Teacher's Feedback to Improve Students' Writing Recount Text at First Semester Students of English Letters Department UIN Raden Mas Said Surakarta in 2024-2025

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Abstract

This research aims to improve the students' writing skill through Teacher Feedback strategy at First Semester Students of English Letters Department UIN Raden Mas Said Surakarta in 2024-2025. The subjects of this research were 27 students of A class. This research used a cycle of Classroom Action Research, and it consisted of five meetings. The CAR cycle contents are Planning, Acting, Observing, and Reflecting. This research used two types of data, and they were qualitative and quantitative data. The qualitative data were obtained through observations during the teaching learning activities. Moreover, the quantitative data were the scores of the students' writing recount text before the implementation of the Feedback (pre-test) and after the implementation of the Feedback (post-test). The students' pre-test scores showed that the total was 1250. In this degree, the mean that the researcher gained in students' pre-test score was 46.30. Furthermore, the students' post-test scores showed the total was 2062. In this degree, the mean that the researcher gained in students' post-test was 76.37. It can be seen that there was an improvement on students' mean scores. Most of the students' scores were increased from the pre-test and the post-test scores. It was from 29.63% (8 students) who passed the minimum score to 81.48% (22 students) of the 27 students. It can be seen that there was a significant improvement from the percentage before and after treatments. In short, applying Teacher Feedback strategy in teaching learning process can significantly improve the writing skills of the students.

INTRODUCTION

Languages, globally, are cultural development which appear in the past to even since. they are developed all over areas, and connect each other within societies. According to Savage et all (2020, 7), languages that evolves as cultural features, not "artificial" languages constructed for special purposes, is that they all contain an enormous number of sentences that can be constructed from them. In addition, Language is choice architecture for thinking and social action. Different languages feature different kinds of meaning and structure (Enfield, 2022, 6). Furthermore, John (2016, 2) stated that a language is something that *is*, when it is actually something always *becoming*. language changes only because new things need names or because new developments bring people into new contacts. Language changes because its very structure makes transformation inevitable. Some languages are extremely important as means of communication. They are presented in spoken and written forms. English language, for example, is widely used because it has many functions. It is crucial to master by people to work, travel, study, and many more activities. Mastering English language covers many aspects to grasp in such as grammar, listening, reading, speaking, and writing. Writing is the crucial skill to grab because it brings messages from ideas into written materials. It is necessary to break writing down into specific explanation.

Writing serves a primary means of conveying ideas, emotions, and information. It allows individuals to express personal thoughts and feelings. According to Wilson (2022, 3), writing is a process; Both the interpretation that forms the basis of an argument and the presentation of that argument in a paper need to be done in a sequence of steps, each phase building off the prior. In the same page, Wilson (2022, 3) also writes that writing is thinking (while "writing" is traditionally understood as the expression of thought, we will redefine "writing" as the thought process itself. Writing is not what you do with thought. Writing is thinking. In addition, in line with Keys, Shanahan, Sperling & Freedman (as cited in Graham and Perin, 2020, 9), writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. Furthermore, according to Boscolo and Mason (as cited in Graham and Perin, 2020, 21), writing is a tool of learning content material rather than an end in itself. Therefore, everyone has ideas, and they can be shown by writing. Writing some words can show people's emotions which share their happy or sad conditions and deep feeling. Composing information in a correct way can lead to express the true meaning and messages. Some requirements in writing are crucial, and it has many challenges to encounter.

Common writing problems are numerous for students. Some are crucial to comprehend because they are necessary as writing bases. It starts on the students' mastery of grammar. Jackson (2021, 3) states, "Verbal communication (language) may therefore be analysed and described in at least two ways: from the perspective of its meaning and the meaning of its constituent parts, and from the perspective of its grammatical structure and the grammar of its constituent parts". It is very essential to comprehend because it shows the time of the information, writer's intention, and also correct thoughts. Furthermore, Wilson (2022, 16) states, "writing is best done in a sequence. Each step sets you up to take the next step". Indeed, some common problems are related to writing mechanics and format. Students start writing without their correct ways and format. Their jobs drive to the readers confusedness. According to Sword (2022, 53), she says "writing is a form of self-exposure; it makes us available for scrutiny, criticism, and evaluation". It is relevant that writing speaks our any messages. The content of some students writing tasks are commonly wrong or irrelevant to the task instructions because they do not master writing well. In conclusion, those problems occur widely, and it should be the major point to find the solution.

Faculty of Languages and Cultures of UIN Raden Mas Said Surakarta has many departments, and one of them is English Letters Department. In the academic year of 2024/2025, it has 4 classes. They are A, B, C, and D classes. From the pre-test activity, there were various problems found from all classes. Those problem were common such as capitalization rules, punctuation rules, incorrect sentence patterns, dictions, limited vocabularies, grammar errors, misperception contents, and writing mechanics/ format. The frequency most problems commonly found in A class compared to the other classes were grammar errors, misperception contents, and writing mechanics/ format. So, based on those phenomena, The "A" class was chosen as the setting of the research. Explicitly, the "A" class was selected because the researcher found some reasons related to writing recount text major problems. Those crucial problems were grammar errors, misperception contents, and writing mechanics/ format of the recount text. Writing recount text is a big challenge to apply grammatical rules, and many students made mistakes in numerous sentences. Then, deciding the correct topic and contents was also a problem since they were confused to grab all idea in a great unity and coherence. Last, applying writing format was also a big issue to master because it is important to shape the writing layout., Therefore, some actions needed to be done.

There are countless methods and techniques to apply for improving students' writing skill in recount text. Some are great to apply because they are easy and applicable in many circumstances. One of them, for instance, is teacher feedback. Teacher feedback refers to specific strategies or practices that educators use to communicate their observations and evaluations of student work. it might include written comments, verbal discussions, rubrics, or peer reviews. It plays a critical role in enhancing students writing development. Whitby and Hill (2022, 72) believe that Feedback allows you to see progress, and it allows teachers and leaders to see the children's work, their corrections, their reflections on themselves asl learners, and the learning happens during a pupil-teacher conference. The powerful influences are on students' awareness, vocabularies, grammar, punctuation, capitalization, and many more. In addition, Irons & Elkington (2021, 4) says "Feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment. Helping students to learn from their activities is a key aspect of feedback–particularly through encouraging dialogue. We also need to be aware of the impact that feedback can have in terms of motivation, both intrinsic (wanting to or the willingness to learn) and extrinsic (needing to learn)". Therefore, it is a solution to improve students' recount text writing skill in English Letters Department UIN Raden Mas Said Surakarta, and specifically for comprehending the grammar use, deciding content of the recount text, and composing the correct writing mechanics format (layout).

The limitation of the research was a teacher feedback strategy to teach writing used by teacher to improve students' skill in writing class specifically on creating recount text. Teacher feedback is an indispensable tool in teaching writing. It's a dynamic, ongoing process that helps students improve their writing skills, develop critical thinking, and build confidence as writers. Strong feedback is not just about evaluating performance; it is about fostering a learning environment where students feel supported, challenged, and motivated to keep improving. Students gain confidence as writers, enhance their writing abilities, and cultivate critical thinking through this dynamic, continuous process. Teachers can assist students overcome the difficulties of writing and improve their communication skills by giving them insightful, helpful critics. Effective feedback encourages students to take ownership of their writing process. Teachers can offer targeted feedback on various aspects of writing, such as grammar, content, and format. The results of the study were proposed to share a solution for the teachers about the proper strategy in teaching writing.

Based on the background of the problem described above, the researcher would like to conduct study as a solution, with the title *"Teacher's Feedback to Improve Students' Writing recount text at First Semester Students of English Letters Department Uin Raden Mas Said Surakarta in 2024-2025"*.

LITERATURE REVIEW

Language

Cultural develpment needs a means of communication, and it is language. It is useful for any interactions from the different background and various environtment. It is undeniable that languages can be learned. Society grows day by day, then language is always in its side. There are abundant variety of languages such as sign language, body language, spoken language, and written language. Those have similar purpose that is to deliver messages. "languages that evolves as cultural features, not "artificial" languages constructed for special purposes, is that they all contain an enormous number of sentences that can be constructed from them" Savage et all (2020, 7). According to Enfield (2022, 6), "Language is choice architecture for thinking and social action. Different languages feature different kinds of meaning and structure". Furthermore, John (2016, 2) stated that a language is something that *is*, when it is actually something always *becoming*. In summary, language is crucial to comprehend for basic communication within societies or within countries apart.

Writing

Writing is the act of expressing thoughts, ideas, emotions, or information through the use of symbols, letters, or words. It is a form of communication that allows people to write experiences, share knowledge, and convey messages to others. Writing allows others to comprehend and interact with unseen ideas by converting them into concrete words. It serves as a medium to connect people such as by writing creative stories. According to Wilson (2022, 3), writing is a process; Both the interpretation that forms the basis of an argument and the presentation of that argument in a paper need to be done in a sequence of steps, each phase building off the prior. In the same page, Wilson (2022, 3) also writes that writing is thinking (while "writing" is traditionally understood as the expression of thought, we will redefine "writing" as the thought process itself. Writing is not what you do with thought. Writing is thinking. In addition, in line with Keys, Shanahan, Sperling & Freedman (as cited in Graham and Perin, 2020, 9), writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. Furthermore, according to Boscolo and Mason (as cited in Graham and Perin, 2020, 21), writing is a tool of learning content material rather than an end in itself.

According to Cahyaningrum (2021, 108), writing is actually a complex process requires practices for its development. It needs both linguistic competence and practical knowledge on how to put the ideas into unified, coherent, and accurate text. In this case, the stages of effective writing are (1) pre-writing, (2) organizing,(3)drafting, (4) revising, (5) editing and (6) documenting the final draft. Noticing this lengthy process, the teacher can use the strength of Schoology. As online course management system, schoology offers teachers with method to create, manage and sharing lesson for their students.

The most difficulties faced by the students in using language is writing skill. Some of students feel that they are not good enough in writing, it's also a bored activity, get stuck in maintaining idea (Palupi, 2023, 14). Based on the research done by Astuti (2020, 156), the researcher found that some problem faced by the students were the way of expressing their ideas into written form, composed word by word in English into sentence because of the lack of

knowledge abouot the topic to be written, and the ability of students' to think critically in developing idea. Moreover, the same condition was found in this research. So the reseacher need to address apropriate strategy to solve that problems and enhance the writing ability.

Teaching strategies

Teaching is a means of transferring information from the source materials to the students. According to Nelson (2023, 6), "Teaching is a social activity, and the most impactful teachers are often the ones who work to understand their students' personal needs and interests". Furthermore, Thompson (2023, 71) states "Teaching for social transformation means educating students to take risks and to alter the grounds upon which life is lived as active sites of public intervention, where students and teachers learn to redefine the nature of critical learning and practice outside the imperatives of the corporate marketplace". It is applied on many areas, and one of them is in teaching writing.

Teaching writing is very important to use the proper technique because it is useful to share how to construct ideas and thoughts into easy and meaningful messages. , according to (Galbraith, 1999, as cited in Kellogg, 2021, 7), "The act of writing becomes a way of actively constituting knowledge representations in long-term memory rather than simply retrieving them as in knowledge-telling". In addition, Yule (2010: 212) states "Writing as the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort". Therefore, teaching writing needs higher thinking decision because it will influence the result of the teaching process.

Teaching strategies are also stating as deliberate methods and techniques that educators employ to optimize the learning experience for students. These strategies are designed to not only deliver content effectively but also to create an inclusive and engaging environment that accommodates diverse learning styles and needs. By doing so, educators aim to ensure that students acquire essential knowledge and skills while simultaneously developing critical thinking, problem-solving abilities, and a deeper understanding of the subject matter. The use of well-structured teaching strategies supports active learning, encourages collaboration, and fosters a growth mindset, empowering students to become independent learners who can apply their skills in real-world contexts. Teaching writing effectively requires a variety of strategies that help students develop their skills, improve their confidence, and engage with the writing process, and one of them is Teacher Feedback. According to Clark (2020, 2), says "writing strategies can and do cross boundaries of language and culture". In addition, according to Clark (2020, 5), "Writing Tools presumes some familiarity with the principles of standard English usage, grammar, punctuation, and syntax". As well as Serravallo (2015, 116), A strategy is a step-by-step how to. This can be used in a conference, strategy lesson, minilesson, or even during another balanced literacy component. Many strategies are available, and the essential component of the writing process is teacher feedback which enables students to see their areas of strength and growth. It can help students improve their writing abilities directly because they know the problem in grammar use, contents or topic, and writing mechanics/ format.

Teacher Feedback

Teacher Feedback is one of the most effective strategies for teaching writing. It plays a critical role in helping students develop their writing skills. It helps students to identify their weaknesses precisely. It also gives opportunity for refining their ideas and improving their writing skill. it challenges students to think critically about the content, structure, and purpose of their writing. For example, a teacher might ask students to highlight the organization of their essay or provide deeper analysis of their topic, which pushes students to engage in higher-order thinking and produce better writing. "Good feedback will always be rooted in important, enduring educational goals. Feedback literally shows us the way" (Duckor & Holmberg, 2023, 2). It seems

that feedback gives some real correction actions to make students aware of their writing tasks. Feedback shows the way to write well because it highlights about inappropriate grammar use and the teacher guides them better from the written or spoken feedback forms. Some wrong writing applications are shown by the teacher in the feedback. In addition, According to Duckor & Holmberg (2023, 3) says "Feedback is not a luxury; it is a necessity. Feedback serves the most sacred purposes of democratic education. Feedback both enlightens and advances us toward lifelong learning goals, in part by caring for the educational process as much as educational outcomes". Moreover, Hattie and Timperley (2007, as cited in Hattie & Clarke, 2019, 3) defined feedback as relating to actions or information provided by an agent (e.g. teacher, peer, book, parent, internet, experience) that provides information regarding aspects of one's performance or understanding.

There were several researches related to teacher feedback. According to Kardena (2020), the teachers offer two kinds of feedback; they were praise and critics. Besides, it was found that the feedback offered influenced students" success in learning activity. Identically, related to Rismawati (2019), shows that the students like descriptive feedback, feedback during learning, oral feedback, written feedback and feedback after learning. Students said descriptive feedback and feedback that contains motivation could help them to improve their writing. Furthermore, in Wihadi, M. & Martiana, I (2015), teacher's written feedbacks gave positive effects on their improvement in recount writing competence. The result of questionnaire and interview showed that students got real guidance and special attention individually in their writing process as a beginner writer. Based on those results above, it is clear that Teacher Feedback strategy gives abundant effects for students in writing activities.

Recount Text

A recount text is a type of writing that retells or recounts a past event or experience. The main purpose of a recount text is to inform or entertain the reader by providing a detailed, chronological account of something that has already occurred. the key feature is their focus on telling the reader. A recount recalls and reconstructs events, experiences, and achievements from the past in a logical sequence (Davies 2008, 8, as cited in Yulianawati 2018). Moreover, Derewianka, B. (2011) said that "A recount text is written to inform or entertain the reader by retelling an event or series of events in the order they happened. It provides details about what happened, when, where, and who was involved, allowing the writer to reflect on the experience and convey its significance". In addition, According to Martin & Rose (2003), Recount texts can take many forms: personal accounts of events, reports of public events, or even historical recounts. In short, recount text is a way to declare and show a chronological story and it is an entertainment to amuse readers.

METHODS

This study was a classroom action research which implied that the purpose was to know that Teacher Feedback improve students writing skill specifically in recount text by observation and tests (pre-, post-). Both are useful for collecting data from the field of research. The data and procedure in this research would be in the form of classroom action to get the quantitative and analysis data.

In this classrom action research, the reseacher use qualitative and quatitative approach. According to Cresswell (2023, 3), Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and

the researcher making interpretations of the meaning of the data. Qualitative research is particularly valuable for exploring complex social phenomena because it provides deep, contextual insights into human experiences.

Qualitative has various things and one of them is observation. Observation was the first step before it went deeper to know students' problem in writing skill. According to Cresswell (2023, 193), A qualitative observation is when the researcher takes field notes on the behaviour and activities of individuals at the research site. In these field notes, the researcher records activities at the site in an unstructured or semi-structured way. In short, observation is a way of looking closely at the research area to get real data that helps us to understand students' problems and find suitable solution.

According to Creswell (2023, 3), Quantitative research is an approach for testing objective theories by examining the relationship among variables or a comparison among groups. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. Moreover, Bryman (2016) said "Quantitative research is grounded in the philosophy of positivism, which asserts that reality is objective and can be measured and quantified through numerical data".

Quantitative covers many ways of collecting data, and one of them is test. This approach was prepared to deal with scores of students' pre-test and post-test about writing recount text. According to Stockemer (2019, 68), A pre-test can help a researcher discover if responses to a specific item vary or not. Tests are often viewed merely as tools for assessing student performance, but they can serve a much deeper purpose in the learning process. As Guskey (2003) emphasizes, "Tests serve not only as a measure of student learning but also as a way to shape and guide the teaching process, offering both the teacher and the student feedback about progress and areas that need attention".

Classroom Action Research (CAR) is one of the research types that has various characteristics. The aim is to increase the skill, comprehension, competence and situation of learning process in the classroom. According to Clark et all (2020, 8), Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice. Furthermore, Clark et all (2020, 8) says "Action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices".

According to Kemmis and McTaggart (2000), classroom action research is a reflective process that allows teachers to investigate their own practice systematically, to improve their teaching and the learning environment, and to contribute to the professional development of both themselves and their students. Classroom action research is a powerful tool for teachers to improve their practices through reflection and systematic process. The writer applied the research design by Kemmis as follows. Kemmis and McTaggart (2000) developed a model of action research that involves four stages:

1. Planning: Identifying and planning the action or intervention based on the issues or challenges observed in the classroom.
2. Acting: Implementing the plan and observing its effects.
3. Observing: Collecting data on the impact of the action. This could involve taking notes, recording changes in student behaviour, conducting surveys, etc.
4. Reflecting: Analysing the data and reflecting on how the action affected the classroom environment and student learning. This stage informs the next cycle of planning and action.

The participants of this research were "A" class English Letters Department students in Faculty of Languages and Cultures of UIN Raden Mas Said Surakarta in the academic year of

2024/2025. it has 4 classes, and one of them is an "A" class which was chosen as the setting of the research. It has 27 students. Participants were chosen to reflect the broader population that the study aims to generalize. The researcher chose the "A" class as a research sample based on some criteria. First, it was appropriate to do a research related writing skill specifically in writing recount text. Second, from the observation, researcher found that there were some problems related students' writing skills such as grammar mastery, deciding essay content, and writing mechanics/ format. Last, this class was promising to fulfil the study objectives after some criteria were found.

To carry out the objectives of this research, the first action was done to give a pre-test about students writing skill mastery specifically in recount text. It was applied by free writing to make a recount text. The purpose was to know the pure students' writing skills before the researcher applied Teacher Feedback strategy. It was in their third meeting of the semester. The treatment about giving Feedback to the students' tasks was done to share their mistakes in grammar, content, and mechanics/ format. It was in their fourth meeting of the semester. After they got their first feedback, students revised their previous tasks by following the various feedbacks depend on their mistakes. It was on their fifth meeting of the semester. In addition, Researcher got significant improvement related students task revision after they got advices from the feedback. It was on their sixth meeting of the semester. Moreover, a post-test was done to evaluate the score improvement significantly after the strategy was applied. It was on their seventh meeting of the semester.

RESULTS AND DISCUSSION

Results

The results of this research were based on a CAR (Classroom Action Research) cycle and preliminary data. The four stages of a cycle were planning, acting, observing, and reflecting. Two types of data were studied, and they were quantitative (writing tasks) and qualitative (observation). The planning stage was done before the research. Then, acting stage had 5 meetings (a pre-test, 3 treatments, and a post-test). Finally, observing and reflecting were about showing and declaring the result before and after treatments. Thus, there were five meetings in all for this study.

CAR Cycle
<u>*Planning*</u>

To do great research, some preparations before action are necessary. In this study, researcher prepared some research instruments such as:

- Semester Learning Plan: it is used to guide and control the learning process in a semester.
- Materials: the contents of the material were various theories about recount text and its examples. Those were taken from several sources. The researcher formed the material into a module and some power points. It could provide theoretical construction to support teaching learning process.
- Teaching strategy: the researcher used Teacher Feedback as the major strategy in the application of the teaching of the recount text. The students would make their recount essays, and treatment (Feedback) would be given by the researcher.
- Tests: the tests were applied two times. It was a pre-test and a post-test. The pre-test was a test given to the students before the researcher applied teaching strategy (Feedback) about recount text. Then, the post-test was a test given to the students after the researcher conducted the Feedback strategy.

Acting

The action of the research learning process was done in five meetings. It was begun on Tuesday, September 10th 2024, and It was done on Tuesday, October 8th 2024. those meetings cover pre-test, treatment application (feedback) and post-test. The researcher informed the students about activities to be implemented.

1st Meeting of the Research

The first research meeting of the action was conducting a pre-test. The pre-test was conducted by the researcher on Tuesday, September 10th 2024. The researcher shared a couple of instructions about free writing to make recount essay to the students. Students started by various ways. Most of them had difficulties in writing because writing has many aspects to master. It was about 60 minutes test. After the time for the test finished, students submitted their papers to the researcher.

2nd Meeting of the Research

The second research meeting of the action was giving the students pre-test result. It was on Tuesday, September 17th 2024. They got two types of feedback. Those were written and spoken feedbacks. In this meeting, students got their task back, and they got some notes (feedback) in their individual paper. In addition, they also got some direct explanation orally from the lecturer about their mistakes. Students were called one by one to the front of the class. The lecturer showed briefly one by one for the individual notes and instructed them to revise their recount text by following what were written in it. These parts were collaboration between written and spoken feedback. Those feedbacks were various. For instance, they were focus on grammar, content, and writing mechanics/ format. Grammar was a big concern for their jobs. The second major problem was content of the task. Some of them created descriptive, or another type of essays. Then writing mechanics/ format was also the least problem. It went out that students did not know how to write well in academic writing. In this research meeting, students got many suggestions and advices to improve their writing skill especially for writing recount text.

3rd Meeting of the Research

The third research meeting of the action was showing some recount examples and elaborating those examples to the students' mistakes/ errors in their previous tasks. It was on Tuesday, September 24th 2024. This treatment highlighted and strengthened lecturer's suggestions and advices from the written and spoken feedbacks backward. The lecturer briefly displayed and explained some recount real examples. Those examples highlighted characteristics about recount text such as generic structures, language features, contents, and mechanics/ format, and so on. This meeting was also as Question-Answer session. The students could ask and share their difficulties and how to solve them in their future writing.

4th Meeting of the Research

The fourth research meeting of the action was revising the students' pre-test. It was on Tuesday, October 1st 2024. This session elaborated their understanding for the given feedbacks to their tasks in pre-test. Students followed the feedbacks from the lecturer and they revised their pre-test tasks carefully. Lecturer assisted them in the class to give direct responds when they needed some solutions for their difficulties. Students' revisions were various. Those were tightly related to recount writing procedures. Some adjustments were made to improve their writing from the worse to be good, better, or possibly the best one. The students wrote significant improvement in their tasks after they got feedbacks and knew some real examples.

5th Meeting of the Research

The last research meeting of the action was doing a post-test. It was on Tuesday, October 8th 2024. Students followed the post-test and applied their possessed knowledge and information

related recount text writing after they got feedbacks and treatment. The result of post-test would prove their writing improvement.

Observing

There were quantitative and qualitative data. Those were tests (pre and post) and observation. The tests were crucial to know the students' writing skill improvement. Moreover, the observation aimed to gather information about the teaching learning process. It focused on students' condition, behaviour, and their participation in teaching learning activities. The findings from the observation were compiled as data.

The first quantitative data was the students' pre-test scores. The researcher gained the students' pre-test scores before treatment of Feedback. There were 27 students who followed and they had got those test scores completely. The students' pre-test scores showed that the total was 1250. In this degree, the mean that the researcher gained in students' pre-test score was 46.30. There were 8 students who passed the minimum score, and it was about 29.63% of the total students. The rest ,19 students, got under minimum score (60), and it was about 70.37% of the total students. It was explained that the students' abilities to write were still low.

The second quantitative data was the students' post-test scores. The researcher noted the students' post-test scores after treatment of Feedback. There were 27 students who followed and they had got those test scores completely. The students' post-test score showed the total was 2062. In this degree, the mean that the researcher gained in students' post-test was 76.37. There were 22 students who passed the minimum score, and it was about 81.48% of the total students. The rest, 5 students, got under minimum score (60) and it was about 18.52% of the total students. It was explained that the students' abilities to write were improved by applying teacher feedback.

The quantitative data were strengthened by qualitative data which was obtained from observation. The observation was completed to examine how students' condition and problem in classroom activities. The students were feeling their new enlightenment to know their mistakes and error in writing recount. They also felt enthusiastic about the feedbacks (written or spoken) given by the lecturer. The students could increase their writing skill generally and writing recount text specifically because written and spoken feedbacks showed their weaknesses and how to solve them, solutions, were directed by the lecturer.

Reflecting

After analysing the result of the CAR cycle, the researcher could conclude that Teacher Feedback could generally improve students' writing skills and specifically in recount text. In addition, students' writing skills increased and they got more enlightenment in writing after they knew their weaknesses and how to solve them correctly. It was obtained that the use of Teacher Feedback was able to stimulate the students' writing skills.

Based on the explanation above, it could be summarized that the research could be stopped. Most of the students' scores were increased from the pre-test and the post-test scores. It was from 29.63% (8 students) who passed the minimum score to 81.48% (22 students) of the total students.

It is perfectly great improvement based on the percentage in the CAR cycle even though the result did not completely reach 100%, but the researcher believed that Teacher Feedback is able to improve students' writing skills in recount text.

DISCUSSION

From the result of the data analysis in a CAR cycle, the researcher analysed the students' improvement. The improvement is as follow:

Table 1. The Percentage of Students Score up to Minimum criteria (60)

Test	Total Scores	Mean	Total Students	Percentage	
				Fail	Pass
Pre-Test	1250	46.30	27	19 (70.27%)	8 (29.63%)
Post-Test	2062	76.37	27	5 (18.52%)	22 (81.48%)

The quantitative data is presented above. The table shows the significant improvement of students' writing skills specifically in writing recount text. Based on the procedure and phase, conducting Teacher Feedback is successfully enlighten the students' awareness of writing recount text. The table above presents the differences of t-calculation of pre-test and post-test. It can be seen that there is a significant improvement from the percentage of before and after treatments.

Besides, the means and the percentages of pre-test and post-test increase significantly. The table displays that the mean before treatment is 46.30, and the students who pass the minimum score are 8 (29.63%). The mean after treatment is 76.37, and the students who pass minimum score are 22 (81.48%). It is legalised and proven that students' writing skill is progressed significantly.

From the explanation above, it can be explained that the quantitative data present the real progress and improvement. Those are from pre-test and post-test. So, feedback is believed by the researcher can improve students writing skills specifically in writing recount text. Feedback can be applied in the future teaching learning process to teach writing.

CONCLUSION

Based on the results of the data analysed in this study, it can be said that, The implementation of Teacher Feedback strategy in teaching learning process of writing is believed to be an effective way to improve the students' writing skills. The students gained better skills on understanding grammar, content of recount text and writing mechanics/ format. The students could feel their weaknesses and teacher feedback improved their awareness of writing segments. Through the given feedbacks (written and spoken), the students did not do the same mistakes / errors in their future writing, so they could compose better writing tasks from time to time.

The students' skills in writing can be improved by Teacher Feedback as the strategy in writing teaching learning process. It can be proven by the score of pre-test and post-test. The post-test score was higher than pre-test. This indicates that "Teacher Feedback" can improve the students 'skills in writing of the First Semester Students of English Letters Department Uin Raden Mas Said Surakarta in 2024-2025.

Applying Teacher Feedback could provide significant improvement by looking at the t-test calculation. The test results, from the beginning (pre-test) and the last (post-test), display big differences of the numbers. So, it can be said that there is improvement from the before treatment of feedback and after treatment of feedback.

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