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3rd ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY
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PROCEEDINGS

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3rd IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES**

5, 6 June 2015
Bandar Lampung University (UBL)
Lampung, Indonesia

PROCEEDINGS

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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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THE EFFECT OF THE TEACHER'S FEEDBACK APPROACH TOWARDS STUDENTS' DESCRIPTIVE WRITING SKILL AT GRADE TENTH OF SMK BHAKTI UTAMA BANDAR LAMPUNG

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ABSTRACT - A teacher needs to give motivation to the students to increase their writing quality. The teacher should be a good guide for the students by giving a good feedback when they improve their knowledge in writing. This research is to study the effect of the teacher's feedback approach towards students' descriptive writing skill. Most of the teachers believe that providing students with effective feedback on their writing is vital as it helps students to correct their own mistakes and be more independent writers, which will in turn train them to become better writers [5]. This research was conducted to two group design, which represented of tenth grade students of SMK Bhakti Utama Bandar Lampung. The group was selected with Cluster Sampling Technique. There are 20 students in experimental and control class. The data were collected with a pre-test, treatment and post-test. Then, they were analyzed with t-Test for two group design.

Based on the result of calculation, It can be seen that the students' ability in writing descriptive text in the experimental group after the treatment is significant, p 1% is 2,71, p 5% is 2,02 and the t value is 4,11. It means that the p value is smaller than the t value. It is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The students' ability in writing descriptive text is taught by using teacher's feedback is more effective than writing descriptive text using traditional method. So, there is effect of the teacher's feedback approach towards students' ability in writing descriptive text.

keywords: teacher's feedback; students' descriptive writing; quantitative research

1. INTRODUCTION

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation [1].

There are various ways to organize the sentences in a piece of writing. One of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose or function is to describe and reveal a particular person, place, or thing. The content of text of course has a rule and formation called generic structure or text organization. The generic structures of descriptive text are identification, identifying the phenomenon to be described. Descriptive text also has grammatical features and significant characteristics. Significant grammatical structure as follows: focus on specific participants use of attributive and identifying processes frequent use of epithets and classifiers in nominal groups use of simple present tense. The purpose from the text above that description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to: Describe a special place and explain why it is special. Describe the most important person in your live.

2. METHOD

Writing helps students to learn English. First, writing reinforces the grammatical structure and vocabulary that they have learned. Second, when students write, they also have a chance to be adventurous with the

language to go beyond they have just learned to take risk. Third, when they write, they necessarily become very involved with the new language and they have an effort to express new ideas [3].

"Even more significant in current methodology are moves to involve students in revising their own work successfully so that feedback becomes part of the process of writing and a genuine source of learning for them." [4].

Losing mood in writing is as one effect of the limitation of knowledge, and it gives a burden for them. The student's confusion in using word and tense needs a right guide in the process of writing. The positive response from the teacher will give the students confidence.

The teacher gives a feedback in correcting their mistake and does not blame them for their mistake, but gives suggestion and clear explanation about what they should do in their work. With this idea, the student will realize their ability or their skill. They will try to make true sentences and explore their ability in writing.

[6] We know that the students are a receiver from the teacher's feedback, if the teacher gives a good explanation, of course the students will have a good competence because the students are as good receiver, it will make the teacher easier to give explanation. But it is not as easy as it can be, because most of English teachers do not give a good feedback for the students and the disincentive feedback will produce negative reinforcement.

Feedback, [2] "It means allowing learners to experience the effect of what they produce as a guide in their future efforts." Brown believes that feedback

must be more than encouragement, for 'empty and automatic encouragement is often pointless'.

The quotation above tells about giving feedback does not mean that the teacher has a responsibility to make all student task. But the teacher is a guide for his student. The teacher should let the students make their own writing based on their idea. They should find their own difficulties and do their mistakes as a learning process. The mistake which they have done will be corrected by the teacher, from this process they will memorize it and learn more. They will remember their mistake and try hard to avoid the same mistake to do in the future. It is called as a process in learning from mistake.

[7] The information component of teacher feedback is crucial to the learner's learning process. [7] Feedback is most effective when it, point out critical features of the language, gives information that allows the student 'to discover oneself' rules and principles of language, and reduces ambiguity of choice for the learner.

Besides correcting the students' word, the teacher should have knowledge in understanding the word choice and the principles of language to avoid miss understanding from the students. In the first step, to know the students' idea what they refer to in their writing, the teacher should allow them to use word based on their ideas or their own words. He should know what the students means. After that he gives the correction and chooses the appropriate words and tenses to substitute students' wrong words or reduces ambiguity of choice for the learners.

Based on the theory above, feedback is the response given by the teacher to what learners produce in the classroom. It does not mean the teacher has responsibility to make all student tasks. Besides correcting the students' word, the teacher should allow the student to use word based on their ideas or their own words. So it will motivated student to have better writing skill.

3. RESULT AND DISCUSSION

In this part, there are three discussions that are talked. They are the result of the students' score of the pre test and the post test after give the traditional teaching in the control group, the result of the students' score of the pre test and the post test after giving teacher's feedback as the treatment in the experimental group, and the results of all the calculation which gives the final findings. Based on the result, it indicates that there is effect of the teacher's feedback of tenth grade in SMA Bhakti Utama Bandar Lampung. Therefore, the use of the teacher's feedback needs to be applied in teaching writing learning process. Descriptive text helps the students to get new vocabulary to develop their words, idea, imagination and knowledge so that their English ability will be better.

4. CONCLUSION

The conclusion is taken based on five considerations. They are the average score of the pre-test of the experimental group, the average of post-test the

experimental group, the average score of pre-test of the control group, the average score of post-test of the control group, the results obtained from the calculation by using *t-Test* and hypothesis result of the research.

After finding the result of the two pre-tests and two post-tests, the result is applied in the equation of *t-Test* for two group design. The statistical *p-value* was $p 5\% = 2.02$, $p 1\% = 2.71$ with degree of freedom (*df*) = 38 and *t-value* = 4.11. The result is that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is effect of the teacher's feedback on the students' descriptive writing ability of tenth grade in SMA Bhakti Utama Bandar Lampung. Therefore, the students who are taught by giving teacher's feedback get better score than those who are taught without teacher's feedback. Teacher's feedback can help students to write English fluently and it can be applied as one of techniques in teaching English especially in teaching writing.

5. SUGGESTIONS

From the conclusion above, there are some suggestions that can be given. They are for teachers and students. Teachers are suggested to use teacher's feedback in teaching writing. The teacher should giving a good feedback to make the students interesting their learning in the classroom. Therefore, the teacher should become a facilitator. The teacher has to encourage the students to be active in teaching and learning process.

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