Improving Students Writing Performance on Recount Text through Direct Feedback Strategy

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Abstract

This study aims to improve students' writing skills in class VIII at MTs Bahrul Ulum in the 2022/2023 academic year through direct feedback. This research is a classroom action research which consists of two cycles. The subjects of this research were class VIII students of MTs Bahrul Ulum. The instruments used in this study were teacher observation sheets, student observation sheets, tests and documentation. The results of the two cycles show that the application of direct feedback has succeeded in improving students' writing skills. This finding is also supported by student scores in the previous semester which obtained an average of 65.76 or 5.8% to the post-test cycle I of 71.41 or 88.23% and the average score in the post-test cycle 2 is 75.64 or 94.11%. From the results above, it can be concluded that direct feedback can improve students' writing skills.

Keywords: Direct Feedback, Writing Performance, Recount Text

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa di kelas VIII di MTs Bahrul Ulum pada tahun ajaran 2022/2023 melalui umpan balik langsung. Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari dua siklus. Subjek penelitian ini adalah siswa kelas VIII Mts Bahrul Ulum. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi guru, lembar observasi siswa, tes dan dokumentasi. Hasil dari kedua siklus tersebut menunjukkan bahwa penerapan umpan balik langsung berhasil meningkatkan kemampuan menulis siswa. Temuan ini juga didukung oleh nilai siswa pada semester sebelumnya yang memperoleh rata-rata sebesar 65,76 atau 5,8% ke post-test siklus I sebesar 71,41 atau 88,23% dan nilai rata-rata pada post-test siklus 2 adalah 75,64 atau 94,11% . Dari hasil di atas, dapat disimpulkan bahwa umpan balik langsung dapat meningkatkan keterampilan menulis siswa.

Kata Kunci: Direct Feedback, Writing Performance, Recount Text

Introduction

In addition to reading, listening, and speaking, students also need to be proficient in writing. Writing can be used to demonstrate knowledge in the academic setting. For instance, students might write down their thoughts in a paper, journal, essay, or diary. Furthermore, communication is becoming more and more important in the age of technology and globalization. M. Atar Semi in his book reveals the meaning of writing is a creative process of transferring ideas into written symbols.

Writing skills are very important in the classroom environment. The ability to write well is necessary for students since it serves numerous objectives, particularly in daily communication and academic contexts. Hylan asserts that writing is more than just communicating information; it is also about mental representations as a result of these descriptions. Writing skills are very important in the classroom environment. The ability to write well is necessary for students since it serves numerous objectives, particularly in daily communication and academic contexts. Hylan asserts that writing is more than just communicating information; it is also about mental representations as a result of these descriptions.

The imbalance in the proportion of teaching writing to students makes students encounter some difficulties in writing, as well as students at MTs Bahrul Ulum. The results of the student's writing skills, especially the second graders of MTs Bahrul Ulum, are still far from satisfactory. Based on preliminary observations and interviews with the English subject teacher, the researchers found that most of the second grade students were unable to achieve basic competence in writing skills. This was reflected in the previous semester, especially in recount text material, there were many mistakes they made related to punctuation, grammatical errors, and word choices. Evidenced by the results of the scores sourced from the teacher's assessment document, namely the average student only reached 65, while the minimum completeness criterion in the English subject at the school was 70. In other words, students were unable to complete the minimum requirements in writing.

Conditions need to be improved in order to address the writing skills issues MTs Bahrul Ulum students are experiencing. Numerous research has been done to enhance students' writing abilities. Feedback is one strategy for helping students' writing abilities. One of the actions that can be taken and are consistently seen as vital when teaching writing is giving feedback. Students can be inspired to write better by receiving feedback. Feedback can assist students and teachers in learning about each other's teaching styles and weaknesses (Haoucha).

There are also several techniques for providing feedback. One technique is direct feedback. Ideally learning using direct feedback can improve students' writing skills where they not only learn conventionally but can also take advantage of developments in technology and information, as well as learning resources not only from books but also from various sources that can be accessed via the internet. Providing online feedback allows for breaking class time constraints and provides a virtual learning environment. Based on the previous background, the research question is formulated as follows: "How is the process of learning writing on recount text material using direct feedback?" and "Does students' writing performance on recount text increase through direct feedback strategy?"

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Method of Research

This study used the Classroom Action Research Method (CAR). The research design used is the Kemmis and McTaggart model. This research procedure is in accordance with the classroom action research procedure which is carried out in a cycle process. Each cycle consists of planning, action, observation, and reflection.
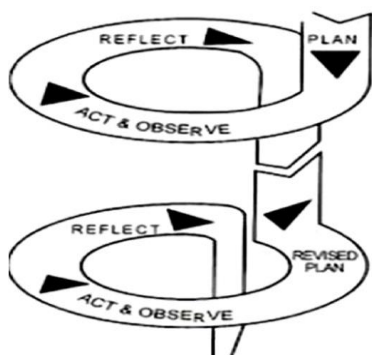
Findings and Discussions

In one of the discussions with the subject teacher, the researcher did not carry out a pre-test, because it was determined to use the summative grades of students in the last semester. Based on the score results sourced from the teacher's assessment document, the average student only reaches 65.76, while the KKM for English subjects at the school is 70. So, it can be analyzed that the writing skills of grade VIII students are still very low.

1. Cycle 1

1) Planning
   Planning is a preparation made by researchers and collaborator for the implementation of classroom action research, such as making lesson plans, preparing materials, making observation sheets for student and teacher activities, and making writing test to measure students' writing performance.

2) Action
   Action refers to the implementation of learning that is guided by the lesson plans. Every meeting in the learning process researchers do Direct Feedback. The first meeting is a learning process. In learning, the researcher explains the social function and text structure of the recount text. The second meeting explained the types of recount texts, the third meeting explained the language features of the recount text while asking students to write recount texts or do a post-test and the last meeting was held as the distribution of the results of the test.

3) Observation
   Observation is an activity carried out by colaborator to observe the impact of the actions taken. This activity is carried out by observing student and teacher activities together with the implementation of Quizizz in the teaching-learning process.

   After carrying out the learning activities at meetings 1 to 4 using the Direct Feedback Strategy, the researcher conducted a cycle 1 post test to measure students' writing skills on recount text material. The students' average score is 71.41 or 88.23%. Where the lowest score obtained by students was 66. Where there were 15 students whose scores reached the KKM, while 2 students had not yet reached the KKM. Because there were still two other students who had not reached the KKM and the researchers and collaborators had not achieved satisfaction with the cycle 1 post-test, the research was continued in cycle 2.

4) Reflection
   Based on the actions and observations carried out in cycle 1, there were no major difficulties in

transferring material about recount text at the first meeting. When distributed paper containing pictures of recount text, only a few students had difficulty answering, most students could determine the type of recount text. However, there were some difficulties, namely students were still shy and lacked confidence in answering questions from researchers, many students were not familiar with the vocabulary in the text, students had difficulty getting and generating ideas, and they did not have ideas for their writing. They are also confused to write their ideas into English sentences.

2. Cycle 2
   1) Planning

In cycle 2, the researcher and collaborator discussed to decide another action to help students find ideas so that students can get ideas easily. Then, the researcher and collaborator agreed to modify the action by using the blackboard to help students find ideas easily. The researcher will write the first word that is usually used in recount text, such as *last week, one year ago, when I was*, along with its meaning and so on. In addition, the researcher and collaborator also planned to guide them to know more vocabulary by displaying a mini dictionary on the board, because there were still many students who were not familiar with the vocabulary in the text as well as to emphasize more on parts and language features by presenting another recount text.

   2) Action

Action refers to the implementation of learning that is guided by the lesson plan that has been prepared. This stage is no different from the stages in cycle 1, there are only slight changes based on reflection. After the implementation of learning that is guided by the RPP is carried out, next the researcher distributed writing test instruments and asked students to create a recount text, with the theme of personal recount in other words writing their personal experiences according to the text structure and linguistic elements of the recount text as in the previous meeting and motivated students so that all students could write their experiences. Then during the writing process, the researcher helped the students to build the first sentence by writing the first word commonly found in personal recount texts on the board and guided them to know the vocabulary by displaying a mini dictionary on the board. After that, the researcher asked the students to collect their work. Before the time was up, the researcher checked the students' writing first, and then closed the lesson with a greeting.

   3) Observation

Researchers and collaborators can conclude if students are still shy and lack confidence to answer questions from researchers.

   4) Reflection

After Cycle 2, there were some improvements in students' writing. In cycle 2, researchers and collaborators focused more on the first word or sentence used by students as well as on language features. It can be seen in the results of student writing that in cycle 2 there was an improvement in the results of student writing.

After carrying out learning activities in cycle 2 meeting 1 using the Direct Feedback Strategy, the researcher conducted a cycle 2 post

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test to measure students' writing skills on recount text material. The students' average score is 75.64 or 94.11%. Where the lowest score obtained by students is 69. Where there are 16 students whose scores reach the KKM, while 1 student has not yet reached the KKM. Because the classical completeness was 70%, and the completeness obtained in cycle 2 was 94.11%, then cycle 2 was said to be successful.

Discussion

Based on the results of the summative scores, post-test 1 and post-test 2, it can be said that the students' writing skills through the Direct Feedback Strategy improved significantly. Where before using Direct Feedback the student's score in the previous semester was 65.76 or 5.8%, where these results prove the students' writing skills are still low, because 16 out of 17 students have not yet reached the KKM.

Then after using the Direct Feedback Strategy the value of the post-test cycle for one student became 71.41 or 88.23%. Where there were 15 people out of 17 students who reached the KKM. However, because the results of the post-test cycle 1 only increased slightly and the collaborator wanted to continue in cycle 2, the research had to be continued in cycle 2.

The post test result data obtained in cycle 2 was 75.64 or 94.11%. Where from 17 students, there are 16 students who have achieved KKM. So it can be concluded that in cycle 2 it meets the classical completeness criteria, namely 70%.

During the learning process most students were very enthusiastic to start the learning process. Based on the action process that has been carried out by the researcher, most students have no difficulty

in understanding the material. However, the problem faced by researchers is that when entering the writing process stage, students find it difficult to find ideas and build initial sentences and there are still many students who are not familiar with the vocabulary in the text. Therefore, at the planning stage of cycle 2, the researcher and collaborator decided to guide students to build initial words or sentences on the board, and help students find vocabulary that students did not know.

Researchers and collaborators concluded that students' writing skills will improve dramatically when Direct Feedback Strategy is applied continuously. This statement is supported by the results of post-test 1 to post-test 2 which show that the use of Direct Feedback Strategy can improve students' writing skills on recount texts. This is also in line with relevant research, based on the theory from Hyland, according to which feedback plays an important role in developing writing skills among second language learners. Celce-Murcia also said that feedback is the most important component to improve writing skills. Supporting the statement, Karim & Ivi found the fact that feedback has several important roles in the writing process to develop students' writing skills. Feedback can make students understand their strengths and weaknesses. It was supported by the examination conducted by Rahmini. She found that students have a strong desire to receive feedback on their grammatical errors.

Direct feedback is useful for providing clear instructions on proper form (Ellis). According to Lee, teachers may choose to use immediate feedback when they want to draw attention to specific error patterns or when errors are 'uncorrectable' and cannot be corrected by the students themselves, such as those involving sentence structure and word choice. Direct

feedback may also be suitable for beginning students.

Conclusion

In reference to the data analysis in this research, the implementation of direct feedback is effective to improve students' writing skill in the class. To support this result, there are two kinds of data presented in this research, namely qualitative data and quantitative data. In terms of qualitative data, the researcher obtained some results as follows; (1) the students perform better understanding of identifying the components of recount text; (2), the students get better understanding of the process how to write recount text; (3), the use of direct feedback can improve the students' writing skill.

In terms of quantitative data, the improvement of students' writing skills is supported by students' writing scores in the assignments given. The results of this study showed that students' scores in the previous semester obtained an average of 65.76 or 5.8% to the first cycle post-test of 71.41 or 88.23% and the average score in the second cycle post-test was 75.64 or 94.11%. From the above results, it can be concluded that Direct Feedback Strategy can be used as one of the solutions in improving students' writing skills in English subjects.

Based on research findings and discussion data, which includes the implementation of Direct Feedback Strategy in the classroom to teach writing skills. Cycle 2 shows an increase from Cycle 1 in the implementation of learning through the implementation of Direct Feedback. The observation results showed that almost all students in cycle 2 did well on the test, showed enthusiasm, and were actively involved in the teaching and learning process. Based on the research results, researchers can create an interesting teaching and learning environment in the classroom.

Suggestion

Based on the research conducted, the researcher provides the following means; (1), school are expected to maximize facilities and infrastructure, such as LCDs to facilitate the teaching and learning process; (2), teacher, this is important for teachers, especially English teachers at MTs Bahrul Ulum to improve students' writing skills. Teachers need to motivate students to write and provide effective and useful feedback for students. Teachers can use continuous teacher direct feedback in each writing task to examine the effect between using short period direct teacher feedback and also long period; (3), students are expected to have reciprocity in the learning process. In particular, English lessons, including students who have difficulty understanding the material, make students more able to pay attention to the teacher and be active in the learning process.

For future researchers, it is recommended to conduct research that focuses more on increasing student activity and motivation to learn, which has not been in this study. So that it can assist students in increasing their knowledge of English lessons that cannot be reached by researchers.

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