

## ABSTRAK

### AN INVESTIGATION INTO THE IMPACT OF DIRECT WRITTEN CORRECTIVE FEEDBACK ON THE RECOUNT TEXT WRITING QUALITY OF EIGHTH GRADE STUDENTS AT SMP NEGERI 4 TEJAKULA

Oleh

Gede Pena Setiawan, NIM. 2016103006  
Program Studi Pendidikan Bahasa Inggris

Penelitian ini menyelidiki dampak umpan balik tertulis korektif langsung dan umpan balik tertulis korektif tidak langsung terhadap kualitas menulis siswa kelas delapan di SMP Negeri 4 Tejakula. Dilaksanakan selama lima sesi, penelitian ini melibatkan pre-test, tugas, revisi, dan post-test untuk mengevaluasi kinerja siswa. Kelompok eksperimen menerima umpan balik tertulis korektif langsung, sementara kelompok kontrol menerima umpan balik tertulis korektif tidak langsung. Data dari pre-test dan post-test dianalisis menggunakan statistik deskriptif dan inferensial, termasuk uji t, uji normalitas, dan uji homogenitas. Temuan mengungkapkan peningkatan yang signifikan dalam kualitas menulis siswa yang menerima umpan balik tertulis korektif langsung dibandingkan dengan yang menerima umpan balik tertulis korektif tidak langsung. Skor rata-rata post-test kelompok eksperimen secara signifikan lebih tinggi ( $M = 74.21$ ,  $SD = 11.49$ ) daripada kelompok kontrol ( $M = 68.16$ ,  $SD = 12.05$ ). Studi ini menyimpulkan bahwa umpan balik tertulis korektif langsung lebih efektif dalam meningkatkan keterampilan menulis siswa. Penerimaan umpan balik yang positif oleh siswa, dikombinasikan dengan kemampuan mereka untuk mempertahankan dan menerapkan umpan balik korektif, menegaskan pentingnya umpan balik dalam pengajaran menulis. Studi ini menyarankan agar guru mengintegrasikan berbagai bentuk umpan balik untuk meningkatkan penulisan siswa dan menyerukan penelitian lebih lanjut tentang jenis umpan balik dan genre penulisan lainnya.

Kata kunci: Umpan balik tertulis korektif langsung, umpan balik tertulis korektif tidak langsung, kualitas menulis, teks recount.

## ABSTRACT

### **AN INVESTIGATION INTO THE IMPACT OF DIRECT WRITTEN CORRECTIVE FEEDBACK ON THE RECOUNT TEXT WRITING QUALITY OF EIGHTH GRADE STUDENTS AT SMP NEGERI 4 TEJAKULA**

By

Gede Pena Setiawan, NIM. 2016103006  
English Language Education Department

This study investigated the impact of direct written corrective feedback (DWCF) and indirect written corrective feedback (IWCF) on the writing quality of eighth-grade students at SMP Negeri 4 Tejakula. Conducted over five sessions, the research involved pre-tests, tasks, revisions, and post-tests to evaluate student performance. The experimental group received DWCF, while the control group received IWCF. Data from pre-tests and post-tests were analyzed using descriptive and inferential statistics, including t-tests, normality tests, and homogeneity tests. The findings revealed a significant improvement in the writing quality of students who received DWCF compared to those who received IWCF. The mean post-test scores of the experimental group were significantly higher ( $M = 74.21$ ,  $SD = 11.49$ ) than those of the control group ( $M = 68.16$ ,  $SD = 12.05$ ). The study concluded that DWCF was more effective in enhancing students' writing skills. The positive reception of feedback by students, combined with their ability to retain and apply corrective feedback, underscored the importance of feedback in writing instruction. The study suggested that teachers incorporate various forms of feedback to improve student writing and called for further research into other feedback types and writing genres.

Keywords: Direct written corrective feedback, indirect written corrective feedback, writing quality, recount text.