

## TEACHER FEEDBACK ON STUDENTS' DESCRIPTIVE TEXT AT MTS ALKHAIRAAT SANDANA

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### ABSTRACT

The purpose of this study is to find out how a teacher provides feedback to students on descriptive text learning and to determine student responses to teacher feedback. The design in this study used descriptive qualitative research. The subjects in this study were one English teacher and twenty-seven students. The research instrument uses a questionnaire, interviews and documentation. Data analysis in this study is a qualitative analysis with three stages, namely data reduction, data presentation and conclusion drawing/verification. The results of the study based on interviews and questionnaires as supporting the results of the study showed that the English teacher gave direct feedback, namely the teacher gave explanations and questions during the learning process and indirect feedback, namely the teacher gave assignments from the conclusions at the end of learning to students in descriptive text learning. Student responses to teacher feedback in descriptive text learning are quite good by asking, answering and doing the tasks given by the teacher.

**Keywords:** Feedback, Descriptive Text, Student Response

### ABSTRAK

*Tujuan dari penelitian ini untuk mengetahui bagaimana seorang guru memberikan umpan balik kepada siswa pada pembelajaran teks deskriptif dan untuk mengetahui tanggapan siswa terhadap umpan balik guru. Desain pada penelitian ini menggunakan penelitian deskriptif kualitatif. Subjek dalam penelitian ini satu guru bahasa Inggris dan dua puluh tujuh siswa. Instrumen penelitian menggunakan kuesioner, wawancara dan dokumentasi. Analisis data dalam penelitian ini merupakan analisis kualitatif dengan tiga tahap yaitu reduksi data, penyajian data dan penarikan kesimpulan/ verifikasi. Hasil penelitian berdasarkan wawancara dan kuesioner sebagai pendukung hasil dari penelitian menunjukkan bahwa guru bahasa Inggris memberikan umpan balik langsung yaitu guru memberikan penjelasan dan pertanyaan saat proses pembelajaran berlangsung dan umpan balik tidak langsung yaitu guru memberikan tugas dari kesimpulan di akhir pembelajaran kepada siswa dalam pembelajaran teks deskriptif. Tanggapan siswa terhadap umpan balik guru dalam pembelajaran teks deskriptif cukup baik dengan cara bertanya, menjawab dan mengerjakan tugas yang diberikan oleh guru.*

**Kata Kunci:** Umpan Balik, Teks Deskriptif, Tanggapan siswa

## **Introduction**

Teaching and learning activities are activities that consist of educators and students in which there is an activity of understanding material and knowledge between educators and students with a view to achieving a goal in the learning process. Descriptive text is one of the texts that must be mastered by students, but in fact there are still many students who do not understand descriptive text. In English lessons, feedback is a very important element in the teaching and learning process and can help to improve students' abilities. To be able to find out how the feedback between teachers and students in the process of learning English, especially in descriptive texts, the researcher make observations at Al-khairat Sandana. This research was conducted, because there were some students who had difficulty understanding the descriptive text material provided by the teacher. This is due to the different ways of understanding students, some are quick to accept the material and some are not fast enough in accepting the material and the students' lack of attention to the teacher when explaining the material. Based on researcher observation, the reason interested to conduct research entitles Teacher Feedback On Students' Descriptive Text.

In accordance with the background described above, the problem formulation of this research is How do teachers provide feedback to students in descriptive text and What are the students response on the teacher feedback. while the objectives of this research are To find out how a teacher provide feedback to students in descriptive text and To find out the students' response on the teacher feedback. Benefits in this research To a teacher, hopefully this can be a reminder to provide an explanation and clarity to students regarding appropriate feedback in order to correct the location of errors and can be a motivation for them in the future, To students, with this, students are expected to be motivated to express their opinions regarding the feedback that has been given by the teacher. So that it can help improve their skills in English lessons, especially about descriptive text, To other researchers, this research is expected to be used as an information as a source of reference or reference (reference). Especially for those who do research on how the feedback between teachers and students in descriptive texts.

Similar research related to this research is the first research by Ermaati (2012) entitled. Teacher feedbak on student's descriptive text, writing and student's attitude toward the feedback in class 8A At SMPN 3 Kencong Jember in the 2011/2012 Academic Year. The second research Sawitri (2007) entitled The effect of feedback from lectures on student learning motivation. Bijami, Kashef and Najed (2013) entitled Peer feedback in learning writing.

The similarity between the two studies is that feedback can be used as motivation to improve the student learning process in English lessons, especially descriptive texts. However, there is a difference, namely that the previous research focused more on methodology which focused on scientific research, while the current research focused on qualitative research.

## Method of the Research

This study uses descriptive qualitative research which is a research method or case study approach (Sugiyono' 2017). The researcher used the subject with purposive sampling technique. Where the subject and object of research have been determined by the researcher. With this qualitative research method, the researcher wanted to know the teacher's response to the student's descriptive text on the English subject which adopted the material from Tiia Ruutmann and Hants Kipper (2011). To obtain the results of this study the researchers used questionnaires and interviews. Informants in this study were English teachers and twenty-seven students of class IX B.

### 1. Finding and Discussion

#### 1.1 Questionnaire results from the english teacher class nine B (IX B)

No	Umpan Balik Langsung :	ST	S	RG	TS	STS
1	Bapak/ ibu Mengajarkan fakta, aturan dan urutan tindakan pada saat pembelajaran teks deskriptive		✓			
2	Memulai pelajaran dengan mereview pekerjaan hari sebelumnya		✓			
3	Menyajikan konten baru dalam langkah-langkah kecil, memberikan penjelasan dan contoh dalam pembelajaran teks descriptive		✓			
4	Memberikan kesempatan untuk praktik terbimbing pada sejumlah kecil contoh masalah dan kemudian meminta dan memodelkan bila perlu untuk mencapai akurasi 60-80%.			✓		
5	Memberikan umpan balik dan koreksi sesuai dengan apakah jawaban itu benar, cepat dan tegas; benar tetapi ragu-ragu; salah karena kecerobohan; atau salah karena kurangnya pengetahuan.			✓		
6	Memberikan kesempatan untuk latihan mandiri dengan seatwork dan berusaha untuk tanggapan otomatis yang setidaknya 95% benar		✓			
7	Memberikan ulasan mingguan dan bulanan dan mengajarkan kembali konten yang belum dipelajari		✓			
<b>Umpan Balik Tidak Langsung:</b>						
1	Mengajarkan konsep, pola dan abstraksi pada saat pembelajaran teks descriptive.		✓			
2	Memulai pelajaran dengan pengorganisasian lanjutan yang memberikan gambaran menyeluruh dan memungkinkan perluasan konsep		✓			
3	Memfokuskan tanggapan siswa menggunakan induksi dan/atau deduksi untuk memperbaiki dan memfokuskan generalisasi			✓		

4	Menyajikan contoh dan non-contoh generalisasi, mengidentifikasi atribut kritis dan nonkritis			✓		
5	Mengambil contoh tambahan dari pengalaman, minat, dan masalah siswa sendiri.		✓			
6	Menggunakan pertanyaan untuk memandu penemuan dan artikulasi generalisasi		✓			
7	Melibatkan siswa dalam mengevaluasi tanggapan mereka sendiri		✓			
8	Mempromosikan dan memoderasi diskusi untuk memperkuat dan memperluas generalisasi bila perlu			✓		
<b>Jumlah</b>			<b>10</b>	<b>5</b>		

Source: Material from Tiia Ruutmann and Hants Kipper (2011)

ST	<i>Sangat setuju</i> (strongly agree)
S	<i>Setuju</i> (agree)
RG	<i>Ragu-ragu</i> (doubt)
TS	<i>Tidak setuju</i> (disagree)
STS	<i>Sangat tidak setuju</i> (strongly disagree)

Based on the results of the questionnaire given to the English teacher in the direct feedback section, there were seven points with five agreed answers, this means that out of the five points the English teacher carried out and two points with doubtful answers, it means the English teacher forgot the process. lessons that he has given to students. In the indirect feedback section, there are eight points stated in the questionnaire with five agreed answers, this means that the five points have been implemented by the English teacher and three points are answered with hesitation.

### The Results of The Questionnaire From All Student Grade in IX B

No	Umpan Balik Langsung :	ST	S	RG	TS	STS
1	Guru menjelaskan dan memberikan contoh tentang pembelajaran teks descriptive		27			
2	Guru menayakan kembali pembelajaran hari sebelumnya atau minggu lalu tentang teks descriptive		23	4		
3	Guru memberi atau memperlihatkan contoh teks descriptive melalui video singkat, gambar, artikel ataupun kutipan.	2	24	1		
4	Guru memberikan contoh dan tugas kemudian memeriksa tugas yang telah diberikan untuk mengetahui tingkat akurasi dari siswa mengenai pembelajaran teks descriptive	3	16	4	4	
5	Guru memberikan tugas atau pertanyaan pada saat pembelajaran teks descriptive dan mengoreksi jawaban yang benar atau salah	5	3	16	3	
6	Guru memberikan kesempatan untuk siswa menjawab pertanyaan guru tentang pembelajaran teks descriptive secara langsung atau lisan		20	7		

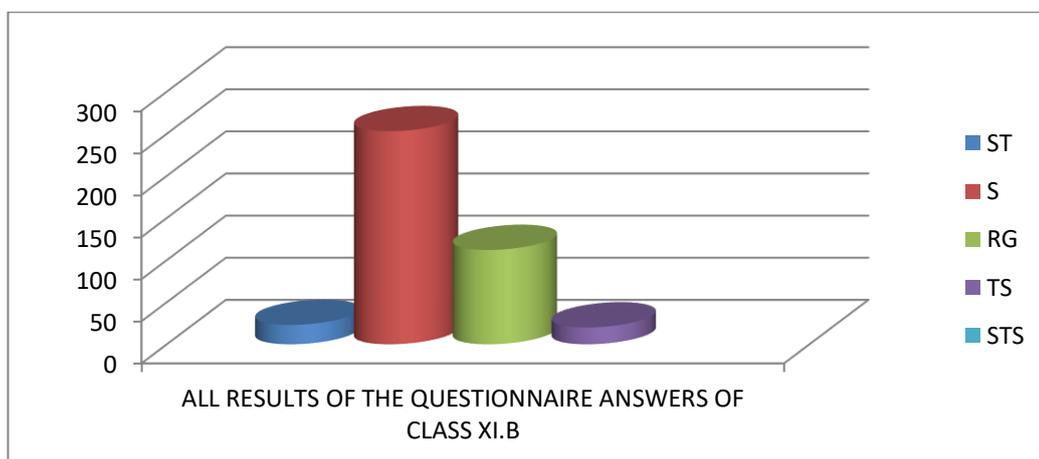
7	Guru memberikan kembali penjelasan atau ulasan serta kesimpulan mengenai pembelajaran teks descriptive yang telah dipelajari	4	21	2	3	
<b>Jumlah</b>		<b>14</b>	<b>134</b>	<b>34</b>	<b>10</b>	
<b>Umpan Balik Tidak Langsung:</b>						
1	Guru mengajarkan konsep, pola dan abstraksi pada saat pembelajaran teks descriptive.		17	8	2	
2	Guru memulai pelajaran dengan pengorganisasian lanjutan yang memberikan gambaran menyeluruh dan memungkinkan perluasan konsep	3	20	3	1	
3	Guru memfokuskan tanggapa siswa menggunakan induksi dan/atau deduksi untuk memperbaiki dan memfokuskan generalisasi	1	6	20		
4	Guru menyajikan contoh dan non-contoh generalisasi, mengidentifikasi atribut kritis dan nonkritis		6	18	3	
5	Guru mengambil contoh tambahan dari pengalaman, minat, dan masalah siswa sendiri.	2	21	2	2	
6	Guru menggunakan pertanyaan untuk memandu penemuan dan artikulasi generalisasi	1	23	2	1	
7	Guru melibatkan siswa dalam mengevaluasi tanggapan mereka sendiri		18	8	1	
8	Guru mempromosikan dan memoderasi diskusi untuk memperkuat dan memperluas generalisasi bila perlu	2	8	17		
<b>Jumlah</b>		<b>9</b>	<b>119</b>	<b>78</b>	<b>10</b>	
<b>Jumlah Keseluruhan</b>		<b>23</b>	<b>253</b>	<b>112</b>	<b>20</b>	

Source: Material from Tiia Ruutmann and Hants Kipper (2011)

ST	<i>Sangat setuju</i> (strongly agree)
S	<i>Setuju</i> (agree)
RG	<i>Ragu-ragu</i> (doubt)
TS	<i>Tidak setuju</i> (disagree)
STS	<i>Sangat tidak setuju</i> (strongly disagree)

Based on the results of the questionnaire from the total number of class IX.B students in the direct feedback section there were seven points with fourteen strongly agree answers, one hundred and thirty-four agreed answers, thirty-four doubtful answers, ten disagreed answers. This means that in the direct feedback section, the responses of students and teachers are quite good, as can be seen from the answers of students who strongly agree and agree with the highest response at each point in the direct feedback section. In the indirect feedback section there are eight points with nine strongly agree answers, nineteen agreed answers, seventy eight doubtful answers, ten disagree answers. This means that the student's response to indirect feedback is quite good, seen from the answers of students who strongly agree and agree with a high number, but many students' answers are doubtful because students cannot be sure or forget the activities during descriptive text learning.

## 1.2 Overall Bar Chart Of Questioners Answer From Clas IX B Students



Based on the results of the bar chart listed is the result of the overall number of student answers in the direct feedback section and indirect feedback with the highest answer, namely the agreed answer amounting to two hundred and fifty three and the second highest answer, namely doubtful with a total of one hundred and twelve, the third is strongly agree with the number of twenty-three and the last is the answer in doubt with a total of twenty points.

### The result of interview from English teacher

1. *Apakah menurut ibu, pembelajaran bahasa inggris disukai siswa anda?*  
“iya. siswa menyukai pembelajaran bahasa inggris”
2. *Apakah ibu menjelaskan tentang pembelajaran teks deskriptif?*  
“iya, tentu saja saya mejelasakannya karena jika saya tidak menjelaskan siswa tidak akan mengerti tentang pembelajaran teks deskriptif yang sedang saya ajarkan saat itu”  
*Setelah ibu memberikan penjelasan apakah siswa langsung mengerti?*  
“iya siswa langsung mengerti karena ee biasanya kalau mereka tidak mengerti langsung bertanya begitu”
3. *Bagaimana tanggapan ibu kepada siswa jika ada yang bertanya?*  
“saya menjawab pertanyaan siswa, tidak mungkin siswa yang mau bertanya dimarahi bukan begitu kah”
4. *Pada saat mengajar teks descriptive apakah ibu menggunakan media dan media apa saja itu jika ada?*  
“iya saya menggunakan media gambar karena siswa lebih tertarik kalau menggunakan gamabar ohh iya saya juga menggunakan metode diskusi dalam kelas untuk pembelajaran teks deskriptif”

5. *Apakah ibu meberikan tugas teks descriptive kepada siswa dan jika ada kesalahan ibu meberika kesempatan untuk memperbaikinya?*  
*“iya, tentu saja saya memberikan kesempatan kepada siswa untuk memperbaikinya”*
6. *Apa respon siswa jika ibu bertanya kepada mereka tentang pembelajaran teks deskriptive yang sedang berlangsung?*  
*“responnya siswa itu berbeda-beda ada yang semangat menjawab, ada yang masi berpikir atau mengingat kembali penjelasan yang barusan saya jelasakn dan ada juga yang diam saja”*
7. *Apakah keseluruhan siswa mengerjakan tugas teks descriptive saat diberikan tugas?*  
*“iya mereka semua mengerjakan tugas karena biasanya saya menyuru untuk mengupulkan buku mereka kedepan atau meja saya satu persatu dan tidak ada yang terlewatkan”*

### **The Results of Interview With Class IX Class B Students**

Name : MA

Gendre : Male

1. *Apakah kamu menyukai pelajaran bahasa inggris, terutama pembelajaran teks deskriptif?*

*“Tidak, karena tidak mengerti dengan bahasanya”*

Name : IK

Gendre : female

2. *Apakah kamu mampu memahami teks deskriptif dengan baik?*

*“sedikit dipahami kalau gurunya asik dan baik”*

Nama : TM

Jenis Kelamin : female

3. *Bagaimana kemampuanmu memahami teks deskriptif?*

*“sedikit rumit untuk mengerti”*

Name : MGF

Gendre: female

4. *Kesulitan apa yang kamu alami dalam pembelajaran teks deskriptif?*

*“kesulitan bertanya, karena gurunya kurang seru”*

Name : FAF

Gendre: Male

5. *Apa saranmu untuk pembelajaran bahasa inggris terutama teks deskriptif berikutnya?*

*“Agar gurunya sering masuk dan lebih banyak menjelaskan”*

Name : MAR

Gendre: male

6. *Apa yang akan kamu lakukan jika kamu tidak mengerti?*

*“Bertanya karena kurang jelas”*

### **Discussion**

The results of this study used descriptive qualitative methods by determining research informants and obtaining information on research results using questionnaires and interviews.

The results of the first study were obtained from a questionnaire given to the English teacher class IX.B which contained two parts, namely direct feedback and indirect feedback and interviews containing student responses about descriptive text learning activities. The results of the second study were obtained from the overall questionnaire for class IX.B students. It contained direct and indirect feedback sections and the results of student interviews which contained their responses regarding their abilities and interests in learning English, especially when learning descriptive texts.

Based on the results of the questionnaire given to the English teacher in the direct feedback section, there were seven points with the agreed answer totaling five points. This agreeable answer means that the feedback process is carried out by the English teacher for students so that a descriptive text learning process gets a feedback process or the response of students and English teachers, then there are two points of doubtful answers because the English teacher forgot the process in learning .

The results of the English teacher's questionnaire in the indirect feedback section contained eight points with five points agreeing answers and three points in doubt. The agreed answer means that the learning process carried out by the English teacher has been carried out so that there is a feedback process between the teacher and students, then a doubtful answer is generated because the English teacher forgot if he had or did not carry out the teaching process.

Based on the results of the questionnaire from the total number of students in class IX.B regarding direct feedback and indirect feedback with each point, the answers to direct feedback on the learning process given by the English teacher to students IX B have different answers with very different answers. Agree is fourteen, agree is one hundred and thirty-four, hesitated thirty-four, disagree is ten points. This means that students' answers from the English teacher feedback process in the descriptive text learning process with the highest or highest level of agreeing answers.

The results in the indirect feedback section of students also have different answers with eight points from the students' responses to the feedback given by the English teacher, namely the answers strongly agree amounting to nine, agree one hundred and nineteen, doubtful amounting to seventy eight and not agreed amounted to ten responses from students. Based on the results of the answers or responses of students about the indirect feedback given by the English teacher to all students in class IX.B, the agreed answer is still at the highest level but there are ten students with disagreeing answers, this means that at the point of direct feedback given by the English teacher to students not implemented or the student does not get an indirect feedback process.

Based on the results of interviews given to English teachers to determine student responses to descriptive text learning and how feedback occurs in the English learning process, especially descriptive texts, the results of interviews

obtained are that there is a feedback process carried out by the teacher by the way the teacher explains and giving examples by using picture media in the lessons taught, namely descriptive text, then students ask if they are not understood as well as the teacher answers students' questions.

Based on the results of interviews from all students in class IX.B there are six questions, each of which has a prominent answer, the results of the first question students do not like English because they do not understand the language or foreign languages. This means that students also have difficulty in developing sentences or paragraphs in descriptive text learning, the answer to the second question is that students only understand a little about descriptive text learning and additional answers are understood if the teacher is good and fun. This means that in the descriptive text learning process students have the motivation to understand if the teacher's condition is pleasant, the third answer regarding students' understanding of descriptive text learning is that students' answers are complicated to understand. This means that the ability of students to understand descriptive texts is minimal and English teachers have poor explanations in learning descriptive texts, fourth, namely the difficulties of students regarding learning descriptive texts with students' answers saying that they are difficult to ask questions and the teacher is less pleasant. This means that the student is difficult to ask questions during the learning process and also has difficulty because the teacher's factor in teaching is not fun. or do not know the condition of the class so that the enthusiasm of students in learning can increase, the fifth question is regarding the suggestions or desires of students towards this descriptive text learning process, students answer with answers so that the English teacher is always present in every lesson and explains more about learning descriptive texts, and the last one is the question of what to do if you don't understand the descriptive text learning or the result of the English teacher's explanation, the response to the question is that students will ask because the information is not clear.

Based on the results of the above discussion regarding the giving of feedback to the English teacher and class IX.B students, the overall information obtained from the informants is quite good because the feedback process between teachers and students still exists in the descriptive text learning process.

## **Conclusion**

Based on the results of the discussion in the research "Teacher Feedback on Student Descriptive Texts at MTS Al-Khairaat Sandana" that the way the teacher provides feedback to students is by providing direct feedback and indirect feedback, the points given by the English teacher can be seen on the results of the questionnaire given to the English teacher and the results of the questionnaire given to the students.

Based on the results of the discussion above, it can be seen that the results of student responses to English teacher feedback are quite good, it can be seen from the results of the total number of students' questionnaire results with agreed answers, namely there is a feedback process to students and teachers who are strengthened by the results of interviews from English teachers, namely students ask questions. if there

is something that is not understood, students do the assignments given by the teacher, answer the questions given by the teacher.

In addition, there are student responses that must be considered, which can be seen in the results of the questionnaire students who answered doubtful and disagreed added to the results of student interviews, namely students' difficulties in understanding descriptive texts

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