THE TEACHER'S FEEDBACK TECHNIQUE IN TEACHING
DESCRIPTIVE TEXT AT THE SECOND YEAR OF SMP N 1 SRAGEN

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ABSTRACT

This study is aimed at describing: 1) the teacher feedback technique used in teaching descriptive text, 2) the student's response of the teaching writing descriptive text, and 3) the problems faced by the teacher in teaching writing descriptive text. In achieving the objectives, the researcher used descriptive qualitative as the approach to collect and analyze the data. The research was held in SMP N 1 Sragen. The research took 32 students of the second year students as the subject of the study. The writer gets the data of the research from event, informant, and document. The techniques of collecting data are the observation and interview about the writing teaching-learning process. The result of the analysis shows that teacher corrective feedback techniques appropriate and effective for the second year student of SMP N 1 Sragen in teaching descriptive text. By using this technique, the students are capable to knowing their errors, the reason and correct it. So, it can accelerate the teaching-learning writing process. They are interested, enthusiastic, and motivated to take part in the classroom activities. They are not bored and more entertained in the classroom, because the teacher also provided a picture and real object to be described as the medium of teaching. The teacher has several problems in teaching namely difficulty in explaining the content of the text, students' difficulties in developing paragraph in descriptive text, students' difficulties in mastering component of writing, and lacking of media.

Keyword: teacher feedback technique, descriptive text
A. Introduction

Writing has important roles in the context of English teaching as a foreign language in Indonesia. Writing is a means of communication is demanded. It is learner’s need which cannot he neglected in the era of high competition. It means that student should he equipped with writing skills necessary for their future. They should be trained to write in English in other to be skillful writers. Written language is frequently used in the publication such as book, newspaper, magazine and literary work. It shows how important mastering writing skill is. For that reason, students should master writing skill.

The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow various classroom activities involving some steps applied in writing process. Brown (1994) in Fauziati (2008 :144) distinguish for steps of writing : prewriting , drafting, revising, and editing. A more detailed account and stages of writing gas been proposed by White and Ardnt (1991) in Fauziati (2008 : 144) who argue that stages in process of writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing, which all interact recursively. Besides, there are many aspects that must be mastered by students to write well. According to Leki (1996) in Fauziati (2008 : 142) writing activity means to catch the grammar, spelling, and punctuation error.

Based on the explanation above, the researcher chooses one topic for her research to know the problem faced by the teacher in applying and the advantages of teacher feedback technique in teaching descriptive text for the students.

The first previous research was done by Atik Sri Rukmini (2011) from Muhammadiyah University of Surakarta with the title The Implementation of Teacher Corrective Feedback in Teaching Writing Descriptive Text to the Second Year Students of SMPN 1 Tunjungan in 2010/2011 Academic Year. In her research, she describes the implementation of teaching writing descriptive text by the teacher in teaching learning process by using corrective feedback in writing descriptive text. She used Miles &Huberman analysis
technique, data reduction, data display, and conclusion and verification. The result of the study show teaching writing used corrective feedback in descriptive text for the second year students of SMP N 1 Tunjungan was successful and effective. The teacher used problem solving as a writing material.

The second researcher is Ratih Yulianti (2012) from Muhammadiyah University of Surakarta with the title Teacher's Corrective Feedback In Teaching Writing Recount Text To The First Year Of SMA Muhammadiyah I Surakarta In 2011/2012 Academic Year. Her objective was described the type of teacher corrective feedback technique in teaching learning of writing recount text and described the problem faced by the teacher in implementing corrective feedback at SMA Muhammadiyah I Surakarta in 2011/2012 Academic Year. Her research describes that the types of oral corrective feedback which is used by the teacher in teaching learning process of writing recount text is metalinguistic. The researcher found there five types of oral feedback from six types of oral feedback, namely; explicit correction, recast, clarification request, metalinguistic, and repetition. Her method was descriptive qualitative analysis and the object of her study was the type of corrective feedback in teaching learning of writing recount text and the problems faced by the teacher in implementing corrective feedback at SMA Muhammadiyah I Surakarta.

The Third researcher is Ipung Anggoro (2013) from Muhammadiyah University of Surakarta with the title Corrective Feedback Found In Speaking Class at The English Department Of Muhammadiyah University Of Surakarta. His research describes that the types of corrective Feedback Used by the teacher in UMS. The researcher found there five types of corrective feedback used by the teacher in UMS. That was clarification request, recast, met linguistic feedback, explicit and translation. The frequency of Each Type of Corrective feedback Used by the Teacher in teaching speaking in UMS. The frequency of the use of corrective feedback found clarification request found 69 data or about 59 %, recast 23 or about 19,7 % met linguistic found 17 data
or about 14.5%, explicit correction found 4 data or about 3.4% and translation found 4 data or about 3.4%. The dominant Type of Corrective feedback used by the teacher in teaching speaking in UMS.

B. Research Method

In this research, the subject of the study is limited to the teacher and the students of SMP N 1 Sragen especially at the second year. The object of the study is the technique of teaching writing descriptive text using teachers feedback applied by the teacher at SMP N 1 Sragen. The data of this research are the activities of the students and teacher. The writer took field note from observation. There are three sources of the data: event, informant, and document. In this research, the writer uses three method of collecting data, there are observation, interview, and document analysis. The techniques for analyzing the data that are used by the writer are reducing the data, displaying the data, and drawing conclusion.

C. Research Finding and Discussion

1. Research Finding

   a. The Teacher Feedback Technique used in Teaching Descriptive Text.

      1) Feedback on Content (Positive Feedback)

         In feedback on form, the teacher not only corrected the students error very explicitly by telling the students that their writing is wrong then tells the reason, but also connected very implicitly by using repetition to the wrong word or sentence that is written by the students. Here is the analysis of feedback on content (positive feedback) based on the writer’s observation.

         a) Metalinguistic Feedback

         In the observation, the writer also finds some metalinguistic feedback in the teaching learning process. In the metalinguistic, the teacher provided comments or questions
related to the well-formedness of the students' utterances feedback.

These are data in teaching learning process of writing class. Here, the writer found four excepts which used as the data. The first data, teacher asked the student to read his homework about descriptive text. But, the teacher found the errors when students said as follow:

Data 1 [MeL]

Student : she Mrs. Hening
Teacher : use – auxiliary verbs (is, am or are)
Students : She is Mrs. Hening

The metalinguistic can be seen when the students answer is incorrect, the answer is “She Mrs. Hening” whereas it must use auxiliary verb ‘is, are or am, so, the teacher corrects the answer by saying “You need an auxiliary verb ‘is’ because the subject is the third singular person. After that, students reply the answer by using ‘is’. This is an effective way to build students skill in grammar.

2) Feedback on Form (Negative Feedback)

In this research, the writer finds the correction in content and form. In feedback on form, the teacher not only corrected the students error by telling the students that their writing is wrong then tells the reason, but also by using repetition to the wrong word or sentence that is written by the students.

a) No correction but comments and question on content

In this type, the teacher gave a correction in teaching learning process. Here is the data of this type, when the teacher asked students to make a group to make a descriptive text.
RanaDzaky (07)
Farah Fadhilah (11)
My Brother

My brother is very smart. He is also a good football player. I sometimes play with him. My brother is generous. He is, funny too. But I don’t like some things about he. He is a lazy boy. He seldom prepares his room. He sometimes play with his friends in the room. I don’t like they. His room is always messy. He put this things everywhere. Sometimes he is smelly because he is very sweaty after he plays football and he does not take to bath straight away.

?  

According to the data above it shows that the teacher did not give a correction. He marked students worksheet. It will make students confused. Since there is no comment or correction given by the teacher. Whereas the students need correction have content or words in the text. There are many errors which made by the students above, the errors are : I don’t like something about he. This sentence is incorrect, and the correct sentence is I don’t like something about him. Another incorrect sentence is ‘I don’t like they. The correct sentence is ‘I don’t like them’.

b) Identification of form errors without help toward correction

In this type, teacher only identifies the form errors, but the teacher did not help toward correction. Sometimes the teacher used this type. He only identifies the error but he did not help the students to revise their work. For
example the teacher moves around the class and he finds one of his students who made a text. He corrected the text and said: it is wrong, use v1” without his help toward his correction.

c) Indirect error marking using a coding system for learner self correction

In teaching learning process, the teacher often uses this type. He uses indirect error marking using a coding system for learner self-correction. He gives cross or circle to marking the error of students work. For example as following text

<table>
<thead>
<tr>
<th>Nama</th>
<th>Bagus Firman Jaya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas</td>
<td>VIII C</td>
</tr>
<tr>
<td>Absen</td>
<td>03</td>
</tr>
</tbody>
</table>

My Sister
Salma is my sister. She looks so beautiful when she wears a veil. She is fatter than me. She is very diligent and smart. She always wear glasses. She often comes late. When the time breaks. She usually goes to canteen. She likes eat a lot of rice. She is very funny. And she is a discipline student, so many student like her.

The correction above shows that the teacher does the type of correction feedback indirect error marking using a coding system for learner self-correction type. With this correction type, the teacher gives correction by using cross to mark the error, but the students must correct by herself/himself.
d) Direct correction of form errors

Direct correction of form error means the teacher corrects it directly. In the class which is observed by the writer, the teacher seldom uses this type. When the teacher checked students work one by one, he found an error made by student. The error made by AnnisaRihan, she wrote: I have one brothers and two sisters. Directly the teacher marked the error mad by Annisa. The correction is: I have one brothers and two sisters. The correction was done directly by the teacher at the same time.

3) The use of Red Ink and Black Ink in Corrective Feedback

The use of red ink color has meaning. Using pencil or blue/black ink to mark is less excoriating than red ink: the students own writing then stands out as the important writing on the page, which should be remembered that it is not always necessary or productive to highlight every grammatical error. The marking should focus primarily on the purpose of the writing and whether the student has achieved the required individual outcome. The red ink means that it has taken on negative connotation and such limits the constructiveness of comments written in red ink. In the observation, the teacher uses the red ink when he correct students work.

The teacher does this strategy, he always uses red ink to correct students work. The following is the evidence of the correction by using red ink:
Nama : Vega Dewi A
Kelas : VIII C
Absen : 33

My Father
My father is about 40 years old. He have short and black hair. he is very friendly because he knows almost everybody in the neighborhood. He is a diligent man. He cleans the garden and yard every Sunday. He often works on the garden with his children. He is a good volleyball player. He plays volleyball with our neighbors in the community center every Saturday.

The data above shows that some students still make some mistakes, especially when they use conjunction because, although and when they use a mental verb’ have or has’ and preposition ‘ on’. In this case the teacher has to repeat explanation clearly.

b. The Students Responses of the Teaching Writing Descriptive Text Using Teacher Feedback

Based on the interview and observation to the students of second year students of SMP N 1 Sragen, one of the student says that,
“saya lebih senang menggunakan teknik corrective feedback jadi saya bisa tau kesalahannya sendiri dan bisa lebih paham”

He found the fact that based on the students responses of the teaching writing descriptive text using teacher feedback, they said that teacher feedback technique applied by the teacher in the teaching writing descriptive makes them easy to write and they can identify and correct the errors. In teacher feedback technique, students can know and correct the errors after it is corrected by the teacher.
c. Problems Faced by the Teacher in Teaching Writing Descriptive Text Using Teacher Feedback

Based on the interview with the teacher, there are also problems faced by the teacher in teaching learning process. It occurs in teaching writing in this school. The following are some problems faced by the teacher.

1. Difficulty in Explaining the Contents of the Text

   In teaching writing of descriptive text, the teacher gets difficulties to make 12 students understand the content of the text. There are 32 students in the classroom. The problem is because there are new vocabularies which are not familiar for the students. While, the students often get difficulties in understanding the content of the text. The students have poor vocabularies that related to the words of the text. To solve this problem, the teacher asked them to find the meaning of difficult word using their dictionary then the teacher explains the text by mixing English Indonesian Language to make them more understand the content of the text. Mr. Sunarno, the English teacher in 8C said that:

   “There are some students that have problems or don’t understand about the content”.

2. Students Difficulties in Developing Paragraph in a Descriptive Text

   Mr. Sunarno said that descriptive text describes a particular person, place or thing. The logical arrangement of descriptive text is based on the generic structure of the text.

   In writing a descriptive text, the students should understand the generic structure, so that they can arrange the text in good order. For this reason, the students often get difficulties in developing text in good order. To solve this problem, the way that usually used by the teacher is making
draft and breaking down the material. Mr. Sunarno, the English teacher in 8C said that:

“They also have difficulties in developing paragraph”.

3. Students Difficulties in Mastering Component of Writing

In teaching descriptive text, students often get difficulties in writing grammatically correct sentences. The difficulties often faced by the students are caused by the students do not yet master the components of writing well. Components of writing involve content, organization, vocabulary use, grammatical use, and mechanics considerations such as spelling and punctuation. In teaching writing descriptive text, the students are required to write sentences using simple present tense. In fact, they often make fundamental errors in writing descriptive sentences using simple present tense. The students often do not care about the structure pattern of descriptive text. To solve the problem, the teacher always makes a review in every meeting and re-teaches the material if it is needed. Mr. Sunarno, the English teacher in 8C said that:

“Besides that, they also have problem in writing component”.

4. Lacking of Teaching Media

Teaching media is very important in teaching learning process. The completeness of teaching media can support the achievement of teaching process. The teaching media is in the form of books, LCD, visual aids such as picture, cards, etc. Based on the writer’s observation, the teaching media is limited. Some students don’t have dictionaries. So, they have to borrow the dictionaries from the library.

Mr. Sunarno, the English teacher in 8C said that:
“and some teachers are lack of media. So the teacher usually repeat the previous material”.

2. Discussion

Based on the findings, it can be concluded that: the teacher feedback technique used in feedback on content (positive feedback) which is used by the teacher in teaching learning process of writing descriptive text is metalinguistic. For feedback on form (negative feedback), he used identification of the errors form without helping toward correction, indirect error marking using a coding system for learner self-correction, and direct correction of the errors form. The students responses of the teaching writing descriptive text using teacher feedback, is that the teacher feedback technique applied by the teacher in teaching writing descriptive make them easy to write descriptive text in a good writing. By knowing the errors and how to correct it, the students can compose good writing. Besides, they felt very happy because the teacher provides a picture so that it helps them to make a descriptive text, so it makes them not bored. The problem faced by the teacher in teaching writing process are difficult in explaining the content of the text, developing paragraph in descriptive text, mastering component of writing, and lack of the media.

D. Conclusion and Suggestion

1. Conclusion

After describing and analyzing the data, the writer draws conclusion based on the observation of the teaching writing descriptive text using teacher feedback to the second year of SMP N 1 Sragen as follows:

a. The teacher feedback technique used in feedback on content (positive feedback) which is used by the teacher in teaching writing descriptive text is metalinguistic. For feedback on form (negative feedback), he used identification of form errors without help toward correction,
indirect error marking using a coding system for learner self-correction, and direct correction of form errors. In conclusion, the teacher used negative feedback in teaching writing descriptive text. The teacher also using red ink for correct student worksheet although students error limits.

b. The students responses of the teaching writing descriptive text using teacher feedback, they said that teacher feedback technique applied by the teacher in the teaching writing descriptive text was very effective technique because it helped them to make a good and correct writing. They knew their errors, they knew the reason why that was wrong, and then they could correct it by themselves.

c. Problem faced by the teacher in the teaching writing process are difficult in explaining the content of the text, students difficulties in developing paragraph in descriptive text, and students difficulties in mastering components of writing.

2. Suggestion

After the writer draws the conclusion of the teaching writing descriptive text using teacher feedback technique to the second year of SMP N 1 Sragen, he proposes the suggestions for the teacher, students, and school.

1. For the Teacher
   a. The teacher should motivate the students to always bring the dictionary
   b. Teacher should consider all factors that make writing task difficult for the students such as spelling, punctuation, etc.
   c. Teacher should recognize the character and the capability all of the students

2. For the Students
   a. Students should pay attention during the lesson.
   b. Students should prepare the material first, such as the book, students worksheet, and dictionary.
c. Students should learn the material at home before the teacher explains it at school.

d. Students must practice actively in class

e. Students must be confident.

3. For the School

a. The school library should provide the collection of English books
BIBLIOGRAPHY


VIRTUAL REFERENCE