

## **The Effect of Teacher Indirect Feedback on Students' Writing Performance**

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### **Abstrak**

Penelitian ini bertujuan untuk melihat pengaruh umpan balik tidak langsung dari guru terhadap kemampuan menulis siswa (Studi Eksperimental di Kelas Sepuluh SMAN 1 Lakudo. Berdasarkan rumusan masalah, "Apakah ada perbedaan besar pada kinerja menulis siswa antara siswa yang diberikan metode umpan balik tidak langsung dan siswa yang diberikan metode umpan balik tidak langsung di kelas sepuluh Lakudo?. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan kinerja menulis siswa antara siswa yang diberikan umpan balik tidak langsung metode dan siswa yang diberikan metode umpan balik tidak langsung di Kelas Sepuluh SMA Negeri 1 Lakudo. Jenis penelitian ini adalah Quasi-Experimen dan menggunakan unequivalent control group design. Populasi penelitian ini adalah seluruh siswa kelas I SMAN 1 Lakudo yang terdiri dari enam kelas yang terdiri dari 104 siswa. Sampel penelitian ini adalah sekitar dua kelas yang berisi tujuh belas siswa dari setiap kelas yang diambil oleh teknik cluster random sampling. Instrumen penelitian ini adalah tes objektif dan angket. Prosedur pengumpulan data menggunakan pre test, post test, dan analisis dengan menggunakan Program SPSS 19. Hasil penelitian ini menunjukkan bahwa "Umpan Balik Tidak Langsung Guru memiliki pengaruh perbedaan yang signifikan terhadap kinerja menulis siswa antar siswa". Pada penelitian ini, kelompok eksperimen (yang mendapat perlakuan Indirect Feedback) mampu memahami materi lebih baik daripada kelompok kontrol. Hasil dan skor rata-rata menunjukkan analisis ini dengan menggunakan analisis ANACOVA.

**Kata Kunci** : Umpan Balik Tidak Langsung, Prestasi Menulis Siswa

### **Abstract**

This study aimed to look at the impact of indirect feedback from teachers on students' writing abilities (An Experimental Study at Ten Grade of SMAN 1 Lakudo. It based is on the problem statement, "Is there a major distinction on students' writing performance between students who are given indirect feedback method and the students who are given non indirect feedback method at Ten Grade of Lakudo?. The objective of this study is to find out if there is significant difference on students' writing performance between students who are given indirect feedback method and the students who are given non indirect feedback method at Ten Grade of SMA 1 Lakudo. The kind of this study is Quasi-Experimen and uses unequivalent control group design. The population of this study was all of the first grade students of SMAN 1 Lakudo that consist of six classes which are contained of 104 students. The sample of this study is about two classes which are contained seventeen students of each class taken by cluster random sampling technique. The instrument of this study are objective test and questionnaire. The procedure of collecting data used pre test, post test, and analyzing by using SPSS 19 Program. The result of this study shows that "the Teacher Indirect Feedback has a significant difference effect on the students' writing performance

between students". In this research, the experiment (who received Indirect Feedback treatment) was able to comprehend the material better than the control group. The outcome and the mean score demonstrate this of analyzing by using ANACOVA analysis.

**Keywords :** Indirect Feedback, Students Writing Performance

## INTRODUCTION

Oral or written communication is acceptable. Listening, speaking, reading, and writing are the four language abilities that the learner should be able to acquire. To assist their speaking and writing, students should have reading and listening skills. In a communicative language teaching, the skill of writing is interesting to study especially to help the students to compose a piece of writing. As Hyland (2003:57) said that Writing is one of the most crucial abilities for second language students to acquire, and the ability to teach writing is a key component of a well-trained language teacher's expertise. Writing ability could be achieved by practicing affectively through training of considerable amount of time supported by the teacher guidance. Teacher guidance could be more effective when teaching and learning achievement to develop a correct writing.

There are numerous definitions for writing words. The definition and explanation of writing have been proposed by a number of scholars. Writing, according to Widdowson (1978:62), is the act of creating accurate phrases and transferring them through the visual medium as a mark on paper. Graphic symbols, which are letters of composition on letters (words) that are related to the sounds when speaking, are used in writing. Furthermore, writing is a form of sound production because it is similar to speaking in terms of making sound in the organ of speech.

"Writing is a technique of transmitting a message to a reader for a goal," says Troyka (1987:3-4). It means that the goal of writing is to express oneself, convey information to the reader, persuade the reader, and produce a literary work.

Writing is an expressive activity of thought, ideas, opinions, and feelings into written language, which is like visual symbols (letters or words) to be conveyed to one another, according to all of the above statements. Writing is a form of communication, in other words. It can provide pupils with a variety of sources of information. Writing, on the other hand, is a mental process. It signifies that writing is the process of putting thoughts on paper and then structuring them in an outline as the writer plans his composition.

There are still many students have difficulty in organizing their idea, in selecting suitable words (in terms of diction), and also in using suitable tense. It is caused by less understanding of writing component.. According to Baker (2011:15) there are three components of writing, These components are: grammatical skill, compositional skill, and domain knowledge. According to Valetto (2014:27) that components of writing consist of five of writing elements, these components are : Focus, Content, Organization, Style, convention.

Four Common Elements of Good Writing (adapted from Greenlaw (2005), Focus, Organization, Solid Development, Clarity, Concision, Precision Grammatical, Correctness/Avoidance of Spelling & Typographical Errors.

According to Camosun (2004:19) the elements of writing includes: content, organization, vocabulary, grammar, and writing mechanics. Our writing will be less successful if any of these are weak or poorly developed. The topic of an essay is what we say; vocabulary is how we organize it. Sentence variety, word usage, and tone—basically, how you communicate your ideas—are all examples of organization. The usage of conventional English syntax and spelling is referred to as writing mechanics (Camosun, 2004:19).

"Based on the descriptive above, the researcher concludes that four components of writing is very important to get good writing, every students must pay attention components

of writing and for the teacher, instruction of the using of grammar, word selection, content and mechanic must be implicated in writing learning process.”

In this case, the technique of teaching given by the teacher is most necessary to determine the student succesful in the learning. Brown (2001:32) Technique is defined as the specification and connection between theory and practice, according to the author. Almost all language teaching methods are based on the simplistic notion that what teachers do in the classroom can be standardized into a set of procedures that works in all situations. It signifies that a set of procedures or instructional strategies has an impact on the students' learning outcomes.

The researcher found the same case in SMA Negeri 1 Lakudo. Based on the researcher's interview with the students, the major problems faced by them are how to generate ideas and how to organize the ideas well. In addition,the teacher just asked he student to write a composition based on the topic that has been prepared without giving feedback. Moreover, they could not evaluate their own writing because the teacher did not involve the students in correcting their own writing. As the result, the students had low writing achievement. Hence, this problem should be solved by finding the appropriate solution in order to improve students' writing performance.

In this case, given solution should be appropriated is indirect feedback to the students. By applying teachers' indirect feedback is expected to can solve the problem and will give a good effect on the students' writing performance. Ferris (2002:132) Indirect feedback, rather than direct input, appears to be more beneficial to students' long-term writing development. It's because, while oral/direct feedback can last a long time, it just stays in the receiver's head, and the feedback can fade over time.

In addition, Frodesen (2001:78) suggested that In writing, indirect feedback is more valuable than direct input. It means the teacher should reduce the use of direct feedback because it can make the students who have low motivation in learning writing. Besides, indirect feedback was more beneficial for student since it can guide learning and help the students to solve their problems by themselves.

Concerning the positive potential of using the technique of indirect feedback in teaching, the researcher is interested in investigating the use of indirect feedback technique as a technique to help the students in organizing the ideas, which are expected in improving students' writing proficiency, by organizing easily.

Based on the above background, the researcher was motivated to conduct a research on the effect of indirect feedback on students' writing performance at the first year students of SMA Negeri 1 Lakudo.

## METHOD OF THE RESEARCH

The research was conducted using a quasi-experimental design. The non-equivalent control group design (Gay, 2006: 254) employed two groups, one of which received treatment (group investigation technique) and the other of which received non-group investigation technique, also known as conventional investigation technique. The pretest and posttest would be administered to both groups, and the design was as follows:

EG	01	X1	02
CG	01	X1	02

(Gay, et, al, 2006: 254)

Where :

- EG = experiment class
- CG = control class
- 01 = pretest
- 02 = posttest
- X1 = treatment by using environment media
- X2 = treatment by using conventional metho

The variables used in this research consisted of independent variable (by using indirect feedback) and dependent variable (success of students' writing performance). The population in this research was the first grade of SMA Negeri 1 Lakudo with a total population of approximately 104 students from six classes. In taking the sample from population, the writer would use cluster random. The writer would take two classes as an experimental and a control class, they are X A class that consists of 17 students as an experimental class, and X B class that consists of 17 students as a control class.

The instruments of this research are test and questionnaires, they are as follows :  
The construction of the test in this research is pretest and post test. The form of the test is multiple choices that consist of 20 numbers. It is used to know the effect students writing indirect feedback teachers before and after the treatment. The procedures is done by the researcher as follows:

1. Pretest; the writer will give the pretest, it is to find out the students effect writing indirect feedback in taking at two classes (experimental class and control class) with the same of type and number question before being the treatment.
2. Post test; giving the post test, it is to measure the both variables of this research, that is to approach the students writing indirect feedback after conducting the treatment (cooperative script method to the students). The researcher gives the test is the same as the pretest the students writing performance, namely multiple choices that consisted of he 20 numbers. Before the researcher give treatment, the researcher will making lattices indirect feedback test.

The researcher will do treatment to students with some steps as follows :

1. At the beginning of the lesson, The topic about descriptive text was explained to the students by the teacher. As a result, they have a general illustration of the descriptive text.
2. Teacher told every student who completes their writing/draft, the teache would give feedback to their writing
3. Teacher explained the descriptive text's general and linguistic feature.
4. The The teacher then went over the types of comments that would be given. The teacher described what indirect feedback is, how it works, and how the teacher will give indirect feedback to their writing in the future.
5. The In part of language use, the teacher explained each symbol and told them that in part organization, the teacher would remark on orientation, events, and reorientation. As a result, the students could revise their work and add to their expertise.
6. After After explaining the material to the students, the teacher asked them to write a first draft on the topic they had previously chosen, which was titled " My Bad Experince"
7. In the second meeting, The teacher handed out the pupils' first manuscripts, which had already been scrutinized and given indirect criticism.
8. Teacher instructed them to produce a second draft of a composition based on the modification of their first draft
9. The When pupils were writing their drafts, the teacher kept an eye on them and occasionally assisted them when they ran into difficulties.
10. The The teacher informed the pupils that the results would be given to them at the third meeting.
11. In the third meeting, teacher distrubed students' second draft
12. Teacher took some students draft and reflected it in front of class
13. Teacher asked the students to write the third draft
14. Teacher collected the students' third draft
15. In the fourth meeting, teacher distrubed students' third draft and then, asked the students to write a descriptive text entitled "My Holiday" as their evaluation of the first cycle
16. Teacher collected the students' composition.

While, students' activities were as follow:

1. At Students took part in the session by asking the teacher questions regarding the purpose of descriptive text at the start.
2. The Students paid close attention to the teachers' explanations of the content and inquired about how the teacher provided indirect comments on their copy.
3. Students Using model text and materials from the teacher, we examined generic structure and linguistic features in descriptive texts.
4. Students indicated what may be put in a generic structure and how to use language in descriptive text.
5. Some Students were hesitant to deliver or articulate their ideas, particularly in English. To solve this issue, the teacher requested that they deliver in Indonesia.
6. In the second meeting, The students looked at their initial draft and noticed the incorrect remarks.
7. The Students created the piece following teacher instructions and altered their first draft in response to teacher input.
8. The Students focused on the writing and inquired about the comments, such as what SP (spelling error), VT (verb tense), arrow sign, and circle meant. During the prior meeting, the teacher had previously described and distributed feedback signals.
9. In the third meeting, the students received their second draft
10. The students paid attention to the teacher explanation about indirect feedback to some students' draft
11. He students wrote their third draft
12. In the fourth meeting, the students wrote the composition about descriptive text that entitled "My Holiday" as their evaluation.

In collecting the data of this research, the process of the research conducted started from the beginning they are follows :

1. Pre – test ; The writer performs pretest at the beginning meeting is to find out the students writing performance indirect feedback before treatment. To proved that the experimental class and the control class has the same in writing comprehension prior to be treated.
2. Post – test ; Provided post test to the experimental class and control class after getting treatment. This is done to determine the critical thinking skill and students learning outcomes after participating in learning activities, either in experimental class or control class after given treatment.

After collecting the data, the researcher analyzed the data by using inferential statistic and quantitative comparative. Inferential statistic is used to know the normality and homogeneity of the data whereas quantitative comparative is used to know the comparison of students' Characteristics score both pretest and posttest (experimental and control class). specifically, this research will conduct analysis covariance.

To know the normality and homogeneity a research, the researcher use pre – requirement analysis as follows :

1. Test of normality ; The normality test is used to see if a data set fits the normal distribution well. and to compute how likely it is for a random variable underlying the data set to be normally distributed. Normality of the Kolmogorov-Smirnov Z, the treatment with indirect feedback method and without indirect feedback method is .095. Then, this significant value consulted to qualification of normality of the data and their significances value  $> .05$ . So, it shows the data is resulted from the normal distribution population.
2. Test of homogeneity ; Homogeneity test is predominantly used in statistic in connection with sample from different population, which may – or may not – exhibit identical behavior, or display similar characteristics. The homogeneity of variance for the treatment with indirect feedback showed 4 items of test of homogeneity, they were; based on mean = .477, based on median = .502, based on median and with adjusted df = .502, based on trimmed mean = .478 Then, this significances value consulted to qualification of homogeneity of the data. In brief, The significant values of four items

were all greater than.05, indicating that the Treatments' homogeneity of variance was homogeneous in this investigation.

The testing hypothesis criteria are as follows :

1. If  $F_{hitung} \geq T_{table}$  the When a hypothesis is accepted, it indicates a considerable improvement of the students' indirect feedback at the SMAN 1 Lakudo.
2. If  $F_{hitung} \leq T_{table}$  the hypothesis If a proposal is refused, it signifies that the students' writing performance at SMAN 1 Lakudo has not improved significantly

## FINDING

The data of Students' writing performance achievement which was described in this section as follow : (1) the data result pre test of experiment class, (2) the data result pre test of control class, (3) the data result post test of experiment class, and (4) the data result post test of control class.

The data of students' writing performance achievement which was obtained through indirect feedback by using rubric of scoring with theoretic interval score 002-100. The score of students' writing performance achievement which was obtained by the student was score from the three counters which worked independently. To determine the level of capability which was achieved by the respondents, so the category of the score are divided into three part of category, they are low, moderate, and high. The low category separated at the score  $\leq 60$ , the moderate category separated at the score 61-80, and the high category separated at the score  $\geq 81$ . The following table was the description of the research.

**Table 1. The Students' Writing Performance Achievement Data Description Statistics**

	Pre test Experiment	Pre test Control	Post Test Experiment	Post Test Control
<b>Mean</b>	57,41	58,06	64,71	61,41
<b>Median</b>	57,00	58,00	64,00	62,00
<b>Mode</b>	55	65	60	63
<b>Std. Deviation</b>	3,607	4,943	4,210	3,970
<b>Variance</b>	13,007	24,434	17,721	15,575
<b>Minimum</b>	49	51	59	55
<b>Maximum</b>	63	65	72	68
<b>Sum</b>	976	987	1100	1044

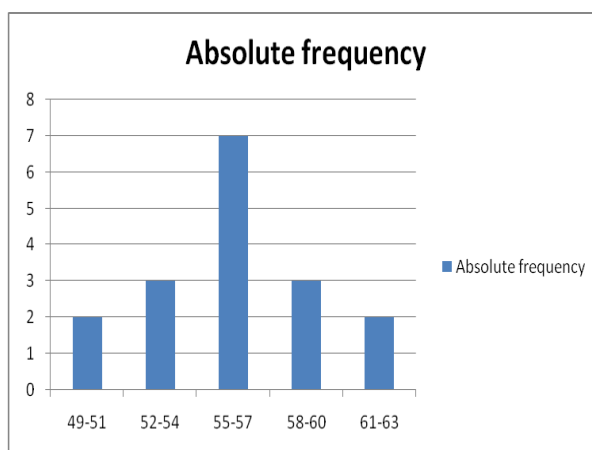
## The Data Description of Pre test in Experiment Class

The pre test empiric score of students' writing performance in experiment class was obtained from 17 respondents (n) by using the assessment scale which has theoretical 002-100. The highest score which was achieved in this class was 63 and the lowest score was 49, so it was obtained score distance (r) was 43. There were 5 classes (k) with interval (i) 3. So, the *sturges* rules, namely  $k.i \geq r + 1$  fulfilled ( $15 \geq 15$ ). The mean score was 57,41 with standard deviation (S) 3,607 and mode ( $M_o$ ) 55, median ( $M_e$ ) 57,00. Frequency distribution of students' writing performance showed at the following table.

**Table 2. Frequency Distribution Pre Test Of Students' Writing Performance Achievement Experiment Class**

No	Interval class	Absolute frequency	Relative frequency
1	49-51	2	11,8
2	52-54	3	17,6
3	55-57	7	41,2
4	58-60	3	17,6
5	61-63	2	11,8
Total		17	100

Table 2. showed that at least 5 students (29,4%) achieved score under interval class, 7 students (41,2%) were in interval class which filled mean score and 5 students (29,5%) achieved score in the top of interval mean score. If the five-class interval score is divided into three categories, the class interval score is divided into three categories 1, 2, 3 and 4 were classified low category and score in the class interval 4 and 5 were classified moderate category. Based on the previous category, it was found 11 students (64,7%) were classified low category, and 5 students (35,3%) were classified moderate category. Mode, median, and mean score were in the same class interval, namely in class interval 3 as indicator that the data has a normal spread. The spread data of students' writing performance achievement The histogram below shows the (pre-test) experiment class:



**Figure .1 Histogram Pre Test students' writing performance achievement of Experiment Class**

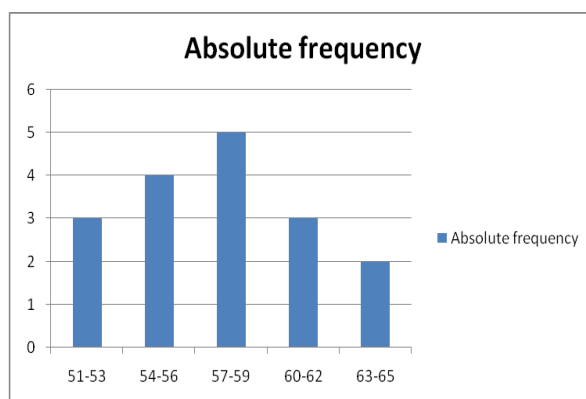
**The Data Description of Pre test in Control Class**

The pre test empiric score of students' reading achievement in control class was obtained from 17 respondents (n) by using the assessment scale which has theoretical 002-100. The highest score which was achieved in this class was 65 and the lowest score was 51, so it was obtained score distance (r) was 15. There were 5 classes (k) with interval (i) 3. So, the *sturgesrules*, namely  $k.i \geq r + 1$  fulfilled ( $15 \geq 15$ ). The mean score was 58,06 with standard deviation (S) 4,943 and mode ( $M_o$ ) 65, median ( $M_e$ ) 58,00. Frequency distribution of students' reading achievement showed at the following table.

**Table 3. .Frequency Distribution Pre-Test Of Students' Writing Performance Control Class**

No	Interval class	Absolute frequency	Relative frequency
1	51-53	3	17,6
2	54-56	4	23,5
3	57-59	5	29,4
4	60-62	3	17,6
5	63-65	2	11,8
Total		17	100

Table 3 showed that at least 7 students (41,2%) achieved score under interval class, 5 students (29,4%) were in interval class which filled mean score and 5 students (29,4%) achieved score in the top of interval mean score. If the score in the sixth class interval was divided into three categories, then the score in the class interval was divided into three categories 1, 2, and 3 were classified low category and score in the class interval 4 and 5 were classified moderate category. Based on the previous category, it was found 10 students (58,8%) were classified low category and 7 students (41,2%) were classified high category. Median, and mean score were in the same class interval and mode was in the top of interval class, namely in class interval 3 as indicator that the data has a normal spread. The spread data of students' writing performance achievement in (pre-test) controll class can be seen in histogram below :



**Figure 2 Histogram Pre Test students' writing performance achievement of control Class**

**The Data Description of Post test in Experiment Class**

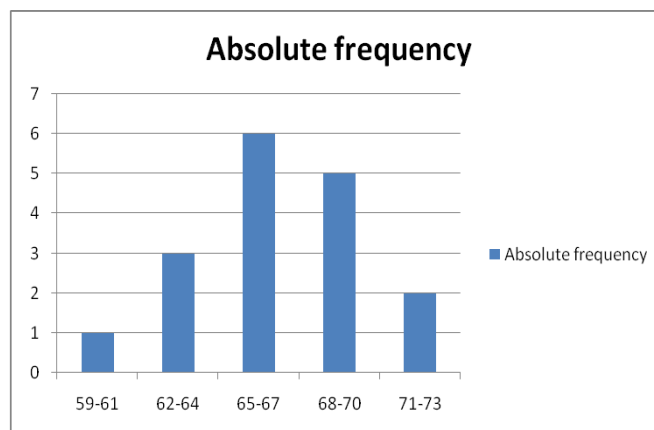
The pre test empiric score of students' reading achievement in experiment class was obtained from 17 respondents (n) by using the assessment scale which has theoritical 002-100. The highest score which was achieved in this class was 72 and the lowest score was 59, so it was obtained score distance (r) was 13. There were 5 classes (k) with interval (i) 3. So the *sturgesrules*, namely  $k.i \geq r + 1$  fulfilled ( $15 \geq 14$ ). The mean score was 64,71 with standard deviation (S) 4,210 and mode ( $M_o$ ) 60, median ( $M_e$ ) 64. Frequency distribution of students' reading achievement showed at the following table.



**Table 4. Frequency Distribution Post-Test Of Students' Writing Performance Experiment Class**

No	Interval class	Absolute frequency	Relative frequency
1	59-61	1	5,9
2	62-64	3	17,6
3	65-67	6	35,3
4	68-70	5	29,4
5	71-73	2	11,8
Total		17	100

Table 4 showed that at least 4 students (23,5%) achieved score under interval class, 6 students (35,3%) were in interval class which filled mean score. and 7 students (29,1%) achieved score in the top of interval mean score. If the score which in the five class interval divided into three category, so the score in the class interval 1 was classified low category, score in the class interval 1, 2, 3, 4, and 5 were classified moderate category . Based on the previous category, it was found 1 students (5,9%) were classified low score, 16 students (94,1%) were classified moderate score. Median, and mean score were in the same class interval and mode was in the top of interval class, namely in class interval and 3 as indicator that the data has a normal spread The spread data of students' writing performance achievement in (post-test) experiment class can be seen in histogram below :



**Figure 3. Histogram Post Test students' writing performance achievement of Experiment Class**

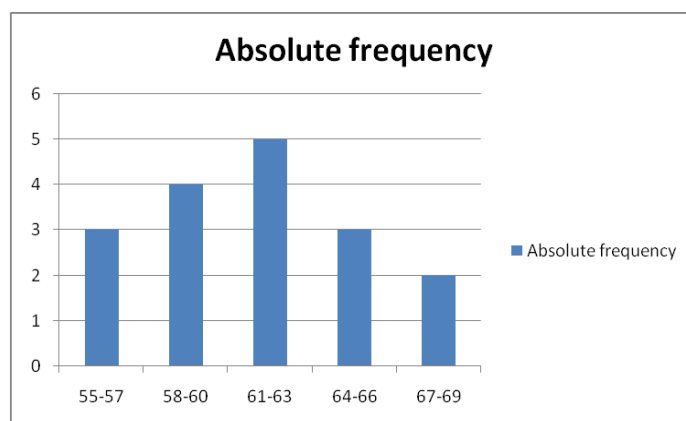
**The Data Description of Post-test in Control Class**

The pre test empiric score of students' writing achievement in control class was obtained from 17 respondents (n) by using the assessment scale which has theoretical 002-100. The highest score which was achieved in this class was 68 and the lowest score was 55, so it was obtained score distance (r) was 13. There were 5 classes (k) with interval (i) 3. So, the *sturgesrules*, namely  $k.i \geq r + 1$  fulfilled ( $15 \geq 14$ ). The mean score was 61,41 with standard deviation (S) 3,970 and mode ( $M_o$ ) 63, median ( $M_e$ ) 62. Frequency distribution of students' writing performance achievement showed at the following table :

**Table 5. Frequency Distribution Post-Test Of Students' Writing Performance Control Class**

No	Interval class	Absolute frequency	Relative frequency
1	55-57	3	23,5
2	58-60	4	17,6
3	61-63	5	29,4
4	64-66	3	17,6
5	67-69	2	11,8
Total		17	100

Table 5 showed that at least 7 students (41,2%) achieved score under interval class, 5 students (29,4%) were in interval class which filled mean score and 5 students (29,4%) achieved score in the top of interval mean score. If the score which in the five class interval divided into three category. So, the score in the class interval 1 and 2 were classified low category and in the class interval 2, 3, 4 and 5 were classified moderate category. Based on the previous category, it was found 6 students (35,2%) were classified low score and 11 students (64,8%) were classified moderate score. Mode was in the top of class interval, median, and mean score were in the same class interval, namely in class interval 3 as indicator that the data has a normal spread. The spread data of students' writing performance achievement in (post-test) control class can be seen in histogram below.



**Figure 4..Histogram Post Test students' writing performance achievement of control Class**

### Result of the Inferential Statistic

In The researcher evaluated the data from the ANACOVA table when studying the data. Formula. The following table shows the summary result of ANACOVA Formula.

### Testing hypothesis

The study's theory states that:

Ha: There is there a substantial effect of treatment with indirect feedback on first-year students' writing performance achievement of SMAN 1 LAKUDO.

Ho: There There is no substantial effect of treatment with indirect feedback on first-year students' writing performance achievemem of SMAN 1 LAKUDO.

The table below was the test of between-subject effect of the hypothesis result.

**Table 5. Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	577,574 <sup>a</sup>	3	192,525	10,859	,000
Intercept	248050,1	1	2480501	13990,626	,000
Y	577,574	3	192,525	10,859	,000
Error	1134,706	64	17,730		
Total	249763,0	68			
Corrected Total	1712,279	67			

From the table above, it can be shown that the treatments with indirect feedback had an influence on the students' writing performance. There are two hypotheses that must be proven: the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ). Table 4.1 summarizes the hypothesis and the ANACOVA summary result, Treatments' Fcount value was 10,859, while Ftable was 2,81, indicating that Fcount is greater than Ftable with a significance value of .000.  $H_0$  is rejected while  $H_a$  is approved because the significance value is .000.05. "There is a significant effect of therapy with indirect feedback achievement at the first-year pupils of SMAN 1 LAKUDO," according to the ANACOVA calculation.

## DISCUSSIONS

In The researcher calculated the findings of each pretest and posttest after presenting them to the experimental class. The mean score of the pretest was 57,41, and the mean score of the post test was 64,71. This suggested that the students' writing performance achievement at SMAN 1 Lakudo first-year students.

Based on the results mean scores before and after treatment, the researcher concluded that the using indirect feedback in teaching learning process can increase or in other hand it had a considerable effect of students' writing performance accomplishment at SMAN 1 Lakudo first-year student.

It can be seen on the result of Fcount of the data was 10,859 with significant value .000. Furthermore, the factors which caused the students' writing performance achievement at the first-year students of SMAN 1 Lakudo through the using of indirect feedback in teaching learning process was also discussed in the result of questionnaire; they were as follows : in questionnaire (1) it was the students' perception about indirect feedback, it indicated that there were 9 students or 45% responded said very interested, 9 students or 45% responded said interested, 2 students said not interested or it was about 10% responded said not interested and 0 student or 0% responded said extremely not interested.

Besides that, the questionnaire (2) it was about the using of indirect feedback in teaching learning process also indicated that there were 3 students or 15 % responded that strongly agree, 15 students or 75 % responded agree, 2 students or 10 % responded that disagree, and 0 student or 0% responded that strongly disagree. In questionnaire (3), it was about students' opinion after being taught by indirect feedback, it indicated that there were 4 students or 20% responded that strongly understand, 14 students or 70% responded that understand, 2 students or 10% responded that not understand, and 0 student or 0% responded that very not understand. In questionnaire (4), it was about students' opinion about the level of the test, it indicated that there were 3 students or 15% responded that said very easy, 8 students or 40% responded that said easy, 8 students or 40% responded that quiet easy, and 1 student or 5% responded that said difficult.

Furthermore, In questionnaire (5), it was about students' opinion about the way of indirect feedback, it indicated that there were 3 students or 15% responded that said very satisfied, 17 students or 85% responded that said satisfied, 0 students or 0% responded that unsatisfied, and 0 student or 0% responded that very unsatisfied. In questionnaire (6), it was about students' opinion about indirect feedback can make progress, it indicated that there were 7 students or 35% responded that strongly agree, 13 students or 65% responded that agree, 0 students or 0% responded that disagree, and 0 student or 0% responded that strongly disagree.

Moreover, In questionnaire (7), it was about students' interest with indirect feedback, it indicated that there were 3 students or 15% responded that strongly agree, 17 students or 85% responded that agree, 0 students or 0% responded that disagree, and 0 student or 0% responded that strongly disagree. In questionnaire (8), it was about students' motivation, it indicated that there were 12 students or 60% responded that strongly agree, 8 students or 40% responded that agree, 0 students or 0% responded that disagree, and 0 student or 0% responded that strongly disagree. In questionnaire (9), it was about students' in asking the teacher when got difficult, it indicated that there were 1 students or 5% responded that very often, 2 students or 10% responded that often, 9 students or 45% responded that sometimes, and 8 student or 40% responded that never.

The last in questionnaire (10) it was about Students' perception in understanding the test by indirect feedback before being taught by post questioning technique, it indicated that there were 0 students or 0% responded that very often, 8 students or 40% responded that often, 5 students or 25% responded that sometimes, and 7 student or 35% responded that never.

Based on the discussion of mean score,  $F_{table}$  and the result questionnaire above, the researcher concluded that there is a positive impact on the students' writing achievement, because most of the students are agree with indirect feedback used in teaching learning process.

## CONCLUSION

Based Based on the foregoing reasoning, it can be stated that employing indirect feedback in the teaching learning process is beneficial, the researcher found There is a substantial difference in effect between students who are taught using indirect feedback and students who are not taught using indirect feedback, and students' writing performance improves following indirect feedback treatment.

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