poor	9-11	11	30,3%
5	Very Poor	5-8	0	0%
	Total		36	100%

According to Table 4.4, no students had excellent, good, or meager results on either the pre-test or the post-test. 15 students (41%) received good grades, ten students (27%) received fair grades, and 11 students (30,3%) received poor grades.

## 2. Analysis of The Data

### 1) Normality Test

The normalcy test aims to determine if the data was correctly distributed. The writer examined Shapiro-Wilk and Kolmogorov-Smirnov to determine the normality of the data. The studies' level of meaning is 0.05. The IBM SPSS Statistics 20 Program was also used to evaluate the data. The analysis's findings are displayed below:

**Table 4. 5. The Normality Test**

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test	Experimental Class	.146	18	.200*	.930	18	.198
	Control Class	.191	18	.081	.903	18	.066
Post Test	Experimental Class	.200	18	.055	.953	18	.466
	Control Class	.184	18	.111	.871	18	.019

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to Table 4.3, the Kolmogorov-Smirnov columns for both classes have a significance (Sig.) value of 0.05. The regulated class was 0.081, and the experimental class was 0.200. The pre-test experimental class and control class data were found to be regularly distributed, as shown by the consequence.

The significance level (Sign.) for the two classes in the Kolmogorov-Smirnov rows from Table 4.3 is 0.05. The controlled class was 0.11, and the experimental class was 0.055. The researcher discovered that the significance of the data in the experimental class and controlled classes is more significant than 0.05 based on the result. This suggests that study material is typically disseminated and that

learning narrative text in MAN Palopo's tenth-grade benefits from the teacher's indirect feedback.

## 2) Homogeneity Test

The homogeneity test aims to evaluate the homogeneity (equivalence) of the data from the experimental and control groups. The experimental and controller class homogeneity tests were scaled in this work using Levene Statistics. The results of the test are shown below:

**Table 4. 6. The Homogeneity Test**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	1.354	3	68	.264
	Based on Median	1.080	3	68	.363
	Based on the Median and with adjusted df	1.080	3	64.654	.364
	Based on trimmed mean	1.397	3	68	.251

The data results showed that the significance of the experimental and control class pre-test is 0.264, as shown in Table 4.4. This finding suggests that 0.264 is more than 0.05. Both classes' information was consistent.

Table 4.4's analysis of the data revealed this result. 0.364 was the post-test score value. The post-test data was discovered to be homogeneous because it exceeded the meaning point (0.364 0.05).

## 3) Hypothesis Test

This study aimed to determine how teacher indirect feedback affected the recount texts that students wrote. The hypothesis test is, therefore, crucial to determining the test's outcome. As a result, the T-test result is influenced by the effect size test. The post-test results from the experimental and control courses were compared in the experiment. The outcome of the data is as follows:

**Table 4. 7. The Result of the T-test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
pre-test	experimental class	18	59.05	8.960	2.112
	control class	18	59.94	8.660	2.041
Post Test	experimental class	18	70.66	8.588	2.024
	control class	18	64.72	6.533	1.539

The significant difference between the experimental class standard deviation pre-test and post-test results is displayed in Table 4.5 above. Based on both tables, the experimental class's standard deviation dropped from 8.960 to 8.588. while the significant differences between the results of the pretest and posttest mean of the experimental class are shown in the table above. Based on both tables, the experimental class's mean higher from 59.05 to 70.66. Additionally, the pre-and post-test scores for both courses significantly improve. In other words, implementing the Teacher's Indirect Feedback approach in the classroom was successful, and all pupils demonstrated their growth simultaneously.

**Table 4. 8. T-Test Result of Pre-test and Post-test Scores**

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Pre Test	Equal variances assumed	.129	.721	-.303	34	.000	-.888	2.937	-6.857	5.080	
	Equal variances not assumed			-.303	33.961	.000	-.888	2.937	-6.858	5.080	
Post Test	Equal Variances assumed	1.786	.190	2.337	34	.002	5.944	2.543	.775	11.113	
	Equal Variances not assumed			2.337	31.739	.000	5.944	2.543	.761	11.127	

The alternative hypothesis ( $H_a$ ) is accepted since the p-value (0.000) is less than  $\alpha = 0.05$  (0.000 < 0.05), according to the independence sample test results shown in the table. This means that the null hypothesis ( $H_0$ ) is rejected. Therefore, employing the teacher's indirect feedback when students at MAN Palopo write recount texts has statistical relevance.

#### 4) The Effect Size Test

The effect size test comes next, following the t-test. The effect size test aims to establish the strength (weak, medium, or firm) of the influence of the teacher's indirect feedback on the recount text that students write.

The researcher decided to measure this study's significance using Cohen's d-effect size computation. If the result is between 0 and 0.20, the strategy has a minor influence, between 0.21-0.50, a slight effect, between 0.51 and 1.0, a substantial impact, and between 0.51 and 1.00, a high impact. To perform the effect size test, the researcher also requires the mean score and standard deviation from the experimental and control classes.

Pooled Standard Deviation

$$\begin{aligned}
 &= \frac{\text{Post Test Group A} + \text{Post Test Group B}}{2} \\
 &= \frac{8.588 - 6.533}{2} \\
 &= 1.0275
 \end{aligned}$$

$$D = \frac{(\bar{x} \text{ of Group A} + \bar{x} \text{ of Group B})}{\text{Pooled Standard deviation}}$$

$$D = \frac{70.66 + 59.05}{1.0275}$$

$$D = \frac{12.971}{1.0275}$$

$$D = 1.26$$

Criteria of Cohen Effect Size :

0 – 0.20: Weak Effect

0 – 0.50: Modest Effect

0 – 1.00: Moderate Effect

>1.00: Strong Effect

The results of the calculation above indicated that the impact size of this study was 1.26. The Cohen effect size standard classifies 1.26 as a strong effect. Therefore, the teacher's indirect feedback method impacts the recount texts the students write.

## **B. Discussion**

The statistical analysis of this study revealed that the twelfth-grade students' production of recount texts in MAN Palopo benefits from the teacher's indirect feedback. Utilizing the teacher's indirect feedback, the autonomous t-test demonstrated statistical significance. As observed from the examination of the post-test data, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted since the p-value or sig (2-tailed) = 0.000 is lower than sig  $\alpha = 0.05$  (0.000 < 0.05). The effect size test result of 1.26 is also mentioned. The defect size 1.26 was categorized as a strong effect using Cohen's criteria. According to the research's findings, the teacher's indirect feedback method significantly impacted the student's comprehension of the recount text. As a result, the data processing produced the requested study question's responses. The experimental class demonstrated that they considerably improved their ability to produce the recount narrative after receiving indirect feedback from the teacher. This result demonstrates that the experimental class's students made advancements.

The control class received a different treatment but did not exhibit any positive statistical difference.

Students typically experience anxiety when required to write in English because they fear making mistakes and feel pessimistic about their writing, as the researcher explained earlier in chapters I and II. For students to be confident enough to write without worrying about whether or not their work is correct, the researcher believes that anxiety must be decreased. According to Harmer, students look to their teachers for criticism of their work or the writing they are producing. The students might be flying blind if they don't get feedback because other people, including the teacher, can notice things that the students can't.

Each experimental and control class's writing test yielded a different outcome. According to Tables 4.1 and 4.2, the experimental class pretest's mean score is 68.04, and the control class pretest's mean score is 69.04. The pretest results show that both courses underperformed since pupils from each class had scores that ranged from 50 to 70 percent of the total. To help students perform better when composing recount texts, the researcher used indirect feedback treatment on the experimental class after the pretest. The experimental class's mean score in the post-test was 70.66, whereas the control group's was just 64.72. 39 points improved them, but the experimental class outperformed the control group thanks to the teacher's feedback intervention. The experimental class's post-test score increased by 6.27 points from 64.39 to 70.66 compared to the pretest, while the control class's score dropped 0.91 points from 69.93 to 64.71. It

demonstrates that the post-test score for the experimental class is much higher than the score for the control class.

The teacher's indirect feedback proved that students who given feedback and evaluate errors in their writing during revisions have more opportunities to expand their linguistic skills than who did not receive feedback and those who were not asked to rewrite. Teacher feedback can also facilitate students to learn from them arguments and can have a significant impact on learning the feedback given to them by them as well motivated. Furthermore, the teacher has a role as a 'reflective agent' which can provide good guidance and benefit cognitive students the skill of constructing a structure that comes from previous student experience. In this case, with indirect feedback from the teacher, students can relate guidance to determine the mistakes they made, and revise them mistakes based on the knowledge they have previously acquired. It can too build student engagement and their attention, giving them opportunities to solve problems in their own writing. Many researchers admit this can be beneficial for the progress of student learning.

It is clear from the theory and statistical findings of this study that this approach can help students feel less anxious when they write and may even help them improve the recount texts they produce. Additionally, this outcome is consistent with the earlier relevant study by Iryanti, who investigated in 2015. She discovered that the feedback technique significantly enhanced students' text-writing skills. Although her study focused on peer feedback, feedback is equally crucial regardless of who provides it. She added that before performing their

responsibility of providing feedback, teachers must first provide advice. To make it simpler for the students to map out how to write successfully, the teacher should follow the stages of writing when teaching writing. This approach makes it simple for the teacher to identify students' errors and enhance their instructional methods. As a result of seeing the teacher's oblique criticism of their writing, students hope to correct their errors. Therefore the teacher may also be able to assist them positively.<sup>30</sup>

Even though indirect feedback from teachers has been shown to improve students' ability to produce recount texts, no writing practice was given to the students during the treatment in this study; instead, they were only requested to write recount texts for the pre-and post-tests. As a result, the pre-test and post-test findings are the only way to determine the student's success in this research without understanding how the technique has affected the student's progress.

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<sup>30</sup> Iryanti, Dessy. "The Effectiveness of Peer Feedback in Improving Students' Writing Achievement". Jakarta: Syarif Hidayatullah State Islamic University, 2015.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The outcomes demonstrate a considerable increase in the experimental class's MAN Palopo score. This indicates that the teacher's indirect feedback positively impacts students' recount text writing.

The findings demonstrated that teachers' indirect feedback significantly influences students' authoring of recall texts. According to the experimental class data, the post-test mean score was higher than the pre-test's, at 70.65 versus 59.04. The post-test and obtained score of the t-test result after the teacher's indirect feedback treatment demonstrates that the p-value or sig (2-tailed) = 0.000 is lower than sig  $\alpha = 0.05$  (0.000 < 0.05), indicating that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) was rejected.

The findings also demonstrated that this research's effect size is 1.26, indicating a significant impact of the teacher's indirect feedback method on students' recount text writing.

#### B. Suggestion

The statistical analysis demonstrates the influence of this method on students' recall of text authoring. As a result, the researcher makes some recommendations which are intended to be helpful to the readers.

The researcher presents some suggestions as follows:

1. For Teachers

This study offers a different approach to teaching writing than only imparting knowledge. It is crucial to offer students' writing 43 distinct marks for the teacher's feedback technique to be effective. This will allow the students to identify their flaws and correct them.

## 2. For Students

Suppose the instructor chooses to employ this method. In that case, the students should be appreciative since it allows them to learn from their mistakes while remaining active learners by considering and resolving the issues the teacher has identified in their written work. This tactic can also help students feel more confident and less anxious when writing, which typically happens to students.

## 3. For Future Researchers

Future researchers can use This approach in the classroom, and this study may provide them with extra data for their own research. This technique should be developed for usage by giving students more written practice throughout the therapy to monitor their development. Ideally, this strategy will apply to other types of text in addition to recalling texts.

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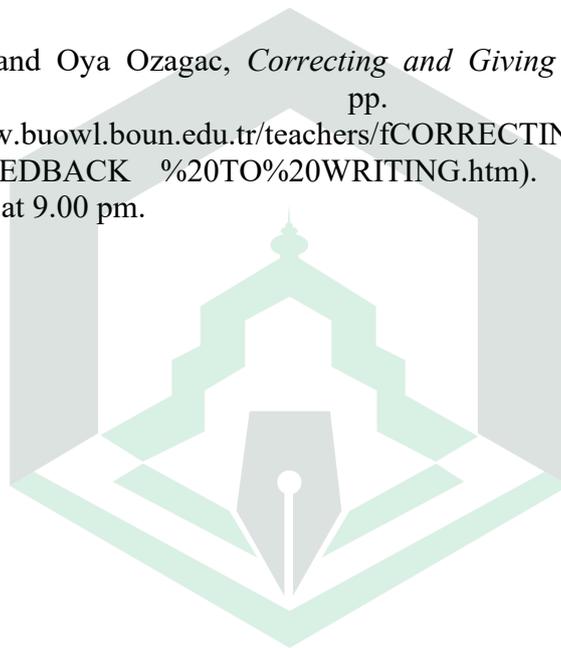
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# APPENDICES



**Appendix 1: Instrument Pre-test Paper and Post-test**

**PRE-TEST**

**PRE-TEST**

1. Choose one of the images below based on your experience!
2. Then write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

Holiday on the Beach and Tourist Bath



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## Appendix 2: Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MAN Palopo	Kelas/Semester: X II MIPA
Mata Pelajaran	: Bahasa Inggris	1/(Genap)
		Alokasi Waktu : 2 X 35 Menit
Materi Pokok: <i>Introduction of recount text</i>		

Kompetensi Dasar: 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

4.7 Menyusun sebuah *teks recount* berdasarkan suatu peristiwa bersejarah, dengan memperhatikan *fungsi sosial, struktur teks*, dan unsur kebahasaan secara benar dan sesuai dengan konteks.

#### A. Tujuan Pembelajaran

Setelah mempelajari materi tentang recount, siswa diharapkan mampu:

1. Siswa dapat menyebutkan fungsi dan tujuan dari teks recount.
2. Siswa dapat mengemukakan unsur-unsur kebahasaan dari teks recount.
3. Siswa dapat mengidentifikasi struktur teks dari teks recount.
4. Siswa dapat mengidentifikasi informasi tertentu yang terdapat dalam teks recount
5. Siswa dapat menyusun sebuah teks recount berdasarkan suatu peristiwa masa lalu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks.

## B. Materi Pembelajaran

1. Fungsi Sosial : Menceritakan kembali kejadian atau pengalaman di masa lalu.

2. Struktur Teks

1. Orientation : Menyebutkan tindakan/ peristiwa/kejadian secara umum

2. Event : Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis

3. Re-orientation : Memberikan komentar personal tentang peristiwa yang telah diceritakan. Jika perlu, ada kesimpulan umum.

3. Unsur Kebahasaan

1. Menggunakan Simple Past Tense:

- *Last holiday, I went to Singapore.*
- *I studied English two days ago.*
- *My brother came from Jakarta last night.*

FORM:

(+) S + V2 + O

(-) S + DID + NOT + V1 + O

(?) DID + S + V1 + O ?

EXAMPLE:

(+) I studied English last night

(-) Did not study English last night

(?) Did you study English last night?

2. Menggunakan chronological connection: then, first, second.

#### 4. Jenis Recount Text

- Personal Recount: retells an event that the writer was personally involved in.
- Biography Recount: retells accounts of a person's life.
- Factual Recount: records an incident (e.g. a science experience, police report)
- Imaginative Recount: the writer writes an imaginary role and gives details of events in the recount, e.g. a day in the life of a pirate; etc.
- Historical Recount: retells historical events in the past.

#### C. Metode dan Model Pembelajaran

Metode Pembelajaran : TBL (*Task-based Learning*) Model Pembelajaran : Penugasan, Diskusi, dan Demonstrasi

#### D. Media dan Alat Pembelajaran

##### 1. Media:

- Papan tulis
- Laptop
- Kertas/Buku
- Alat tuli

##### 2. Sumber Belajar:

###### 1. Sumber dari Internet

<https://www.google.com/search?q=materi+recount+text+kelas+11&oq=materi+recount&aqs=chrome.1.69i57j35i39j0i51214j69i6012.11540j0j7&sourceid=chrome&ie=UTF-8>.

#### E. Kegiatan Pembelajaran

## Pertemuan Pertama (Pre-Test)

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>Guru masuk ke dalam kelas, menyapa siswa dengan <i>greeting</i> sederhana (<i>good morning, good afternoon</i>)</li> <li>Berdo'a</li> <li>Guru mengecek kehadiran siswa (absen)</li> <li>Guru menyebutkan tujuan pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>Guru membimbing siswa untuk <i>recall</i> materi <i>recount text</i> yang telah dipelajari sebelumnya</li> <li>Guru memberikan soal pre-test pada siswa berupa <i>writing recount text holiday experience</i> dan menjelaskan mekanisme cara mengerjakannya</li> <li>Siswa mengerjakan <i>pre-test</i> (60 menit)</li> </ul>	70 menit
Penutup	<ul style="list-style-type: none"> <li>Guru mereview materi yang telah dipelajari serta memberikan saran</li> <li>Guru mengakhiri pembelajaran dengan ucapan doa dan salam.</li> </ul>	10 menit

## Pertemuan Kedua &amp; Ketiga

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>Guru masuk ke dalam kelas, menyapa siswa dengan <i>greeting</i> sederhana (<i>good morning, good afternoon</i>)</li> <li>Berdo'a</li> </ul>	10 menit

	<ul style="list-style-type: none"> <li>• Guru mengajukan pertanyaan singkat tentang apa yang siswa kerjakan di pertemuan sebelumnya</li> <li>• Guru menyebutkan tujuan pembelajaran</li> </ul>	
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru memberikan materi tentang <i>recount text</i> meliputi pengertian, <i>generic structure</i>, <i>grammatical rules</i>, dan lainnya</li> <li>• Guru memberikan beberapa contoh <i>recount text</i> yang telah teridentifikasi dan diberikan tanda tertentu pada unsur kebahasaannya</li> <li>• Guru memberikan lagi contoh <i>recount text</i> yang belum teridentifikasi</li> <li>• Secara acak, beberapa siswa diminta untuk maju ke depan dan mengidentifikasi <i>simple past tense</i>, <i>time connectives</i>, <i>conjunction</i>, <i>pronoun</i> serta <i>adjectives</i> yang terdapat dalam contoh <i>recount text</i> yang ditampilkan guru.</li> </ul>	70 minute
Penutup	<ul style="list-style-type: none"> <li>• Guru mereview materi yang telah dipelajari serta memberikan saran</li> <li>• Guru mengakhiri pembelajaran dengan ucapan doa dan salam.</li> </ul>	10 menit

#### Pertemuan Keempat dan Lima

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke dalam kelas, menyapa siswa dengan <i>greeting</i> sederhana (<i>good morning</i>, <i>good afternoon</i>)</li> </ul>	10 menit

	<ul style="list-style-type: none"> <li>• Berdo'a</li> <li>• Guru mengecek kehadiran siswa (absen)</li> <li>• Guru mengajukan pertanyaan singkat tentang materi sebelumnya (<i>recalling</i>)</li> <li>• Guru menyebutkan tujuan pembelajaran</li> </ul>	
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Secara berkelompok, siswa berkumpul untuk kemudian diberikan <i>recount text</i> oleh guru.</li> <li>• Satu orang perwakilan siswa dari setiap kelompok memilih <i>recount text</i> yang akan mereka identifikasi.</li> <li>• Secara berkelompok, siswa diminta untuk mengidentifikasi <i>simple past tense, time connectives, conjunction, pronoun</i> serta <i>adjectives</i> yang terdapat dalam <i>recount text</i> yang diacak dalam kertas.</li> <li>• Secara berkelompok, siswa menyusun teks <i>recount</i> tersebut sesuai dengan <i>generic structure</i>nya.</li> <li>• Setelah teks tersusun dengan baik, siswa berdiskusi dan mengidentifikasi <i>recount text</i> tersebut dengan teman kelompoknya.</li> <li>• Siswa mengumpulkan hasil susunan <i>recount text</i> mereka ke depan kelas.</li> <li>• Beberapa perwakilan kelompok mempresentasikan hasil identifikasi mereka di depan kelas dan disimak oleh seluruh siswa</li> </ul>	70 menitt
Penutup	<ul style="list-style-type: none"> <li>• Guru mereview materi yang telah dipelajari serta memberikan saran</li> </ul>	10 menit

	<ul style="list-style-type: none"> <li>• Guru mengakhiri pembelajaran dengan ucapan doa dan salam.</li> </ul>	
--	---	--

### Pertemuan Keenam

Kegiatan	Uraian Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke dalam kelas, menyapa siswa dengan <i>greeting</i> sederhana (<i>good morning, good afternoon</i>)</li> <li>• Berdo'a</li> <li>• Guru mengecek kehadiran siswa (absen)</li> <li>• Guru menyebutkan tujuan pembelajaran</li> </ul>	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru membimbing siswa untuk <i>merecall</i> materi <i>recount text</i> yang telah dipelajari sebelumnya</li> <li>• Guru memberikan soal post-test pada siswa berupa <i>writing recount text holiday experience</i> dan menjelaskan mekanisme cara mengerjakannya</li> <li>• Siswa mengerjakan <i>post-test</i> (60 menit)</li> </ul>	70 menitt
Penutup	<ul style="list-style-type: none"> <li>• Guru mereview materi yang telah dipelajari serta memberikan saran</li> <li>• Guru mengakhiri pembelajaran dengan ucapan doa dan salam.</li> </ul>	10 menit

## F. PENILAIAN PEMBELAJARAN

### 1. PENILAIAN SIKAP (observasi)

- ✓ Observasi selama proses pembelajaran

### 2. PENILAIAN PENGETAHUAN: (tes tulis)

- ✓ identifikasi *recount text* secara individu dan kelompok

### 3. PENILAIAN KETERAMPILAN: (tes pratek)

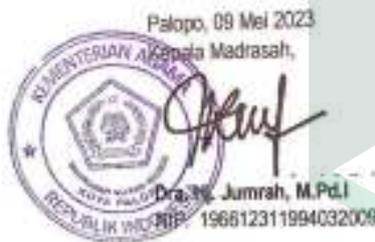
- ✓ menyusun *teks recount* acak secara berkelompok dan dihias se-kreatif mungkin di selembar kertas

Mengetahui,

Kepala Sekolah

Palopo, 09 Mei 2023

Peneliti



Harianti

NIM. 17 0202 0232

Note: The lesson plan (RPP) for both the experimental class and the control class is the same. The difference is only in the experimental class, they were given indirect feedback by the teacher after the teacher conducted a pre-test.

### Appendix 3: Worksheet Pre-test and Post-test

MATRIKATUNHIDIAH

MIPA 1

#### PRE TEST

1. Choose one of the images below based on your experience?
2. Then write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

#### Holiday in the Beach and Tourist Bath



#### Holiday in Labamba Beach

A few months ago, I went to Labamba beach with my family. It is located in Palopo City, South Sulawesi.

As arrived there, my parents rented a hut to take a rest. It looked sunny day with the blue sky and I felt a gentle breeze. Me and my sisters immediately ran towards the beach. The waves there were suitable for swimming. I swam with my brother and sister.

It doesn't feel like it's already noon, we are getting ready to go home. I felt happy to be able to vacation with my family and enjoyed the beauty of nature created by God.

Cont : 22  
 orb : 13  
 voc : 14 70  
 gram : 18  
 msc : 3

harus pake was/wore  
 kalau sudah lampau  
 pake Verb 2

Enjoy Your Work!

Indirect Feedback uncoded by **underlining** errors in student writing, can be seen in student's writing work above

Unit 1 (Introduction)  
 Unit 1 (Introduction)

PRE TEST

1. Choose one of the images below based on your experience!
2. Then write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

Holiday in the Beach and Tourist Bath



holiday in the Beach

A few months ago, my friends and I were doing an assignment  
 on a 10 day camp back to school swimming practice assignment  
 in the physical education subject. So every experience that  
 we get in the holiday beach that can be experienced in  
 summer. One of them is when we eat together while telling  
 the stories.

konte : 27  
 begin : 13  
 urut : 14  
 grow : 15  
 mekhanik : 7

paragraf awal/awalan  
 harus pake kata/ias  
 kalau sudah lanjut  
 menggunakan Verbs 2

Indirect Feedback  
 uncoded by **underlining**  
 errors in student writing,  
 can be seen in student's  
 writing work above

Enjoy Your Work!

NAJHATUNNISWARI

XII IPA 1

## POST TEST

1. Choose one of the images below based on your experience!
2. Then write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

- a. Stay At Home
- b. Accident

Stay at Home (Weekend)

## Orientation

A few months ago, my family and I decided to spend our day off by staying at home. Some people might think that it was not a good idea. However, we thought differently because we had planned to do some fun activities together.

## Events

In the morning, we took care of our tiny garden after having delicious fried rice for breakfast. In our little garden, we planted some flowers and watered the plants. In the afternoon, my mother led us to make homemade chocolate brownies which was a big success. In the evening, we gathered in the living room to watch a family movie. We brought the brownies that we had made before.

## Reorientation

I never expected that spending weekends at home with family could be this interesting and fun. Next time, this will be another option for us to enjoy weekends.

2. ork: 26

ors: 17

uop: 17

gram: 10

ur

mach: 4

83

Nama : Uswatun Hidaroh  
Kelas : XI IPS 1

### POST TEST

1. Choose one of the images below based on your experience!
2. Then write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

- a. Stay At Home
- b. Accident

stay at home

#### Orientation

Last weekend, my family and I decided to spend our day off by staying at home. I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning.

#### Events

At 09.00 am, I started to take a bath to freshen my body. Then, I watched my favorite TV programs until it almost midday. At 12.00 pm, I went to bathroom to ablution and immediately did zohor prayer. Then, I had lunch and helped my mother to clean the house. Because I was tired, I fell asleep on the couch unexpectedly. After waking up, my aunt came with her child. I kept playing with my niece until nightfall.

#### Reorientation

I never expected that spending weekends at home with family could be this interesting and fun. Although just a home holiday, at least to refresh my mind.

date : 26  
day : 17  
year : 17  
month : 9  
week : 9

Name: M. A. B. S. S.

21/11/2022

**PRE TEST**

1. Choose one of the images below based on your experience!
2. Then write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

**Holiday in the Beach and Tourist Bath**



**Holiday in the Tourist Bath**

Last week I go to the beach with my friends. we  
 went to the beach by driving the car.  
 My friend and I went to the beach together. when  
 we swimming we rested while enjoying the loud and  
 the view from the edge of the beach.  
 Not having the time passed we were ready  
 to go home.

Cont. 70  
 Baga 18  
 1000 11 58  
 8000 15  
 10000 3

hari-hari ini  
 kalau sudah selesai  
 istirahat sebentar

Indirect Feedback  
 uncoded by **underlining**  
 errors in student writing,  
 can be seen in student's  
 writing work above

**Enter Your Work!**

Academy of Education  
KUNING 2

PRE TEST

1. Choose one of the images below based on your experience!
2. Then write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

Holiday in the Beach and Tourist Bath



Tourist Bath

On Wednesday I and my  
classmates went to a place  
to take swimming lessons  
for swimming.

There my friends and  
I tried on the rides that  
there. After trying all  
the rides we took  
the swimming lesson.

After taking the  
lesson we get ready  
to go home.

1000	22
5000	9
10000	11
15000	10
20000	3

55

Enjoy Your Work!

Anda siap?

So, write!

### POST TEST

1. Choose one of the images below based on your experience!
2. Then write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

- a. Stay At Home
- b. Accident

Stay At Home

#### Orientation

In the afternoon the noise from outside the house of my sleep. I  
wake up looking at the window. I was scared, primarily hearing

#### Events

Suddenly I feel hungry, I got up and sat for a while on the  
edge of the bed. then headed to the dining table looking for  
food. I opened the lid of the rice it turned out that there was  
a pile of rice chicken. I immediately took my plate and  
rice and just ate it. Then time passed and I sat in front  
of the TV to watch the drama.

#### Reorientation

Well, it looks like that is my daily activity while staying  
at home.

Orak : 22  
Oris : 13  
Pado : 14  
Pramis :  
Mach : 3

A. St. Iakfa  
x11 MIPA 2

### POST TEST

1. Choose one of the images below based on your experience!
2. Then, write a recount text according to your unforgettable experience!
3. Pay attention to the general structure and language features of your recount text!
4. Develop according to your experience and complete the contents of the text!
5. Please do it yourself!

- a. Stay At Home
- b. Accident

Stay at home

#### Orientation

Sunday is a holiday that I awaited by  
 (a) people appreciating me, but before  
 laying down I have to clean and wash  
 my shoes  
 Events  
 at first I cleaned the house by  
 sweeping the floor and here  
 after sweeping it I washed the floor  
 clean after that I washed my  
 school clothes and shoes

#### Reorientation

after everything was finished I could  
 lie down while watching tiktok.

lang : 13  
 organ : 9  
 keca : 11  
 gram : 10  
 mech : 7

46

**Appendix 4: The student's results from the pre-test and Post-Test (Experimental )**

No	Sample	Pre-Test					Score pre-test	Classification	Post-Test					Score post-test	Classificati on	
		Five aspects of writing assessment							Five aspects of writing assessment							
		C.	O	V	G	M			C.	O	V	G	M			
1	S1	22	9	11	10	2	54	Poor	22	9	11	10	3	55	Poor	
2	S2	22	9	11	10	3	55	Poor	23	13	14	19	3	72	Good	
3	S3	22	13	14	18	3	70	Good	24	13	14	18	3	72	Good	
4	S4	22	9	11	10	3	55	Poor	22	10	11	10	3	56	Poor	
5	S5	15	10	12	16	2	55	Poor	23	13	12	11	3	62	Fairly	
6	S6	18	13	14	18	4	67	Fairly	24	14	15	18	3	74	Good	
7	S7	17	13	11	10	3	54	Poor	23	13	15	15	4	70	Good	
8	S8	13	9	11	10	3	46	Poor	24	12	14	18	3	71	Good	
9	S9	22	13	14	18	3	70	Good	26	17	17	19	4	83	Good	
10	S10	22	13	14	10	3	62	Fairly	24	14	14	19	4	75	Good	
11	S11	22	13	11	18	3	67	Fairly	25	14	15	19	4	77	Good	
12	S12	22	14	14	18	3	71	Good	26	14	14	19	4	77	Good	
13	S13	21	9	14	10	3	57	Poor	24	15	14	19	4	76	Good	
14	S14	22	13	14	10	3	62	Fairly	25	14	14	19	3	75	Good	
15	S15	22	13	14	18	2	69	Fairly	26	17	17	19	4	83	Good	
16	S16	13	9	9	9	2	42	Poor	22	10	10	11	3	56	Poor	
17	S17	11	10	11	12	2	46	Poor	23	14	14	19	3	73	Good	
18	S18	21	13	14	11	2	61	Fairly	22	14	14	12	3	65	Fairly	
<b>Total</b>							1063			Total					1272	
Mean							<b>59.05</b>			Mean					<b>70.66</b>	

Appendix 5: The student's results from the pre-test and Post-Test (Control Class)

No	Sample	Pre-Test					Score pre-test	Classification	Post-Test					Score post-test	Classificati on	
		Five aspects of writing assessment							Five aspects of writing assessment							
		C.	O	V	G	M			C.	O	V	G	M			
1	S1	20	9	11	15	3	58	Poor	22	13	14	18	3	70	Poor	
2	S2	21	10	12	11	3	57	Poor	22	14	14	12	3	65	Good	
3	S3	20	9	11	11	2	53	Good	22	13	12	14	3	64	Good	
4	S4	20	10	12	11	3	56	Poor	22	13	13	15	3	66	Poor	
5	S5	22	10	12	18	2	64	Poor	22	12	12	11	3	60	Fairly	
6	S6	22	10	12	11	3	58	Fairly	22	13	14	18	3	70	Good	
7	S7	22	9	11	10	3	55	Poor	13	9	11	10	2	45	Good	
8	S8	22	9	11	11	3	56	Poor	22	10	12	11	3	58	Good	
9	S9	22	10	14	18	3	67	Good	23	10	14	18	3	68	Good	
10	S10	22	9	14	10	3	58	Fairly	22	13	15	12	3	65	Good	
11	S11	22	9	11	18	2	62	Fairly	22	10	12	18	3	65	Good	
12	S12	22	10	11	10	2	55	Good	18	13	14	18	3	66	Good	
13	S13	22	13	13	18	3	69	Poor	22	13	13	18	2	68	Good	
14	S14	24	14	15	19	4	76	Fairly	22	13	12	11	4	62	Good	
15	S15	12	9	12	11	2	46	Fairly	22	10	12	12	3	59	Good	
16	S16	23	14	15	19	3	74	Poor	23	13	15	19	3	73	Poor	
17	S17	12	9	11	11	2	45	Poor	22	13	12	18	3	68	Good	
18	S18	22	13	14	18	3	70	Fairly	22	14	15	19	3	73	Fairly	
<b>Total</b>							1079			Total					1165	
Mean							<b>59.05</b>			<b>Mean</b>					<b>70.66</b>	

## Appendix 6: The Certificate of Completion of Research


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA PALOPO**  
**MADRASAH AL-MAH MUIBIRI (MAM) KOTA PALOPO**  
 Jalan Dr. R. Soedjadi, Balaikota Kota Palopo 91914  
 Telp/Fax: 0411-91115-xx | www.kemkominfo.go.id  
**Palopo**

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**SURAT PETERANGAN PENELITIAN**  
 Nomor : 264/Ma/21/1401/7L03N2223

Yang berkepentingan dibawah ini:

Nama	Dra. Hj. Jannah, M.Pd.
NIP	1966122119340320093
Pangkat/Gol. Jabatan	Pembina Vb Kepala MAK Kota Palopo

Dalam hal ini berkepentingan adalah:

Nama	Hafidati
Kota	Polewali
Alamat	Tombong
Pendidikan	Masdarani
NIM	17102102332

Sehingga yang bersangkutan telah diakui keahliannya sebagai peneliti senior (senior) yang ditunjuk sebagai pembimbing Skripsi yang berjudul: "The Effect Use Teachers' indirect Feedback toward The Students' Writing SAAT".

Demi hal ini tidak ada hal yang dapat dipergunakan sebagai alasan untuk menolak.

Palopo, 20 Mei 2023  
  
 Dra. Hj. Jannah, M.Pd.  
 NIP. 1966122119340320093

### Appendix 7: The Research Permit Certificate



### Appendix 8: Documentations

## 1. . Giving Pre-test

- The students focus the explanation on a paper pre-test



- controlling the class so that students focus on their pre-test



## 2. Giving Treatment

- the researcher explains the material



- the students are discussed based on divided groups to work on treatment



### 3. Giving Post-Test

