

**THE EFFECT OF WEEKLY WRITTEN FEEDBACK AND
WRITING MOTIVATION ON THE TENTH GRADE STUDENTS'
WRITING SKILL OF SMAN 1 KAYUTANAM**

THESIS



By

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ABSTRAK

ROSMINI. 2017. Pengaruh Umpan Balik Tertulis Mingguan dan Motivasi Menulis Siswa Terhadap Kemampuan Menulis pada Kelas X di SMAN 1 Kayutanam, Tesis. Program Pascasarjana, Universitas Negeri Padang.

Menulis merupakan salah satu kemampuan dalam Bahasa Inggris yang harus dikuasai oleh siswa. Berdasarkan observasi penulis, siswa kelas X masih mempunyai kesulitan dalam menulis teks recount dan teks narative, sehingga tujuan dari penelitian ini adalah untuk mengetahui umpan balik mingguan dan motivasi menulis. Desain penelitian ini adalah penelitian Eksperimen semu dengan rancangan factorial 2×2 yang diselenggarakan pada dua kelas kelas X SMAN 1 Kayutanam. Satu kelas diajarkan dengan umpan balik tertulis mingguan kelas (X.5) dan yang satu lagi diajarkan dengan umpan balik langsung kelas (X.7). Pengambilan sample dengan random cluster sampling. Jumlah populasi sebanyak 153 siswa. Dan sample berjumlah 42 siswa. Instrument dari penelitian ini adalah tes menulis dan angket motivasi. Kemudian, data penelitian dianalisis dengan menggunakan rumus uji-t dan ANOVA Dua Arah. Hasil dari penelitian ini menunjukkan bahwa (1) Umpan balik memiliki kemampuan menulis lebih baik daripada siswa umpan balik langsung. Hasil penelitian menunjukkan uji-t, dimana nilai t_{hitung} lebih besar daripada nilai t_{table} . (2) siswa dengan motivasi menulis tinggi tidak memiliki kemampuan yang lebih baik daripada yang umpan balik langsung. (3) siswa dengan motivasi menulis rendah tidak memiliki kemampuan menulis lebih baik daripada yang umpan balik langsung, (4) Tidak terdapat interaksi antara kedua strategi dan motivasi menulis siswa terhadap kemampuan siswa dalam menulis, dimana F_{hitung} (lebih kecil daripada nilai F_{table}). Kesimpulan bahwa: “ umpan balik tertulis memiliki hasil yang tidak signifikan terhadap kemampuan menulis siswa dengan umpan balik langsung. Dan tidak terdapat interaksi antara “ *umpan balik tertulis*” dan motivasi menulis siswa terhadap kemampuan menulis siswa.

ABSTRACT

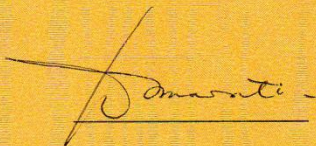
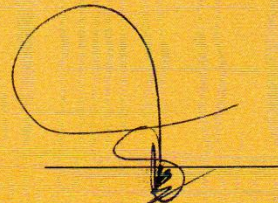
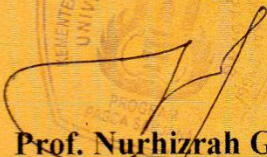
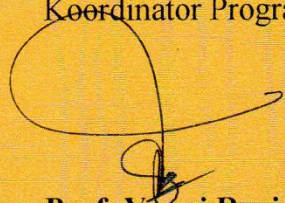
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Writing is one of English language abilities that should be mastered by the students nowadays. Based on the researcher's observation, students at the tenth grade of SMAN 1 Kayutanam have difficulties in writing text of recount and narrative. And that the purpose of this research was to explain the effect of Weekly Written Feedback and Writing Motivation on the Tenth Grade Students' Writing Skill. The design of this research was quasi experimental research 2 x 2 factorial design conducted at two classes of grade X SMAN 1 Kayutanam. One class was taught through weekly written feedback X5 as Experimental Class while the other was taught through Conferencing X7 as Control Class. Cluster random sampling was used in selecting the sample. Population were 153 students. Samples were 42 students. The instrumentation of this research were writing test and motivation questionnaire. Furthermore, the data were analyzed by using t-test formula and Two-Ways ANOVA. The result of this research are (1) weekly written feedback given better result in writing skill compared with a conferencing strategy. It was proven by the result of the t-test which showed that t_{observed} was bigger than t_{table} , (2) Weekly written feedback did not give better result toward the writing skill of the students with high writing motivation in writing skill than conferencing of SMAN 1 Kayutanam. (3) Weekly written feedback did not give better result toward the writing skill of the students with low writing motivation than conferencing of SMAN 1 Kayutanam. (4) There was no interaction between both strategies and writing motivation toward students' writing skill where F_{observed} was 0,04 which less than F_{table} 3,46. As conclusion, Weekly written feedback had not significant result on students' writing skill than conferencing. And there was no interaction between teaching strategies and writing motivation on students' writing skill.

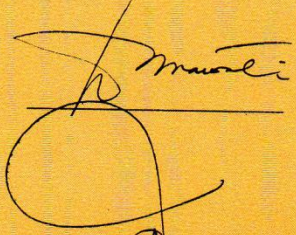



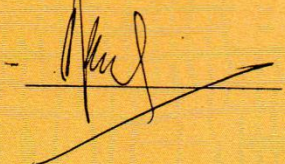
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing in English as a foreign language is difficult for second learners. They need comprehension, knowledge and skill to explore their thought. Comprehension is powerful because the ability to construct meaning come from the mind of the writer while knowledge means he or she well informed about writing techniques. Writing can help someone understand and make sense of their own experiences and make discoveries about their own thought and feeling.

While based on the teaching and learning of writing in the classroom in SMAN 1 Kayutanam, a great number of students get difficulties in writing or composing a text. Anytime the researcher, as the teacher taught the writing skill, got problem in teaching writing to her students. Most of them, the teacher applied conventional teaching. She gave explanation to the students and asked them to write an essay, then gave evaluation to them. The students feel that writing is an enjoyable activity to do. It seems that the students are not interested in writing activities. They are lazy to write. They just keep silent, they do not know what they want to write. However, they did not improve improvement, so she tried applying other strategies to make them active in writing, but most of the time, only smart students who wanted to take part, the rest of them only imitated their friends' work. Based on the data of students' with skill taken from some schools in Padang

Pariaman. They were from SMAN 1 VII Koto Sei Sariaik (65.00) while the Minimum Achievement Criteria (KKM) is 80, SMAN 2 VII Koto Sei Sariaik (55.66) while the Minimum Achievement Criteria (KKM) is 80, SMAN 2 Sei Limau (68.00) while the Minimum Achievement Criteria (KKM) is 75, SMAN 1 Batang Anai (66.04) while the Minimum Achievement Criteria (KKM) is 75, SMAN 1 Kayutanam (51.34) while the Minimum Achievement Criteria (KKM) is 80. And in writing activity, students are not able to organize their ideas, still confused about structure of the language, chosen vocabulary, sentence formation, standard inflection, mechanics (effective use of capitalization, punctuation, spelling, and formatting). It means that students' writing skill can be categorized into poor.

There are many factors that influence low second learner writing ability. One of them is low reading ability. There is relation between writing activity and reading. By read many books, the students will have any ideas and some vocabularies. By read, the students will have wide knowledge and have any vocabularies if we compare with the students who seldom read.

The students are boring and tired with writing activity which is monotonous since the elementary school such as fill the blank, arrange the paragraph into a good paragraph. And there is no example instruction to develop ideas. The teacher should give productive example in writing. It will be better if the teachers' writing can be packet book for students because teacher have comprehend about the

students' condition in the class. It supported by Coni Semiawan expert of activity UNJ in Kusamah (2011) says that

It needs creativity for enjoyable writing and useful. Creativity appeared, if always support any exercise involved writing. Fortunately, writing culture is not prior in our school. Most of our students unable to write. Moreover, write an idea or themselves opinion. It need solution to this problem. Our students should be able to write. The teacher is challenging to find a new strategy to develop creativity on writing.

Then, the factors that may affect students' low writing skill in SMAN 1 Kayutanam such as physical condition, intellectual, proficiency, and skill. Without this factor someone can not write well.

The common problem in writing skill is lack of vocabulary. Students' vocabularies are still low. It can be seen through learning process. They checked dictionary when they arranged the words into the sentences, paragraphs, and compositions. Sometimes they also asked their teacher to tell them the words and the meaning of certain words. Low vocabulary is a major problem in writing skill. Writing skill depends on vocabulary knowledge and vice versa. The more students write, the better their vocabulary becomes. And the more vocabulary they know, the better they can writing.

Related to the above explanation, written feedback is the most important thing in order to develop the students' writing. It can relate the teacher's idea to the students. Written feedback can motivate the students in writing. Through the written feedback given by the teacher, the students can improve their writing skill. The students can realize their mistakes.

Conferencing also can motivate students to learn writing. The teacher used conferencing in learning to break the bad atmosphere. Here the students work individually. They create a sentence in turn they create a text. After that The teacher will comment the students' writing directly.

Writing is not an easy activity that can be simply done by the students, because writing is not activities that only crash the pen or pencil on piece of paper. As Raimes (1987: 21) describes that writing is complex process that contribute a trouble for the teachers who try to focus on everything at once. It means that writing is a complex activity that also needs understanding and practicing. The students cannot practice to write without a well understanding about writing and process. In order to get an understanding, they need explanation and guidelines how to write well. Therefore, the students have to get more guidelines from the teachers about how to share their ideas and thinking into written form.

Actually, one ways to make the teaching writing effective is to make the students active and enjoy the learning and they can improve their writing motivation. Writing can be fun activity when the teacher apply appropriate technique in teaching writing. The teacher should make students to be a good writing. Students need learning strategy in order to help them become more active in learning process. Basically techniques in learning concern the teachers organize and use strategy, technique of learning, subject matter, learning tools, learning materials, and learning procedures

Many factors make them unable to create the text. They are internal and external factors. The external factors come from students outside such as teachers teaching technique, teaching and learning preparation, classroom management, the use of teacher aids, the process of teaching evaluation and so on. The internal factors come from students' themselves, they are like intelligence level, creativity, strategy, sense and mood. Furthermore, other students' internal factor is low writing motivation. Their low writing motivation can be seen through their reading performance whether they are inactive person in group work of English class or not

Considering on the explanation above, the research choose weekly written feedback to improve the students writing skill. Here, the students' writing ability was to explore deeply since they had to relate their words and phrases from simple one to a more complete sentence. The students start to write down the ideas are connected by using an arrow or line. It is used to overcome the difficulty in developing ideas. (Amstrong : 2003).

Moreover, the teachers do not give writing task regularly. They ask the students to write in many ways such as arranging jumble words into sentence, jumble sentences into paragraph, or jumble paragraphs into text. These kinds of task do not give more experiences to the students. They tend to be passive. So, their writing quality will not increase.

Based on the problem above, the researcher conducted the comparative study about the effect of weekly written feedback and conferencing on the tenth grade students' writing skill of SMAN 1 Kayutanam.

B. Identification of the Problem

Based on the background of the problem above, there are some problems faced by students in writing skill. First, the students are lack of motivation in writing. It could be seen through students' activity in writing class they did not participate well. Second, the students have lack of vocabularies. They usually used dictionary to write the composition. Third, the students' writing skill is low. It can be seen from the result of their writing task . The students are not able to use capitalization, spelling and punctuation. As a result, the students are not able to write produce the writing task appropriately.

C. Limitation of the Problem

In this study, it is necessary to limit the problem due to the fact that it is not possible to solve all problems. This research is focused on the teaching writing skill and students' writing motivation will influence their writing skill. Specifically, this research is limited her research on examining the effect of weekly written feedback and writing motivation on the tenth grade students' writing skill of SMAN 1 Kayutanam.

D. Formulation of the Problem

The problem of this research was formulated as follows:

1. Does weekly written feedback give better effect on the tenth grade students' writing skill compared with a conferencing strategy of SMAN 1 Kayutanam?

2. Does weekly written feedback give better result toward the writing skill of the students with high writing motivation than conferencing of SMAN 1 Kayutanam?
3. Does weekly written feedback give better result toward the writing skill of the students with low writing motivation than conferencing of SMAN 1 Kayutanam?
4. Is there any interaction between teaching strategies (Weekly written feedback, conferencing) and students writing motivation toward students' writing skill of SMAN 1 Kayutanam?

E. Purpose of the Study

The purposes of the research are as follows:

1. To explain whether weekly written feedback give better effect on the tenth grade students' writing skill compared with a conferencing strategy of SMAN 1 Kayutanam?
2. To explain whether weekly written feedback give better result toward the writing skill of the students with high motivation than conferencing of SMAN 1 Kayutanam.
3. To explain whether weekly written feedback give better result toward the writing skill of the students with low motivation than conferencing of SMAN 1 Kayutanam.

4. To explain whether there are any interaction between teaching strategies (Weekly written feedback, conferencing) and students writing motivation toward students' writing skill of SMAN 1 Kayutanam.

F. Significance of the Research

This study is expected to yield some contribution and consideration to both practical and theoretical. From practical viewpoint, the researcher expects that this study would give valuable input for Senior High School English teachers in creating an alternative strategy to teaching writing skill. While theoretically, the researcher hoped that this study would be one of valuable consideration in developing weekly written feedback strategy.

G. Definition of the Key Terms

In order to avoid misunderstanding about the terms which are used in this thesis, the following will be explained shortly:

1. Writing skill is the skill of the students express what they have in minds: ideas, thoughts, feeling or argumentative into good written form .
2. Weekly written feedback is the teacher's comments to the students' writing task every week.
2. Effect means the outcome or result produced by independent variable
3. Conferencing is one to one tutorial meetings between teacher and student in writing task.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

Based on the result of research finding that was done at the tenth grade of SMAN 1 Kayutanam, it can be concluded that:

1. Weekly Written Feedback gives the better effect on the tenth grade students' writing skill compared with a Conferencing of SMAN 1 Kayutanam.
2. Weekly written feedback does not give better result toward writing skill of the students with high writing motivation than conferencing of SMAN 1 Kayutanam.
3. Weekly written feedback does not give better result toward writing skill of the students with low writing motivation than conferencing of SMAN 1 Kayutanam.
4. There is no interaction between teaching strategies (Weekly written feedback, conferencing) and students writing motivation toward students' writing skill of SMAN 1 Kayutanam.

B. Implications

Related to the result of this experimental research, it is implied that Weekly written feedback can improve the tenth year students writing skill of SMAN 1 Kayutanam. This strategy can be applied as an alternative teaching

strategy to teach writing skill. Dealing to the students' writing motivation, this strategy is good to be applied for both students who have high writing motivation and low writing motivation. In the teaching process, teachers do not need to group the students based on their writing motivation because high students writing motivation and low students writing motivation can be taught together in one class.

C. Suggestions

Based on the conclusion and implication above, the researcher proposes suggestions as follows:

1. To get better effect on the students' writing skill, weekly written feedback is proven as an effective strategy in teaching writing skill of tenth year students of SMAN 1 Kayutanam. It is suggested that the English teachers at SMAN 1 Kayutanam apply this strategy as an alternative or variation strategy in teaching writing skill
2. It is suggested that the next researcher conduct related this research on larger population and sample in order to gain more accurate data.
3. In teaching and learning process, English teachers should consider the students' motivation and ability. Pay attention to the slow students, they need more guidance and practice during the classroom activity.
4. It is suggested that next researchers who are interested in this technique are suggested to apply it in the different genres, skills, grade and other variables.

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