THE EFFECTIVENESS OF USING CODED CORRECTIVE FEEDBACK ON WRITING ACCURACY OF THE STUDENTS OF MAN 1 KEDIRI

THESIS

Presented to

State Islamic Institute of Kediri

in Partial Fullfillment of the Requirements

for the Degree of *Sarjana* in English Language Education

By :

SITI NURCHOLIVAH

9322.034.15

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2019

DECLARATION OF AUTHENTICITY

Name   : Siti Nurcholivah

Student's ID Number : 932203415

Study Program   : TBI

Department   : Tarbiyah

Title of Thesis   : The Effectiveness Of Using Coded Corrective Feedback
On Writing Accuracy Of The Students Of Man 1 Kediri

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotation and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri on October 14th , 2019

The Researcher,

Siti Nurcholivah
NIM. 932203415

APPROVAL SHEET

This is to certify that the *Sarjana's* Thesis of Siti Nurcholivah has been

received and approved by thesis Advisors for further approval by the board of

examiners.

THE EFFECTIVENESS OF USING CODED CORRECTIVE
FEEDBACK ON WRITING ACCURACY OF THE STUDENTS OF
MAN 1 KEDIRI

SITI NURCHOLIVAH
NIM. 9322.034.15

Approved by:

Advisor I   **Advisor II**

Dr. Sri Wahyuni M. Pd.   **Drs. Agus Edi Winarto, M.Pd**
NIP.19840909 201101 2 018   **NIP. 196505272000031001**

RATIFICATION SHEET

The Effectiveness Of Using Coded Corrective Feedback On Writing Accuracy Of The Students Of Man 1 Kediri

Siti Nurcholivah

9322.034.15

Has been examined by the Board of Examiners of State Islamic Institute (IAIN) Kediri on September 24th 2019

1. Main Examiner
   Dr. Ary Setya Budhi Ningrum, M.Pd
   NIP. 19820430 200801 2 011   (...)

2. Examiner I
   Dr. Sri Wahyuni M. Pd.
   NIP. 19840909 201101 2 018   (...)

3. Examiner II
   Drs. Agus Edi Winarto, M.Pd
   NIP. NIP. 196505272000031001   (...)

Kediri, 14th October 2019

Acknowledged by

Dean of Faculty of Tarbiyah

State Islamic Institute Of Kediri

Dr. H. Ali Anwar, M.Ag
NIP. 19640503 199603 1 001

NOTA KONSULTAN

<div align="right">Kediri, 14 October 2019</div>

Nomor   :

Lampiran   : 4 (empat) lembar

Hal   : Bimbingan Skripsi

Kepada

Yth. Rektor Institut Agama Islam Negeri (IAIN) Kediri

Di Jalan Sunan Ampel No.07 Ngronggo, Kediri

Assalamu'alaikum Wr. Wb.

        Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut dibawah ini:

Nama   :SITI NURCHOLIVAH

NIM   : 932203415

Judul   : **THE EFFECTIVENESS OF USING CODED CORRECTIVE FEEDBACK ON WRITING ACCURACY OF THE STUDENTS OF MAN 1 KEDIRI**

        Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

        Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam jangka waktu yang telah ditenthukan dapat diajukan dalam sidang Munaqasah.

        Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

     Pembimbing I   **Pembimbing II**

Dr. Sri Wahyuni M. Pd   **Drs. Agus Edi Winarto, M.Pd**

NIP.19840909 201101 2 018   **NIP. 196505272000031001**

NOTA PEMBIMBING

Nomor : :

Lampiran : 4 (Empat) berkas

Hal : Bimbingan Skripsi

Kepada,

Yth. Bapak Rektor Institut Agama Islam Negeri (IAIN) Kediri

Di Jl. SunanAmpel 07 Ngronggo Kediri

Assalamualaikum Wr. Wb

Memenuhi permintaan Bapak Rektor untuk membimbing penyusunan skripsi mahasiswa tersebut dibawah ini :

Nama : Siti Nurcholivah

NIM : 932203415

Judul : **The Effectiveness Of Using Coded Corrective Feedback On Writing Accuracy Of The Students Of Man 1 Kediri**

Setelah diperbaiki materi dan susunanya, sesuai dengan petunjuk dan tuntunan yang diberikan dalam sidang Munaqosah yang dilaksanakan pada 24 September 2019, kami berpendapat bahwa skripsi tersebut telah memenuhi syarat untuk disyahkan sebagai kelengkapan memperoleh gelar Sarjana Satu (S-1). Jurusan Tarbiyah dan Ilmu Keguruan Program Studi Tadris Bahasa Inggris.

Demikian agar menjadikan maklum adanya.

Wassalamu'alaikumWr. Wb

Advisor I	**Advisor II**
Dr. Sri Wahyuni M. Pd	**Drs. Agus Edi Winarto, M.Pd**
NIP.19840909 201101 2 018	**NIP. 196505272000031001**

MOTTO

DREAMS WILL NEVER WORK

UNLESS YOU DO!

DEDICATION

This thesis is dedicate to

- Allah SWT for his ridho and Hidayah.
- My beloved parents. My father ABDUL MUCHIT nad my mom NURHAYATI who always give me prayer, support, motivation, love, and always accompany me to finish my thesis.
- My brother M.PURWANTO and my sister NIYAN WAHYU N. Who always give me support and also help me to finish my thesis. My sincere advisors, Dr. Sri Wahyuni M.Pd and Drs. Agus Edi Winarto, M.Pd, thank for your guidance, time, criticsm and suggestion.
- My lecturer who had taught during the study in the English Department Faculty of Tarbiyah State Islamic Institute (IAIN) Kediri.
- My friend at IAIN Kediri 2015 from all majors, especially TBI 2015.
- My friends in IC A thanks for your experiences to be my friend at IAIN Kediri.
- My best friends Riena Octavia, Suci Natalia, Hilda khoirunnisa who always give me support and always help me to finish my thesis.
- My students of MAN Kediri, thank, you for your support and your participation especially for the eleventh grade students of IPS 1 and IPS 3.
- All of my friend in boarding house who always support for me.
- Lastly, thanks for everyone who helped me to finish my thesis.

The writer,

Siti Nurcholivah

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

First and foremost, Praise to Allah SWT, God the Almighty. I would like to express my greatest gratitude to Allah SWT for His blessing upon me in the form of guidance in completing this final project so that it could be accomplished.

The writer believes that this project won't finish without any help and support from several people that gave the help and support directly and indirectly. Thus, the writer would like to appreciate and thanks to:

1. Dr. Nur Chamid, M.M as the principle of IAIN Kediri
2. Dr. Sri Wahyuni, M.Pd and Mr. Agus Edi, M.Pd as my advisors who always give me guidance and suggestions in writing my thesis.
3. All of the lectures that taught me in English Department for giving knowledge, study experience and advice.
4. All staffs in Faculty of Tarbiyah who help me finish the process of my thesis.
5. The Headmaster of MAN 1 Kediri who gave me permission to do my research there.
6. All of staff of MAN 1 Kediri who help me in process collecting the data.

The researcher realized that this research was not perfect. There were many mistakes in this research. Thus, the researcher apologized for the mistakes and the researcher hope that this research could give meaningful knowledge for the readers. Several suggestions and criticism are needed to make this research better.

Kediri, August 16th 2019

Siti Nurcholivah

ABSTRACT

Nurcholivah, Siti. 2019. *The Effectiveness of Using Coded Corrective Feedback on Writing Accuracy of the Students of MAN 1 Kediri*. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: 1) Dr. Sri Wahyuni M.Pd,2) Drs. Agus Edi Winarto, M.Pd

Key words: *writing, Coded Corrective Feedback, Recount Text.*

Writing is language skill that has to be learned by the students of MAN 1 Kediri. In fact, most of students have problem in writing. They have difficulties to deliver the exact word to arrange the idea systematically. They have to carefully about the content in writing such as grammatically, spelling, sentence structure, etc. Then, usually the teacher also does not give corrective feedback to the students for their writing product. Most of the teachers immediately correct and give grades directly. The objective of this study is to investigate whether there is any significant difference on writing accuracy between the students who are taught by using coded corrective feedback and the students who are taught by using non-coded corrective feedback in writing accuracy at 11th MAN 1 kediri.

The design of this research is quasi-experimental design. Quasi-experimental design is used when the investigator cannot randomly assign subject to treatments. The sample of this research were two classes of eleventh grade of MAN 1 Kediri. XI IPS as the experimental group is taught by using Coded corrective feedback. Furthermore, XI-IPS 3 as the control group is taught by using Non-cpded corrective feedback. In collecting data, the researcher used (pre-test and post-test) and scoring rubric as the instrument to score the test.

The result of this study has shown that significant value is p (0.004) < α (0.05). the result of the analysis indicates that *p* value was lower than α. The interpretation of this finding is that students who are taught writing recount text by using coded corrective feedback have better writing accuracy than the students who are taught by using non-coded corrective feedback. Based on the result of this study, it can be concluded that Coded corrective feedback was effective in teaching writing accuracy especially in recount text by the elevent grade of MAN 1 Kediri. In addition, it is recommended that teacher should apply coded corrective feedback in teaching writing recount text.

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This chapter presents the discussion on the background of the study, the research question, and the objective of the study. This chapter also includes the significance of the study, the scope and limitation and the definition of key terms.

A. The Background of the Study

Writing skill is one of important skill for students in leaning English. Writing is one of the active skills because students should be able to produce or create a form of writing. Writing is not only our thoughts, feelings, plans and experiments but also help us to communicate with others and explain ourselves (Skehan, 1998). The characteristics of good writing such as appropriate use of vocabulary suitable for its context, correct use of language in terms of word choice and correct grammar, and correct use of mechanics such as punctuation and spelling. But, in Indonesia writing skill is difficult for most students in Senior High School especially in grammar accuracy.

One of the problem faced by eleventh grade students of MAN 1 Kediri in writing recount text is that they have difficulties to deliver the exact word to arrange the idea systematically. They have to carefully about the content in writing such as grammatically, spelling, sentence structure, etc. Writing needs planning a way to how reach into the process to think. In other words, writing is something which is not easy to do. Then, usually the teacher also does not give corrective feedback to the students for their writing product. Most of the teachers

immediately correct and give grades directly. The teacher does not give coded corrective feedback. According to Brown (2007) suggest that teachers should sensitively apply methods to responding and correcting students' writing.

Black and William (1998) state that "feedback is a critical component of any learning process because it allows learner to reduce the discrepancy between actual and desired knowledge". Major learning theories behaviorism, cognitive constructivism, and social constructivism recognize feedback as an important aspect in learning and instruction. Williams and Burden (1997) stated, feedback has important instructional effects on student learning. Similarly, cognitive constructivism places feedback as an essential element in language teaching as confirmed by a study involving university students by Baker and Bricker (2010) which reveals that learners were fast but not accurate in improving errors when they received indirect feedback and the learners were slow but accurate in improving errors when they received direct feedback.

Feedback is also divided in two types those are positive and negative feedback. First, positive feedback is when the student understand about the lesson or activity and the student can response the activity or lesson correctly. Second, negative feedback is also known as corrective feedback. In this research, the reseacher focus on negative feedback or can called corrective feedback. Corrective feedback is the error production from the student about the activity or lesson. A study by Purnawarman (2011) suggests that providing teacher corrective feedback is effective in reducing students' grammatical errors on their essays.

Corrective feedback or negative feedback also has various types and one of them is coded and non-coded corrective feedback. The present study tries to describe the effect of coded and non-coded on student's writing accuracy. The researcher wants to know if using coded and non-coded feedback would lead to a better chance of grammatical accuracy occuring. Coded Corrective Feedback (CCF) is used with the theory that by being helped the availability of codes to indicate errors, the students will be able to connect their memory to the area indicated by the code. Non-Coded Feedback refers to instances when the teacher indicates the location of an error by underlining the error, circling the error, or placing the error totally in the margin, but, leaves the student to diagnose and correct the error. Carless (2006) confirms that students who receive feedback during the writing process have a clearer sense of how well they perform and what they need to do to improve.

The research design has ever been applied in the Iranian EFL learners by Shima Achmadi (2014) entitle "The Effect of Coded and Uncoded Written Corrective Feedback Types on Iranian EFL Learners' Writing Accuracy." The finding of those research is coded type of WCF had a positive influence on students' accurate use of selected grammatical structures and punctuation both in the short term and the long run. But did not yield any significant difference across the three periods during the semester for the uncoded feedback group.

Based on the explanation above, the researcher would like to analyze more about the use of coded corrective and non-coded corrective feedback on students'

Indonesian in writing test, under the title "The Effectiveness of Using Coded Corrective Feedback on Writing Accuracy of the Students of Man 1 Kediri."

B. The Research Questions

Based on the background of the study above, the writer would like to formulate the following problem, "Is there any significant difference on writing accuracy between the experimental group taught by using coded corrective feedback and the control group taught by using non-coded corrective feedback?"

C. Objective of the Study

Based on the research questions above, the main purposes of this research is to investigate whether there is any significant difference on writing accuracy between the students who are taught by using coded corrective feedback and the students who are taught by using non-coded corrective feedback in writing accuracy at 11th MAN 1 kediri.

D. Hypothesis

Based on the objective of the study the researcher wants to investigate the effectiveness of coded corrective feedback on writing accuracy. Then, the researcher builds the hypothesis based on the research problem. The researcher's hypotheses are:

H0: There is no significant difference on writing accuracy between students who are taught writing recount text by using coded corrective feedback and the

students who are taught by using non-coded corrective feedback at the eleventh grade students of MAN 1 Kediri.

H1: There is significant difference on writing accuracy between students who are taught writing recount text by using coded corrective feedback and the students who are taught by using non-coded corrective feedback at the eleventh grade students of MAN 1 Kediri.

E. The Significance of the Study

It is expected that the result of this research can give some benefits for students, teachers, other researchers.

1. Students

It is expected that this technique will help them to improve their writing skill. The students will be able to interesting in writing lesson and more enjoy in the class. This technique will be make the students easy to understand about their mistakes on grammatical accuracy.

2. Teachers

It is expected that the result of this research will give them a reference in their teaching so they can apply Coded Corrective Feedback to improve the students' writing skill.

3. Other researchers

It is expected that the result of this research will help them in finding references or resources for further research.

F. The Scope and Limitation of the Study

To make this research more effective, the researcher makes the scope of limitation of this research to be good thesis. The scope of this research is using Coded Corrective Feedback in teaching writing especially in writing recount text. The subject of the study is limited to the eleventh grade of MAN 1 Kediri.

G. The Definition of Key Terms

To avoid misinterpretation and misunderstanding, the following terms are provided:

1. Written Corrective Feedback (WCF) is written feedback given by the teacher on a student paper with the aim of improving grammatical accuracy (including spelling, capitalization, and punctuation) as well as written feedback on idiomatic usage (such as word order and word choice).

2. Feedback is contributing in learning process. According to Black and William (1998) state that "feedback is a critical component of any learning process because it allows learner to reduce the discrepancy between actual and desired knowledge". Feedback also is divided in two types those are positive and negative feedback. First, positive feedback is when the student understand about the lesson or activity and the student can response the activity or lesson correctly. Second, negative feedback is also known as corrective feedback.

3. Coded Corrective Feedback (CCF) is used with the theory that by being helped the availability of codes to indicate errors, the students will be able to connect their memory to the area indicated by the code.

4. Non-Coded Corrective Feedback refers to instances when the teacher indicates the location of an error by underlining the error, circling the error, or placing the error totally in the margin, but, leaves the student to diagnose and correct the error.

5. Writing accuracy refers to the extent to which the language produced conforms to the target language norms (Skehan, 1996). On the other hand, accuracy refers to how correct learners' use of the language system is, including their use of grammar, punctuation, pronounciation and vocabulary in writing.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some theories related to the study. They are the definition of writing, the principles of writing, the process of writing, the recount text, and coded and non-coded corrective feedback.

A. The Definition of writing

The definition of writing has several meaning. According to Jhon (1985) Langan in his book, that writing is treated as a process. It means that when you write something for the first time, you have already been thinking about what you will to say and how you will to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is not a one-step action; it is a process that has several steps.

Writing is a way to deliver language, which you do naturally when you speak. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. Alan Mayers (2005) stated that "if you are writing in a second language, you also take more time to revise your work". Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion.

From some definition above, it can be concluded that writing is a system of human communication which represents symbol. By writing, we can

share our feeling, idea, or anything than exist in our mind. Writing demand students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

B. The Principles of Writing

Writing as process of expressing ideas or thoughts in words should be done at our leisure. How can we do something that we do not enjoy. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

There are three basic principles, they are content, register, and topic which need to be considered in a piece of academic writing (Susanto, 2007). Referring to content, it should be specific, clear, and relevant. However, register should be to the point, formal, and brief. Then, for topic, should be free from indignity, and should avoid sensitive issues in many cases.

1. Content

Content refers to the topics and explanations or discussions, evaluations, and conclusions. In fact, it is the essence or content of writing. Therefore, it must be specific, clear and relevant.

   a. Clear

   The writer must have a clear concept of what to convey to the reader. The reader expects a clear picture of what the writer intends to

tell them. Clarity is one of the requirements of academic writing. As a result, ambiguities and misinterpretations should be avoid.

b. Spesific

Furthermore, the content should be spesific enough for the topic to be focused. In this way, overgeneralization can be avoided. If a piece of writing is too general., it becomes vague. As a consequnce, the reader cannot really grasp the meaning or message that the writer means to convey.

c. Relevant

A piece of writing, moreover, must be relevant to the topic. Relevant ideas can guarantee that all three will not be confused in understanding the message. Therefore, the readers can be more confident that they will understand what they are reading.

C. The Process of Writing

Writing as one of the productive skills that requires a process. Harmer (2004) states that the writing process is the stages that an author goes through to produce something (written text) before becoming a final draft. Writing is a process that involves several steps. Jeremy Harmer states that there are four steps in the writing process. They are planning, compiling, editing, and final concepts.

1. Planning

Pre-writing is the thinking, talking, reading, and writing about the topic before writing a first draft. At this stage, the writer must think about three

main issues. Those are the purpose, the audience (the reader), and content structure. The point of asking will not only change the type of text the author wants to create, the language of the author uses, but also the information the author chooses to enter. Second, the writer must think of the audience. The audience will not only influence the form of writing (how the layout or how to arrange paragraphs), but also the choice of language (formal or informal language). Third, the author must consider the content structure. It means that how the writer sequence the fact, ideas or argument. This stage is often called by pre-writing process.

2. Drafting

Drafting is the first version of a piece of writing. The writer is able to choose the main idea of each paragraphs, and think about what will the writer writes in his or her writing.

3. Editing

It is almost impossible to write a perfect paragraph on the first try. So, it needs to be revised, because writing is continous process of discovery. Therefore it needs to edit or revise. It can be done by re-reading and correcting the sentences. Editing or and revising are often helped by other readers or editors who comment and make suggestions. It will help the writer to make appropriate version.

4. Final draft

Final draft is about the final writing after getting several previous steps of writing. It can be different from the first draft and plan, because it has edited.

D. The Recount Text

According to Knapp (2005: 224), Recount Text, basically it is written to make a story about an experience of related event. A recount text is written out to inform an event or to entertain people. Recount text is a text function to tell an event in the past. Recount text has a social functions. It is to retell an event with the aim of informing or entertaining readers (Siahaan and Shinoda, 2008: 9). Recount tex tells a series of events and evaluates their significance in several ways. This is also to give the audience an idea of what happened and when it happened. Story telling has expressions of attitudes and feelings, usually made by the narrator about the event. Boardman (2008:287) stated that the steps for constructing of written recount text are:

a. The First paragraph that give background information about who, what, where and when. It is called on orientation.

b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.

d. A reorientation which "rounds off "the sequences of events or retell about what happened in the end.

Boardman (2008:287) the language features usually found in a recount:

a. Use of nouns and pronouns to identify people, animals or things involved.

b. Use of past action verbs to refer the events.

c. Use of past tense to located events in relation to speaker`s or researcher`s time.

d. Use conjunctions and time connectives to sequence the event.

e. Use of adverb and adverbial phrases to indicate place and time.

f. Use of adjectives to describe nouns.

According Boardman (2008:287) in making of functional grammar, the significant common grammatical patterns of recount include:

 a. Focus on specific participant.

b. Use of material process or action verb.

c. Circumstance of time and place.

d. Use past tense and focus on temporal sequences.

E. Coded and Non-Coded Corretive Feedback

WCF or error correction can foster student writing and can be used as a functional method for language learning. Van Beuningen, De Jong, and Kuiken (2012) showed that direct and indirect feedback led to fewer errors than self-correction or additional practice time. They also found that direct feedback was more appropriate for correcting grammar errors and that indirect feedback was more appropriate for correcting non-grammar errors. Error correction in writing

can begin in the drafting and revising stages, during which time it is more appropriate to consider errors.

WCF is forms of teacher's responses to errors in students' texts. Ellis, Loewen, and Erlam (2006) categorize these teacher's responses into three forms: (a) The teacher gives the student with the correct form (Direct CF); (b) The teacher indicates that an error exists but does not provide the correction (Indirect CF); and (c) The teacher serves some kind of metalinguistic clue as to the nature of the error (Metalinguistic CF). Indirect CF takes the form of underlining, circling and use of cursors to show omissions in the student's text (Muth'im & Latief, 2014). This kind of feedback is also known as error location or Non-Coded Correction Feedback (NCCF).

On the other hand, in using Metalinguistic CF, the teacher writes codes in the margin (e.g. WW = wrong word; art = article). This kind of feedback is also known as the Coded Correction Feedback (CCF). CCF is used with the theory that by being helped with the availability of codes to indicate errors, the students will be able to connect their memory to the area indicated by the code. Their prior knowledge should guide them to come to the right correction. This is in line with Krashen's (2003) Monitor Hypothesis theory which claims that if the students know the rule, they will be able to correct the error of language the performer must be consciously concerned about.

CHAPTER III

RESEARCH METHOD

This chapter discusses research method in conducting the research, it consists of the research design, variable of the research, poupulation and sample, the treatment, research instrument, data collection and data analysis.

A. Research Design

Research design is the use of evidence-based procedures, protocols, and guidelines that provide the tools and framework for conducting a research study (Majid, 2018). In this research, the researcher used Quasi experimental design, it is used when the investigator cannot randomly assign subject to treatments. Quasi-experiment research is appropriate to be implemented in this method beacuse the research do some experiments and give some treatments to the subject of the study and the researcher could not manipulate the group using random. It is conduct to know the differences between students with coded corrective feedback and the students with non-coded corrective feedback in grammatical accuracy by comparing two groups of study, experimental group and control group.

For the purpose of statistical analysis, the hypothesis had to be transformed into alternative hypothesis. The alternative hypothesis stated : "there is significant difference between the experimental group taught by using coded corrective feedback and the control group taught by using non-coded corrective feedback."

In this design, All the learners in the first group taught the selected coded signs for the purpose of providing coded feedback during the treatment. However,

learners in the second group do not receive any instructions about Non-Coded Corrective Feedback. The students are to write a recount text by the topics provided. The scoring is based on the grammatical accuracy of the content, vocabulary, and language use.

Table 3.1 determine which group of subject that get the treatment as experimental group and group of subject that do not get the treatment as control. The experimental group received pre-test and the given coded corrective feedback and the last got the post-test. Control group got the pre-test and the given non-coded corrective feedback and also got post-test.

Table 3.1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental Group	Pre-test	Coded Corrective Feedback	Post-test
Control Group	Pre-test	Non-Coded Corrective Feedback	Post-test

B. Variable of the Study

A variable is a construct or a characteristic that can take on different values or scores. Variable is defined as "characteristic that tend to differ from individual to individual, though any two or more individuals may have the same variable trait or measure" (Charles, C.M. 1995:29). The dependent variable is variable which one observes and measure to determine the effect of the independent variable. The independent variable (major varibale) is the variable which is selected, manipulated, measured by the researcher.

In this researcher there are two variable. They are independent variable (X) and dependent variable (Y). Independent variable in this research is using Coded Corrective Feedback (X) and the dependent variable is the students' ability in writing.

C. The Population and Sample of the Study

Population can be defined as all people or items that one wishes to understand while sampling is the process of selecting segment of the population for investigation. It is a process of selecting a sample of units from a data set in order to measure the characteristics, beliefs and attitudes of the people (Hair JF, 2003). The population of this study is the students of tenth grade at MAN 1 Kediri academic year 2018/2019. There are seven classes, each class consists of 27 students. In this reserch, the research only takes two classes. It consists of 54 students.

Sampling is the process of selecting a statistically representative sample of individuals from the population of interest (Kamangar F, Islami F, 2013). The sample that is used as sub group of the total number in population is only two classes, which taken as experimental group and control group. The class chosen by reseacher is XI-IPS 1 and XI-IPS 3. Class XI-IPS 1 as the experimental group and XI-IPS 3 as the control group.

D. Instrument of the Research

Referring to the aims of the study, the researcher has to give appropriate instruments. Instrument is a tool to get the data. The instrument used in this research is a test. Test used in this research is writing test.

Test is sequence of questions or exercises or other tools to measure skill knowledge intelligence, ability or aptitude of inidividual or group. The test is used to get data about the students' writing skill. The test is given twice : pre-test and post-test.

a. Pre-test

Pre-test is given before the students get the treatments. It aims to know the students' writing skill before the researcher implements the method. The pre-test given to both of group experimental and control groups.

b. Post-test

Post-test is given after the researcher gives soome treatments to the experimental group. The post-test also given to the experimental group and control group. It has the aims to know the progression of students in writing ability after treatment and to know the result of the treatment whether it is effective or not.

The researcher ask the students to make a recount text in both of test, pre-test and post-test. The time is four about 60 minutes. The topic about the students' experience. In writing text, there are five writing components: they are content, organization, vocabulary, language use and mechanic. The score in each items of writing used rubric as follow:

Table 3.2
The scoring rubric

Aspect	Score	Criteria
Content	5	The topic is complete and clear and the details are relating to the topic
	4	The topic is complete and clear but the details are almost relating to the topic
	3	The topic is complete and clear but the details are not relating to the topic
	2	The topic is not clear and the details are not relating to the topic
Organization	5	Identification is complete and description are arranged with proper connectives
	4	Identification is almost complete and description are arranged with almost proper connectives
	3	Identification is not complete and description are arranged with few misuse of connectives
	2	Identification is not complete and description are arranged with misuse of connectives
Grammar	5	Very few grammatical or agreement inaccuracies
	4	Few grammatical or agreement inaccuracies but not affect on meaning
	3	Numerous grammatical or agreement inaccuracies
	2	Frequent grammatical or agreement inaccuracies
Vocabulary	5	Effective choice of words and word form
	4	Few misuse of vocabularies, word forms, but not change the meaning
	3	Limited range confusing words and word forms
	2	Very poor knowledge of words, word forms and not understandable.
Mechanics	5	It uses correct spelling, punctuation, and

		capitalization
	4	It has occational errors of spelling, punctuation, and capitalization
	3	It has frequent errors of spelling, punctuation, and capitalization
	2	It is dominated by errors of spelling, punctuation, and capitalization

The researcher measure the score from the pre-test and post-test by the scoring rubric system in the table 3.3 (Djiwandono, 2008).

E. The procedure of experiment

This study uses experimental that is using control group pre-test and post-test design. Dealing this experiment, the teaching activities are divided into three parts. They are pre teaching activity, main teaching activity, and post teaching activity.

The pre teaching activity is giving pre-test. The main teaching activity is giving treatment to the experimental group and giving conventional teaching to the control group. The last activity is post-teaching activity. It is conducted by giving post-test to both groups. The post-test is aimed to know whether or not of used coded corrective feedback and non-corrective feedback in writing test especially recount text. The table shows the diffferences between experimental group and control group :

<p align="center">**Table 3.3**</p>

<p align="center">**The differences of procedure treatment between**</p>

<p align="center">**experimental group and control group**</p>

No	Experimental Group	Control Group
1.	The researcher introduction about recount text and asks the students to make it. (pre-test)	The researcher introduction about recount text and asks the students to make it. (pre-test)
2.	The researcher check the students' text.	The researcher check the students' text.
3.	The researcher asks the students to pay attention to the explanation about definition and general structure of recount text	The researcher asks the students to pay attention to the explanation about definition and general structure of recount text
4.	The researcher explains the selected coded signs for the purpose of providing coded feedback during the treatment	The researcher asks the students to do exercise about recount text
5.	The researcher asks the students to make recount text with the topic students' experience	The researcher asks the students to write recount text with the topic studens' experience
6.	The students collect their recount text. Then the researcher give Coded Correction Feedback.	The students collect their recount text. Then the researcher give Non-Coded Correction Feedback.
7.	After the students get the coded correction feedback then the students should revise it. (post-test)	After the students get the non-coded correction feedback then the students should revise it. (post-test)

This is the schedule of researcher to get data and do treatment:

Table 3.4
Research Schedule

Meeting	Stages	Experimental Group	Control Group	Title of Writing
First	Pre-test	March, 29th 2019	March, 25th 2019	My Holiday

Second	Treatment 1	April, 08th 2019	April, 5th 2019	Bad Moment
Third	Treatment 2	April, 15th 2019	April, 12th 2019	Good moment
Fourth	Post-test	April, 22th 2019	April, 26th 2019	Good Moment

Table 3.5 shows about selected coded signs. There are some coded signs and the explanation about it. The researcher gave coded signs in the experimental group. Then the students will be able to connect their memory to the area indicated by the code

Table 3.5
Treatment of the research
Coded Signs

Signs	Kinds of Error	Example
V.T	Verb Tense Agreement	I *go* to the party yesterday.
C	Capitalization	She was born in *march*.
P	Punctuation	Did you study hard.
Sp	Spelling	I love *spageti*.
^	Adding Something	She is__Teacher
Ø	Deleting Something	She is going *to* skiing
S.V	Subject Verb Agreement	He *play* tennis

22

F. The Data Colection

Data collection is used for collect all of the data that acquired from researching the experiment. There are many kinds of instrument. The researcher used the test to collect the data. The researcher considered the written test. It is appropriate to senior high school students. There are two kinds of test, pre-test and post-test. The researcher gives pre-test to know their writing ability. They have to write a recount text according to their experiences in the past.

The students did the post-test after they get some treatments from the researcher. The treatments are given to the experimental group, while the control group does not receive any instruction. The post-test is used to know the differences betweeen the experimental and control group. The pre-test and post-test will be scored, and the researcher compared both of groups.

G. Data Analysis

Data analysis is used to examine the data collected to analyze the criteria of success. The data obtained from the score of the test is quantitative data. The researcher uses ANCOVA (Analysis of Covariance) to analyze the data from pre-test and post-test statistically. The researcher using ANCOVA because the sample of this researchis not taken randomly.

The main purpose of ANCOVA is to adjust the posttest means for differences between groups on the pretest, because such differences are likely to occur with the whole groups. In addition, if the result of the significance value lower than 0,05 means that H0 is rejected and H1 is accepted. Besides, if the

result of the signifincance value higher than 0,05 means that H0 is accepted and H1 is rejected. The H1 is "The students who are taught by using coded corrective feedback get better achievement in writing skill". Therefore, using *coded corrective feedback* on students' writing skill is effective.