



**TEACHER'S WRITTEN FEEDBACK ON STUDENTS' DESCRIPTIVE
TEXT WRITING AND THEIR PERCEPTIONS TOWARD THE
WRITTEN FEEDBACK GIVEN IN SENIOR HIGH SCHOOL**

THESIS

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JEMBER UNIVERSITY**

2017



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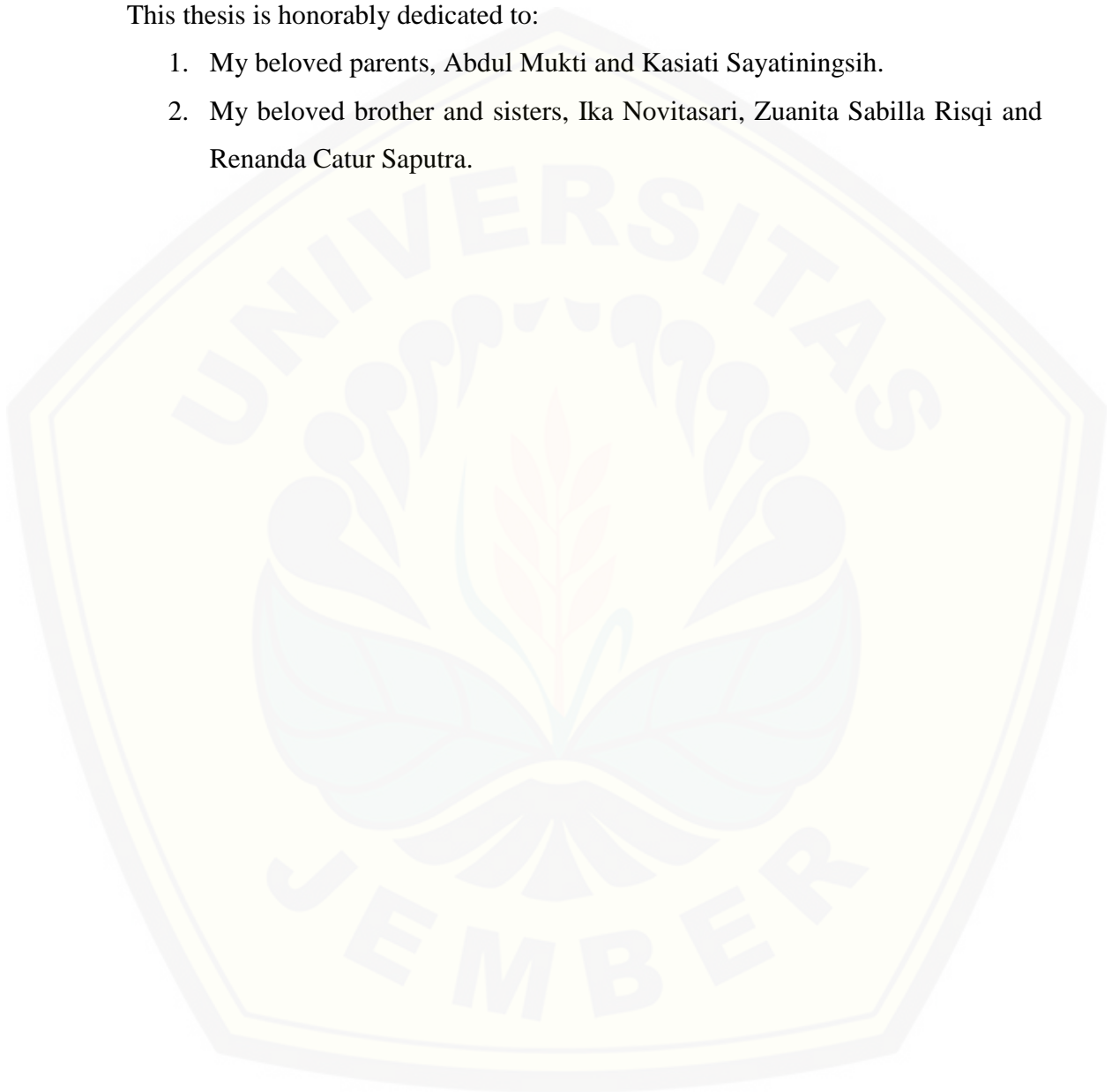
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2017

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Abdul Mukti and Kasiati Sayatiningsih.
2. My beloved brother and sisters, Ika Novitasari, Zuanita Sabilla Risqi and Renanda Catur Saputra.



MOTTO

“The limits of my language are the limit of my world”

(Ludwig Wittgenstein)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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December , 2017

CONSULTANT'S APPROVAL

**TEACHER'S WRITTEN FEEDBACK ON STUDENTS' DESCRIPTIVE
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Thesis

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Education Program of Language and Arts Education Department of the Faculty of
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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism are appreciated since the researcher realize this thesis might still have some weaknesses.

Jember, December 2017

The Writer

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SUMMARY

Teacher's Written Feedback on Students' Descriptive Text Writing and Their Perceptions toward the Written Feedback Given in Senior High School; Dwi Santoso 130210401029; 2017: 32 pages; English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University

Feedback can be viewed as an important process for the improvement of writing skills for students (Hyland, 1990; Hyland & Hyland, 2001). It is now seen as crucial ways for encouraging and consolidating learning for learners as well. This is because feedback beside offering suggestions to facilitate improvement and providing opportunities for interaction between teacher and students also become motivation for the students to foster improvement in mastering English skills (Hyland & Hyland, 2006). Feedback is classified in many types, and each of them has its own specialization. Hyland (2006) divides feedback into several types, they are written feedback, oral and conference feedback, peer conferencing feedback, and computer mediated feedback. Many scholars believe that among those feedbacks, written feedback is the crucial and the most important for the writing improvement. According to Ferris (2002), written feedback is various. Those are content feedback, direct feedback, coded feedback, non-coded feedback and marginal feedback. Feedback is particularly important for students because it lies at the heart of the student's learning process, but little attention has been given to these problems. Therefore, this study investigated the types of written feedback and students' perceptions toward the written feedback given, especially in the teaching of descriptive text writing in SMA Negeri Ambulu.

This research was a descriptive qualitative study. Mc Millan (1992:144) states that a descriptive study simply describes phenomenon, and the descriptions commonly find in a form of percentage. In this research, the researcher was not intended to establish and prove hypotheses but it was aimed to describe the teachers' written feedback and the students' perceptions toward the written

feedback given in senior high school especially in SMA Negeri Ambulu. This research used qualitative method because of its relation with the objectives of the research that was to provide detailed types of written feedback and the students' perceptions toward the written feedback in SMA Negeri Ambulu. The area of the research was SMAN Ambulu which was chosen purposively by the researcher. The participant of the research was the English teacher and the students of X MIPA 4. This class consisted of 36 students.

The data collection method in this research were documentation, questionnaire and interview. The documentation was in form of students' drafts. It was conducted to gain the data dealing with the types of teacher's written feedback given, while questionnaire was administered in order to gain the data of students' perceptions toward the written feedback. The interview was done to cross check the information before and after the findings.

The results of data analysis showed that the teacher's used various types of written feedback in her teaching and learning of descriptive writing, but the portion of each feedback was not equal. Direct feedback in the form of surface of the text was the most frequent feedback given by the teacher counted as 55,9 % followed by coded feedback 14,3 %, non-coded feedback as much as 11,8 %, content feedback 10,9 % and marginal feedback 6,9 % Thus, in giving the written feedback there was not exact pattern from the teacher, it was given based on the students' mistakes and needs. In addition, the results of the students' questionnaires dealing with the teachers' written feedback given in their descriptive text writing showed the positive perceptions. It means that the students believed the written feedback given by the teacher help them develop their writing ability, especially in descriptive text writing. It is an integral part of the teaching and learning process since it provides many contributions to writing ability.

CHAPTER 1. INTRODUCTION

This research is about the teacher's written feedback on students' descriptive text writing and their perceptions toward the written feedback given in senior high school. This chapter presents the background of the research, the problems of the research and the objectives of the research as well as the research contributions. They will be presented in the following section, respectively.

1.1 Research Background

Feedback can be viewed as an important process for the improvement of writing skills for students (Hyland, 1990; Hyland & Hyland, 2001). It is now seen as crucial ways for encouraging and consolidating learning for learners as well. This is because feedback besides offers suggestions to facilitate improvement and provides opportunities for interaction between teacher and students also become motivation for the students to foster improvement in mastering English skills (Hyland & Hyland, 2006). Feedback is classified in many types, and each of them has its own specialization. Hyland (2006) divides feedback into several types which are written feedback, oral and conference feedback, peer conferencing feedback, and computer mediated feedback. Many scholars believe that among those feedbacks, written feedback is the crucial and the most important for the writing improvement. Since writing skill is very difficult to master, it is a need for teacher to use various strategies in the teaching and learning process of writing. One of the strategies is feedback aiming to help students improving their writing skill. In accordance with the difficulty in writing, Nunan (1989) argued that writing skill is the most difficult macro skills for all language user regardless the language is a first, second, or foreign language.

In order to assist students achieving their goal in mastering English skill, it is an obligation for teachers to help them acquire writing skill. Teachers should use different types of methods in order to help students facing the difficulties in writing skill, one of them is through written feedback. Ferris et al (1997) further states that

written feedback is arguably as the teacher's most crucial task. Written feedback can be defined as writing extensive comments on students' texts to provide a reader response to students' efforts and at the same time helping them improve and learn as writers (Hyland, 2003). The teacher provides feedback to enable students to read and understand the problems and use it to improve future writing. Written feedback is given to help students improve their writing. At the same time, it is hoped to assist students in producing a written text which contains minimum errors and maximum clarity.

To make written feedback effective, students must be provided with effective written feedback. Effective written feedback means feedback that is focused, clear, applicable, and encouraging (Lindemann, 2001). When students are provided with this type of feedback, they are able to think critically and self-regulate their own learning (Nicol & Macfarlane-Dick, 2006). Thus, it is understood that written feedback acts as a compass which provides a sense of direction to the students and tells that writing goals are achievable.

In Indonesia, English is taught as a foreign language which plays as an obligatory subject for students in junior and senior level. While English itself has four integrated skills they are listening, reading, speaking and writing. Based on the explanation of the previous paragraphs, writing becomes fundamental skill that needs to be mastered by students. Realising the importance of writing in EFL classroom in Indonesia, teachers are hoped intensely in giving various strategies in the teaching and learning of writing.

Feedback is particularly important for students because it lies at the heart of the student's learning process, but little attention has been given to these problems, especially in Jember area. Based on the pre-elementary study conducted by the researcher, not so many teachers give written feedback to students' descriptive writing in Jember. It is based on the survey conducted by the researcher using direct observation and peer interviewing to several teachers and students from different schools. Therefore, this study investigated the types of written feedback and the students' perceptions toward the written feedback given, especially in the teaching

of descriptive text writing in SMA Negeri Ambulu. In addition, based on the interview with the English teacher in SMA Negeri Ambulu, a national standard and best school in southern of Jember, it revealed that the English teacher in this school uses written feedback in the English teaching and learning process, especially in teaching descriptive text.

Considering the descriptions above, the teacher was interested in conducting a research entitled “*Teacher’s Written Feedback on Students’ Descriptive Text Writing and Their Perceptions toward the Written Feedback Given in Senior High School*”. This research was aimed to investigate the teacher’s written feedback and their perceptions toward the written feedback in depth-analytical description within a class.

1.2 Research Problems

1. What are the types of written feedback given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu?
2. What type of written feedback mostly given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu?
3. How are the students’ perceptions toward the written feedback given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu?

1.3 Research Objectives

1. To describe the types of written feedback given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu.
2. To describe the type of written feedback mostly given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu.
3. To describe the students’ perceptions toward the written feedback given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu.

1.4 Research Contributions

This research has contribution for a number of areas including practical and empirical contribution.

1.4.1 Practical Contribution

The result of this research is expected to give information to the teacher about the types of written feedback given to the students' in revising their writing. This research also investigated the students' perceptions toward the feedback given, so the results will be beneficial for the teacher to match the students' need and the teacher's response. It also hopes that teacher will conduct more creative and various written feedback in order to help students face the problem dealing with the writing skill. Furthermore, the results of the research is expected to make the students more aware of their mistakes in writing a descriptive text as well as motivating or encouraging them to avoid the same mistakes in the future. So, they can create good writing results or they can master writing in English well.

1.4.2 Empirical Contribution

This results of this study is probably triggered other researchers to conduct more various researches either in experimental or classroom research. This research provides information about the types of written feedback given by the teacher to the students' descriptive text writing as well as their perceptions. The results of this research can be used as a reference as well by future researchers who want to conduct a further research about written feedback given by the teachers on students' writing productions.

CHAPTER 2.

REVIEW OF RELATED LITERATURE

This chapter presents some review of literature relates to the feedback provided by the teacher in English writing class of English foreign learners (EFL). There are two major points discussed namely: Theoretical framework dealing with the research as well as the conceptual framework, each part then divided again into several points. All the topics are highlighted in turn in this following section.

2.1 Theoretical Framework

2.1.1 The Concept and Importance of Feedback in ELT

Feedback is a crucial strategy in the learning process. Dulay et al (1992:34) state that feedback is a response given by the user to the maker about how well the product he/she has made. From the explanation above, feedback could be defined as a response from other person about how well is our product. Feedback could be defined as a notice as well, the notice means signs which function as information to make the learner notice the mismatch between the input that they have exposed to and their output.

Feedback in recent time also becomes fundamental part in the teaching and learning process of writing. Along with the development of pedagogical in writing, new feedback modes are increasingly rapid and varied techniques of feedbacks are explored (William, 2012). There are so many forms of feedback that appear with their own characteristics. Each of them has its own influences on both student's learning process and students' motivation. One of the importance of feedback is that feedback serves as the motivation in the writing process and students' motivation closely relates to language acquisition (Ellis, 2008). She further states students might practice writing frequently and practice itself makes perfect, but in writing, practice without feedback will give less improvement compared to those who provide feedback in the teaching and learning process.

2.1.2 The Kinds of Feedback

There are many types of feedback. Each of them has its own specialization. Feedback also exists in many processes, activity or information that enhance learning by providing students with the opportunity to reflect on their current or recent level of accomplishment. According to Hyland and Hyland (2006), feedback exists in several kinds. They are written feedback, oral feedback, peer-conferencing and computer-mediated feedback. Written feedback refers to the corrections of errors and weakness in content, organization and language through writing. It can be a powerful tool for helping students to move forward in their learning. However, if we too often give the students with too much feedback, the students will less motivate since they find so many mistakes in their draft due to the amount of feedback given. So in giving feedback, teachers also need to see some considerations like students level, need etc.

Another type of feedback is oral feedback which refers to the provision of feedback and errors and weakness in content, organization and language through face to face conferencing. The activities included in oral feedback are given comments in the forms of questions, imperatives, praise and suggestions. Whilst peer feedback or peer conferencing is done by the other friends in a classroom. In peer feedback, they learn and evaluate each other from their results of writing. Revising and editing peer writing helps students learn to work as a team. It also gives them a fresh perspective on the proofreading process that will help them become more aware as they write and edit their own work. The newest feedback using the technology as the tool is computer-mediated feedback. It is an automated feedback provided by a computer through sophisticated software systems that can generate immediate evaluative feedback on students writing (Hyland & Hyland, 2006). Through computer-mediated students could easily revise their writing in a short time.

2.1.3 Teacher's Written Feedback

From the types of feedback existed, written feedback is claimed by the expert as a powerful tool to help students improve their writing. This feedback is

given by the teacher to the students' writing product. Mack (2009) defines teacher's written feedback as any comments, questions or error corrections that are written on students' assignments. These feedbacks can be given in many forms including questions, error corrections, praises, critiques and so on. Hyland and Hyland (2006) see teacher's written feedback as purely informational with its position as a medium for the teacher to response and advice in assisting students' improvement. It also continues to play a central role in many English foreign language writing classes. In addition, the teacher's written feedback plays a significant role in providing a reader reaction to students' effort in writing, helping them to be better writers and to justify the grade given to the students (Hyland & Hyland, 2006).

There are several categories of teacher's great written feedback proposed by Mack (2009). Great teacher's written feedback should develop the learners' ability to help themselves promote independence. It also identifies what is done well and what needs to improve specifically and not only focuses on subject knowledge but also the skills being developed. Great's written feedback also could challenge the students, identifies any trends or patterns in learners' work and skill. Furthermore, it can be identified the improvement or progress and can be clearly understood by the learner. By considering these categories, teacher might provide the students with their needs of written feedback dealing with the process of learning writing skill.

2.1.4 Types of Written Feedback

The types of feedback which teacher usually provides can be viewed from two perspectives namely content feedback and surface feedback:

2.1.4.1 Content Feedback

Content feedback focuses on the content of the text such as students' ideas, meaning, purpose, creativity, and organization of the text. This type of feedback usually points out the strengths and weaknesses of students' ideas and provides suggestions on ways to improve the text (Ferris, 2002). Straub (1996) gives some clear examples of content feedback on the learner's writing text. The examples proposed by him are as follows: "Your first argument here: 'the financial reasons are not good enough for legalization.' Focus this paragraph on this argument and

develop your case” (Straub, 1996: 230) and “I find your argument against legalizing drugs the most convincing when you compare the number of alcoholics with the number of drug addicts” (Straub, 1996: 240). The purpose of content feedback is to offer guidance on students’ written text and at the same time, through both elements of praise and criticism, improve and accelerate the process of learning (Hyland & Hyland, 2001). In general, content feedback is used to encourage students to be empowered to achieve self-regulated learning in the aspects of their thinking, motivation and behaviour during learning (Nicol & Macfarlane-Dick, 2006). As it is provided in form of sentences, it needs students to understand and convey the information from the feedback giver in order to correct and revise their writing.

2.1.4.2 Form Feedback

Form feedback, which is also referred to a surface/corrective/error feedback addresses issues of spellings, punctuations, grammar, usage, and sentence structure. Examples of form feedback are “cliché,” “wordy,” “condense,” “No!!” and circled misspellings or just cross on the words (Straub, 1996: 227). The purpose of form feedback is to highlight language-related mistakes to students. Form feedback is divided into direct feedback and indirect feedback (Ferris, 2003). Direct feedback provides the correct linguistic form or structure based on the linguistic error (Ferris, 2003). It shows the students what is actually wrong and how it should be written in the correct form. Teacher could give direct feedback by circling, inserting, underlining, and crossing out unnecessary word/phrase/morpheme, and providing the correct form or structure. It means that the teacher not only presents or locates the mistakes on students’ writing but also suggests the correct or appropriate form of it. In line with the explanation of direct feedback above, Ellis (2008:99) briefly states that in the direct feedback, the teachers provide guidance about how to correct their mistakes. However, the disadvantages of direct feedback is that it only requires minimal processing and effort on the students’ part since the teacher already provides students with the appropriate form. It may not also contribute for students’ long term learning. It is because the students do not have an opportunity to reflect and correct the mistake by themselves.

On the other hand, indirect feedback indicates an error or mistake made by underlining or circling the error and recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is (Ferris, 2003). Rob et al, in Hong (2004:18) classify this type of feedback into several sub-categories, they are coded, non-coded and marginal feedback. Coded feedback is a method in which the teacher provides a coding scheme which indicates the type of students' mistakes. In accordance with the coded feedback, Hyland (1990:280) provides some examples of the coded feedback. For instances, T for the mistake in tenses, SP for the mistake in spelling, WO for word order, etc. This method is quite good for the students because they are trained to correct their mistakes with minimal clues. However, between the teacher and the students must have an appointment with the codes provided in the students' writing drafts. The examples of coded feedback with a coding system are as follows:

Urbanization have cause our great diversity of lifestyle to regres. People
 Ag V
 leaving to cities leaves part of their cultural values. Health services in another
 T
 factor. The effective of modern drugs cause the people to loss of confidence in
 WF Ar WF
 traditional medecene.
 Sp

Key:	Ag	= Agreement	Sp	= Spelling
	T	= Tense	V	= Wrong word
	WF	= Word Form	Ar	= Article

(Adopted from: Hyland, 1990:280)

Another coding system is provided by Ferris (2002). He proposes the coded feedback as follows:

Error Type Code	Brief Description
VT	Verb tense (time) is incorrect
VF	Verb phrase formation is incorrect
WF	Word form (part of speech) is incorrect
ART	Article is missing, unnecessary, or incorrect
PL	Noun plural marker is missing, unnecessary, or incorrect
AGR	Subject and verb do not agree in number (singular/plural form)
PREP	Wrong preposition
WO	Word order in sentence is incorrect
WW	Wrong word (meaning is incorrect for sentence)
WC	Word choice (not exactly "wrong" but could be clearer or more appropriate)
COM	Comma missing or unnecessary
SP	Spelling error
AP	Apostrophe (') missing or unnecessary
SS	Sentence structure error
MW	Missing word(s) in sentence
REF	Pronoun reference vague or unclear
PRO	Pronoun used is incorrect for sentence
RO	Run-on sentence (two or more sentences incorrectly joined)
CS	Comma splice (two sentences joined only with a comma)
FRAG	Sentence fragment (incomplete sentence)

Table 2.1 Error codes used in marking and revision tasks.

Beside coded feedback, there is also non-coded feedback. It is a feedback which only marks or locates the mistakes by underlining, crossing or circling in the writing drafts without giving the specific information about how to correct the form. So in here the teacher's part is quite simple since he/she does not specify the mistakes types of the current form. Ellis (2008:100) shows the example of non-coded feedback which involves deciding whether or not to show the precise location of errors.

A dog stole X bone from X butcher. He escaped with X having X X bone. When the dog was going X trough X X bridge over X X the X he found X dog in the river.

Key: X = Missing Word

X__X = Wrong word

(Adopted from Ellis, 2008:100)

Non-coded feedback could reduce the teacher's workload as well as it can encourage the greater cognitive processing of mistake by the students. On the other hand, it may not provide sufficient support for less proficient students to revise their writing due to the less information provided by the teacher. The last sub-categories from indirect feedback is marginal feedback. This kind of feedback signals the

number of mistakes per line by writing comment in the margin without giving the specific clues about the mistakes. So, the students' parts are discovering and correcting the mistakes. It is quite simple feedback because the teacher only margins the sentences and sometimes write simple comment on students' works.

Thus, written feedback will be effective as the students could correct and revise it by themselves. In here, the teacher's part is to provide students with understandable and various kind of feedback based on their needs. By giving written feedback, teacher will train the students to produce a good writing quality. The teacher also assists the students to know their mistakes and how to revise it. Finally, the students will know their progress in the writing ability and it will make them more confident in producing a good writing text.

2.1.5 Students' Perceptions toward the Teacher's Written Feedback

Perception according to Kreitner and Kinicki (1992: 126) is described as the mental and cognitive process that enables students' to interpret and understand the surroundings. Another, describes perception as the way stimuli are selected and grouped so they can be meaningfully interpreted or it can be divined as a person's view of reality (Dobkin and Pace, 2006). It is in line with Mazkowitz and Orgel statements in Pratiwi (2013:25) which described perception as a global response to a stimuli or a set of stimuli. From those definitions, perception could be described as the response to a stimulus or to surroundings. After that, these response will be interpreted as a meaningful information about the stimuli.

Perceptual process begins with attention which is called as selection process (Dobkin and Pace in Pratiwi, 2013). The second stage is called perception, after that it is followed by reaction. Reaction is a form of one's behaviour as a result of the interpretation process. The reaction for each person could be different, it can be positive or negative. The perception itself is affected by several factors, experts claimed that the factors are both internal and external. The internal factors come from the students' themselves like feeling, thought, willingness, sex, needs, motivation. While external factors come from the outside of the students' such as educational background, experience, environment, culture and belief. Thus Dobkin

and Pace (2006) emphasizes that perception is a selection, organization and interpretation of sensory data. Further, Kreitner and Kinicki (1992: 126) add that perception will lead to the change of attitude, motivation and behaviour. These factor plays integral part in teaching and learning process.

The researcher is interested in knowing the students perception on the teacher's written feedback. The students are supposed to have positive perception toward teacher's written feedback so that they will keep learning in writing. However, the students' perception towards teacher's written feedback may be different from one to another; it can be positive or negative. There are so many attempts which have been conducted to find out students' perspectives on teacher feedback, commonly through questionnaire and interview. Surveys on students' feedback preferences generally indicate that ESL and EFL students greatly value teacher written feedback and consistently rate it more highly than alternative forms such as peer, oral feedback or computer-mediated feedback. Most surveys showed that students want teacher feedback to highlight their grammatical errors, some indicate that they also want teachers to give them feedback on the content and ideas in their writing. Studies also suggest that students like to receive written feedback in combination with other sources, including conferences and are positive about receiving indirect feedback on errors, giving them clues rather than corrections since they recognize that it encourages them to be more active in their use of feedback (Hyland & Hyland, 2006).

Finally, students' perceptions toward the lesson will influence their learning as well as their habits. If students' perceptions toward lessons is good or the students like it, it will be easier for them to learn and achieve the goal in learning process. On the contrary they will feel difficult to learn since they have no interest on the lesson given. In other words if their perceptions toward the lesson is negative they will be difficult in learning the material. In summary, positive perceptions can motivate and stimulate the students to learn new things. It is the teacher's duty to provide methods or technique which gain positive perceptions from the students.

2.2 Conceptual Framework

2.2.1 Teacher's Written Feedback

In this research the researcher deals with teacher's written feedback in descriptive text writing. Mack (2009) defines teacher written feedback as any comments, questions or error corrections that are written on students' assignments. These feedbacks can be given in many forms including questions, error corrections, praises, critiques and so on. Experts see teacher written feedback from two perspectives which are content feedback and surface or form feedback. The surface feedback then divide into two categories namely direct feedback and indirect feedback. Furthermore, indirect feedback comes with sub-categories which are coded, non-coded and marginal written feedback.

2.2.2 Descriptive Text

A descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place, or thing. (Gerot & Wignel, 1995). The generic structure of descriptive text consists of identification and description. Identification identifies phenomenon to be described. While description describes parts, qualities, characteristics, etc. As stated in the Curriculum 2013, the topic for descriptive text at grade ten in senior high school deals with tourism objects.

2.2.3 Students' Perceptions

Perception could be described as the response to a stimulus or to surroundings. After that, these response will be interpreted as a meaningful information about the stimuli. It could be negative or positive, depends on students feeling and perception when they get the feedback from the teacher. In this research, the researcher identified the students' perceptions toward the written feedback given by the teacher in writing descriptive text. The data used to gain the

information was through questionnaire which related to the teacher's written feedback on students' descriptive text writing.

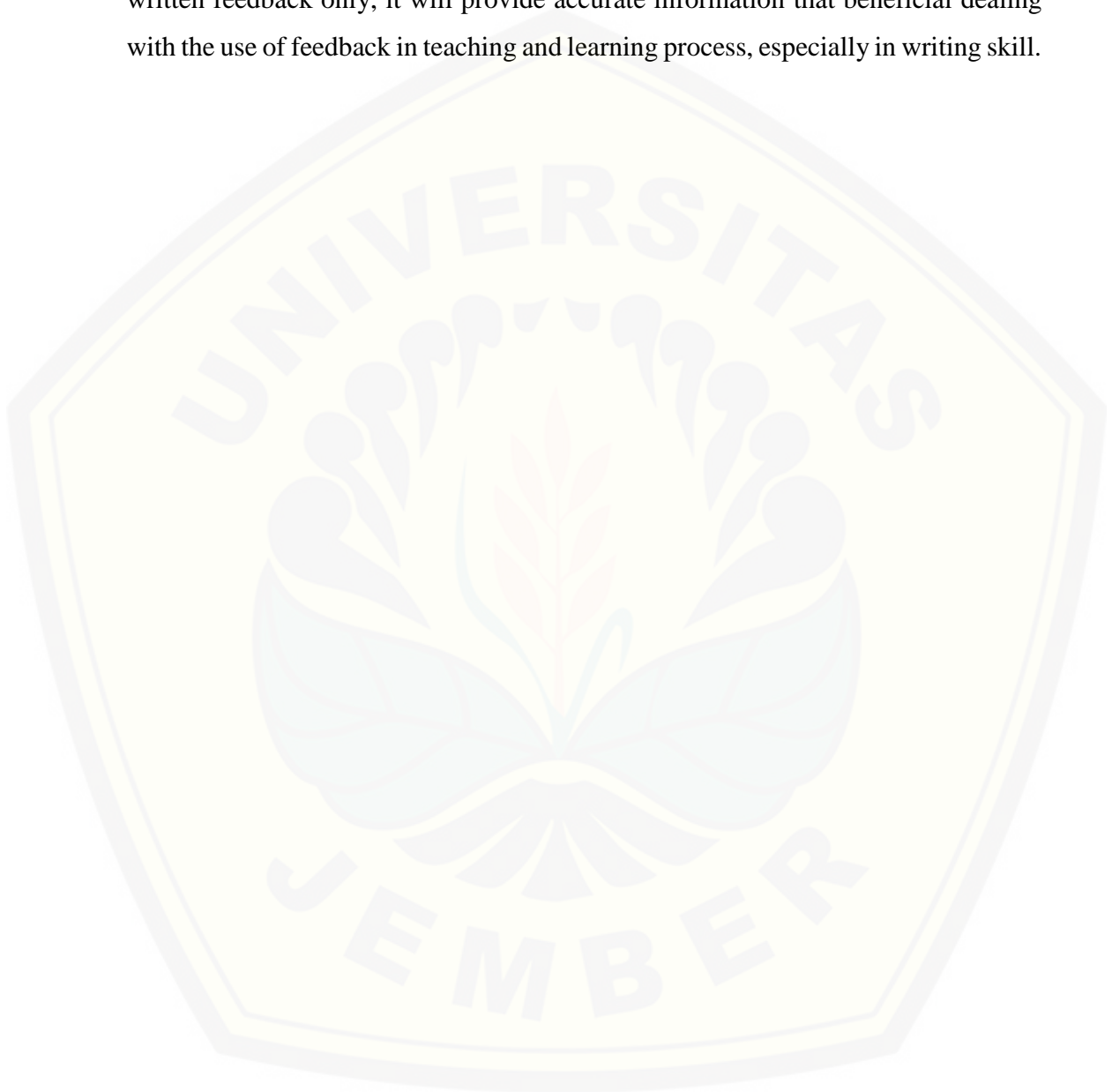
2.3 Review of Previous Studies

There are many researches conducted to analyze teacher's feedback whether in Indonesia or other countries, but not specifically analyze teacher's written feedback in senior high school students' descriptive writing text. One of the research who conducted by Ermawati (2012) entitled "*Teacher's Feedback on Students' Descriptive Text Writing and Students' Attitude toward the Feedback in Class 8A At SMPN 3 Kencong Jember in the 2011/2012 Academic Year*" showed that the teacher's feedback plays an important role in teaching and learning process. The teacher sometimes use many kinds of feedback to help students dealing with the skill being taught. From the result of the research, the teacher used verbal and nonverbal feedback. Verbal feedback given by the teacher was in form of the individual conference feedback. While, the teacher's written feedback was in form of direct and indirect feedback. Both feedbacks showed the positive impact on the students written descriptive text assignment. The students' attitudes toward the feedback given also positive which means that most students agreed that providing them with feedback is beneficial for their learning process, in other words since the attitudes is positive the students' perceptions toward the teacher's written feedback is positive as well.

Another research entitled "*Exploring Teacher Written Feedback and Student Revision on ESL Students' Writing*" written by Razali and Jupri in 2014 indicates that students' showed high preference for written feedback especially in suggestions while suggestions commonly appears in term of content feedback. The students' also stated that written feedback is something positive in helping with their second language writing development.

Overall, it can be assumed that the use of written feedback optimally help students in their teaching and learning process especially in their writing development. It is shown by the students' attitudes toward the written feedback given in both research are positive. But in these research, all the researchers still

focused on so many types of feedback as the research object and they do not measure the specific feedback which affect the students' writing the most. Hopefully, by specifying the object of the research in conducting research on written feedback only, it will provide accurate information that beneficial dealing with the use of feedback in teaching and learning process, especially in writing skill.



CHAPTER 3. RESEARCH METHOD

This chapter highlights the research methodology proposed for this research. It includes the research design, research area or context and research participants, data collection methods and technique of data analysis.

3.1 Research Design

Research design is defined as strategy to arrange the setting of a research to get valid data and meet with the variable and the research objectives. In this research, the researcher was not intended to establish and prove hypotheses but it was aimed to describe the teacher's written feedback and students' perceptions toward the written feedback given in senior high school especially in SMA Negeri Ambulu on the X MIPA 4. The appropriate research design was descriptive qualitative method. Mc Millan (1992:144) states that descriptive study simply describes phenomenon, and the description commonly find in a form of percentage or numerical data. This research used qualitative method because of its relation with the objectives of the research that was to provide the types of written feedback and the students' perceptions toward the written feedback in SMA Negeri Ambulu.

The procedure of the research were as follows:

1. Determining the research area purposively
2. Determining the research subjects purposively
3. Constructing the research instruments that was the questionnaires
4. Collecting the data through documentation and distributing questionnaires
5. Analyzing the collected data
6. Concluding the research descriptively or drawing a conclusion to answer the research problems.

3.2 Research Context

Research context deals with the place or area where the research is conducted. Here, the area of the research was determined by applying purposive

method. According to Arikunto (2002:117), a purposive method is conducted by the researcher according to certain purposes and reasons. The area chosen by the researcher was SMA Negeri Ambulu. This was chosen based on the pre-eliminary study conducted by the researcher which revealed that the teacher in this school uses written feedback in the teaching of writing a descriptive text. The school is also well-known as one of the best senior high school in southern Jember. The curriculum in this school follows the government rule which consider the newest curriculum called as “Kurikulum 13” or “K-13”. Furthermore, the headmaster of this school also had permitted the researcher conducted the research in this school. Those considerations made the researcher to conduct his research to reveal the facts dealing with the teacher’s written feedback and students’ perceptions toward the teacher’s written feedback on descriptive text writing. Finally, the results of the research is expected to be beneficial for the teachers to be as well as the English teacher itself to encourage the best practices in teaching English, especially writing skill.

3.3 Research Participants

The research participants is used to determine the subject that would be used by the researcher in this research. Respondents could be the sample or the whole population in the research area. For the participants, the researcher chose the English teacher and the students of X MIPA 4. This class consists of 36 students which categorized as medium to high achiever learners. It was based on the teacher’s suggestion as well. Besides, the teacher also stated that this class was the most conducive class among others, hopefully the data of the research would be accurate. The English teacher with initial Mrs.YI, S.Pd. also uses written feedback in the teaching descriptive text writing when correcting the student’s works. From those considerations, the researcher would like to investigate the teacher’s written feedback on students’ descriptive text writing as well as their perceptions toward the written feedback given.

3.4 Data Collection Methods

Data collection method is systematic standard procedures to get the data used in the research by applying appropriate method. There were some methods of collecting the data used in this research. In this research, the researcher used three kinds of data namely documentation, interview and questionnaire.

3.4.1 Documentation

Documentation is the way to collect the data of the research using document (Arikunto, 2002:158). In this research, the data from documentation were gained from the result of the product of the students' descriptive text writing. After the teacher had finished marking and provided feedback to the students' descriptive text writing, the researcher copied the drafts and analyzed what types of feedback given by the teacher in revising the students' descriptive text writing. Then types of written feedback was classified based on the types of feedback proposes by expert which written in theoretical review like content feedback, form feedback, coded feedback, non-coded feedback or marginal feedback. The amount of each feedback then, was counted in order to find the percentage. From the percentage of each feedback, the researcher knew what type of written feedback was given by the teacher most.

3.4.2 Questionnaire

In this research, the researcher used questionnaire as well. The usage of questionnaire deals with the information about the students' perceptions toward the written feedback given by the teacher especially on students' descriptive text writing. The use of questionnaire as a method to collect the data has its own advantages and disadvantages. But, this kind of method is the most common method to gain the data about someone's perception or opinion about something. The considerations of the researcher used this method are first, it is very economical method but provides the researcher with accurate information, and then it is also simple and most effective and efficient to get the data about students' perceptions in a very limited time, for the last the result of the questionnaire also could be

analyzed easily compared to any other method like interview, observation, etc. But still, this method also had weaknesses such as students may miss interpret the questions stated on the questionnaire. So the researcher needed to administer himself in order to minimize the mistake and to ensure that students understood and could answer all the question provided in the questionnaires based on the real condition.

In this part, the questionnaire used Likert scale to measure perceptions. The scale was constructed in the form of statements. There are four statements show the level of their opinion. (Arikunto, 2002:182). The highest score which states strongly agree counts 4 points while the lowest statement that counts as 1 states that they strongly disagree. The questionnaire consisted of 10 items written in Indonesian in order to avoid miss understanding among the students since the result of the questionnaire gave the researcher with the information dealing with the students' perceptions toward the teacher written feedback in descriptive text writing. The specification of the questionnaire is shown below on the table:

Table 3.1 The specification of the Questionnaire

No	Variables	Indicators	Items number
1.	The students perceptions toward the teacher's written feedback	<ul style="list-style-type: none"> • Students' perception of the usefulness and helpfulness of their teacher's written feedback • Students' perception of the easy in understanding their teacher's written feedback • Students' perception of the usefulness and helpfulness of <i>content feedback</i> • Students' perception of the usefulness and helpfulness of <i>direct surface feedback</i> • Students' perception of the usefulness and helpfulness of their <i>teacher's code feedback</i> 	<p>1,2</p> <p>3,4</p> <p>5</p> <p>6</p> <p>7</p>

	<ul style="list-style-type: none"> • Students' perception of the usefulness and helpfulness of their <i>teacher's non-code feedback</i> 	8
	<ul style="list-style-type: none"> • Students' perception of the usefulness and helpfulness of their <i>teacher's marginal feedback</i> 	9
	<ul style="list-style-type: none"> • Students' perception on their self-rating in the writing skill after given written feedback by the teacher 	10

(Adopted from Ermawati 2012)

3.4.3 Interview

Interview was conducted to get the certain information from the interviewee (Arikunto, 2002:132). In this research, the researcher became the interviewer while the interviewee was the English teacher of X MIPA 4 in SMA Negeri Ambulu with initial Mrs.YI, S.Pd. The researcher used free guided interview in which the researcher set an outline about some questions before the interview was conducted. The interview guide consisted of 13 questions dealing with the variables of the research. The interview was done twice that were before and after the findings. Interviewing the English teacher before the finding was intended to find certain information dealing with the usage of written feedback in the teaching and learning process of descriptive text writing, while interview after the finding was aimed to cross check the research results and the teacher's view dealing with the feedback she has given to the students.

3.5 Data Analysis Method

Data analysis method was used to analyze the data gained. After the data which were the student's writing compositions had collected by the researcher, then the researcher coded and classified the written feedback existed in the texts into different categories of written feedback based on the Hyland and Hyland (2001) and other expert theories like Ferries (2002), etc. This theory acts as a model to facilitate the coding process in this study. The total number of written feedback given counted, and the number of each feedback in the different categories was

presented in form of percentage. This method was easier as the researcher were able to identify which type of feedback was mostly used by the teacher and vice versa. In addition, by classifying the feedback given by the teacher into different categories, it enabled the researcher to identify which type of feedback encourages students' revision most. The calculation of the types of the teacher's written feedback given used formula as follows:

- Dealing with teacher's content written feedback

$$E = n/N \times 100 \%$$

Note:

E: The percentage of the teacher's content written feedback

n: The number of the teacher's content written feedback in the written drafts

N: The total number of the teacher's written feedback in the written drafts

(Adopted from: Ali, 1993:186)

Other types of written feedback like direct feedback and indirect feedback (coded-feedback, non-coded feedback and marginal feedback) were also counted using the formula as above.

Furthermore, the data come from questionnaire was analysed statistically by Likert summated rating by determining the lower and upper fence of the questionnaire score, then counting the range and the quartile from the score of the questionnaire:

The formula were as follows:

The total score of respondents who answers the questions:

Lower Fence (B) = total number of respondents (N) x Lowest score (1) x items

Upper Fence (A) = total number of respondents (N) x High score (4) x items

After that:

$$\text{Range (n)} = (A-B)$$

$$\text{Quartile I (Q1)} = B + n/4$$

$$\text{Quartile II (Q2)} = B + n/2$$

$$\text{Quartile III (Q3)} = B + n3/4$$

Note:

B s/d QI = strongly negative

> QI up to < Q2 = negative

> Q2 up to < Q3 = positive

> Q3 = strongly positive

(Adopted from Atmodjo, 2006:41)

Finally, after the all data had analysed by the researcher, then it was classified into three subtopics that deal with the research questions. The subtopics were what types of the teacher written feedback used in descriptive text writing and the second what was the most written feedback used by the teacher and how the students perceptions toward the written feedback given by the teacher in their descriptive text writing.

CHAPTER 5. CONCLUSION

This chapter presents conclusion with respect to the stated objectives of the research.

Conclusion

Based on the research results and data analysis that has been discussed and interpreted in the previous chapter, it can be concluded that the English teacher in SMA Negeri Ambulu used various types of written feedback in her teaching and learning process of descriptive text. Those written feedback were content feedback, direct feedback on surface or form of the text, coded feedback, non-coded feedback and marginal feedback. Based on the calculation of the documentation, it was known that the percentage of each type of written feedback were not equal.

Among those written feedback, direct feedback as the breakdown of form or surface feedback was the most frequent written feedback given by the teacher which counted as 55,9 % of all the total feedback given. Followed by coded feedback which was 14,3 %, non-coded feedback as much as 11,8 %, content feedback counted as 10,8 % and the less frequent written feedback given was marginal feedback with only 6,9 % from the total 286 times feedback existed. The teacher stated that by giving written feedback to students' writing results it would help them revise their writing to get better result. She also explained that written feedback would make students more aware of their mistake in the future.

Furthermore, in giving written feedback to the students' writing text, the teacher should consider the students' need and the level as well. In addition, the results of questionnaire showed positive perceptions from the students. It means the usage of various written feedback in the teaching and learning process of writing especially descriptive text writing is highly recommended to use by those who have not implemented this method yet since it helps students' develop their writing ability.

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Appendix 1

Research Matrix

Title	Problems	Variables	Indicators	Data Resources	Research Methods
<p>“Teacher’s Written Feedback On Students’ Descriptive Text Writing And Their Perceptions Toward The Written Feedback Given in Senior High School”</p>	<p>1. What are the types of written feedback given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu?</p> <p>2. What types of written feedback mostly given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu?</p> <p>3. How are the students’ perceptions toward the written feedback given by the teacher in the teaching of writing a descriptive text in SMA Negeri Ambulu?</p>	<p>The teacher’s written feedback on students’ descriptive text writing.</p> <p>Students’ perceptions toward the teacher’s written feedback on students’ descriptive text writing.</p>	<p>Teacher’s written feedback:</p> <p>1. Content Feedback</p> <p>2. Form/surface feedback</p> <ul style="list-style-type: none"> • Direct feedback • Indirect feedback <ul style="list-style-type: none"> - Coded Feedback - Non- Coded Feedback - Marginal Feedback <p>Students’ perceptions :</p> <p>1. Positive perceptions</p> <p>2. Negative perceptions</p>	<p>1. The Subjects The English teacher and the students of X MIPA 4 of SMAN Negeri Ambulu.</p>	<p>1. Research design: Descriptive qualitative method</p> <p>2. Area determination method: Purposive method</p> <p>3. Subject determination method: Purposive method</p> <p>4. Data collection method:</p> <ul style="list-style-type: none"> • Documentation • Questionnaire • Interview <p>5. Data analysis method:</p> <ul style="list-style-type: none"> • Dealing with the types of teacher written feedback, the researcher uses formula as follows: <ul style="list-style-type: none"> ➤ Teacher’s content written feedback $E = n/N \times 100 \%$ <p>Note:</p> <p>E: The percentage of teacher’s content written feedback</p> <p>n: The number of teacher’s content written feedback in the written draft</p> <p>N: The total number of teacher’s written feedback in the written drafts</p> <p>(Adopted from: Ali, 1993:186)</p> <p>Other types of written feedback like direct feedback and indirect feedback (coded-feedback, non-coded feedback and marginal</p>

				<p>feedback) also counted using the formula as above.</p> <ul style="list-style-type: none"> Dealing with the students' perceptions toward the written feedback given, the researcher will use Likert summated rating by counting the quartile of the answered questionnaires. The formula are as follows: The total score of respondents who answers the questions: Lower Fence (B) = (N) x (1) x $\sum f$ Upper Fence (A) = (N) x (4) x $\sum f$ After that: Range (n) = (A-B) Quartile I (QI) = B +n/4 Quartile II (Q2) = B +n/2 Quartile III (Q3) = B +n3/4 Note: B s/d QI = strongly negative > QI up to < Q2 = negative > Q2 up to < Q3 = positive > Q3 = strongly positive (Adopted from Atmodjo, 2006:41)
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Appendix 2

The Interview Guidelines (Pre-Findings)

The Questions	The Respondent
<ol style="list-style-type: none"> 1. How do you teach writing especially in descriptive text in the class? 2. Have you ever given written feedback to the students when you are teaching writing descriptive text? 3. Could you explain how do you give written feedback to your students when you are teaching descriptive text writing? 4. Do you think that written feedback is beneficial for students? 5. What kind of written feedback do you usually use in teaching writing? 6. Which one of the following feedback do you use most in teaching descriptive text writing? It is a content feedback or form feedback (direct and indirect)? 7. Do you ask your students to revise their work after you had given your written feedback? 8. What are their perceptions toward the written feedback you had given? 9. Is there any improvement on the students' descriptive text writing ability? 	<p style="text-align: center;">Mrs YI, S.Pd.</p> <p>(The English Teacher of SMA Negeri Ambulu in the 2017/2018 academic year)</p>

The Interview Guidelines (Post-Findings)

The Questions	The respondent
<ol style="list-style-type: none"> 1. Based on the result of the written feedback you had given to the students, why was the portion of written feedback not equal on each type? 2. Why direct feedback as a breakdown of form/surface feedback has the highest percentage on students' writing results? 3. What was your consideration of giving direct written feedback rather than the other types of feedback? 4. Among the other written feedback, marginal feedback was the lowest written feedback you had given. Why was it so? 	<p style="text-align: center;">Mrs YI, S.Pd.</p> <p>(The English Teacher of SMA Negeri Ambulu in the 2017/2018 academic year)</p>

Appendix 3**The Schedule of Administering the Research**

No.	Activity	Date
1.	Interviewing the English Teacher (pre-Eliminary study)	4 th September 2017
2.	Conducting classroom observation and taking the documentation	12 th September 2017
3.	Copying the students' descriptive text writing results after the written feedback already given by the teacher	15 th September 2017
4.	Administering the questionnaire	19 th September 2017
5.	Interviewing the English Teacher (post-Findings)	10 th October 2017

Appendix 4

Nama:.....

No. Absen:.....

Tujuan : untuk mengetahui persepsi siswa terhadap umpan balik tertulis guru dalam tugas menulis deskriptif teks dalam bahasa Inggris.

Petunjuk :

1. Kuesioner ini diberikan semata-mata hanya untuk kepentingan penelitian sehingga jawaban yang anda berikan tidak akan berpengaruh terhadap nilai pelajaran bahasa Inggris ataupun kegiatan akademis anda di sekolah.

2. Beri tanda (√) pada nilai:

4 = jika Anda sangat setuju dengan pernyataan;

3 = jika Anda setuju dengan pernyataan;

2 = jika Anda kurang setuju dengan pernyataan;

1 = jika Anda tidak setuju dengan pernyataan;

berdasarkan pernyataan yang ada sesuai dengan keadaan Anda yang sesungguhnya.

3. Tiap nomor hanya ada satu pilihan yang boleh anda pilih.

Atas kerjasamanya disampaikan terima kasih.

(Adopted from Ermawati, 2012)

Pernyataan	Nilai			
	1	2	3	4
1. Umpan balik tertulis yang diberikan terhadap tugas menulis deskriptif teks bahasa Inggris sangat bermanfaat				
2. Saya memahami dengan baik umpan balik tertulis dari guru terhadap tugas menulis deskriptif teks bahasa Inggris				
3. Penggunaan bahasa tulis dalam umpan balik guru terhadap tugas menulis deskriptif teks bahasa Inggris sangat jelas				
4. Dalam memberikan umpan balik tertulis, tulisan tangan guru mudah dibaca.				
5. Umpan balik tertulis guru yang berhubungan dengan konten atau isi (<i>content feedback</i>) dari tulisan saya sangat bermanfaat.				
6. Umpan balik tertulis guru yang berhubungan dengan bentuk (<i>form/surface</i>) dari tulisan saya dengan cara langsung (<i>direct feedback</i>) sangat bermanfaat.				
7. Umpan balik tertulis guru dalam bentuk kode-kode atau symbol (<i>coded feedback</i>) terhadap kesalahan penulisan saya sangat bermanfaat.				
8. Umpan balik tertulis guru tidak dalam bentuk kode-kode (<i>non-coded feedback</i>) terhadap kesalahan penulisan saya sangat bermanfaat.				
9. Penggunaan coretan guru untuk mengoreksi tulisan saya sangat bermanfaat. (<i>marginal feedback</i>)				
10. Kemampuan saya dalam bahasa inggris setelah mendapat pemberian umpan balik tertulis dari guru sangat meningkat.				

Appendix 5

KELAS : X MIPA 4 SEMESTER : 1 (SATU)
 PROGRAM : UMUM TAHUN PELAJARAN : 2017-2018

The Teacher's Written Feedback on Students Descriptive Text Writing Task

NO	Nama Siswa	L/P	The Number of Teacher's Written Feedback					Total
			Content Feedback	Form/Surface Feedback				
				Direct Feedback	Indirect Feedback			
					Coded Feedback	Non-Coded Feedback	Marginal Feedback	
1	Aditia Ramadani	L	-	21	2	3	4	30
2	Alvisyach Arsyad B	L	1	3	2	1	-	7
3	An Naba Fida Ayu P	P	1	7	2	2	-	12
4	Angger Agaty Gedy	L	1	3	-	-	1	5
5	Barotul Masyufah	P	1	-	1	-	-	2
6	Chairus Zurun	L	1	7	1	-	1	10
7	Cindi Septia Sari	P	1	4	-	1	1	7
8	Dava Anggara Putra	L	2	8	2	2	1	15
9	Desi Mutiara Ferrani	P	-	2	-	-	1	3
10	Hesty Dwi Mandasari	P	1	6	2	-	-	9
11	Jeniva Dinta Nanda	P	1	-	-	2	-	3
12	Kartika Dini Primata	P	-	5	-	-	-	5
13	M Labibunuha Khoid	L	1	11	4	1	-	17
14	M Iqbal Annas H	L	2	1	1	1	-	5
15	M Prasetyo Rizky	L	3	1	-	-	-	4
16	Muhammad Rizal P	L	-	1	-	2	1	4
17	Muhammad Syarif H	L	1	5	5	2	1	14

18	Najaf Ahmad Khan	L	-	3	1	-	1	5
19	Nike Amalia Putri	P	-	2	2	1	1	6
20	Nina Latifatus Sya'adah	P	1	1	-	-	-	2
21	Nisa Novayanti	P	2	1	-	1	1	5
22	Novembria Alvi R	P	1	3	1	-	-	5
23	Nuur Mar-Atush Sholihah	P	1	5	-	1	-	7
24	Pavita Alma Gustian	P	-	1	2	3	-	6
25	Rahillailia Khoirunnisa	P	1	10	2	1	-	14
26	Riska Disti Nuriyah	P	1	2	-	1	-	4
27	Rosa Mutiara Yulianti	P	2	11	4	1	-	18
28	Safira Febriyanti	P	1	5	1	3	1	11
29	Siti Faizatun Khurin	P	-	7	-	-	-	7
30	Siti Nur Haliza	P	1	6	-	-	1	8
31	Sofa Faizatin Nabila	P	1	7	2	-	1	11
32	Supratianna Rahayu	P	1	3	1	2	1	8
33	Thoriq Nadil Habibie	L	1	-	-	-	1	2
34	Wily Haris Sandy	P	-	2	2	1	-	5
35	Yanuar Kartiko R	L	-	5	-	-	1	6
36	Yunita Eka Susanti	P	-	1	1	2	-	4
37								
38								
39								
	L = 13	P=23						
TOTAL			31	160	41	34	20	286
PERCENTAGE			10.8 %	55.9 %	14.3 %	11.8 %	6.9 %	99.8 %

Appendix 6

The Students' Perceptions toward the Teacher Written Feedback

NO	Students' Name	L/P	Statement										Total
			1	2	3	4	5	6	7	8	9	10	
1	Aditia Ramadani	L	4	4	4	3	4	3	3	4	3	3	35
2	Alvisyach Arsyad B	L	4	4	4	3	4	4	2	3	4	4	36
3	An Naba Fida Ayu P	P	3	3	4	4	4	3	2	4	4	4	35
4	Angger Agaty Gedy	L	4	3	3	3	3	3	2	3	3	4	31
5	Barotul Mausyufah	P	3	3	3	3	4	3	4	3	3	4	33
6	Chairus Zurun	L	4	3	3	4	4	4	2	4	4	3	35
7	Cindi Septia Sari	P	4	3	4	4	3	3	3	3	4	4	35
8	Dava Anggara Putra	L	3	2	2	4	3	3	3	3	4	3	30
9	Desi Mutiara Ferrani	P	3	3	2	3	4	3	3	3	3	3	30
10	Hesty Dwi Mandasari	P	4	3	3	3	3	3	3	3	3	4	32
11	Jeniva Dinta Nanda	P	4	3	4	4	3	3	3	2	4	4	34
12	Kartika Dini Primata	P	4	3	3	4	4	3	4	2	4	3	34
13	M Labibunuha Khoid	L	3	4	3	4	4	4	3	4	4	3	36
14	M Iqbal Annas H	L	4	3	3	4	4	3	3	2	3	4	33
15	M Prasetyo Rizky	L	3	2	3	4	3	4	3	4	3	4	33
16	Muhammad Rizal P	L	4	3	2	3	3	3	2	2	3	3	28
17	Muhammad Syarif H	L	4	3	4	4	4	3	2	3	2	3	32
18	Najaf Ahmad Khan	L	4	3	3	3	4	3	3	3	3	4	33
19	Nike Amalia Putri	P	4	3	3	4	4	3	3	3	4	3	34
20	Nina Latifatus Sya'adah	P	4	3	4	4	4	3	4	2	3	3	34
21	Nisa Novayanti	P	3	3	4	4	4	4	3	3	3	4	35
22	Novembria Alvi R	P	3	3	3	3	4	3	2	2	3	3	29

23	Nuur Mar-Atush Sholihah	P	3	3	3	3	3	3	4	2	3	3	30
24	Pavita Alma Gustian	P	4	3	3	4	4	3	3	3	3	4	34
25	Rahillailia Khoirunnisa	P	4	3	3	2	3	4	3	2	4	3	31
26	Riska Disti Nuriyah	P	4	3	3	4	3	3	4	3	4	3	34
27	Rosa Mutiara Yulianti	P	2	3	3	2	3	3	3	1	1	2	23
28	Safira Febriyanti	P	4	3	3	3	3	3	2	3	3	3	30
29	Siti Faizatun Khurin	P	4	3	3	3	3	4	3	2	4	3	32
30	Siti Nur Haliza	P	4	4	4	3	4	4	3	4	4	4	38
31	Sofa Faizatin Nabila	P	4	3	3	3	4	4	4	3	4	3	35
32	Supratianna Rahayu	P	4	3	3	4	3	3	3	2	4	3	32
33	Thoriq Nadil Habibie	L	4	3	3	3	3	4	3	2	3	3	31
34	Wily Haris Sandy	P	3	3	3	3	3	4	3	2	3	3	30
35	Yanuar Kartiko R	L	4	3	3	4	4	3	3	3	3	3	33
36	Yunita Eka Susanti	P	4	3	3	4	3	4	3	4	4	4	36
37													
38	L = 13 P=23												
39													
40													
TOTAL			132	110	114	124	127	120	106	101	121	121	1176

Note :

Score 1 : Strongly Disagree

Score 2 : Disagree

Score 3 : Agree

Score 4 : Strongly agree

The formula are as follows:

The total score of respondents who answers the questions:

Lower Fence (B) = total number of respondents (N) x Lowest score (1) x items

Upper Fence (A) = total number of respondents (N) x High score (4) x items

After that:

$$\begin{aligned} \text{Range (n)} &= (A-B) \\ \text{Quartile I (Q1)} &= B + n/4 \\ \text{Quartile II (Q2)} &= B + n/2 \\ \text{Quartile III (Q3)} &= B + n3/4 \end{aligned}$$

Note:

$$\begin{aligned} B \text{ s/d } Q1 &= \text{strongly negative} \\ > Q1 \text{ up to } < Q2 &= \text{negative} \\ > Q2 \text{ up to } < Q3 &= \text{positive} \\ > Q3 &= \text{strongly positive} \end{aligned}$$

(Adopted from Atmodjo, 2006:41)

$$\text{Lower Fence (B)} = 36 \times 1 \times 10 = 360$$

$$\text{Upper Fence (A)} = 36 \times 4 \times 10 = 1140$$

After that:

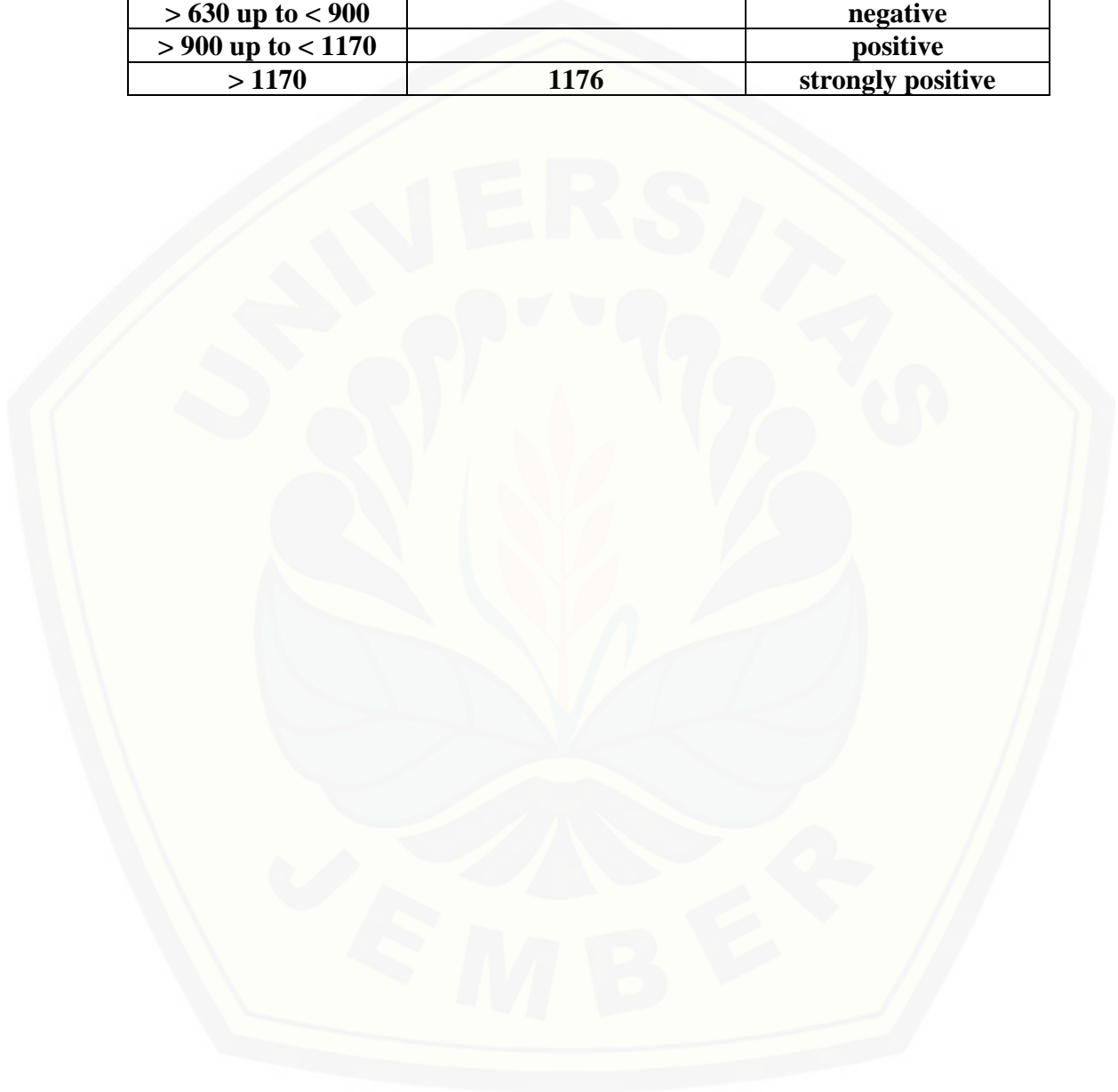
$$\begin{aligned} \text{Range (n)} &= (A-B) = (1140-360) = 1080 \\ \text{Quartile I (Q1)} &= B + n/4 = 360 + \frac{1080}{4} = 630 \\ \text{Quartile II (Q2)} &= B + n/2 = 360 + \frac{1080}{2} = 900 \\ \text{Quartile III (Q3)} &= B + n3/4 = 360 + \frac{1080}{4} \times 3 = 1170 \end{aligned}$$

Note:

$$\begin{aligned} 360 \text{ s/d } 630 &= \text{strongly negative} \\ > 630 \text{ up to } < 900 &= \text{negative} \\ > 900 \text{ up to } < 1170 &= \text{positive} \\ > 1170 &= \text{strongly positive} \end{aligned}$$

The results were on the table below;

Score Level	Students' Questionnaire score	Category
360 s/d 630		strongly negative
> 630 up to < 900		negative
> 900 up to < 1170		positive
> 1170	1176	strongly positive



Appendix 7

The Interview Results (Pre-Eliminary Study)

The Questions	The Answers
1. How do you teach writing especially in descriptive text in the class?	In teaching writing in the class, especially for descriptive text. I ask students to find certain picture dealing with the material and I ask them to find certain information dealing with the picture. Then, on the following week I explain what descriptive text is, includes the social function, language features, etc. After that, I ask the students to make a descriptive text dealing with picture they had chosen.
2. Have you ever given written feedback to the students in your teaching of writing descriptive text?	Yes, I have. Mostly, I give written feedback while the students' finished their tasks. While during the process, I just help them develop their paragraph and checking whether they already understand about this type of text or not.
3. Could you explain how do you give written feedback to your students?	I don't really understand about written feedback actually, but as I know I just use several codes, correcting their grammatical error, spelling and even I just underline the sentence which I don't really understand.
4. Do you think that written feedback is beneficial for students?	Yes, I do. It could help them revise their writing text. I think it would help them more aware of the same mistake in the future as well.

<p>5. What kind of written feedback do you usually use in teaching writing?</p>	<p>I don't know about kind of written feedback actually. But, as I explained you before, I just correcting students' mistake in content, grammatical errors, spelling, giving codes, or sometimes I just circle the mistakes.</p>
<p>6. Which one of the following feedback do you use most in teaching descriptive text writing? It is a content feedback or form feedback (direct and indirect)?</p>	<p>I often directly correct students' work in grammar. So it should be direct feedback on the students' form of the text.</p>
<p>7. Do you ask your students to revise their work after you had given your written feedback?</p>	<p>Yes I do, but the score I take is come from the first task. After all, I do not collect the second draft after it had given the written feedback. I just ask them revise it based on the mistake they had produced.</p>
<p>8. What are their perceptions toward the written feedback you had given?</p>	<p>I think so far is good. They are very helpful with the existence of written feedback in their descriptive writing text.</p>
<p>9. Is there any improvement on the students' descriptive text writing ability?</p>	<p>If it is helpful for them, I guess that by providing them with written feedback, it would make their writing ability improve, especially in descriptive text.</p>

The Interview Results (Post-Findings)

The Questions	The Answers
1. Based on the result of the written feedback you had given to the students, why was the portion of written feedback not equal on each type?	There is no exact pattern in giving this feedback. So, I give it naturally based on their mistakes. If each feedback hasn't the same portion, it means that the students' mistakes were various.
2. Why direct feedback as a breakdown of form/surface feedback has the highest percentage on students' writing results?	Perhaps because the students' mistake mostly in structure or grammar. Moreover, I think direct feedback is the easiest feedback I give to the students because it just correct their grammatical error or form of the text.
3. What was your consideration of giving direct written feedback rather than the other types of feedback?	I give written feedback based on the students' mistake and the students' need as well. That is my consideration.
4. Among the other written feedback, marginal feedback was the lowest written feedback you had given. Why was it so?	Sometimes I give underline to students' sentences because I do not really understand with the sentences. So I just underline it. In my opinion, this kind of feedback also do not help them so much since it doesn't provide them with clue or specific direction. After all, their level are still beginner, so it is difficult for them to locate their mistake if it is just in underlined sentences.

Appendix 8

The Pictures of Research Activities



Figure 1. The teaching and learning process of descriptive text in the class



Figure 2. The researcher while administering the questionnaire



Figure 3. The researcher is explaining the statements on the questionnaire

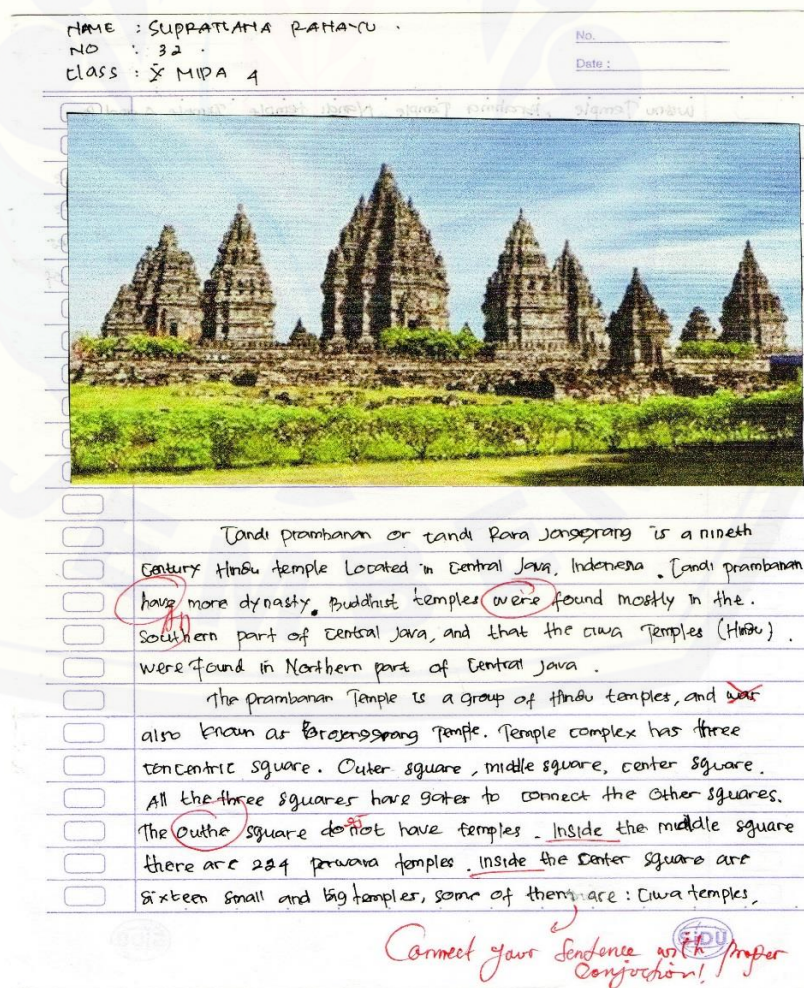


Figure 4. The example of the teacher's written feedback on student's writing

Appendix 9



PEMERINTAH PROPINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI AMBULU
Jln. Candradimuka No. 42 Ambulu – Jember 68172
Telp. (0336) 881260 Email : ambulu.sman@yahoo.co.id

SURAT KETERANGAN
No : 421.3/166/413.28/20523828/2017

Yang bertanda tangan di bawah ini :

Nama : **Drs. MOCHAMMAD IRFAN, M.Pd**
NIP : 19630407 199003 1 014
Pangkat/Golongan : Pembina Tk. I, IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri Ambulu - Jember


Menerangkan bahwa :

Nama : **DWI SANTOSO**
NIM : 130210401029
Fakultas/ Jurusan : FKIP/Pendidikan Bahasa Inggris
Jabatan : Mahasiswa Universitas Negeri Jember
Semester : 9 (sembilan)

Telah melaksanakan penelitian di SMA Negeri Ambulu, dengan judul “ Teacher’s Written Feedback On Students’ Descriptive Writing And Their Responds. ”

Demikian, keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ambulu, 19 September 2017
Kepala SMA Negeri Ambulu




Drs. MOCHAMMAD IRFAN, M.Pd
NIP. 19630407 199003 1 014

Figure 5. The Statement of Accomplishing the Research from the Principal of SMAN Ambulu