

# THE IMPACT OF TEACHER'S FEEDBACK ON STUDENTS' WRITING PERFORMANCE (A PRE EXPERIMENTAL STUDY AT SMAN 1 KUTA BARO)

Ferlya Elyza<sup>1</sup>, Ema Dauyah<sup>2</sup>

<sup>1,2)</sup> Pendidikan Bahasa Inggris, FKIP, Universitas Abulyatama, email: ferlyail@yahoo.com, emadauyah\_b.inggris@abulyatama.ac.id

**Abstract:** *Finding out whether the Teachers Feedback strategy can improve students' ability in writing skill and also to know whether Teachers Feedback Strategy is a good strategy in writing skill at SMAN 1 Kuta Baro were the purposes of the research. Pre experimental study was applied in thi study, which was under the quantitative research. The population of this research was the first grade students at SMAN 1 Kuta Baro. The sample of the students was 15 students. Before starting the teaching process, the researcher gave the pretest first. After applying teaching by using Teachers Feedback Strategy, the researcher gave posttest. The researcher continued by giving questionnaire, it contained the statement about the application of Teachers Feedback. Based on the research findings, the writer found that teaching writing by using Teachers Feedback Strategy was better. From the result it was found that the mean score of pretest was 37, 8 and the mean score of posttest was 73, 2. Based on the result above, it showed that the score of the posttest was higher than the pretest. It could be concluded that the hypotheses were proved.*

**Keywords :** *Writing, Descriptive Text, Feedback.*

An ability to write in English is important for English language learners, particularly in the context of English as Foreign Language (EFL). Through writing, English language learners are able to convey messages to the readers across place and time using a written form of EFL. According to Nation (2009) writing is an activity that can usefully be prepared for by work in other skill of listening, speaking and reading. In Indonesia, the current teaching of English aims to enable the learners to communicate in English both in written and oral from certain level (English syllabus for SMA, PERMENDIKNAS: 2006). It means that the students are expected to be able to achieve a good competence in writing.

In order to write well, the students need a long process to learn to write and they need continuous feedback. The feedback can be in the form of advice, criticism, or information to the students how good and bad their written work; for example: "Please change your vocabulary", "The way you write is really good", "Use different conjunction". Based on preliminary research in October, 2016 at SMAN 1 Kuta Baro, the researcher found that the

students had some problems in writing skill. The first problem was the students had difficulties in generating ideas. The second problem was the students did not know how to organize ideas into a good text, including descriptive text. So the teacher must have the good strategy to solve the problem of the student. Feedback is a useful strategy in demonstrating the error of the students writing. Thus, the student can know and correct their mistake and help them to write better.

There are two kinds of feedback; positive feedback and negative feedback. According to Nunan (2000) the positive feedback is intended to let the students know that they perform correctly and the negative feedback is provided to indicate students' language problems. In addition, Seow (2002) cited in Yangin (2012) points out that the teacher's feedback on students' writing is a significant technique in developing the writing process. Teacher's feedback is one of strategies to let the students understand their mistake in writing. It can help the students to perform better in writing.

Teachers can determine the content in giving the feedback by considering the elements of the writing that the student need to improve such as content, organization, vocabulary, grammar and mechanic. Based on the problem mentioned, the writer wants to conduct a research entitled **The Impact of Teacher's Feedback on Students' Writing Performance at SMAN 1 Kuta Baro.**

Based on the explanation above, the problem formulation can be stated as follows

1. To what extend that teachers' feedback improve student writing performance?
2. How the students responses toward teachers feedback?

The research objectives in this pre experimental research are:

1. To prove whether the impact of feedback can improve the students' writing ability at SMAN 1 Kuta Baro.
2. To find out the responses of the students toward teachers feedback.

## **LITERATURE REVIEW**

### **Writing**

Writing as one of the four skills has always formed part of syllabus in the teaching of English. Writing is a good way for students who learn English. They can put their idea on a

piece of paper by paying attention on grammar rule and vocabulary. Sudaryanto (2001) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language. Writing has some definition.

### **Feedback**

Feedback is some kind of helpful information or criticism that is given to someone to say what can be done to improve a performance. According to Aridah (2012) feedback is a transmission of evaluative or corrective information about an action, event, or process to the original or controlling source. So, by having the feedback, it is hoped that everyone can understand in what aspect they should work more.

Giving feedback is a part of assessment procedure required in the teaching and learning process. As a part of assessment, it should be delivered correctly and effectively in order to achieve the goal and fulfill the learning objective. According to Keh (1990) cited in Yun (2013) feedback is a fundamental element of a process approach learning. Teacher benefit from feedback because it can motivates their student to continue learning and acquire more and more language skill based on the responses from the teacher. Moreover feedback allows students to progress from one plan to another in their language learning. Without feedback, student may not understand of what they are achieving successfully and which areas still require more attention.

### **Research Hypothesis**

The hypotheses of this study are:

The Alternative Hypothesis ( $H_a$ )

There is a significant improvement in students' writing ability after taught by using teachers' feedback strategy.

The Null Hypothesis

There is no a significant improvement in students' writing ability after being taught by using teachers' feedback strategy.

### **RESEARCH METHOD**

In this study, the writer used pre experimental study, it is quantitative research. Test is used to prove that feedback can improve students' writing performance. The writer used

one group pretest-posttest and questionnaire.

### Population and Sample

This research was conducted in SMAN 1 Kuta Baro Aceh Besar. The population of this research is the first year students of SMAN 1 Kuta Baro Aceh Besar. There are two classes on this grade. The sample of this research is the first grade students at SMAN 1 Kuta Baro. There are 15 students from class X1. The researcher chose class X1 because the number students of class X1 more than X2.

## RESEARCH FINDINGS

### Result and Data Analysis

#### Pre-test

In order to have description of the result interpretation, the writer processed result of test. The first step, researcher determined the range of pre-test result by applying formula:

$$R = Hs - Ls$$

$$R = 55 - 25$$

$$R = 30$$

In case to find the class of data (K), the researcher applied the following formula:

$$K = 1 + 3,33 \text{ Log } n$$

$$K = 5$$

So, Interval (I)

$$I = \frac{R}{K}$$

$$I = 6$$

**Table 1 The Group Frequency Distribution of Pretest Scores of The Pre Experimental Classroom (Using Teachers' Feedback)**

Interval	F	X	X <sup>2</sup>	Fx	fx <sup>2</sup>
25 – 31	5	28	784	140	19600
32 - 38	4	35	1225	140	19600
39- 45	2	42	1764	84	7056
46- 52	3	49	2401	147	21609
53 - 59	1	56	3136	56	3136

Interval	F	X	X <sup>2</sup>	Fx	fx <sup>2</sup>
Total	15	210		567	71001

$$x = \frac{\sum fx}{n} = \frac{567}{15} = 37,8$$

$$SD = \sqrt{\sum \frac{fx^2}{n} - \left(\sum \frac{fx}{n}\right)^2}$$

$$SD = \sqrt{\frac{71001}{15} - \left(\frac{567}{15}\right)^2}$$

$$SD = \sqrt{4733,4 - 1428,48}$$

$$SD = \sqrt{3304,56}$$

$$= 57,48$$

SD pretest is 57,48

### Post-test

For the post test, writer used the same procedure, the statistic for the post test to of Pre Experimental Group are:

$$R = H_s - L_s$$

$$R = 90 - 50$$

$$R = 40$$

In case to find the class of data (K), the researcher applied the following formula:

$$K = 1 + 3,33 \log n$$

$$K = 5$$

So, Interval (I)

$$I = \frac{R}{K}$$

$$I = 8$$

**Table 2 The Group Frequency Distribution of Posttest Scores of The Pre Experimental Classroom (Using Teachers' Feedback)**

Interval	F	X	X <sup>2</sup>	fx	fx <sup>2</sup>
50 – 58	3	54	2916	162	26244
59 – 67	1	63	3969	63	3969
68 – 76	4	72	5184	288	82944
77 – 85	5	81	6561	405	164025

Interval	F	X	X <sup>2</sup>	fx	fx <sup>2</sup>
86 – 94	2	90	8100	90	32400
Total	15	369	26730	1098	309582

$$x = \frac{\sum fx}{n} = \frac{1098}{15} = 73,2$$

$$SD = \sqrt{\sum \frac{fx^2}{n} - (\sum \frac{fx}{n})^2}$$

$$SD = \sqrt{\frac{309582}{15} - (\frac{1098}{15})^2}$$

$$SD = \sqrt{20638,8 - 5358,24}$$

$$SD = \sqrt{15280,56}$$

$$= 123,6$$

SD PostTest is 123,6

### The Result of Questionnaires

According to the data of questionnaire, the researcher concluded that students got greater percentage after the pre experimental conducted. Most of them chose agree about the Teachers Feedback strategy. All criteria of students' responses and motivations were improved. Therefore, it can be concluded that the implementation of Teachers Feedback to improve students' ability in writing skill for the first grade students at SMAN 1 Kuta Baro was positive.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the findings of this study, the teachers' feedback strategy was a good strategy in teaching writing. The strategy could improve the students' ability in writing significantly. It was proved by the improvement of students' learning outcomes. It can be seen from the test result which students' ability in the pretest and posttest. The mean score of pretest was 37,8 while the mean score of posttest was 73,2. Based on the questionnaire result, the writer found most of students choose agree about the statement of

Teachers Feedback Strategy. It can be concluded that the responses of students to Teachers Feedback Strategy was positive. So, the alternative hypothesis of this study is accepted and the null hypothesis is rejected. It indicates that the implementation of feedback strategy has given positive impact to improve students' performance in writing ability.

### **Suggestion**

Some suggestions are given for the teacher, students and for the further researcher as follows:

For the teacher; English teachers in the classroom must enrich themselves by many methods and strategy to handle class. The teachers needs a good preparation to implement learning strategy of feedback, so that a teacher can know and correct students' mistake and this strategy can be used as one of alternative strategy in teaching writing skill. For students; the feedback can help students to improve their writing. The students can get a new knowledge, concept, and skill to solve the problems that they face in learning English

For further researcher; this strategy can be developed and applied in the next research. The writer hopes that this research can be reference for the further researcher. At the last, the researcher realized that this script needs the correction from the reader in the future there will be any research who will find another effective strategy in teaching writing.

### **REFERENCES**

- Aridah, (2004). *Students Preferences and Reaction to Teacher Feedback*. Malang: State University of Malang Press.
- Arikunto, Suharsimi, (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Yogyakarta: PT. Rineka Cipta.
- Brown, H.D. (2004). *Language Assessment Principles and Classroom Practices*. San Francisco: Pearson Education.
- Bryne, D. (2001). *Teaching Writing Skill*. London: Longman Group Ltd.
- Butcher. (2006). Narrative as a Teaching Strategy. *The Journal of Correction Education*. New York, September 2006.
- Chiang K, M, Ken. (2004). *An Investigation into Students' Preferences for and*

- Responses to Teacher Feedback and Its Implications for Writing Teachers*. Hong Kong Teachers' Centre Journal Vol. 3
- Ching, C.L.P. (1991). *Giving Feedback on Written Work*. Guidelines 13. Vol. 13 No.2. TEFLIN Publication Division.
- Fitrian,Narina. (2016). Oral and Written Teachers Feedback On Students Writing Performance. Thesis. Syiah Kuala University.
- Groth Cheryl. (2013). Essay Writing. *English for Academic Purposes*,(Second Edition). Yogyakarta: Andi Publisher.
- Hornby,A.S. (2000). *Oxford Advanced Learners Dictionary of Current English*. China: Oxford University Press.
- Longman. (2008). *Advanced American Dictionary*, (New Edition). London: Pearson Education.
- Nunan, D. (2003). *Language Teaching Methodology*. New York: Prentice Hall.
- Ruby,L. (2001). *Writing and Grammar*. New York: Prentice Hall, Inc.
- Siswanto, J. Arini, Y.D., & Dewanto, W. (2005). *Let's talk*. Bandung: Pakar Raya.
- Sudarwati & Grace. (2007) *Look Ahead Book, An English Course for Senior High School Students Year X*. Jakarta: Erlangga.
- Wong, J and Waring, H. Z. (2009) 'Very Good' as a Teacher Responses. *ELT Journal* Volume 63. Oxford University Press.
- Zainuddin,M. (2004). The Effectof Giving Feedback to Students' Writing Performance. *TEFLIN Journal*. TEFLIN Publication Division.