



**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**

**THESIS**

**Composed to fulfill one of the requirements to obtain S1 Degree at the English  
language Education Study Program, Language and Arts Education Department the  
Faculty of Teacher Training and Education  
Jember University**

**By**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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## **CONSULTANT'S APPROVAL**

**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**

### **THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree at the English  
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## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Sodikin and Jamilah;
2. My beloved brother and sister in law, Moh. Mustakim and Siti Fitriyah;
3. My beloved little brother, Moh. Fatkur Rizal;
4. All my beloved relatives;
5. All my friends in “Eregtus” thanks for the support.
6. My dearest friend, Nida Sofi Haiti

## MOTTO

Words - so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them.\*

(Nathaniel Hawthorne)

Writing is an exploration. You start from nothing and learn as you go.\*\*

(E. L. Doctorow)

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\*) Nathaniel Hawthorne. BrainyQuote. Available at: <http://www.brainyquote.com/quotes/quotes/n/nathanielh108644.html>. Retrieved on February 1<sup>st</sup>, 2012

\*\*\*) E. L. Doctorow. Available at: [http://thinkexist.com/quotation/writing\\_is\\_an\\_exploration-you\\_start\\_from\\_nothing/204627.html](http://thinkexist.com/quotation/writing_is_an_exploration-you_start_from_nothing/204627.html). Retrieved on February 1<sup>st</sup>, 2012

## SUMMARY

**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;** Eli Ermawati, 070210401101; 2012:52; English language education study program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Writing is one of the language skills which are important to be mastered by the students because through writing the students can show their ideas and information in English. In writing, the students are expected to write well not only on the structure or grammatically correct but also on the content which can help the reader to understand their writing. Therefore, the English teacher used feedback as the technique to correct the students' writing in order to help the students constructing a well-organized writing which was readable and understandable.

This research was conducted to investigate the 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. The research subjects on this research were the English teacher and the students in class 8A at SMPN 3 Kencong Jember in the 2011/2012 academic year. There were 33 students in class 8A which were considered as high achiever students.

The primary data of this research were collected from conducting observation, analyzing documents and administering questionnaire. The collected data from observation and documentation were to know the kinds of feedback used the English teacher in teaching writing. Meanwhile, the collected data from questionnaire were to know the response of the students toward the teacher's feedback given. Based on the observation conducted for three meetings, all feedback given by the teacher was in the form of individual conference feedback in which 52.9% were given in the first meeting and 47.1% were given in the third

meeting to each student. For the second meeting, there was no individual conference feedback but there was only a class discussion dealing with the topic.

Meanwhile, dealing with teacher's written feedback on the students' sheet, the calculation showed that 59.94% direct feedback was used by the teacher to correct the students' work which the details were 30.35% feedback on grammar, 15.48% feedback on vocabulary and 14.11% feedback on mechanics. Meanwhile, 38.39% indirect feedback by using underline (non-coded feedback) was given by the teacher and the specification of it was 26.10% feedback on grammar, 6.83% feedback on vocabulary and 5.46% feedback on mechanics. Besides, the total number of teacher's written comment was 1.67% in which 0.91% feedback was given on grammar and 0.76% feedback was given on content. From the data above, it indicated that the teacher used direct correction more than challenged the students to correct their mistakes by themselves.

In addition, the students' attitude toward the teacher's feedback was on the level of positive attitude in which based on Likert Summated Rating, the score of the students' questionnaire was 2048. This score was on the level  $> 1650$  up to  $< 2145$  ( $> Q2$  up to  $< Q3$ ) in which the category was positive. It means that the students thought that teacher's feedback was useful to help them to be better writers or the students could understand the feedback given by the teacher.



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First and foremost, I would like to express my greatest gratitude to Allah, for blessing me and giving me strength so I can finish my thesis 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”*.

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Education Department,
3. The Chairperson of the English Language Education Study Program,
4. My first consultant, Drs. Bambang Suharjito, M.Ed., and my second consultant, Drs. Annur Rofiq, M.A., M.Sc., for their guidance and valuable suggestions that led me compile and finish my thesis.
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9. My beloved friends in Erektus 2007 especially Sulanjari D.F, Efi Selvia K, Yunita Winda H and Sri Utami, thanks for your great supports

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, February 2012

Writer

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