THE COMPARATIVE STUDY BETWEEN TEACHER'S DIRECT AND INDIRECT FEEDBACK TECHNIQUES IN IMPROVING STUDENTS' WRITING RECOUNT TEXT AT SMAN 1 KOTAGAJAH

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah i) teknik *teacher's direct feedback* dapat meningkatkan kemampuan menulis siswa, ii) teknik *teacher's indirect feedback* dapat meningkatkan kemampuan menulis siswa, dan iii) apakah ada perbedaan pada kemampuan menulis siswa antara siswa di kelas *teacher's direct* dan *indirect feedback*. Penelitian ini termasuk kedalam penelitian kuantitatif. Subjek penelitian ini adalah 30 siswa kelas X MIPA 1 dan X MIPA 2 SMAN 1 Kotagajah. Tes menulis digunakan sebagai alat untuk pengambilan data. Analisis data mengunakan *Paired Sample T-test*. Hasil menunjukkan bahwa i) Teknik *teacher's direct feedback* dapat meningkatkan kemampuan menulis siswa, ii) Teknik *teacher's indirect feedback* dapat meningkatkan kemampuan menulis siswa, dan iii) terdapat perbedaan pada kemampuan menulis siswa antara siswa di kelas *teacher's direct* dan *indirect feedbacks*. Hasil dari penelitian ini menganjurkan bahwa teknik *teacher's direct* dan *indirect feedbacks* ini dapat diaplikasikan sebagai strategi alternatif untuk meningkatkan kemampuan menulis siswa.

Abstract. This study was aimed to find whether i) teacher's direct feedback technique improves the students' writing achievement, ii) teacher's indirect feedback technique improves the students' writing achievement, and iii) there is any difference of students' writing between students in teacher's direct and indirect feedback classes. The research was quantitative. The subjects were 30 students of X MIPA 1 and X MIPA 2 of SMAN 1 Kotagajah. The writing test was administrated as the instrument. The data was analyzed using *Paired Sample T-Test*. The results show that i) the teacher's direct feedback technique improves the students' writing achievement, ii) the teacher's indirect feedback technique improves students' writing achievement, and iii) there is a statistically significant difference of the students' writing achievement between students in teacher's direct and indirect feedback classes. The findings suggest that teacher's direct and indirect feedback techniques can be applied as alternative strategies to improve students' writing ability.

Keywords **:** *Writing, Teacher's Direct Feedback, Teacher's Indirect Feedback.*

INTRODUCTION

Writing has attracted attention since 1960's and has been considered as a basic aspect of communication. According to Harmer (1998:225) the writing skill is recognized as a fundamental skill for language teaching. It causes for instructing composition include reinforcement, language development, and learning style. That is the reason why the teachers give more attention to writing skill, the complete one. The statement is supported by Heaton's (1991: 135) who states that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices, but also of conceptual and judgmental elements. Thus, besides the effective complex construction, tense, and punctuation, the abilities of choosing the suitable word or idiom choice and usage in the context in which it is used is required in writing ability.

Teachers' comments help the learners become readers and that latter can make them evaluate their own compositions. According to Sommers (1982:148) teachers provide feedback on students' written production in order to motivate the learners to revise. The term feedback is used to describe the information that comes back from the reader to the writer. Ur (1996:242) defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. In other words, it is the comments, questions, or suggestions with the purpose to help the writers improve their quality in writing.

Concerning the two types of teacher's feedback included teacher's direct and indirect feedback. Teacher's direct feedback is a technique of concerning students' error by giving explicit written feedback (Ferris, 2002: 19). In providing this feedback, the teacher provides the students with the correct form of their errors or mistakes. It shows them what is wrong and how it should be written. While, teacher's indirect feedback is a technique of correcting student's errors themselves (Ferris, 2002:19). As for this type, teachers tend to underline, circle, code mistakes to indicate the precise location and types of error without the corrections. This technique gives students the opportunity to fix errors themselves.

Additionally, studies examining the effect of teacher's direct and indirect feedback have tended to make further justification. For instance, Dewi Santi (2007) conducted a study to investigate the effect of teacher's feedback on students' writing. This study revealed that teacher's feedback is effective to improve students' writing. Other study conducted by Jamalinesari et al (2015) who had attempted to examine the effect of two different types of feedback on the writing performance of students' regarding eight grammatical errors. It was noted that the students improved their linguistics accuracy on new writing tasks better when indirect feedback was applied rather than direct feedback. The next research conducted by Utami (2002). She tried to investigate the improvement of writing spoof text. As the result, two cycles of her study showed that the implementation of teacher's direct feedback was successful to improve the students' writing skill and the improvement was on all writing aspects. The recent study was conducted by Pramana (2015). He attempted to find out the improvement of students

descriptive writing ability through teacher's indirect feedback. As the result, teacher's indirect feedback is successful in giving positive improvement in students' ability in descriptive text. He adds that this technique increases all aspects of writing, especially in mechanics.

The research above showed that many studies have been done on different dimension, subject and findings. It can be inferred that teacher's direct and indirect feedback are the effective techniques that can be used to improve the students' ability. They also show that these techniques also successful in giving positive increase in students' writing aspects, i.e. content, organization, vocabulary, grammar, and mechanics. Additionally, the similar study will be done in different subject, aspect, and aims. The aims of this study are to find out whether there is any difference in students' achievement after the implementation of teacher's direct and indirect feedback and the aspect of writing that improve he most after the implementation of these techniques. To fulfill the above mentioned aims the following research questions are posed 1) whether teacher's direct feedback technique improved the students' writing achievement? 2) whether teacher's indirect feedback technique improved the students' writing achievement? 3) is there any significant difference of students' writing between students in teacher's direct and indirect feedback class?

METHODS

This research was a quantitative which aimed to find out whether teacher's direct and indirect feedback technique improved the students' writing achievement, and the difference of students' writing between teacher's direct and indirect feedback techniques. The population of this research was the first grade of SMAN 1 Kotagajah. The researcher used class X MIPA 1 and X MIPA 2 which consisted of 30 students each class as experimental classes to be treated.

This research used two instruments namely pre-test, post-test in written form in order to answer the research questions. Paired sample t-test was used to analyze the data in order to compare two kinds of data or mean that came from the different sample. In this case, students were given a chance to make writing composition for about 90 minutes. Between the two tests, there were treatments which were held in three meetings. The treatments include teacher's direct and indirect feedback. In this research, the learning materials were focused on writing of recount text. All students' compositions were assessed in terms of content, organization, language use, vocabulary, and mechanics.

RESULTS AND DISCUSSION

After collecting and analyzing the data, the researcher comes to the following result and discussion.

Results

The participants in this study took a pre-test and post-test as the instruments. The tests were in recount writing form. The whole results of pre test and post test of both classes ware explained in the following table.

Table 1. Students' Writing Improvement

Group	Mean of Pre Test	Mean of Post Test	Gain
Teacher's Direct Feedback	50,83	58,91	8,08
Teacher's Indirect Feedback	55,08	63,66	8,58

Based on table above, the students' mean score of teacher's direct feedback class is 58.91 and the mean score of teacher's indirect feedback class is 63.66. The technique that improves students' writing recount text the most is teacher's indirect feedback. It can be seen from the gains which are 8.08 for direct feedback and 8.58 for indirect feedback.

In order to answer the first research question, we can see the table of paired t-test result as follows:

Table 2. The Result of Student's Pretest and Posttest at Teacher's Direct Feedback

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Post. DF - Pre. DF	8,0833	6,7493	1,2322	5,5631	10,6036	6.560	29	.000

From the table we can see that t-value is 6.560, which the data significant based on t-table is at least 1.699127 and 0.00 < 0.05. The table shows that there is a significant difference of students' writing ability in writing recount text before and after the implementation on teacher's direct feedback. It means that teacher's direct feedback improved students' writing achievement.

To see the improvement of students writing from the pre test to post test in teacher's indirect feedback class, below is the result of the tests:

Table 3. The Result of Student's Pretest and Posttest at Teacher's Indirect Feedback

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Post. IF – Pre. IF	8,5833	6,4888	1,1847	6,1604	11,0063	7.245	29	.000

In order to answers the second research question, it can be seen that t-value is 7.245, which is the data significant based on t-table is at least 1.699127 and 0.00 < 0.05. It proves that there is a significant difference of students' writing ability in writing recount text before and after the implementation on teacher's indirect feedback. It means that teacher's direct feedback improved students' writing achievement.

In order to see the difference of students' writing achievement after the implementation between teacher's direct and indirect feedback techniques, we can see the table below:

Table 4. The Result of Student's Post-test at Teacher's Direct and Indirect Feedback

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	Post. DF - Post. IF	-4,7500	13,1035	2,3924	-9,6429	,1429	-1.985	29	.057

Null hypothesis is accepted if t-value < t-table with the level of significance at <0.05. From the data above, it could be seen that 1.985 > 1.699127 and 0.057 > 0.05. Therefore, for the hypothesis, the null hypothesis was rejected and the

research hypothesis was accepted. It means that there was a difference of students' writing achievement between students in teacher's direct and indirect feedback classes.

Then, to see in what aspect of writing teacher's direct and indirect feedback contributes more, the researcher compared the gain score of students' writing in each aspect as can be seen on the table below:

Table 3. The Difference Scores of Students' Writing Recount Text in Each Aspect between Teacher's Direct and Indirect Feedback Class

Aspect of Writing	Gain Score of Teacher's Direct Feedback	Gain Score of Teacher's Indirect Feedback	The Difference Gain
Content	2.17	2.72	0.55
Grammar	2.00	1.25	- 0.75
Organization	1.67	1.16	- 0.51
Vocabulary	0.91	0.84	- 0.07
Mechanics	1.41	2.75	1.34

From the table above, we could see that the gain score of each aspect after the implementation of teacher's direct and indirect feedback. The first gain came from mechanics aspect which was the difference gain from teacher's direct and indirect feedback was 1.34. It was the highest gain in this research. The second high gain was content aspect (0.55). The third improvement occurred in vocabulary aspect which was the difference gain of each technique was -0.07. For organization aspect, the difference gain was -0.51. The last aspect was grammar which had the difference gain was -0.75. It was the lowest gain in this research.

Discussion

The result of this research shows that teacher's direct and indirect feedback techniques are effective to improve students writing recount text. This finding also confirmed the result of the research conducted by Santi (2007) that the implementations of teacher's feedbacks give positive impact in improving students writing. She adds that these techniques increase each aspect of writing; content, organization, vocabulary, language use and mechanics. Most of students considered that the teacher as the only feedback source has highly value than other sources because they have confidence in the teacher's knowledge and skill in English. In addition, Chandler (2003) proved that correction feedback to be a way of improving the accuracy of L2 students' writing. When offering comments on the students' compositions, it means that teacher leads them to have a better writing, since it makes the students aware of the errors and mistakes they have made.

The next finding shows that there is a difference of students' writing achievement after the implementation teacher's direct and indirect feedback techniques. It caused, after the implementation of these techniques, the students' have difference ability based on the technique to be implemented. Besides, the students who are given errors feedback from the teacher will have greater confidence to revise their errors and the next writing. Moreover, the students given treatment with teacher's indirect feedback performed better than direct one. This result confirmed the previous study that had been done by Jamalinesari et al (2015). It shows that students' who received teacher's indirect feedback performed better than those received direct feedback. Since in this type of feedback, the students' try to find the codes and rewrite the correct sentences. That makes the students reflect more on their writing and consequently retain

their grammatical knowledge (Ellis, 2003). That is the reason why indirect feedback students decrease their number of errors during the treatment and finally they gain better result compared to the direct feedback. Moreover, it contributes more likely to long-term learning since it induces deeper internal processing.

In other case, in teacher's direct feedback, the students' only revise their writing based on the feedback given by the teacher. It shows them what is wrong and how it should be written, but it is clear that it leaves no work for them to do and also the chance for them to think what the errors are (Elshirbini and Elashri, 2013). By giving this feedback, the students' should not to confuse in understanding their errors. In additional, teacher's direct feedback leads students to greater accuracy in text revision. More explicit type of teacher's feedback on students' composition resulted in successful self-correction of their grammatical errors (Makino, 1993).

Regarding to the aspects of writing, the aspects of writing that improve the most are content in teacher's direct feedback class and mechanics in teacher's indirect feedback class. But, aspect of mechanics is the aspect of writing that gives better improvement after the implementing of both techniques. This finding support the result of the research by Erel and Bulut (2007) which showed that teacher's direct and indirect coded feedbacks had made some improvements in students writing accuracy, including the aspect mechanics (punctuation, spelling an, . In the result of this finding show that teacher's direct and indirect coded feedbacks improve students' accuracy especially in teacher's indirect feedback

class which the aspects of writing that improve the most is mechanics (punctuation, capitalization, and spelling). In additional, a study conducted by Pramana (2015) also found that mechanics is aspect of writing improved the most after the implementation of teacher's indirect feedback. In other words, mechanics is aspect of writing which is easier to physically see and memorize by students than other aspects. It caused this aspect only concerned on the use of correct spelling and capitalization, the use of punctuation marks, and also to write them in good paragraphs.

Finally, according to the explanation above, it can be concluded that there is a difference of students' writing achievement after the implementation between teacher' direct and indirect feedback techniques. Both of these techniques can improve students' writing ability in each aspects of writing; content, grammar, organization, vocabulary, and mechanics. But, teacher's indirect feedback gives better gain for students' writing than direct feedback. Meanwhile, the aspects of writing that improve the most between teacher's direct and indirect feedbacks is mechanics.

CONCLUSIONS AND SUGGESTIONS

Referring to the discussion of the researcher in the previous chapter, the researcher comes to the following conclusions.

Conclusions

Based on the findings in the fields and from the statistical report in the last chapter, it was found that teacher's direct and indirect feedback improve students' achievement in writing

recount text. Therefore, there was a difference of students' writing achievement after the implementation between teacher's direct and indirect feedback. But teacher's indirect feedback improves students' writing the most than direct feedback, since teacher's indirect feedback gives students opportunity to fix their error themselves. Besides that, not only improve their writing but these techniques also improve students writing ability in term of content, grammar, organization, vocabulary and mechanics. Where the aspect of writing improves the most is mechanics.

Teacher's direct and indirect feedbacks are suitable techniques to be applied in revising stage of teaching writing. It cause of these feedbacks can make the students able to avoid their errors in writing. These techniques also are believed to be able to build students' confidence and awareness to correct and write a text.

Suggestions

By seeing the advantages of the implementation these techniques, the English teachers are suggested to use direct and indirect feedback to improve students' writing ability because the researcher found that through direct and indirect feedback students become more active and autonomous in the learning process.

In addition, the researcher recommends that for future studies can be done on a greater population in different level and kinds of text. Moreover, in this study the researcher only used 17 codes of indirect feedback, the further researcher are suggested to add and use more codes as much as possible.

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