THE EFFECTIVENESS OF INDIRECT CORRECTIVE FEEDBACK TOWARDS STUDENTS’ NARRATIVE WRITING

(A Quasi-experimental Study at the Tenth Grade Students of MA Al-Awwabin Depok in Academic Year 2019/2020)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (Strata One) in English Education

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munagashah.

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ABSTRACT


Advisor I : Dr. Nida Husna, MA, TESOL
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This research aimed to gain the fact about the effect of indirect corrective feedback towards students’ narrative writing at the tenth grade of MA Al-Awwabin Depok. This study was held at MA Al-Awwabin Depok. The sample technique of this study was using a purposive sampling with 25 students of X-B as the controlled class, and 25 students of X-A as the experimental class. This research used quantitative method by using quasi–experimental design. The instruments was a test which is divided into pre-test and post-test. Furthermore the result of students’ writing in pre-test and post-test were calculated using application named SPSS 24. This research’s result showed that on the post-test the experimental class had the mean score by 73.8 while the controlled class had the mean score by 69.28. The Gained Score mean of the experimental class was 6.96 while the controlled class was only 0.84. Furthermore, the calculation of the hypotheses showed that $t_{\text{observe}}$ was 2.518 while $t_{\text{table}}$ was 1.68 ($2.518 > 1.68$) which clearly indicated that $H_0$ (Null Hypothesis) was rejected and $H_a$ (Alternative Hypothesis) was accepted. Also, the calculation of the Effect Size showed that the effect size of the data had a moderate effect with the score 0.714. Finally the researcher come to conclude that it was proven that there was a moderate significant effect in applying indirect corrective feedback on the tenth grade of MA Al-Awwabin Depok’s narrative writing.

Keywords : Narrative Writing, Narrative Text, Indirect Corrective Feedback
ABSTRAK


Pembimbing I : Dr. Nida Husna, MA, TESOL
Pembimbing II : Dadan Nugraha, M.Pd

Penelitian ini menyasar pada pemeroehan fakta terkait efek dari *indirect corrective feedback* tulisan naratif siswa kelas sepuluh MA Al-Awwabin Depok. Penelitian ini berlangsung di MA Al-Awwabin Depok. Tehnik *sample* penelitian ini menggunakan *purposive sampling* dengan masing-masing 25 siswa kelas X-B sebagai kelas kontrol, dan kelas X-A sebagai kelas eksperimental. Penelitian ini menggunakan metode kuantitatif dengan menggunakan kuasi-eksperimental sebagai desainnya. Instrumen penelitian ini adalah sebuah tes yang dibagi menjadi *pre-test* dan *post-test*. Kemudian hasil tulisan siswa di *pre-test* dan *post-test* dihitung menggunakan aplikasi SPSS 24. Hasil penelitian ini menunjukkan bahwa pada *post-test* kelas eksperimental memiliki rata-rata nilai 73.8 sedangkan kelas kontrol memiliki rata-rata nilai 69.28. Nilai rata-rata *Gained Score* kelas eksperimen 6.96 sementara kelas kontrol hanya 0.84. Kemudian, perhitungan hipotesis menunjukkan \( t_{\text{observe}} = 2.518 \) sedangkan \( t_{\text{table}} = 1.68 \) yang secara jelas mengindikasikan \( H_0 \) ditolak dan \( H_a \) diterima. Kemudian, perhitungan *Effect Size* dari data penelitian ini memiliki ‘efek moderat’ dengan nilai 0.714. Akhirnya, peneliti sampai pada kesimpulan bahwa terbukti jika terdapat efek moderat signifikan dalam mengaplikasikan *indirect corrective feedback* di tulisan naratif siswa kelas X MA Al-Awwabin Depok

Kata Kunci : Tulisan Naratif, Teks Naratif, *Indirect Corrective Feedback*. 

v
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Ciputat, 20 Juni 2020

Ridho Fourty Maulana Babellian
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CHAPTER 1
INTRODUCTION

This chapter presents the background of the study, identification of the problems, limitation of the problem, formulation of the problems, objective of the study, and significance of the study.

A. Background of the Study

English is the subject that is being taught in formal schools. It is taught because it is globally used and considered as a *lingua franca* (Seidhofer, 2005). It is a must for the students to learn the language in order to prepare them for global competition in this globalization era. English subject is taught equally throughout the nation. Ability or skills in English is believed lead the generation to the bigger opportunity in the future. This possession of language skills, however, is not easily acquired. Especially for those whom their native language is not English, these skills are something that they have to learn in such a long-struggling process. In language, there are known four skills; reading, listening, speaking, and writing, and they all possess their own difficulties and problems in the teaching-learning practice.

At students’ language learning context, writing has commonly been considered one of four important skills (Zacharias, 2015). That is why this skill should get a better concern especially in the classroom where the teaching-learning process is held. The complexity of writing makes it hard to be taught and learned. However, the process in the classroom and the technique that teacher use will determine whether or not the student’s success at their writing since students are ideally able to produce some short functional texts, and one of them is narrative text.

Narrative text should be taught on the Tenth-grade of senior high school students as stated in 2013 syllabus “*Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai...*
dengan konteks penggunaannya.”. Narrative text itself has its language features like; nouns to name characters, adjective to describe setting and character, using past tense, dialog for direct speech, time connectives, and written in third person (Whitefield, 2009). As the researcher observes on MTs Darul Ma’arif, specifically tenses, students consider it such an obstacle for them. Many mistakes occur at verbs selection. Students find it difficult to get used to simple past tense since it has regular and irregular verbs; it is not commonly used by students. Therefore, to reduce mistakes, making students aware with their mistake is necessarily done by teacher.

Furthermore, there were several problems in teaching-learning. There was lack of formative assessment. If we intent to improve students’ learning, this could be burdensome for teacher. The final exam, for instance, is not testing students’ speaking and writing which makes these somewhat abandoned in teaching and learning process. Drill on answering certain question also ignores students’ language skills. Stigler and Hiebert on Black and William (1998) stated that emphasizing on expectations and transparency that ignores teaching and learning processes in classrooms does not provide the path teachers need to change. It can be understood why summative assessment is dominating school since the schools have to keep their credibility by doing well at National Examination. However, educators should prevent this apprehensive situation if students’ learning process has to be sacrificed. This could make the students oriented only to answer certain questions that will be asked on National Examination, and learning production skill like writing will be abandoned. This causes students lack of experience in producing writing.

In addition, sometimes teacher do some text-book learning by dictate the students in their teaching rather than giving some space for students to learn by their own. This could make the students less aware to their learning. This rigid classroom situation sometime burdens students’ creativity especially in productive skill like writing. If this happens all the time students will eventually lose their opportunity to learn by themselves. Meanwhile, if we are expecting students become more creative
and aware of their writing, it will be better for the student if the learning could be more students centered, so the students can explore very much about their writing. Then, teacher actively provides guidance and suggestions on their practice.

Zacharias (2015) mentioned that one significant effort to help students enhance their writing quality and increase their motivation for writing tasks is through providing feedback. There are two kinds of feedback based on how it is delivered. They are direct feedback and indirect corrective feedback. Direct feedback is delivered directly or orally, therefore direct feedback commonly mentioned as oral feedback. On the contrary, indirect feedback is delivered indirectly or written, sometimes indirect feedback namely as written feedback. In writing, indirect corrective feedback is usually used. Yet, the possibility for a teacher to give students direct feedback on their writing is also open. Above all, corrective feedback makes students aware of their process of learning, so students can reflect the experiences of their learning.

Providing students written feedback is one of the crucial task of teaching writing. Yet Hyland and Hyland (2001) stated that in typical classroom settings, the providing of human attention is rarely possible. However if teachers are moving on from formality and orienting to the success of the learning, they should not only play the material-giver role only but more holistically consider all aspects which are matter and help students to reach the success of learning process, and it can be reached by giving indirect corrective feedback in students’ writing learning.

B. **Identification of the Problem**

   Based on the background study, the identified problems are:
   1. Students lack of experience in producing writing specifically narrative writing
   2. Some students are used to answer the multiple question and have no space to develop their learning creatively
   3. Past tense is quite hard for some students, so mistake would often occur in their
writing
4. Students less aware of their learning since there is lack of proper feedback and burden students’ improvement in learning.

C. Limitation of the Problem
The problem of this study was limited on whether or not the indirect corrective feedback is effective towards students’ narrative writing in the tenth grade of MA Al-Awwabin Depok Academic Year 2019/2020.

D. Formulation of the Problem
Based on the limitation of the problem, the research question is formulated as follows:
1. Was using indirect corrective feedback towards students’ narrative writing in the tenth grade of MA Al-Awwabin Depok Academic Year 2019/2020 effective?
2. To what extent was the effectiveness of indirect corrective feedback towards students’ narrative writing in the tenth grade of MA Al-Awwabin Depok Academic Year 2019/2020?

E. Objective of the Study
Based on the formulation of study above, the objective of the study is
1. To discover the effectiveness of indirect corrective feedback towards students’ narrative writing in the tenth grade of MA Al-Awwabin Depok Academic Year 2019/2020.
2. To discover to what extent the effectiveness of indirect corrective feedback towards students’ narrative writing in the tenth grade of MA Al-Awwabin Depok Academic Year 2019/2020 is.
F. Significance of the Study

1. Researcher

It will help the researcher understand more deeply toward assessment, specifically on formative assessment. And also, it will confirm whether or not indirect corrective feedback is effective.

2. Teacher

It will help teacher on giving the suggestion whether or not the indirect corrective feedback is effective to be used in the classroom, so the teacher has new insight in teaching. Moreover, teachers will have this new paradigm when they look at their students in the classroom and be brave to get out from old-fashioned styles to create better, efficient teaching-learning process.

3. Students

Students will get the better learning experience since indirect corrective feedback is believed foster students’ learning. They also become more aware in learning process since Indirect Corrective Feedback makes students reflect their learning experiences.
CHAPTER II

LITERATURE REVIEW

This chapter discusses definition of narrative text, generic structure of narrative text, language features of narrative text, genre of narrative text, and purpose of narrative text. Also definition of feedback, indirect corrective feedback, how to use indirect corrective feedback, benefits of using indirect corrective feedback, and applying the indirect corrective feedback in students’ narrative writing to X grade students of MA Al-Awwabin Depok Academic Year 2019-2020.

A. Narrative Writing

1. Definition of Narrative Text

Creswell (2012) stated that narrative word comes from verb “to narrate” or to tell something in story format in detail. Marcus on Rakhmi (2012) stated that narrating is a way in order to come to know, where the word narrative itself comes from Latin word “gnarus” which means “to know”. Hence, etymologically narrative means the action of telling something detail chronologically in order to let someone know about certain event.

Narrative text is a text that tells the narrative and is typically arranged into a sequential format with a beginning, middle, and an end (Cooper, 2015). He also describes that within this pattern a story will consist of several episodes, each consisting of characters, a setting, a problem, action and problem solving (Cooper, 2015). In line with Cooper, Jordan (2003) also stated that narrative is a description of event in the past which entails following a time sequence or chronological order, and commonly used simple past active, simple past passive, and past perfect active verbs form. Hence, narrative text is about writing the action at the events happened in chronological order which has definite beginning and definite end.
Narrative is also usually associated with other term such as story, fiction and non-fiction. Culham (2004) stated that it is important to make it clear what these terms mean. She continues by explaining that Story is the sequence of events (beginning, middle, and end) that includes character setting, plot, problem, and resolution; Fiction narrative is stories that come from the imagination, such as realistic fiction, sci-fiction, and fantasy; and Non-fiction narrative is stories that are based on fact, such as bibliography, autobiography and diary; and Narrative is a structure of fiction or non-fiction event, or the architectural design of the story or series of stories that are often open ended (Culham, 2004).

In conclusion, narrative writing is a description of a detailed event or story in the past which is built chronologically and orderly in order to tell the reader. It should be arranged properly with sequential pattern, and has resolution ending.

2. Generic Structure of Narrative Text

As it has been stated earlier that narrative text is structured in an appropriate sequence; beginning, middle and ending. Cooper (2015) continued that the story consists of introduction of character, description of setting and plot, conflict, action and resolution. Furthermore, Wagner and Baskerville (2000) mentioned that these components include orientation, complexity, case sequence, resolution, and reorientation or coda. Here is the example of these:

**Table 2.1. Example of Folktale and its Structure**

<table>
<thead>
<tr>
<th>Sangkuriang, the Legend of Mt. Tangkuban Perahu</th>
</tr>
</thead>
<tbody>
<tr>
<td>In antiquity, there was the story of a daughter of the king in West Java, named Dayang Sumbi. He has a son named Sangkuriang. The child was very fond of hunting. He was accompanied by Tumang hunting, dog palace. Sangkuriang do not know, that dog is the incarnation of the god and father.</td>
</tr>
</tbody>
</table>
One day Tumang not want to follow his orders to pursue prey. So the dog is expelled into the woods. When he returned to the palace, Sangkuriang recounted the incident to her mother. Dayang Sumbi not playing angry when he heard that story. He accidentally hit his head Sangkuriang rice with a spoon in her hand. Sangkuriang injured. He was very disappointed and went wandering.

After the incident, Dayang Sumbi very sorry for himself. He was always very diligent in prayer and penance. At one time, the gods gave him a gift. He will be forever young and everlasting beauty. After years of wandering, Sangkuriang eventually intends to return to his homeland. Arriving there, the kingdom has changed completely. There he met a lovely girl, who was none other Sumbi Dayang. Fascinated by the beauty of the woman then, Sangkuriang proposed. Therefore it is very handsome youth, Dayang Sumbi was very fascinated him. One day Sangkuriang asked permission to hunt. He ask Sumbi Dayang to straighten the headband. Dayang Sumbi was surprised when he saw the scars on the head of her future husband. The cut was exactly like a wound that has left her son to leave. After a long noticed, it turns out the young man's face is very similar to her son's face. He became very frightened.

So then he sought to thwart the efforts that the process of making a proposal. He filed two terms. First, he asked the young man to stem the Citarum river. And second, he asked Sangkuriang to make a big boat to get across that river. The second requirement that must be met before dawn. That night Sangkuriang do penance. With his power he exert magical creatures to help finish the job. Dayang Sumbi secretly peek at the job.
Once the work was almost complete, Dayang Sumbi ordered his troops to roll out a red silk cloth in the east of the city. When watching the color red in the east of the city, Sangkuriang thought it was late morning. He also stopped work. He was very angry because it meant he could not fulfill the requirements demanded Dayang Sumbi. With his strength, he made the dam break. There followed a great flood swept across the city. He then kicked the big boat he made. The canoe floated and crashed into a mountain named "Tangkuban Boat."

Each of the components carries their own purposes. Each purpose is furthermore defined and explained based on the narrative text on Table 2.1 as follows (Wagner & Baskerville, 2000):

a. **Orientation**

This is the part of beginning of the story. The author attracts the readers or listeners’ attention by introducing the characters, giving an initial picture of the whole story, and also describing the scene starting point. From the text, it can be seen that the story explained the characters, build up the background of the story and its setting.

b. **Complication**

The conflicts in the story begin in this part. The conflict or problem varies depending on author’s decision in his/her story. From the text, it can be seen that its conflict begins when Sangkuriang killed the dog which caused him abandoned the village.

c. **Series of Events**

The conflicts in the story begin to extend. New characters, plot, and setting occur and develop the story. From the text, it can be seen that there is no additional characters occur. But its conflicts are extended. It turns out that eternal youth of Dayang Sumbi caused her son fell in love with her.
d. Resolution

The conflicts start to find the solution, and the reader will be led to the final plot of the story or sometimes the impacts of the conflicts. From the text, it can be seen that the impact of the problem is ironic that Sangkuriang loved his own mother. This leads to Dayang Sumbi challenged her son to build a boat.

e. Reorientation/Coda

This is the very final of the story. Reconstruct the previous storyline and make the final scene. Here, ‘wise words’ could end the story to sum up the lesson from the story. From the text, it can be seen that there is no Coda. The story ends on resolution part of the story.

3. Language Features of Narrative Text

There are some characteristics in every text that differ one text from another. Wagner and Baskerville (2000) mentioned some of the language features briefly as follows:

a. Either past or present tense can be used

As long it maintains the consistency, it is possible to use both past or present since the plot could be at the past or present time.

b. Use varied sentence length;

It could be short and/or long sentence depends on necessity. There is no necessity whether to use brief sentences or long detailed sentences. Author is free to choose depends on the story he/she is going to build.

c. Use varied sentence type

It could be simple, compound, and complex sentence. This means that the Author is free to develop his/her writing
d. Use varied sentence beginnings
   It could be anything that included in orientation, or something uncommon to make it more interesting.

e. Topic sentence is not necessarily used
   Topic sentence is not necessary. Unlike formal writing, build a narrative text only follow its structures without giving topic sentences.

f. Use paragraph of unequal length
   When it comes to narrate, researcher adjusts the length of paragraph with the story line.

g. Use vocabulary related to the subject matter of the narrative and to the author’s style
   It could be emotive or neutral, personal or detached.

h. Use language appropriate to and consistent with the world of narrative;
   Authentic language and dialogue in an historical novel for instance, it should be consistent.

i. Use particular rather than general nouns
   For instance when it is telling about ‘Harry’, write down the name instead of ‘The Boy’.

j. Use personal pronouns
   For example use ‘she’ when referring instead of ‘Marry’.
k. Use action (material/doing) verb mostly in complication and maybe the resolution
It could be used in the beginning if the author wants the reader plunge immediately into the action.

l. Use some relating verbs to link features
When describing characters or the setting, relating verbs such as ‘seemed...’, ‘is...’,etc. is used. Relative verbs could be used to identify something featured.

m. Generally, the active voice is preferred over the passive;
For instance ‘the falling branches hit her’ instead of ‘she was hit by falling branches’.

n. Use precise descriptive adjectives and/or adverbs
For Instance ‘Harry is using red cup, with his curly hair looking to the crowd’ instead of ‘Harry is looking to the crowd’.

o. Use preposition in phrase
For instance the author is about to tell when, where, and how in his/her writing.

p. Use conjunction for time
For instance use ‘suddenly’.

q. Use punctuation
It is like common writing, punctuation like period, comma, etc. is used as usual.

However, the story writer can choose their own way in writing the story freely. It can also be said that there is no certain rigid pattern on creating and developing a narrative text as long as it delivers the story successfully.
4. Purpose of Narrative Text

Wagner and Baskerville (2000) stated that narrative text has its strong and sustained influence in human. Its purposes are to satisfy creative urges, to move the reader emotionally, to persuade readers to accept a certain view of the world, to inform, and to teach.

Rakhmi (2012) stated that narrative used as a means for recreating past events. She continued that the plot typically takes up the historical occurrence and continues with the use of past tense, and there are other kinds of narrative genres (Rakhmi, 2012). The researcher came to realize that their general aim is to entertain the reader with the plot, to narrate interesting facts and to give lessons about social or moral role. In contrary, Knapp and Watkins (2005) stated the following: Narrative text does not have a singular generic purpose as do some of the other genres. It has a powerful social role beyond that of being a medium for entertainment. It is also a powerful medium for changing social opinions and attitudes. In addition, narrative is also a big or macro genre in that it can easily accommodate one or more of the other genre and still remain dominant (p. 220).

In line with Knap and Watkins, Wajnryb (2003) explains that something moved from the potential to actual is a narrative text; the story as narrated or as represented. The representation presupposes a social purpose, a reason for the telling.

These could be concluded that generally, narrative text’s purpose is to entertain the reader. Specifically, narrative text has also its wide social function depends on the reason why the narrative text is made.

B. Feedback

1. Definition of Feedback

Feedback is conceptualized as an agent’s information on performance or understanding aspects (Hattie & Timperley, 2007). It is used as a way of promoting encouragement for learners and ensuring linguistic precision (Ellis, 2009). It is
offered to the learner regarding the performance of a learning task and is typically aimed at enhancing the performance (Ur, 1996). It meets specific descriptions and recommendations with the work of a specific student and it is just-in-time, just-for-me information provided when and where it can do the best (Brookhart, 2008). It is given on any information, process or activity that provides or accelerates student learning based on comments related to either formative assessment or summative assessment activities (Irons, 2008).

Feedback is a result of performance. Hence, the agent should include explanation, alternate approach, and book reference to the students to provide guidance to their thoughts, motivation, so that the student could evaluate their performance (Hattie & Timperley, 2007). It can be formed as a raised eyebrow when viewing grammar error, yes or no answering students, and grade on paperwork for students or correction on writing for students (Ur, 1996).

Ellis (2009) classifies feedback as two; either positive or negative. Positive feedback confirms a learner's response to an action is appropriate. It may signal the veracity of the learner's utterance content, or the linguistic correctness of the utterance, while one type of negative feedback is corrective feedback. This takes the form of an answer to a language error comment by the learner.

Formative assessment as component of feedback is something that teachers can do to give their students specific instructions in the learning process, and it also shows students how relatively they can do in the classroom (Brookhart, 2008). It is described as knowledge transmitted to the learner to improve his or her thought or behavior with a view to improving learning.

It can be deduced that feedback is generally a means or tool used by the teacher to inform the learning performance, process and outcomes of students in achieving the learning goal, and also to encourage and motivate the students in the
process. This also means students will be more evaluative about their success in achieving their learning goals by getting feedback, and teacher can encourage the progress of students in achieving their learning target if it is implemented by teacher. It may also be said that feedback can occur in both formative and summative assessment.

2. **Indirect Corrective Feedback**

Based on the form of feedback, it is divided into two kinds; direct and indirect. Direct error feedback refers to the correct form given by the teacher to the students who write and requires the students to transcribe the correction into the revised version of the text (Noroozizadeh, 2009). It occurs when the teacher identifies an error and offers the correct form (Ali, 2015). It includes providing the appropriate forms or systems for incorrect sentences of students (Lee, 2004).

Otherwise, indirect error feedback refers to an indication on the part of the teacher that there is an error without giving the students the correct form (Noroozizadeh, 2009). It applies to give input on errors of students without having the correct forms or systems, e.g. by merely highlighting errors (Lee, 2004). It responds to situations where the teacher specifies that an error has been made but does not provide a correction, so that the student can identify it and correct it (Ali, 2015).

In other words, if the teacher writes the correct form on the student's paper, direct corrective feedback is provided, while indirect corrective feedback is provided when the teacher indicates the location of the error on the paper without providing the correct form.

Indirect feedback occurs when teachers provide only indications that inform students that there is an error but do not provide correction to students (Fatemeh & Hossein, 2017). It means the students make a mistake without directly correcting it
It happens where the instructor suggests that there is a mistake but does not offer a solution, meaning that the students are conscious that there is a problem so leaving it to the students to fix it (Ferris & Roberts, 2010).

From these references, it can be inferred that indirect corrective feedback is one of corrective feedback that provides indication of errors students make using codes but leaves no correct response to encourage students to correct themselves.

3. How to Use Indirect Feedback

In order to provide feedback to the students, the teacher should identify specific linguistic correction targets (vocabulary, grammar, generic structure, etc.) and ensure that the work of the students is corrected, where the teacher should also set a time limit for the students to submit their final draft (Ellis, 2009).

According to Chandler (2003) there are three types of indirect corrective feedback; underlining, describing, or underlining and describing:

<table>
<thead>
<tr>
<th>Table 2.2. Underlining Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Every day at four-fifty, you would see something magical happened. The building still looked ordinary as usual, but it seemed to radiate some kind of incantation that the people from all kinds of building in the huge school suddenly spilled out their building and flowed to it as natural as the water goes to the lower place. The building just like becoming a magnet in a sudden and the people like the spreaded iron sands which attacked to it instantly.</strong></td>
</tr>
</tbody>
</table>

Underlining means that the teacher gives the emphasis on the error part of the students’ writing, without giving the correct answer (Chandler, 2003). It motivates students to contemplate what their mistakes are.
In describing, teachers pointed to the errors by writing comments about the types of mistakes made by the students without emphasizing them with underline (Chandler, 2003). In addition to presenting details on the mistakes, the instructor could also have some recommendations (Chandler, 2003).

In underlining and describing, the teachers underlining the errors of the students then suggest the comments afterwards (Chandler, 2003). Teachers should make their comments and recommendations as brief as possible, and still be clear (Chandler, 2003).
4. Benefits of Using Indirect Corrective Feedback

Beside disagreements of some experts, some experts agree that there are benefits in using Indirect Corrective Feedback to students’ writing. Students could be helped to indicate the error on their narrative writing. Hattie and Timperley (2007) on their paper reported that there are significance effect on giving feedback when it is given to the task and provide information about how they can do it more effectively. In conclusion on their paper, they added that The feedback is found to be more effective when it provides information on correct rather than incorrect responses (Hattie & Timperley, 2007). In line with Hattie and Timperley, Elis (2009) stated that Corrective Feedback could indeed play a significant role in improving the accuracy of written linguistic. This mean students could develop their accuracy when they are given Corrective Feedback.

Both, students and teacher could be more developed by applying Indirect Feedback. Corder in Lanlade (1982) stated that by making students looking for the correct form of their writing by themselves, it could be more instructive to both learner and students. Additionally, in a big classroom it is more efficient for teacher to apply Indirect Corrective Feedback. A big classroom could be a reason for teacher to not paying attention to their students’ work. By using this kind of feedback, teacher could still assess their students’ work efficiently.

In conclusion, by using Indirect Corrective Feedback on students’ writing, both students and teacher will get some benefits. One thing that should be concerned is that when giving feedback, teacher should consistently correct students’ writing since it will be ineffective in reducing errors if teacher inconsistently do the correction.

C. Applying the Indirect Corrective Feedback in Students’ Narrative Writing

In this research, the indirect corrective feedback was given to the experimental class. First, the researcher as the teacher gave the material related to narrative text such as the generic structure and language features of narrative text, and past tense.
This is actually delivered to both experimental and controlled class. Second, the researcher introduced the indirect corrective feedback to the students of experimental class. This was done to prevent students misinterpret what is on their work. Next, the researcher gave the students topics to write. After that, the researcher provided indirect corrective feedback to the students of experimental class in their writing. Next, the researcher asked the students to revise and discuss their writing. Finally, the researcher scored students writing to measure whether indirect corrective feedback is effective or not.

**D. Previous Related Studies**

Elham Islami (2014) conducted the study titled *The Effect of Direct and Indirect Feedback Technique on EFL Student’s Writing*. His study compared two different written feedback techniques. There were 60 students who was low intermediate EFL in Karaj, Iran. He divided the participants into two groups, the first one was given direct feedback, the other one was given indirect feedback. The result of his study shows that the group that was given indirect corrective feedback treatment had the better improvement in delayed post-test.

The second is the Effect of Indirect Written Feedback on Students’ Writing Accuracy conducted by Fastha Bagus Shirotha(2016). The study investigates theeffectiveness of the indirect feedback to the low-proficiency ESL students to improve their writing accuracy. The study employs a pre-experimental quantitative research. The pre-experimental research is an experimental research done without a controlled group. The sample consisted of 35 Indonesian college students majoring in the non-English department. The researcher used the pre-test and the posttest as the instruments of the research. The treatments are given in five meetings. The researcher collected the data of this research by following some steps such as providing the pre-test, providing the treatments during conducted the research, and at the end of the research, the researcher gave the post test. The researcher uses the indirect written corrective feedback to treat comprehensive students’ error. It means
the researcher will mark all errors made by students regardless of error types. The result showed that the score of the post test was 69.94 with 3.54 as the standard deviation and the pre-test score was 66.57 with 3.79 as the standard deviation. This shows that the post-test score was higher than the pretest score. Therefore, it could be concluded that indirect corrective feedback is effective in improving students' writing ability of narrative text.

Lastly, the research conducted by Rizkia Mutiara Ramadhani (2018) titled *The Effect of Teacher’s Indirect Corrective Feedback Technique toward the Students’ Writing Ability of Narrative.* The method used in this research was a quantitative method using quasi-experimental design. Two classes were taken as the sample of the research with 50 students of SMP Islam Ruhama Cirendeu. Both classes were assigned to the experimental and the controlled class. The experimental class was taught by providing teacher’s indirect corrective feedback while the controlled class was taught only using the teacher’s presentation. The data was collected through pre-test and post-test. Based on the calculation, the mean of the gained score of the experimental class was 13.56 and the controlled class was 7.64. It is also supported by the strong effect size level of teacher’s indirect corrective feedback on this research; it was 1.01. Therefore, it can be concluded that the teacher’s indirect corrective feedback is effective because it showed a significant effect on the students’ writing narrative text at eighth grade students of SMP Islam Ruhama Cirendeu.

**E. Research Hypothesis**

The research hypothesis used in this research concerned to the influence of using indirect corrective feedback on students’ narrative writing. Here are the kinds of hypothesis:
1. **Null Hypothesis (H₀)**

   This stated that no positive effect on using indirect corrective feedback towards students’ narrative writing. The difference between controlled class and experimental class would become the evidence. If the $t_{\text{observe}} < t_{\text{table}}$, the null hypothesis is accepted.

2. **The Alternative Hypothesis (Hₐ)**

   This stated that there is a positive effect on using indirect corrective feedback towards students’ narrative writing. The difference between controlled class and experimental class would become the evidence. If the $t_{\text{observe}} > t_{\text{table}}$, the alternative hypothesis is accepted.

   In this research, the hypothesis used was the alternative hypothesis. It was tested to answer the question whether using indirect corrective feedback towards students’ narrative writing effective or not.
CHAPTER III

RESEARCH METHODOLOGY

This chapter talks about the research methodology used in this study. It presents place and time of the research, design of the research, population and samples of the research, technique of data collection, and technique of data analysis.

A. Place and Time of the Research

The research was held at MA Al-Awwabin Depok located on Jl. Sawangan Raya No.21, RT.4/RW.9, Pancoran Mas, Kec. Pancoran Mas, Kota Depok, Jawa Barat. It set 4 meetings consist of Pre-Test at the first meeting, after that treatment at the second until third meeting, and lastly Post-Test.

B. Design of the Research

In this research, the researcher used a quantitative method. According to Creswell (2002) there are three types of quantitative research; correlation, survey, and experimental. The researcher used quasi-experimental study as their design. Experimental research is primarily concerned with cause and effect (Goddard & Melville, 2001). The researchers examine the interest variables and attempt to decide how changes in the independent variable result in changes in the dependent variable (Goddard & Melville, 2001).

Experimental study implemented where it used two sample groups. They were controlled and experimental group. The effect of indirect corrective feedback towards students’ narrative writing was investigated using these groups. The controlled group is the group that received the treatment through lecturing by the teacher, whereas the experimental group is the group that received the treatment using indirect corrective feedback. Both were given pre and post test before and after the treatment.
Table 3.1 Research Design

<table>
<thead>
<tr>
<th>Groups</th>
<th>Test</th>
<th>Treatment</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Pre-test</td>
<td>Applying the treatment (Indirect Corrective Feedback)</td>
<td>Post-test</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Controlled</td>
<td>Pre-test</td>
<td>Not applying the treatment</td>
<td>Post-test</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Population and Sample of the Research

X grade students of MA Al-Awwabin Depok were the population of the research. The sample was limited on the two X grade classes. There were two groups that determined as a sample, since the research was a quasi-experimental study. They were controlled class and experimental class. Purposive sampling was used as sampling technique. Cohen (2007) stated that purposive sampling is used in analysis where the researcher intentionally picks the informant because of the characteristics of the individual needs of the informant. In other word, the sample has been chosen for specific purposes as its name (Cohen, Manion, & Morrison, 2007). The classes were chosen because both classes had the same quality based on their latest mid-term test score.

D. Technique of Data Collection

From the result of the Pre-Test and Post-Test of both experimental and controlled class, the researcher got the quantitative data. Writing test was given to compare students’ writing result. Analytical scoring rubric then used to score the writing.

E. Validity

Hudges (1989) stated that a test is said to be valid if it accurately measures what measures it intends to take. It means that, the test that the researcher wishes to know the outcome must be included. In this case, the aim is to discover the effect of
indirect corrective feedback on students’ narrative writing, consequently the test used should be a writing test related to the topics.

A validation is necessary to confirm whether the data is valid or not. The test's validity was obtained from the teacher's triangulation of the school curriculum and textbook used.

F. Reliability

According to Brown (2003) if you assign the same student or matched student the same test on two separate days, then the test will produce similar results. It means that reliability refers to measuring accuracy while the test procedure is being checked on another group population. In this case, reliability refers to assessment score accuracy.

The research used a subjective test. Hence, analytical scoring rubric deduced the reliability of the test, sometimes reliability of rater or judgment is needed.

G. Technique of Data Analysis

1. Prerequisite Analysis Test

Before hypothesis testing is conducted, it is crucial to execute pre-requisite analyzes through a normality test and homogeneity test.

a. Normality Test

Normality test is a test which is done to check whether a group of data comes from population having normal distribution or shapes normal curve. The normality test is crucial to do because the calculation of parametric statistic has assumption or requirement that research data must be distributed normally. To test the normality of the data, the researcher used IBM SPSS Statistics 24.

b. Homogeneity Test

Homogeneity test is used to test the similarity of the sample which is taken from homogenous population. Levene test on IBM SPSS Statistics 24 was used to
test homogeneity of the data.

2. Hypothesis Test

This is the last step to analyze the data after normality and the homogeneity test was done. Because the result of the experimental and the controlled class’ pre and posttest’s score met the requirement of normality test and both the classes (sample) had similarity or homogeneity in variance. The researcher used the independent t-test. The independent t-test is an analysis to compare data of two group sample statistically.

Independent sample t-test is used to compare the means or averages of the two independent samples (the experimental and the controlled class) in order to determine whether there was statistical evidence which proved that the means were significantly different. The researcher uses t-test to find out the differences score of students’ achievement in teaching writing of narrative text with and without indirect corrective feedback.

3. The Statistical Hypotheses

Before deciding the result of hypothesis, there are statistical research hypotheses as follows:

\[ H_0 : \{ \mu_1 \neq \mu_2 \} \]

\[ H_a : \{ \mu_1 \neq \mu_2 \} \]

The researcher’s assumptions of those hypotheses are as follow:

If \( t_o > t_{table} \), the Null Hypothesis (\( H_o \)) is rejected and alternative hypothesis (\( H_a \)) is accepted. It means there is a significant difference of students’ writing narrative text achievement between students who are taught using indirect corrective feedback and students who are taught only.

If \( t_o < t_{table} \), the Null hypothesis (\( H_o \)) is accepted and alternative hypothesis (\( H_a \))
is rejected. It means there is no a significant difference of students’ writing narrative text achievement between students who are taught using indirect corrective feedback and students who are taught only.
CHAPTER IV
RESEARCH FINDINGS & INTERPRETATION

This chapter presents the data description consisting of the score of pre-test, and post-test of the experimental class and the controlled class. Also, the discussion of the research finding is explained in this chapter.

A. Research Findings
1. Data Description

The description that is presented below is the findings of the research obtained from the pre-test and the post-test Experimental class and Controlled class.

1. The Score of Experimental Class

The data obtained from the result of the pre-test and post-test of experimental class at MAf Al-Awwabin Depok.

**Table 4.1 Students’ Score of Experimental Class**

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>78</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>76</td>
<td>88</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
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<td>6</td>
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<td>7</td>
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<td>66</td>
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<tr>
<td>9</td>
<td>74</td>
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<td>10</td>
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<td>25</td>
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<td>75</td>
<td>7</td>
</tr>
<tr>
<td>Mean</td>
<td>66,84</td>
<td>73,8</td>
<td>6,96</td>
</tr>
</tbody>
</table>
The teacher of MA Al-Awwabin Depok told the researcher that the Minimum Mastery Criterion for English Subject is 75. This makes the students have to pass the score and obtain above the minimum score required.

Pre-test was done before the treatment was done. It showed that on the pre-test, there were only 3 students who gain the score above the Minimum Mastery Criterion, while the others were below, with the mean score 66.84. A student was able to reach 78 as their highest score in the class and 52 as the lowest in the class. Overall, most of the students still gain a low score on their pre-test.

Post-test was done after the treatment was done. It showed that on the post-test, there were 13 students who gain the score above the Minimum Mastery Criterion, while the others were below. A student was able to reach 88 as their highest score in the class and 62 as the lowest in the class. Overall, most of the students still gain a low score on their post-test.

From the difference between the score of pre-test and post-test in the experimental class, the researcher concluded that there was an increased in the mean score of the experimental class. In other word, there was an effect of using indirect corrective feedback on students’ narrative writing. Yet, most of the students still gain a low score on their pre-test and post-test.

2. The Score of Controlled Class

The data obtained from the result of the pre-test and post-test of controlled class at MA Al-Awwabin Depok.

<table>
<thead>
<tr>
<th>Students</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>72</td>
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<tr>
<td>20</td>
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<td>-4</td>
</tr>
</tbody>
</table>
Pre-test was done before the teaching-learning was done. It showed that on the pre-test, there were only 4 students who gain the score above the Minimum Mastery Criterion, while the others were below, with the mean score 68.44. A student was able to reach 80 as their highest score in the class and 55 as the lowest in the class. Overall, most of the students gain a low score on their pre-test.

Post-test was done after the teaching-learning was done. It showed that on the post-test, there were only 5 students who gain the score above the Minimum Mastery Criterion, while the others were below with the mean score 69.28. Two students were able to reach 80 as their highest score in the class and 60 as the lowest in the class. Overall, most of the students still gain a low score on their post-test.

From the difference between the score of pre-test and post-test in the controlled class, the researcher concluded that there was an increased in the mean score of the controlled class. Yet, most of the students still gain a low score on their pre-test post-test.
2. Data Analysis

The explanation below describes the way to pre-evaluate and analyze the collected data using three analyzes, namely normality, homogeneity and hypothesis test (independent t-test).

1. Normality Test

The result of normality test on both the experimental and controlled class either pre-test or post-test score were gained from Lilliefors test using IBM Statistics SPSS 24. The result which was gotten as follow:

**Table 4.3 The Result of Normality Test of Pre-test Score at the Experimental and Controlled Class**

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov(a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Score</td>
<td>experimental</td>
<td>.129</td>
</tr>
<tr>
<td></td>
<td>Controlled</td>
<td>.110</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The result of the normality test showed that the significance level of the experimental class was 0.2 and 0.469 and the controlled one was 0.2 and 0.987. It means that the probability value (p) of both experimental and controlled class was higher than (>) the degree of significance 5% (\(\alpha = 0.05\)). Therefore, it is concluded that the data of both the experimental and the controlled class’ pre-test was normally distributed.

The following is the result of normality test of posttest at the experimental and controlled class which was presented in this below table:
Table 4.4 The Result of Normality Test of Post-test Score at the Experimental and Controlled Class

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>experimental</td>
<td>.131</td>
<td>25</td>
</tr>
<tr>
<td>Controlled</td>
<td>.124</td>
<td>25</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

<sup>a</sup> Lilliefors Significance Correction

The result of the normality test for the post-test showed that the significance level of the experimental class was 0.2 and 0.606 and the controlled one was 0.2 and 0.181. It means that the probability value (p) of both experimental and controlled class was higher than (> the degree of significance 5% (α = 0.05). Therefore, it is concluded that the data of both the experimental and the controlled class was normally distributed.

2. Homogeneity Test

After finishing the normality test, the homogeneity test was also required as a prerequisite analysis test. To calculate homogeneity test, the researcher used Levene Statistic Test from IBM Statistics SPSS 24 software. The following is the result which was obtained from the test:

Table 4.5 The Homogeneity Test at Experimental and Controlled Class

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.438</td>
<td>1</td>
<td>48</td>
<td>.511</td>
</tr>
</tbody>
</table>

The Homogeneity Test of Pre test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.481</td>
<td>1</td>
<td>48</td>
<td>.491</td>
</tr>
</tbody>
</table>

The Homogeneity Test of Post test
From the result of the *Levene* Statistic Test, it has been seen that the significance level or probability value (p) of the data from the experimental and controlled’s pre-test and post-test score was 0.511 and 0.491. It means that the significance level or probability value (p) of the data was higher than the significance degree (α = 0.05). The result of homogeneity test showed that the sample data from the population has homogenous variance.

3. **Analysis Test**

This is the last step to analyze the data after normality and the homogeneity test was done. Because the result of the experimental and the controlled class’ pre-test and post-test’s score met the requirement of normality test and both the classes had similarity or homogeneity in variance. The researcher used the independent t-test. The independent t-test is an analysis to compare data of two group sample statistically.

Independent sample t-test is used to compare the means or averages of the two independent samples (the experimental and the controlled class) in order to determine whether there was statistical evidence which proved that the means were significantly different. The researcher uses t-test to find out the differences score of students’ achievement in writing of narrative text with and without indirect corrective feedback. Moreover, researcher used IBM Statistics SPSS 24 software to do the calculation or the test. The result of the calculation as follows:
Table 4.6 Independent T-Test of Post-test score of Experimental and Controlled Class

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>Independent Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>t-test for Equality of Means</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>.481</td>
<td>.491</td>
</tr>
<tr>
<td>T</td>
<td>df</td>
</tr>
<tr>
<td>2.518</td>
<td>48</td>
</tr>
<tr>
<td>Sig. Mean Difference</td>
<td>Std. Error Difference</td>
</tr>
<tr>
<td>.015</td>
<td>4.520</td>
</tr>
<tr>
<td>1.795</td>
<td>.911</td>
</tr>
<tr>
<td>8.129</td>
<td></td>
</tr>
<tr>
<td>95% Confidence Interval of the Difference</td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
</tr>
<tr>
<td>2.518</td>
<td></td>
</tr>
<tr>
<td>47.370</td>
<td></td>
</tr>
<tr>
<td>.015</td>
<td></td>
</tr>
<tr>
<td>4.520</td>
<td></td>
</tr>
<tr>
<td>1.795</td>
<td></td>
</tr>
<tr>
<td>.910</td>
<td></td>
</tr>
<tr>
<td>8.130</td>
<td></td>
</tr>
</tbody>
</table>

Thus, based on the calculation above, the degree of freedom (df) is 48 and the critical value of the df - 48 by using the degree of significance of 5% is 1.68 (t_{table}) and the t_{observe} is 2.518. It means that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between t_{observe} and t_{table} were 2.518 > 1.68 = t_{observe} > t_{table}.

Clearly from the hypothesis we have that on the df = 48 and in the degree of significance 5% the value of degree of significance is 1.68 (gained based on df = 48 and /α = 0.05). By comparing the value t_{observe} is higher than t_{table} that is 2.518 > 1.68, so the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It could be proved that there were significant differences between the results of using
indirect corrective feedback in teaching writing narrative text at first grade students of MA Al-Awwabin.

4. Effect Size Test

This formulation was adopted in order to find out the effect size level of this research. The calculation is presented below:

<table>
<thead>
<tr>
<th>The Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.20</td>
<td>Weak effect</td>
</tr>
<tr>
<td>0.21 – 0.50</td>
<td>Modest effect</td>
</tr>
<tr>
<td>0.51 – 1.00</td>
<td>Moderate effect</td>
</tr>
<tr>
<td>&gt; 1.00</td>
<td>Strong effect</td>
</tr>
</tbody>
</table>

\[
Pooled\ standard\ deviation = \frac{\text{Std. Deviation Group 1} + \text{Std. Deviation Group 2}}{2}
\]

\[
Pooled\ standard\ deviation = \frac{6.702 + 5.969}{2}
\]

\[
= 6.335
\]

\[
d = \frac{\text{Mean for Group A} - \text{Mean for Group B}}{\text{Pooled Standard Deviation}}
\]

\[
= \frac{73.8 - 69.28}{6.335}
\]

\[
= 0.714
\]
After knowing the result that showed, it can be seen that from the calculation the effect size level of this study is moderate because it shows that the result is 0.714 and therefore, there is a significant effect of using indirect corrective feedback on narrative writing.

B. Interpretation

The purpose of this study is to find out the effectiveness using indirect corrective feedback on students’ writing of narrative text on the first grade of MA Al-Awwabin. Based on the test of equality of two average post-test was known that the students’ writing ability in writing narrative text showed the differences in both the experimental and controlled class.

The pre-test score of experimental class and controlled class has the mean value of 66.84 and 66.44 while the minimum criterion was 75. It means in the pre-test, controlled class had better score than experimental class, and also the both classes in average did not cover the minimum criterion. Then, comparing with the post-test score, the mean of experimental class is 73.8 and the mean of controlled class is 69.28 which means that experimental class had better score than controlled class, and also both experimental and controlled class still not covered the minimum criterion yet.

In this research, there were 25 students in experimental group and also 25 students in controlled group. Therefore, the degree of freedom (df) is \((25 + 25) - 2 = 48\) which means the data which were free to vary was 48 in total and the other two were not able to vary because they were the last. By the degree of freedom of 48 and the degree of significance of 5% \((\alpha = 0.05)\), it was found from the table of \(t\) or \(t\)-table that the critical value was 1.68. Furthermore the result of the statistic calculation indicated that the value of \(t_{\text{observe}} = 2.518\) and by the value of \(t\) (degree of freedom) of 48 on the significance of 5% is 1.68. Comparing \(t_{\text{observe}} = 2.518\) with each values of the degree of significance or \(t_{\text{table}} = 1.68\), the researcher found that \(t_{\text{observe}} = 2.518\) is
higher than $t_{\text{table}} = 1.68$. Therefore the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

This can be said that at the pre-test, controlled class had bigger score than experimental class. The difference of the average score was 0.4 (66.84 - 66.44). After the treatment, it turned out that experimental class had bigger score than controlled class. The difference of the average score was 4.52 (73.8 - 69.28). Yet, both classes controlled and experimental class did not pass the minimum criterion which is 75. The size effect showed that the score gained had the moderate effect with the score 0.714. By comparing the data of two group sample statistically, the result gained showed that $t_{\text{observe}} > t_{\text{table}}$. This is obtained by conducting independent sample t-test which is used to compare the means or averages of the two independent samples in order to determine whether there was statistical evidence which proved that the means were significantly different. The result was $2.518 > 1.68 = t_{\text{observe}} > t_{\text{table}}$. The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected means that there was positive effect of using indirect corrective feedback on students’ writing of narrative text. It means that indirect corrective feedback is effective on students’ writing of narrative text at first grade of MA Al-Awwabin in academic year 2019/2020.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that held on the first grade of MA Al-Awwabin academic year 2019/2020, the result of the statistic calculation indicated that the value of $t_{observe} = 2.518$ and the value $t_{table}$ is 1.68. Comparing to with each values of degree significance, the researcher finds that $t_{observe}$ is higher than $t_{table}$ ($t_{observe} > t_{table}$, $2.518 > 1.68$). Since $t_{observe}$ is higher than $t_{table}$, means the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) is rejected. This means it is effective for using indirect corrective feedback on students’ narrative writing.

In addition, the size effect test shows that the score was 0.714 and therefore, by comparing the gained score to the table of size effect there is a moderate effect of using indirect corrective feedback on students’ narrative writing.

The students’ difficulty in writing of narrative text is caused by some problems. Students lack of experience in producing writing, they have no space to develop their learning creatively, lack of grammar use since past tense is quite tricky for them, and lack of motivation to write. These problems may be decreased by applying indirect corrective feedback which is not only able to help students getting some space in writing narrative text but it is also able to increase the students’ awareness of their learning process.

Finally researcher concluded that it was proven that indirect corrective feedback on students’ writing of narrative text at grade X of MA Al-Awwabin academic year 2019/2020 was effective at moderate level of effectiveness.

B. Suggestion

The researcher suggests that teachers should pay more attention to the students’ process of learning and give students proper feedback. Teachers can use
variety of technique since each technique has their own strengths and weaknesses depending on the subject that is taught. Giving students more experiences in writing is important since writing is a productive skill. By giving students some space, not only in the classroom, but also at their home, they will have more time allocation to experience the process of writing. Teacher can foster the learning by helping them notice their mistakes. Especially frequent error such as verb two which is used in past tense and auxiliary is quiet tricky for students, so it is helpful to let students know their mistakes. In addition, students’ motivation and interest is crucial in the classroom, so teachers should be able to bring something that motivate and interest students in learning. Indirect corrective feedback can be one of the technique teachers can use to provide such challenge and feedback in writing at the same time.

The researcher believes that it is effective to use indirect corrective feedback in teaching narrative text to the students. There are still flaws in doing this research, so, hopefully there is another research to discuss the technique.
REFERENCES


# APPENDIX 1

## Analytical Scoring Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>Well-organized, logical sequencing –etc</td>
<td>20-18 (excellent to very good)</td>
</tr>
<tr>
<td>Logical but incomplete sequencing – etc</td>
<td>17-14 (good to average)</td>
</tr>
<tr>
<td>Lacks logical sequencing and development – etc</td>
<td>13-10 (fair to poor)</td>
</tr>
<tr>
<td>No organization, not enough to evaluate – etc</td>
<td>9-7 (very poor)</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>Relevan to assigned topic – etc</td>
<td>30-27 (excellent to very good)</td>
</tr>
<tr>
<td>Mostly relevant to topic –etc</td>
<td>26-22 (good to average)</td>
</tr>
<tr>
<td>Inadequate development topic –etc</td>
<td>21-17 (fair to poor)</td>
</tr>
<tr>
<td>not enough to evaluate –etc</td>
<td>16-13 (very poor)</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>Word form mastery, appropriate register (word use for particular situation –etc )</td>
<td>20-18 (excellent to very good)</td>
</tr>
<tr>
<td>Occasional errors of word form, choice, usage but meaning not obscured</td>
<td>17-14 (good to average)</td>
</tr>
<tr>
<td>Frequent errors of word form, choice, usage and meaning confused or obscured –etc</td>
<td>13-10 (fair to poor)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Little knowledge of English vocabulary, word form or not enough to evaluate</td>
<td>9-7 (very poor)</td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td></td>
</tr>
<tr>
<td>Few errors of word order/ function, articles, preposition – etc</td>
<td>25-22 (excellent to very good)</td>
</tr>
<tr>
<td>Several errors of word order/ function, articles</td>
<td>21-19 (good to average)</td>
</tr>
<tr>
<td>Frequent errors of word order/function, articles, preposition – etc</td>
<td>17-11 (fair to poor)</td>
</tr>
<tr>
<td>Dominated by errors, or not enough to evaluate – etc</td>
<td>10-5 (very poor)</td>
</tr>
<tr>
<td><strong>Mechanic</strong></td>
<td></td>
</tr>
<tr>
<td>Few errors of spelling, punctuation, capitalization –etc</td>
<td>5 (excellent to very good)</td>
</tr>
<tr>
<td>Occasional errors of spelling, punctuation, capitalization – etc</td>
<td>4 (good to average)</td>
</tr>
<tr>
<td>Frequent errors of spelling, punctuation, capitalization – etc</td>
<td>3 (fair to poor)</td>
</tr>
<tr>
<td>Dominated by errors of spelling, punctuation, capitalization –etc</td>
<td>2 (very poor)</td>
</tr>
</tbody>
</table>
APPENDIX 2

Lesson Plan

The Lesson Plan of Experimental Class

Sekolah : MA Al-Awwabin Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Teks Naratif
Alokasi Waktu : 2 Minggu x 2 Jam Pelajaran

A. Kompetensi Inti

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan</td>
<td>• Mengidentifikasigeneric structure teks naratif</td>
</tr>
</tbody>
</table>
dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya

<table>
<thead>
<tr>
<th>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mengetahui macam-macam genre teks naratif</td>
</tr>
<tr>
<td>• Menentukan generic structure teks naratif</td>
</tr>
</tbody>
</table>

C. Materi Pembelajaran

- **Definition of Narrative Text**
  
  Fictional text that tells about the past event which is told chronologically

- **Generic Structure**
  
  - Orientation: It is about the opening paragraph where the characters of the story are introduced
  - Complication: Where the problems in the story developed
  - Resolution: Where the problems in the story is solved

- **Unsur Kebahasaan**
  
  - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda
  - Adverbia penghubung dan penujuk waktu
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- **Simple past Tense**
  
  (+) S + V2 + O + Adverb of time
  
  I ran to the school yesterday
  
  (-) S + did not + V1 + O + Adverb of time
  
  I did not run to school yesterday
  
  (?) Did + s + V1 + O + Adverb of time?
Did you run to school yesterday?

- Topik
  Cerita legenda

E. Metode Pembelajaran
1) Pendekatan : Saintifik
2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
3) Metode : Tanya jawab, ceramah dan diskusi

F. Media Pembelajaran
1. Media
   - Worksheet atau lembar kerja (siswa)
   - Lembar penilaian
2. Alat/Bahan
   - Spidol, papan tulis

G. Sumber Belajar
- Kamus Bahasa Inggris
- Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran Pertemuan 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahapan Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apresepsi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa memberi salam kepada guru</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa diminta untuk mengulang kembali pelajaran sebelumnya</td>
<td>10</td>
</tr>
</tbody>
</table>
2. **Kegiatan Inti**
   
   **Eksplorasi**
   - Siswa diberi waktu untuk berdiskusi tentang *narrative text*
   - Siswa menjawab pertanyaan seputar *narrative text*
   - Siswa menyimak definisi dari *narrative text* yang dijelaskan oleh guru.

   **Elaborasi**
   - Siswa diberikan tulisan *narrative text* mereka
   - Siswa diberi waktu untuk berdiskusi mengenai struktur dari *narrative text*
   - Siswa diberikan umpan balik oleh guru berupa *coded feedback* yang harus diperbaiki oleh siswa
   - Siswa melakukan tanya jawab seputar tulisan mereka yang telah dikoreksi.
   - Siswa diminta merevisi tulisan mereka.

3. **Kegiatan Akhir**
   
   **Konfirmasi**
   - Siswa diberikan kesempatan untuk menjelaskan kembali apa saja yang telah dipelajari

---

I. **Langkah-Langkah Pembelajaran Pertemuan 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahapan</th>
<th>Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>KegiatanAwal</td>
<td>Apresensi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa memberi salam kepada guru</td>
<td></td>
</tr>
</tbody>
</table>
2. **Kegiatan Inti**

**Eksplorasi**
- Siswa diberikan contoh kalimat
- Siswa diberi waktu untuk berdiskusi tentang contoh kalimat tersebut
- Siswa menjawab pertanyaan seputar *simple past tense*
- Siswa menyimak penjabaran *simple past tense* dari guru

**Elaborasi**
- Siswa diberikan tulisan *narrative text* mereka
- Siswa diberi waktu untuk berdiskusi mengenai *tenses* dari *narrative text*
- Siswa diberikan umpan balik oleh guru berupa *coded feedback*
- Siswa melakukan tanya jawab seputar tulisan mereka yang telah dikoreksi.

3. **Kegiatan Akhir**

**Konfirmasi**
- Siswa diberikan kesempatan untuk menjelaskan kembali apa saja yang telah dipelajari

<table>
<thead>
<tr>
<th>J. Penilaian Hasil Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indikator Pencapaian</strong></td>
</tr>
<tr>
<td>Memahami</td>
</tr>
</tbody>
</table>
structure narrative text  | tertulis  | struktur teks tersebut.

The Lesson Plan of Control Class

Sekolah : MA Al-Awwabin Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Teks Naratif
Alokasi Waktu : 2 Minggu x 2 Jam Pelajaran

A. Kompetensi Inti

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, | • Mengidentifikasigeneric structure teks naratif  
• Mengetahui macam-macam |
<table>
<thead>
<tr>
<th>sesuai dengan konteks penggunaannya</th>
<th>genre teks naratif</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</td>
<td>• Menentukan generic structure teks naratif</td>
</tr>
</tbody>
</table>

### C. Materi Pembelajaran

- **Definition of Narrative Text**
  
  *Fictional text that tells about the past event which is told chronologically*

- **Generic Structure**
  
  - **Orientation**: It is about the opening paragraph where the characters of the story are introduced
  
  - **Complication**: Where the problems in the story developed
  
  - **Resolution**: Where the problems in the story is solved

- **Unsur Kebahasaan**
  
  - Kalimat-kalimat dalam *simple past tense, past continuous*, dan lainnya yang relevan
  
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda
  
  - Adverbia penghubung dan penujuk waktu
  
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- **Simple past Tense**
  
  (+) S + V2 + O + Adverb of time
  
  *I ran to the school yesterday*

  (-) S + did not + V1 + O + Adverb of time
  
  *I did not run to school yesterday*

  (?) Did + s + V1 + O + Adverb of time?
  
  *Did you run to school yesterday?*
• Topik
  Cerita legenda

E. Metode Pembelajaran
1) Pendekatan : Saintifik
2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
3) Metode : Tanya jawab, ceramah dan diskusi

F. Media Pembelajaran
3. Media
   - Worksheet atau lembar kerja (siswa)
   - Lembar penilaian
4. Alat/Bahan
   - Spidol, papan tulis

G. Sumber Belajar
• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
• Kamus Bahasa Inggris
• Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran Pertemuan 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahapan Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apresensi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Siswa memberi salam kepada guru</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Siswa diminta untuk mengulang kembali pelajaran sebelumnya</td>
<td>10</td>
</tr>
<tr>
<td>No.</td>
<td>TahapanKegiatan</td>
<td>Waktu</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>1.</td>
<td>KegiatanAwal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apresepsi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa memberi salam kepada guru</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>Siswa diminta untuk mengulang kembali pelajaran sebelumnya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa menyimak materi ajar yang akan disampaikan</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan Inti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eksplorasi</td>
<td></td>
</tr>
</tbody>
</table>

**I. Langkah-Langkah Pembelajaran Pertemuan 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>TahapanKegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Kegiatan Inti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eksplorasi</td>
<td></td>
</tr>
</tbody>
</table>
● Siswa diberikan contoh kalimat
● Siswa diberi waktu untuk berdiskusi tentang contoh kalimat tersebut
● Siswa menjawab pertanyaan seputar *simple past tense*
● Siswa menyimak penjabaran *simple past tense* dari guru

**Elaborasi**

● Siswa diberikan contoh *narrative text*
● Siswa diberi waktu untuk berdiskusi mengenai *tenses* dari *narrative text*
● Siswa melakukan Tanya jawab seputar *tenses* dari teks tersebut.

<table>
<thead>
<tr>
<th>3. Kegiatan Akhir</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Konfirmasi</strong></td>
<td></td>
</tr>
<tr>
<td>● Siswa diberikan kesempatan untuk menjelaskan kembali apa saja yang telah dipelajari</td>
<td>45 menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J. Penilaian Hasil Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indikator Pencapaian</strong></td>
</tr>
<tr>
<td><strong>Teknik Penilaian</strong></td>
</tr>
<tr>
<td><strong>Bentuk Instrumen</strong></td>
</tr>
<tr>
<td><strong>Instrumen/Soal</strong></td>
</tr>
<tr>
<td>Memahami generic <em>structure narrative text</em></td>
</tr>
</tbody>
</table>
APENDIX 3

The Instrument of Pre-Test and Post-Test

PRE-TEST OF WRITING NARRATIVE TEXT

Write a Narrative Text about “Bawang Merah dan Bawang Putih” based on your knowledge

- You have 60 minutes to write your story
- Scoring will be based on organizational structure, developing the idea, vocabulary and grammar usage, and mechanism of writing.

POST-TEST OF WRITING NARRATIVE TEXT

Write a Narrative Text about “Malin Kundang” based on your knowledge

- You have 60 minutes to write your story.
- Scoring will be based on organizational structure, developing the idea, vocabulary and grammar usage, and mechanism of writing.
APENDIX 4

Student’s Writing

PRE-TEST

Name: Muhammad Syahidul

Class: S-A

"Garlic & Onion"

One day, in a beautiful day, there was a beautiful girl named "Garlic". She is very kindness and polite. Garlic only lived with her dad, there was no rich paper. And one day, suddenly Garlic married with a woman. That woman has a child named "Onion". Now Garlic has a stepmother and sister.

But Garlic wanted to be alone so she was lived with her father till and sister. But when they did something funny with Garlic, Garlic felt so bad.

One day, Garlic went to wash with her clothes in a river, but her clothes flew in the river. She was panic. She was very sad and followed that clothes and she arrived in a old house. She was met with an old grandma. That old grandma gave her a pumpkin seed to make while brought that pumpkin.

In the house, she was met with her stepmother and sister, and asked about Garlic and everything garlic eat the pumpkin, and the pumpkin was filled with gold, singing and beautiful. He made her stepmother happy and her stepmother followed the steps and become a big pumpkin but when she was, came out from that pumpkin.

-The end-
POST-TEST

Name: Nelia Sreetam K
Class: 3-A

A long time ago, there was a boy named Mahi with his mother. They were poor. Mahi's name was very dislike with his mother.

One day, Mahi was sick, but they were still poor, and finally, Mahi have a good idea. He was need to his mother.

"Now, how, if I row to city and bring sussation?"

Mahi didn't answer for a second. Mahi knew, mother must be worried, but finally his mother agreed.

Mahi and his mother were arrived in morning. He was come into the bank and said goodbye to his mother.

Mahi arrived in a city, years by years, he was bring rich and got married with a beautiful woman. His mother heard about his successfull son. She sat while news from village.

One day, Mahi came to his old village, and his mother went to Mahi. She told that she really missed him. But would Mahi forgotten his mother. Mahi mother was mad and cursed Mahi. And finally, Mahi change into a rock.

The end.
APENDIX 5

Normality Test

To test the normality of the data, the researcher used IBM SPSS Statistics 24 and the steps were as follow:

1) Formulating normality hypothesis of the data; \( H_0 \): sample data was normally distributed, while \( H_1 \): sample data was not normally distributed.

2) Testing the normality of the data using Kolmogorov-Smirnov Test, and the steps according to math-stastistic-tutor.com are in the following:
   a. Select Analyze \( \Rightarrow \) Descriptive Statistics \( \Rightarrow \) Explore.
   b. When a window pops up, fill the variable in the Dependent List box and fill the other variable in the Factor List.
   c. Click Plots on the right. A new window pops out. Check “none” for box plot, uncheck everything for descriptive and make sure the box “normality plots with test” is checked.
   d. The result now pops out in the “output” window.
   e. We can now interpret the result.

<table>
<thead>
<tr>
<th>Case Processing Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>score</td>
</tr>
<tr>
<td>Control</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
</tr>
<tr>
<td>score</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Statistic</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>95% Confidence Interval for Mean</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5% Trimmed Mean</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>Variance</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>Maximum</td>
</tr>
<tr>
<td>Range</td>
</tr>
<tr>
<td>Interquartile Range</td>
</tr>
<tr>
<td>Skewness</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Control</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>95% Confidence Interval for Mean</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5% Trimmed Mean</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>Variance</td>
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<tr>
<td>Std. Deviation</td>
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<tr>
<td>Minimum</td>
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<tr>
<td>Maximum</td>
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<td>Interquartile Range</td>
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<td>Skewness</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Tests of Normality

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnova Statistic</th>
<th>df</th>
<th>Sig.</th>
<th>Shapiro-Wilk Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>experiment</td>
<td>.131</td>
<td>25</td>
<td>.200</td>
<td>.968</td>
<td>25</td>
<td>.606</td>
</tr>
<tr>
<td>control</td>
<td>.124</td>
<td>25</td>
<td>.200</td>
<td>.944</td>
<td>25</td>
<td>.181</td>
</tr>
</tbody>
</table>
This is a lower bound of the true significance.

a. Lilliefors Significance Correction
APPENDIX 6

Homogeneity Test

Calculating the homogeneity test using Levene test formula on IBM SPSS Statistics 24 and the steps are as follow:

a. Open file one way anova on CD, parametric statistic folder

b. Click Analyze => Compare Means => One-Way ANOVA on menu until One-Way ANOVA dialogue box appears

c. Fill variable on Dependent List and another variable on Factor box

d. Click Option and choose Descriptive and Homogeneity of variance test

e. Click Continue until it comes back to One-Way ANOVA dialogue box

f. Click OK

**Test of Homogeneity of Variances**

<table>
<thead>
<tr>
<th>score</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.481</td>
<td>1</td>
<td>48</td>
<td>.491</td>
</tr>
</tbody>
</table>

**ANOVA**

<table>
<thead>
<tr>
<th>score</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Between Groups</td>
<td>255.380</td>
<td>1</td>
<td>255.380</td>
<td>6.341</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>1933.040</td>
<td>48</td>
<td>40.272</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2188.420</td>
<td>49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7

Hypothesis Test/T-Test

The t-test steps as follows:

a. Click Analyze - Compare Means – Independent Sample T Test
b. “Independent – sample T Test” pops out, then insert the variables to grouping variables box.
c. Click Define Grouping, move variables to each box and continue.
d. Click options, then fill on confidence interval percentage with 95% then click continue.
e. Click OK

<table>
<thead>
<tr>
<th>class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>score</td>
<td>25</td>
<td>73.80</td>
<td>6.702</td>
<td>1.340</td>
</tr>
<tr>
<td>control</td>
<td>25</td>
<td>69.28</td>
<td>5.969</td>
<td>1.194</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.481</td>
<td>.491</td>
<td>2.518</td>
<td>48</td>
<td>.015</td>
<td>4.520</td>
<td>1.795</td>
<td>.911</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.518</td>
<td>47.370</td>
<td>.015</td>
<td>4.520</td>
<td>1.795</td>
<td>.910</td>
<td>8.130</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 8

Letter of Official Statement of Advisor 1

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

SURAT BIMBINGAN SKRIPSI

Nomor: Un.01/F.1/KM.01.3/653/2016
Lamp.: ............
Hal: Bimbingan Skripsi

Jakarta, 20 Februari 2018

Kepada Yth,

Dr. Nada Huma, M.Pd., MA. TESOL
Pembimbing Skripsi
Fakultas Ilmu Tahiyah dan Keguruan
UTN Syarif Hidayatullah
Jakarta.

Assalamualaikum Wr. Wb.

Dengan ini diharapkan koresponden Saudara untuk menjadi pembimbing II
(materi teknik) penulisan skripsi mahasiswa:

Nama: Riko Faurty Mathana Babelian
NIM: 1110014000967
Jurusan: Pendidikan Bahasa Inggris
Semester: Semua
Judul Skripsi: The Effectiveness of Indirect Corrective Feedback Towards
Students’ Narrative Writing

Jadwal terbit diharapkan oleh Jurusan yang bertanggung jawab pada tanggal 15 Januari 2017
absen dan absensif tidak, Saudara dapat melakukan perubahan waktu atau jadwal pada jadwal tersebut. Apabila perubahan substansial dianggap perlu, mohon perOMBANG tencent yang
Jurusan telah diterima.

Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat
diterima selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

a.t. Deken
Kajur-Rektor Ida Darmawati Inggris

Dr. Aliq, M.Pd.
NIP 19690912 200901 1 008

Tetapkan:
1. Deken FITK
2. Mahasiswa yah.
APPENDIX 9

Letter of Official Statement of Advisor 2

Kepada Yth,

*Wakil Nugerah, YLPk*

Pembimbing Skripsi

Fakultas Ilmu Tarbiyah dan Keguruan

UIN Syarif Hidayatullah

Jakarta

Assalamu'alaikum wr.wb

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing YLP (inilah(eklas) penulis skripsi mahasiswa;

Nama : Ridho Fauzy Maulana Batelia

NIM : 1113014090067

Jurusan : Pendidikan Bahasa Inggris

Semester : Septuугa

Judul Skripsi : The Effectiveness of Indirect Corrective Feedback Towards Students' Narrative Writing


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan seakhirnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

*Wassalamualaikum wr.wb*

a.d. Dokan

Kepala Badan Pusat Pendidikan

Dr. Alik, M.Pd.

NIP 180909122009011608

Tanda tangan:

1. Dokan FITK
2. Mutasiwia ybs.
APPENDIX 10

Letter of Official Statement of the School

MADRASAH ALIYAH (MA) AL-AWWABIN
Jl. Raya Sawangan No. 21 Kel. Panorammas, Cepok I Kota Depok 16422 Telp. (021) 7531329

SURAT KETERANGAN
Nomor : A.202/Ke/KM-MA/IV/2015

Yang bertanda tangan di bawah ini Kopale Madrasah Aliyah Al-Awwabin Kota Depok
Provinsi Jawa Barat menerangkan bahwa:

Nama : Riskia Fauzya Mahrose Bepellin
NIM  : 1116014103667
Semester : I3 (tiga belas)
Jurusan : Pendidikan Pendidikan Agama

Semua dugaan atau penilaian yang pernah diberikan kepada penulis dalam tulisan penelitian yang berjudul “The Effectiveness of Indirect Corrective Feedback Towards Student’s Narrative Writing”

Demikian surat keterangan ini kiranya bermanfaat dan diperkenankan sebagaimana mestinya.

Depok, 4 Desember 2019

Kepala Madrasah

[Signature]

Siti Tarmiza, S.Ag.