

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers the data presentation, the analysis result and discussion.

A. The Data Presentation

This section describes the obtained data of the students' writing score after and before treatment by using Teacher Feedback technique. The presented data consisted of Mean, Standard Deviation, Standars Error, table and figure.

1. The Description Data of Pretest Score

The students' score were distributed by the following table in order to analyze the students' ability before conducting the treatment. The table score were combined between first and second rater, and the next table were provided combine both of averages and the final scores.

Table 4.1
Pretest Score By the First Rater and Second Rater

Code Name	Rater	Content Orientation	Sequent of Evants	Re-Orientation	Vocabulary	Grammar	Spelling	Punctuation
E1	1	5	5	5	10	10	10	3
	2	6	5	5	15	5	5	10
E2	1	5	5	5	15	5	5	10
	2	5	6	5	15	5	5	10
E3	1	7	5	5	10	10	10	10
	2	7	6	5	10	10	10	10
E4	1	6	5	5	15	10	15	10
	2	6	6	6	15	10	15	10
E5	1	6	5	5	15	10	15	10
	2	6	6	5	20	10	15	10
E6	1	5	4	4	15	10	15	1
	2	5	5	5	15	10	15	1
E7	1	5	5	5	15	10	10	10

	2	6	5	6	20	10	10	1
E8	1	6	5	7	20	10	5	10
	2	7	6	7	20	10	5	5
E9	1	5	6	6	10	10	15	10
	2	5	6	6	10	10	10	5
E10	1	6	6	7	15	15	10	5
	2	6	7	5	20	15	10	5
E11	1	5	5	5	15	10	15	10
	2	6	5	5	15	10	15	10
E12	1	5	5	5	15	5	15	10
	2	6	5	6	15	5	10	10
E13	1	6	6	6	20	10	10	10
	2	7	6	6	20	10	10	10
E14	1	6	7	6	15	10	10	15
	2	7	7	6	15	10	10	10
E15	1	6	6	6	15	10	10	10
	2	5	5	5	15	10	10	10
E16	1	7	7	6	10	10	10	15
	2	7	6	7	10	10	10	15
E17	1	5	4	5	15	10	10	5
	2	6	5	4	15	10	10	5
E18	1	4	6	4	10	10	5	10
	2	5	6	4	10	10	5	10
E19	1	7	5	5	15	10	15	10
	2	7	6	5	15	10	15	10
E20	1	6	5	5	15	10	15	15
	2	6	6	5	15	10	15	15
E21	1	6	5	7	15	10	10	3
	2	6	6	7	15	10	10	3
E22	1	4	5	5	15	10	5	10
	2	5	5	5	15	10	5	10
E23	1	5	4	3	15	15	10	10
	2	6	5	3	15	15	10	10
E24	1	5	5	5	15	10	15	10
	2	6	6	5	15	10	15	10
E25	1	6	6	6	15	10	15	10
	2	6	5	6	15	10	15	10
E26	1	5	5	4	1	10	3	10
	2	6	5	4	1	10	3	10
E27	1	7	5	3	3	10	15	10
	2	7	5	5	3	10	15	10

E28	1	6	6	5	15	10	15	10
	2	6	7	6	15	10	15	10
E29	1	6	6	5	10	10	10	10
	2	6	6	6	15	10	15	10
E30	1	6	6	6	15	15	15	5
	2	7	7	6	15	15	15	5
E31	1	6	5	6	15	15	10	3
	2	6	6	6	15	15	10	3
E32	1	5	5	5	1	15	10	5
	2	6	6	5	1	15	1	5
E33	1	6	5	6	15	5	15	5
	2	6	6	6	15	5	15	5
E34	1	5	4	5	10	10	15	10
	2	5	4	5	10	10	15	10

The table above is the combination of each components of pretest score by first rater (R1) and second Rater (R2). And the next table combines the score into the final score.

Table 4.2
The Combination of Pretest Score

CODE	Scored by		Final Score
	RI	RII	
E1	48	51	49
E2	50	51	50
E3	57	58	57
E4	60	68	64
E5	66	72	69
E6	54	56	55
E7	60	58	59
E8	63	60	61
E9	62	52	57
E10	64	68	66
E11	65	66	65
E12	60	57	58
E13	68	69	68
E14	69	65	67
E15	63	60	61

E16	65	65	65
E17	54	55	54
E18	49	50	49
E19	67	68	67
E20	71	72	71
E21	56	57	56
E22	54	55	54
E23	62	63	62
E24	65	67	66
E25	68	67	67
E26	38	39	38
E27	53	55	54
E28	67	69	68
E29	57	68	62
E30	68	70	69
E31	60	61	60
E32	46	39	42
E33	57	58	57
E34	59	59	59
Sum (Σ)	2025	2048	2036.5
Average	59.55882	60.23529	59.89706
Lowest	38	39	38
Highest	71	72	71

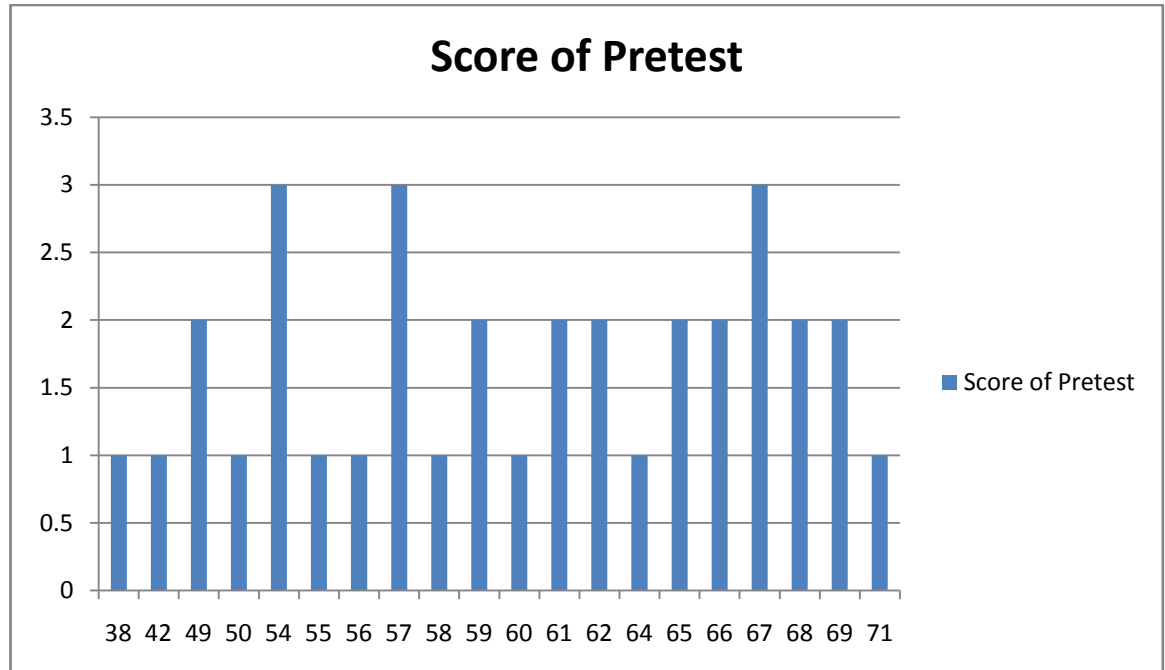
Based on the data combine from pretest score of first rater (R1) and second rater (R2), it shows that the highest score is 71, the lowest score is 38 and average is 59. After that, the writer used table Frequency Distribution of the Pretest Score.

Table 4.3
Frequency Distribution of the Pretest Score

Score (X)	Frequency (F)
38	1
42	1
49	2
50	1
54	3
55	1
56	1
57	3
58	1
59	2
60	1
61	2
62	2
64	1
65	2
66	2
67	3
68	2
69	2
71	1
Total	$\Sigma F=34$

The table explains the distribution of students' pretest score that shows the frequency in each scores with the total frequency is 34 seem like the total number of students. Next, the data can also be seen in the following figure.

Figure 4.1
The Distribution of Pretest Score



Based on the figure above about the distribution of pretest score, that there are nine students with 38, 42, 50, 55, 56, 58, 60, 64, and 71. There are eight students each people get csore 49, 59, 61, 62, 65, 66, 68, and 69. There are three students with 54, 57, dan 67.

2. The Data Presentation of Posttest

The students' score were distributed by following table in order to analyze the students' ability before conducting the treatment. The study combines the table score between first and second rater, and the next table for combining both of scores found averages of scores and found the final scores.

Table 4.4

Posttest Score By the First Rater and Second Rater

Code Name	Rater	Content Orientation	Sequent of Events	Re-Orientation	Vocabulary	Grammar	Spelling	Punctuation
E1	1	6	6	6	15	10	15	3
	2	7	6	6	15	10	15	3
E2	1	6	6	6	15	5	10	10
	2	6	7	6	15	5	10	10
E3	1	6	7	7	10	15	5	10
	2	6	6	7	15	15	15	5
E4	1	6	6	6	15	15	15	5
	2	6	7	6	15	15	15	5
E5	1	6	6	7	15	15	15	5
	2	7	7	7	15	15	15	5
E6	1	6	6	6	15	10	10	5
	2	7	7	6	15	10	10	5
E7	1	6	6	7	15	10	10	10
	2	6	7	6	15	10	10	10
E8	1	6	6	6	15	15	15	5
	2	6	7	6	15	15	15	5
E9	1	6	6	6	15	15	15	10
	2	6	6	6	15	10	10	10
E10	1	6	6	6	15	15	15	5
	2	6	7	6	15	15	15	5
E11	1	6	7	6	15	10	15	10
	2	7	6	5	15	10	15	10
E12	1	6	6	6	15	10	15	5
	2	7	6	6	15	10	15	5
E13	1	6	6	6	15	15	15	10
	2	6	6	6	15	15	15	10
E14	1	6	7	6	10	15	15	10
	2	6	7	7	10	15	15	10
E15	1	6	6	6	10	15	15	5
	2	6	7	6	10	15	15	5
E16	1	6	7	6	15	15	15	10
	2	6	6	6	15	15	15	10
E17	1	7	7	7	20	15	10	10
	2	6	6	6	20	15	10	10
E18	1	6	6	6	15	15	15	10

	2	6	6	7	15	15	15	10
E19	1	6	6	6	15	10	15	15
	2	6	6	6	15	10	15	15
E20	1	6	6	6	15	10	15	15
	2	6	7	6	15	10	15	15
E21	1	6	6	6	15	15	15	10
	2	6	6	6	15	15	15	10
E22	1	6	6	6	10	15	15	15
	2	6	6	6	10	15	15	15
E23	1	6	6	7	15	10	10	10
	2	6	6	6	15	10	10	10
E24	1	6	6	6	15	10	15	15
	2	6	6	6	15	10	15	15
E25	1	6	6	7	15	15	10	10
	2	6	6	7	15	15	10	10
E26	1	6	6	6	15	10	15	15
	2	6	7	6	15	10	15	15
E27	1	6	6	6	15	10	15	15
	2	6	6	6	15	10	15	15
E28	1	6	6	6	20	15	15	5
	2	6	6	6	20	15	15	5
E29	1	6	6	6	20	10	15	10
	2	6	6	6	20	10	15	10
E30	1	7	7	7	15	15	15	5
	2	6	7	7	15	15	15	5
E31	1	6	6	6	15	15	15	10
	2	6	6	6	15	15	15	10
E32	1	6	6	6	15	10	15	15
	2	6	6	6	15	10	15	15
E33	1	6	6	6	15	15	15	10
	2	6	6	6	15	15	15	10
E34	1	7	6	6	15	5	15	15
	2	6	7	6	15	5	15	15

The table above is the combination of each components of posttest score by first rater (R1) and second Rater (R2). And in the next table, the study combines the score becomes the final score.

Table 4.5
The Combination of Posttest Score

CODE	Scored by		Final Score
	RI	RII	
E1	61	62	61
E2	58	59	58
E3	60	69	64
E4	68	69	68
E5	69	71	70
E6	58	60	59
E7	64	64	64
E8	68	69	68
E9	73	63	68
E10	68	69	68
E11	69	68	68
E12	63	64	63
E13	74	74	74
E14	69	70	69
E15	63	64	63
E16	75	75	75
E17	76	75	75
E18	73	74	73
E19	74	74	74
E20	75	75	75
E21	74	74	74
E22	79	80	79
E23	64	63	63
E24	79	80	79
E25	69	69	69
E26	74	85	79
E27	74	75	74
E28	75	75	75
E29	76	75	75
E30	71	70	70
E31	74	73	73
E32	76	74	75
E33	79	79	79
E34	71	69	70
Sum (Σ)	2393	2409	2401
Average	70.38235	70.85294	70.61765
Lowest	63	60	63.5
Highest	79	80	79.5

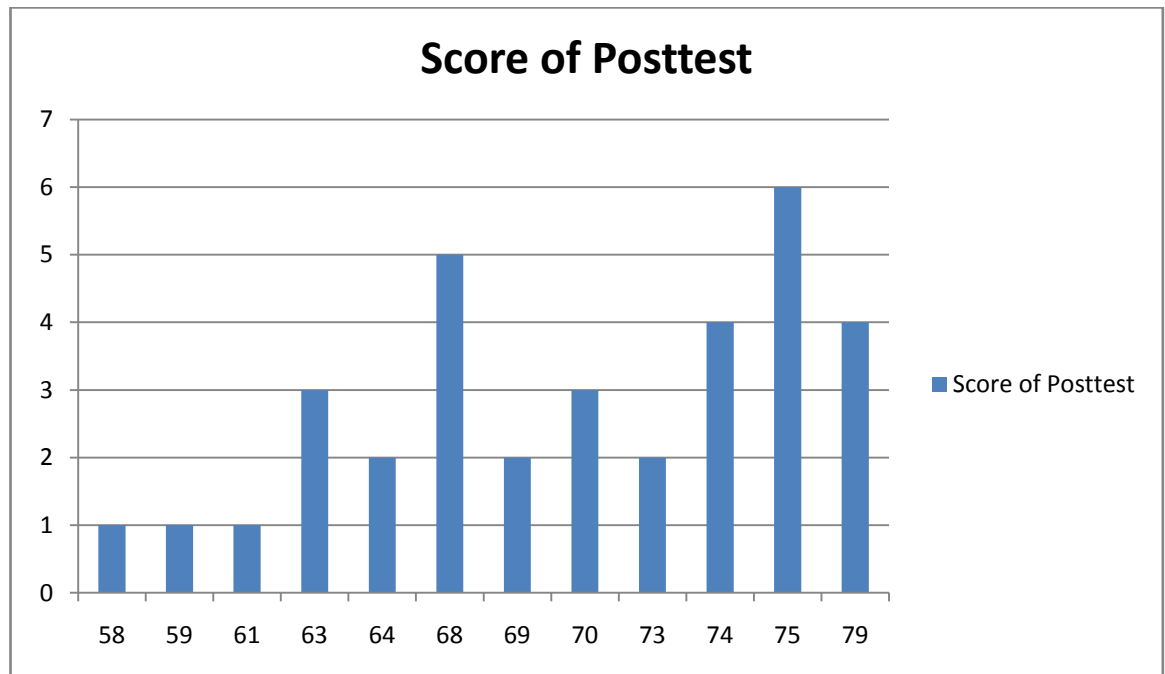
Based on the data combination from pretest score of first rater (R1) and second rater (R2), it shows the highest score is 79,5 the lowest score is 63,5 and average is 70. After that, the writer used table Frequency Distribution of the Posttest Score.

Table 4.6
Frequency Distribution of the Posttest Score

Score (X)	Frequency (F)
58	1
59	1
61	1
63	3
64	2
68	5
69	2
70	3
73	2
74	4
75	6
79	4
Total	$\sum F=34$

The distribution of students' posttest score can also be seen in the following figure of the distribution of posttest.

Figure 4.2
The Distribution of Posttest Score



Based on the figure above about the distribution of posttest score, that there are three students with 58, 59, and 61. There are three students with score 64, 69, and 73. There are two students get score 63, 70. There are two students 74 and 79. There is one students with score 68 and 75.

2. The Data Comparing of Pretest and Posttest

The study showed the improvement of students' score used table improvement.

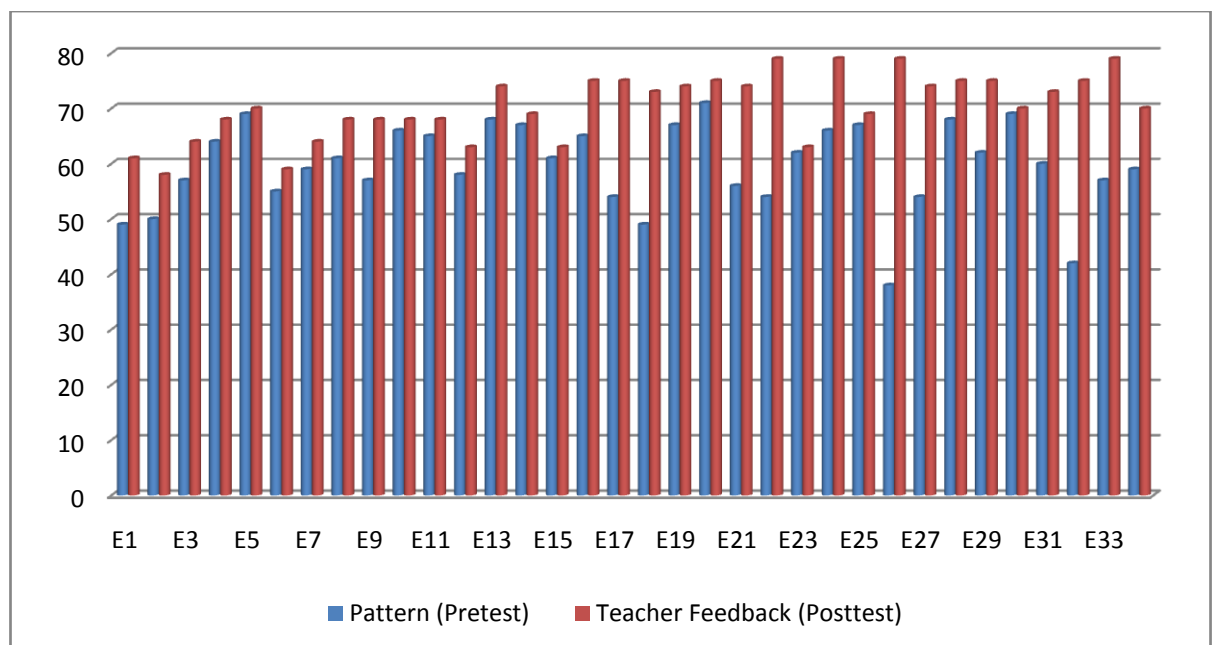
Table 4.7
The Improvement of Students' Score

CODE	(X)	(Y)	Improvement
E1	49	61	12
E2	50	58	8
E3	57	64	7
E4	64	68	4
E5	69	70	1
E6	55	59	4
E7	59	64	5
E8	61	68	7
E9	57	68	11
E10	66	68	2
E11	65	68	3
E12	58	63	5
E13	68	74	6
E14	67	69	2
E15	61	63	2
E16	65	75	10
E17	54	75	21
E18	49	73	24
E19	67	74	7
E20	71	75	4
E21	56	74	18
E22	54	79	25
E23	62	63	1
E24	66	79	13
E25	67	69	2
E26	38	79	41
E27	54	74	20
E28	68	75	7
E29	62	75	13
E30	69	70	1
E31	60	73	13
E32	42	75	33
E33	57	79	22
E34	59	70	11
Sum (Σ)	2026	2391	365
Average	59.58824	70.32353	10.73529412
Lowest	49	58	1
Highest	69	79	41

Based on the data above, it is almost all of students experienced improvement score from pretest to posttest. The highest score was 41 and the lowest score was 1.

The study showed each student experienced improve that by grafic below.

Figure 4.3
Improvement of Students' Score



Based on the figure above about the improvement of students' score that there were average experienced improving level of score from 1 to 41 point.

B. The Analysis Result

1. Analysis Result of Pretest and Posttest

a) Normality of Pretest and Posttest

The study calculated normality of pretest and posttest used One Sample Shapiro-Wilk Test by SPSS.

Table 4.8
Testing Normality of Pretest

kelompok		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
nilai sio n1	di 1	,171	9	,200 [*]	,972	9	,912
	m 2	,174	8	,200 [*]	,888	8	,227
	en 3	,301	3	.	,912	3	,424

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The next step, the study analyzed normality of data used formula as follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal distribution

Based on data above, the significant data of experimental group used Shapiro-Wilk is 0.424 > 0.05. It could be concluded the data is normal distribution.

Table 4.9
Testing Normality of Posttest

kelompok		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
nilai	di 1	,253	3	.	,964	3	,637
	m 2	,196	3	.	,996	3	,878
	en 3	,260	2	.			
	sio 4	,260	2	.			
	nl						

a. Lilliefors Significance Correction

b. nilai is constant when kelompok = 5. It has been omitted.

c. nilai is constant when kelompok = 6. It has been omitted.

The next step, the study analyzed normality of data used formula as follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal distribution

Based on data above, the significant data of experimental group used Kolmogorov-Smirnov is $0.878 > 0.05$. It could be concluded the data is normal distribution.

b) Homogeneity of Pretest and Posttest

Table 4.10
Testing Homogeneity of Variances

Test of Homogeneity of Variances

X			
Levene Statistic	df1	df2	Sig.
1,899	8	22	,112

The table represents the result of homogeneity test calculation used the SPSS 18.0 program. Knowing the homogeneity of data, the formula could be seen as follows:

If $0.05 > \text{Sig.} = \text{Not homogeny distribution}$

If $0.05 < \text{Sig} = \text{Homogeny distribution}$

Based on data above, the significant data is 0.112 The result $0.05 < 0.339$, it means the test t-test calculation used at the equal variances assumed or data is Homogeny distribution.

c) Validity of Pretest and Posttest

In this study, the study calculated validity of pretest and posttest using

Pearson Product Moment Correlation Test.

Table 4.11
Pearson Product Moment Correlation of Pre-test

CODE (N)	Rater I (X)	Rater II (Y)	XY	X²	Y²
E1	48	51	2448	2304	2601
E2	50	51	2550	2500	2601
E3	57	58	3306	3249	3364
E4	60	68	4080	3600	4624
E5	66	72	4752	4356	5184
E6	54	56	3024	2916	3136
E7	60	58	3480	3600	3364
E8	63	60	3780	3969	3600
E9	62	52	3224	3844	2704
E10	64	68	4352	4096	4624
E11	65	66	4290	4225	4356
E12	60	57	3420	3600	3249
E13	68	69	4692	4624	4761
E14	69	65	4485	4761	4225

E15	63	60	3780	3969	3600
E16	65	65	4225	4225	4225
E17	54	55	2970	2916	3025
E18	49	50	2450	2401	2500
E19	67	68	4556	4489	4624
E20	71	72	5112	5041	5184
E21	56	57	3192	3136	3249
E22	54	55	2970	2916	3025
E23	62	63	3906	3844	3969
E24	65	67	4355	4225	4489
E25	68	67	4556	4624	4489
E26	38	39	1482	1444	1521
E27	53	55	2915	2809	3025
E28	67	69	4623	4489	4761
E29	57	68	3876	3249	4624
E30	68	70	4760	4624	4900
E31	60	61	3660	3600	3721
E32	46	39	1794	2116	1521
E33	57	58	3306	3249	3364
E34	59	59	3481	3481	3481
$\Sigma N=34$	$\Sigma X=2025$	$\Sigma Y=2048$	$\Sigma XY=123852$	$\Sigma X^2=122491$	$\Sigma Y^2=125690$

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{34.123852 - (2025)(2048)}{\sqrt{\{34.122491 - (2025)^2\}\{34.125690 - (2048)^2\}}}$$

$$r_{xy} = \frac{4210968 - 4147200}{\sqrt{\{4164694 - 4100625\}\{4273460 - 4194304\}}}$$

$$r_{xy} = \frac{63768}{71214.5}$$

$$r_{xy} = 0.895435 \text{ or } 0.895$$

The result of test took by rater I and rater II. And the study accounted the degree of freedom (df) with formula:

$$\begin{aligned} \text{Df} &= N-nr \\ &= 34-2 \\ &= 32 \end{aligned}$$

Based on the result, it find that the value of “ r_{xy} ” is 0.895 than value of “ r_{table} ” at the 1% significance level or $0.895 > 0.436$. It means the test is valid and include at level of very high validity.

Table 4.12
Pearson Product Moment Correlation of Post-test

CODE (N)	Rater I (X)	Rater II (Y)	XY	X ²	Y ²
E1	61	62	3782	3721	3844
E2	58	59	3422	3364	3481
E3	60	69	4140	3600	4761
E4	68	69	4692	4624	4761
E5	69	71	4899	4761	5041
E6	58	60	3480	3364	3600
E7	64	64	4096	4096	4096
E8	68	69	4692	4624	4761
E9	73	63	4599	5329	3969
E10	68	69	4692	4624	4761
E11	69	68	4692	4761	4624
E12	63	64	4032	3969	4096
E13	74	74	5476	5476	5476
E14	69	70	4830	4761	4900
E15	63	64	4032	3969	4096
E16	75	75	5625	5625	5625
E17	76	75	5700	5776	5625
E18	73	74	5402	5329	5476
E19	74	74	5476	5476	5476
E20	75	75	5625	5625	5625
E21	74	74	5476	5476	5476
E22	79	80	6320	6241	6400

E23	64	63	4032	4096	3969
E24	79	80	6320	6241	6400
E25	69	69	4761	4761	4761
E26	74	85	6290	5476	7225
E27	74	75	5550	5476	5625
E28	75	75	5625	5625	5625
E29	76	75	5700	5776	5625
E30	71	70	4970	5041	4900
E31	74	73	5402	5476	5329
E32	76	74	5624	5776	5476
E33	79	79	6241	6241	6241
E34	71	69	4899	5041	4761
ΣN=34	ΣX=2393	ΣY=2409	ΣXY=170594	ΣX²=169617	ΣY²=171907

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{34.170594 - (2393)(2409)}{\sqrt{34.169617 - (2393)^2}\{34.171907 - (2409)^2\}}$$

$$r_{xy} = \frac{5800196 - 5764737}{\sqrt{5766978 - 5726449}\{5844838 - 5803281\}}$$

$$r_{xy} = \frac{35459}{\sqrt{\{40529\}\{41557\}}}$$

$$r_{xy} = \frac{35459}{41039.78}$$

$$r_{xy} = 0.864015 \text{ or } 0.864$$

The result of test took by rater I and rater II. And the study accounted the degree of freedom (df) with formula:

$$\begin{aligned}
 df &= N-nr \\
 &= 34-2 \\
 &= 32
 \end{aligned}$$

Based on the result, it finds that the value of “ r_{xy} ” was 0.864 than value of “ r_{table} ” at the 1% significance level or $0.864 > 0.436$. It means the test is valid and include at level of very high validity.

d) Reliability of Pretest and Posttest

Table 4.13
The Item-Total Statistics of Pretest

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	105,32	403,195	,686	,496
Sequent	105,94	407,209	,666	,502
Reorientation	106,21	432,350	,326	,542
Vocabulary	90,35	271,084	,330	,521
Grammar	96,82	392,938	,158	,562
Spelling	95,29	279,850	,429	,445
Punctuation	100,12	347,198	,243	,538

Table 4.14
The Reliability Statistic of Pretest

Reliability Statistics	
Cronbach's Alpha	N of Items
,556	7

The result of $r_{11} = 0.556$ with 5 items and r_{table} of Product Moment is $df = N - 2$; $34 - 2 = 32$, the level of significant 1%, so $r_{table} = 0.436$.

Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is if $r_{11} = 0.556 > r_{table} = 0.436$, it concludes that the first item (Pretest) is reliable.

Table 4.15
The Item-Total Statistics of Posttest

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Content	122,14	250,479	,760	,534
Sequent	121,83	250,676	,745	,535
Reorientation	122,03	247,734	,747	,529
Vocabulary	105,03	200,440	,374	,537
Grammar	109,89	177,634	,349	,568
Spelling	107,03	187,087	,561	,456
Punctuation	116,23	275,358	-,087	,716

Table 4.16
The Reliability Statistic of Posttest

Reliability Statistics	
Cronbach's Alpha	N of Items
,597	7

The result of $r_{11} = 0.597$ with 5 items and r_{table} of Product Moment is $df = N - 1$; $34 - 2 = 32$, the level of significant 1%, so $r_{table} = 0.436$.

Clearly at the criteria :

If $r_{11} > r_{table}$ it means reliable

If $r_{11} < r_{table}$ it means unreliable

Based on the calculating above, the result is If $r_{11} = 0.597 > r_{table} = 0.436$, it concludes that the second item (Posttest) is reliable.

2. Analysis of Testing Hypothesis

In this study, the study showed the table of students' score and calculated scores finding the testing hypothesis used Paired Sample T Test by manual calculating and SPSS 18.0 Program.

a) Testing Hypothesis Using Manual Calculating

Table 4.17
The Table of Students' Score

CODE	(X)	(Y)	D = (Y-X)	D²
E1	49	61	12	144
E2	50	58	8	64
E3	57	64	7	49
E4	64	68	4	16
E5	69	70	1	1
E6	55	59	4	16
E7	59	64	5	25
E8	61	68	7	49
E9	57	68	11	121
E10	66	68	2	4
E11	65	68	3	9
E12	58	63	5	25
E13	68	74	6	36
E14	67	69	2	4
E15	61	63	2	4
E16	65	75	10	100
E17	54	75	21	441
E18	49	73	24	576
E19	67	74	7	49
E20	71	75	4	16
E21	56	74	18	324
E22	54	79	25	625

E23	62	63	1	1
E24	66	79	13	169
E25	67	69	2	4
E26	38	79	41	1681
E27	54	74	20	400
E28	68	75	7	49
E29	62	75	13	169
E30	69	70	1	1
E31	60	73	13	169
E32	42	75	33	1089
E33	57	79	22	484
E34	59	70	11	121
Sum(Σ)	2026	2391	365	7035

1) Mean

$$M = \frac{\Sigma D}{N} = \frac{365}{34} = 10.735$$

2) Calculating Standard Deviation of Differences

$$\begin{aligned}
 SD &= \sqrt{\frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{(N)}} \\
 &= \sqrt{\frac{7035}{34} - \frac{(365)^2}{(34)}} \\
 &= \sqrt{206,911 - 115,246} \\
 &= 9.574
 \end{aligned}$$

3) Calculating Standard Error

$$\begin{aligned}
 SEMD &= \frac{SD}{\sqrt{N-1}} \\
 &= \frac{9,574}{\sqrt{34-1}} \\
 &= \frac{9,574}{5,774} \\
 &= 1.666
 \end{aligned}$$

The calculating above refers to the result of the mean calculation of experiment group is 10,735, standard deviation is 9,574 and the result of standard error is 1.666 to verify the hypothesis, the writer used the formula as follow:

$$\begin{aligned}
 t_o &= \frac{MD}{SE\ MD} \\
 &= \frac{10,735}{1.666} \\
 &= 6.443 \\
 df &= (N-2) \\
 &= 34-2 \\
 &= 32
 \end{aligned}$$

The study interpreted of hypothesis with the result of mean, standard deviation, standard error, t_o , and df of the data to get the $t_{observed}$. The result of $t_{observed}$ compared by t_{table} for finding the significant level. The result of T-Test shows on the table.

Table 4.18
The Result of T-Test Using Manual Calculation

$t_{observed}$	t_{table}	df
	$5\% < t_{observed} > 1\%$	
6.443	$2.03 < t_{observed} > 2.73$	32

The table shows the result of T-Test using Manual Calculation that interpreting is $t_{observed}$; 6.443 is higher than t_{table} at the 5% level on 2.03 or $6.443 > 2,03$ and at the 1 % level on 2.73 or $6.443 > 2.73$. It means that H_a is accepted and H_o is rejected. Based

on the result of calculation, there is significant effect of “Teacher Feedback” technique on Writing Skill in Recount Text Development at First Semester Students of SMA-N 1 Katingan Tengah.

b) Testing Hypothesis Using SPSS 18.0 Program

Table 4.19

The Result of Paired Samples Test Using SPSS 16.0 Program

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	X - Y	-10,735	9,718	1,667	-14,126	-7,344	-6,441	33	,000

The calculating data by SPSS 16.0 program represents result with statically mean is 10. 735, Standard Deviation is 9.718, Standard Error is 1.667, and t test is 6.441.

Based on compared between both of them, it found from statically of the result using Teacher Feedback more effective than patterns. It can be seen on the product writing result of students.

C. Discussion

The result of the study that teacher feedback give effect for student on students writing. Teacher feedback correcting grammatical and lexical errors in order to convey the intended meaning.

The result of data analysis shows that is of calculation stating that there is significant effect of “Teacher Feedback” technique on Writing Ability in Recount Text Development at First Semester Students of SMA-N 1

Katingan Tengah. It shows using t_{test} , and it finds the value of t_{test} is higher than t_{table} at 5% and 1 % level significance. The result $2.03 < 6.443 > 2.73$. In short, H_a (Alternative Hypothesis) is accepted and there is significant effect of “Teacher Feedback” technique on Writing Ability in Recount Text at First Semester Students of SMA-N 1 Katingan Tengah. In contrary, the H_o (Null Hypothesis) is rejected and there is no significant at First Semester Students of SMA-N 1 Katingan Tengah.

The correlation between the result and the theory stated by Zhou Binglan and Chen Jia on the title journal *The Impact of Teacher Feedback on Long-Term Improvement in The Accuracy of EFL Student Writing* is the systematic ways to help students when they write an Recount Text with giving the think, express, and organize the ideas. It appropriates at the result of product writing of students, where Teacher Feedback gives easier for students. As long as teaching an recount text at the class, the writer finds improvement of writing especially at organization, the sentence coherence, the grammatical errors, word choice, sentence pattern, punctuation, capitalization, and spellings. They are the writing became organize, understandable, and easier to think. The student more enjoy with their writing because they use the technique that can control their ideas on writing process. It means that the student is more focus to develop the ideas to produce a good result of writing on recount text be organize. Because from some problems of students, they are difficult to develop their idea and make their writing on the recount text. It support on statement by Ziaul Karim and

Taslima Irine had conducted a study entitle “The Nature of Teacher Feedback in Second Language (L2) Writing Classrooms: A Study on Some Private Universities in Bangladesh” in this study The core task of second language (L2) writing teachers is to help students become efficient writers by building up student confidence and providing effective strategies to improve student writing. Teacher feedback given during various stages of process writing can play a vital role in this respect. It means in recount text, the writer must use “Simple Past Tense”, because recount text tells about an experience which happened in the past time.

In addition, the writer explains each meeting on teaching using this technique. The study asks some knowledge that they knew and what are problems that they have when write recount text. They mention some difficulties their ideas with easily on their writing. After that, the study give test (Pretest) with test item that made an recount text. The finding is the lowest score: 49, the highest: 69, and mean: 59.58.

And then, giving posttest find their result of product writing after giving treatment. The result is the lowest score: 58; frequency: , the highest: 79, and mean:70.32. Therefore, the product writing of posttest there is improvement the numbers of words in each paragraph and the student more enjoy using Teacher Feedback Technique.