IMPROVING STUUDENTS' WRITING ABIITY THROUGH ORAL FEEDBACK TO THE TENTH GRADE TKJ A STUDENTS OF SMK NURIS JEMBER

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Abstract

Writing is an essential means of clarifying our thoughts which is why delaying writing can become an obstacle to the development of understanding. Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the students. In facts developing the students' writing ability is not an easy job to do. Writing skill are more complex and difficult to teach, require and mater not only of grammatical and rhetorical devices but also conceptual and judgment.

In this research, the problem is "How can the oral feedback improve students' writing ability in descriptive text among the X grade TKJ A students of SMK Nurul Islam Jember in the 2015/2016 Academic Year. The research objective is intended "To improve students' writing ability in descriptive text by oral feedback among the X grade TKJ A students of SMK Nurul Islam Jember in the 2015/2016 Academic Year.

The design of the research is classroom action research. The research covered four stages of activities, they are planning of the action, implementing of the action, observing of the action, and reflecting of the action.The research subject is X grade TKJ A class because their writing score still low, which consist of 30 students and to obtain the research data instrument used test and observation.

The result of the score analysis, the percentage of students who score $\geq$75 was 67% in the first cycle. It means that the score of cycle one was not achieved the criteria of success. Therefore, it was necessary to continue the action into cycle two with some modification in implementing the action. The result of writing test in second cycle was 80% of the students could achieve the target score. It was not necessary to continue the action into next cycle because more than 75% students could achieve the target score. Finally,the use of oral feedback can improve students' writing ability among the X grade TKJ A students of SMK Nurul Islam Jember in the 2015/2016 Academic Year by making a simple descriptive text.

Key Words : Oral Feedback, Students Writing Ability.

1. Introduction

Writing is a tool of communication for individual or organization. Mastering English writing skill is important because a good writing can easily transfer writer's information,

idea or message. Writing can be a media or a learning tool because in writing students must use their knowledge of grammatical, idiom, and vocabulary. Teaching writing skills in schools have 2 important benefits. First, writing is a skill which can demonstrate the ability to use strategy such as planning, evaluating and revising. Second, writing can be a mean to extend and deepen students knowledge. Writing is a tool to learn a lesson. Many writers also presented that actually writing is difficult to be mastered, the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text (Richard and Renandya, 2002:303)

Based on *kurikulum tingkat satuan pendidikan* (2006:112)*"KD 1.3*Describing a things, people, characteristic, time, day, month, and year*"*. It means that the students are expected to express their idea to describe people, goods, time, months, years and etc into readable text or written form.

Based on preliminary study and observation at SMK Nuris Jember, it was found that the tenth grade TKJ A students of SMK Nuris Jember has low writing ability. It was proven that only 53% (16) of 30 students which got   75 which is the minimum score for all English skills set by teachers. This score is based on the score of general English from the teacher. There are no specific score for writing in there because the teacher only teach general English. When the tenth grade TKJ A students write some sentences there are many mistakes in vocabulary, mechanics, organization and grammar. They got difficulties when they asked to write paragraph. The observation was held with some activity such as interview the teacher and doing observation during the teaching and learning process in the class which is done by teacher.

According to English teacher of SMK Nuris Jember, the problem which is faced by students is aspect of writing that is grammar, vocabulary, mechanics, and organization. The students difficulties is caused because they lack of experiences to compose English writing. Thus, when the students write a text, they didn't know which one is correct and incorrect based on grammar because the students only asked to submit their writing and the teacher never give a feedback of students writing.

Based on the result from the preliminary study above, there is a method to solve the problem faced by tenth grade TKJ A students of SMK Nuris Jember that is teachers Oral Feedback. According to Riddell (2001) in Maolida (2013:117) teachers should focus their correction only on mistakes involving the target language, repeated common mistakes, and significant mistakes. Teachers should focuses on oral positive and corrective feedback used in the classroom interaction. Positive feedback confirms that a students' response is correct and it functions as affective support to maintain or improve the students motivation to learn. Negative feedback can mean signals that an error has occurred, and it is intentionally used to correct the students' error in writing.

2. **Methodology**
Purpose of the Research
In line with the problem of the research, the objectives of this research is to improve the students' writing ability of SMK Nuris Jember through Oral Feedback.

Research Hypothesis
Oral feedback can improve the tenth grade TKJ Astudents' writing ability at SMK Nuris Jember at 2015-2016 academic years.

Methods

The design of the research which is used in this research is classroom action research (CAR). The purpose of this kind of research is for improving the social and educational practices of teachers, students, school principal in educational situation, and the situations in which these practices are carried out. Classroom action research which stated by Kemmis and Mc Taggart (1988:68 in Arikunto 2010:137) have 4 phases in cycle of the research.

Suharsimi, (2010, p. 137)
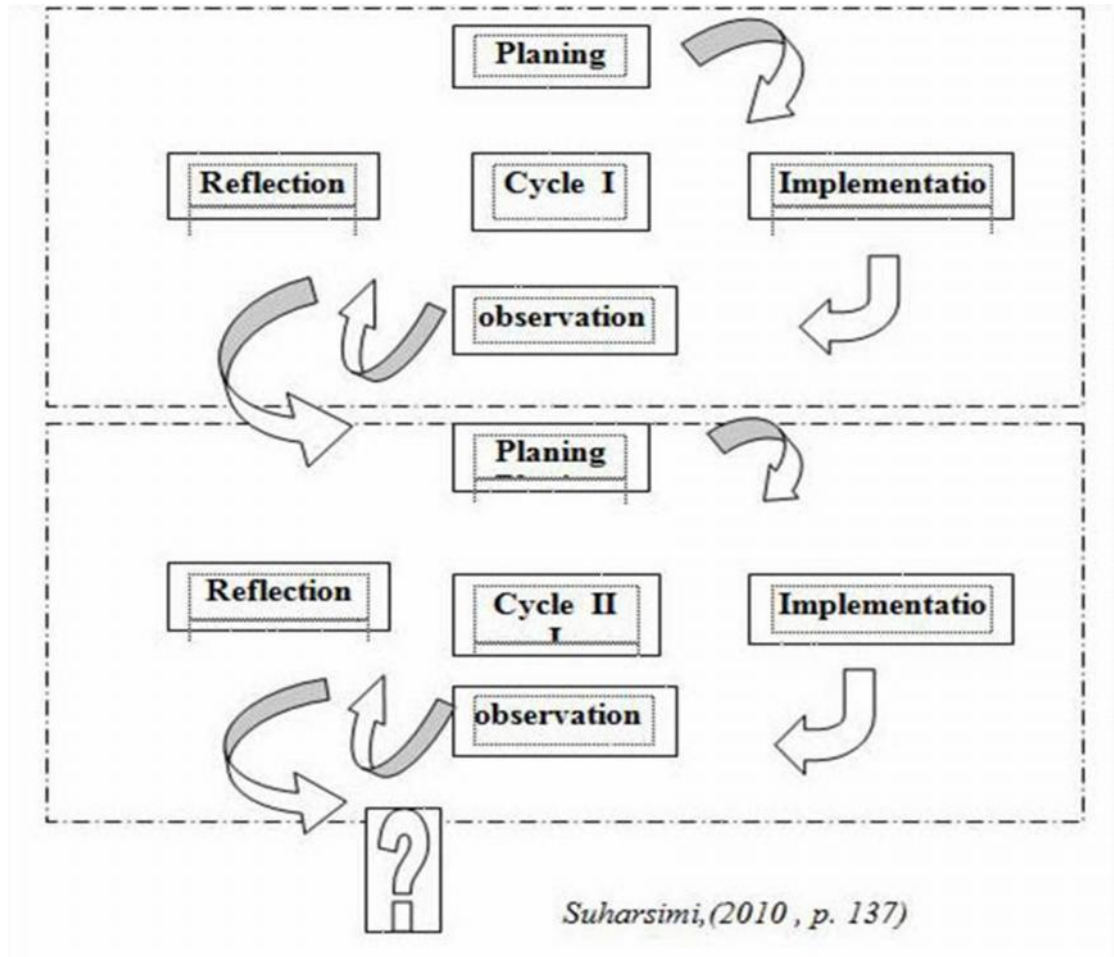
Participants

The population of this research is the tenth grade TKJ A students of SMK Nuris Jember which consists of 30 students. The subjects are taken by using *purposive sampling*.It means that the researcher selects a sample based on the prior information, which provide the data needs. In this case, the subjects are chosen based on the consideration that their writing ability needed to be improved based on the preliminary study.

Instruments of the Research

1. Test

Test is used as an instrument in this research. Ary (2010:201) states "Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be

assigned". The test used to collect the data consisted of 1items about composing descriptive text which consist 10 – 15 sentences.

There are some steps that used in developing the test as the instrument of this research, as follows :

1. Determine the aim of the test
2. Arrange the '*Blue Print'* of the test
3. Writing the items of the test
4. Doing the Try Out

   The try out conducted in SMK Berdikari Jember on 23rd of May, 2016. The respondents are the X KLM students which is consist of 27 students and the allocation of the test is 60 minutes. After doing the test in 60 minutes, the students / respondents have to submit their worksheet to collect the data for scoring and analyzing the items of the test.
5. Fix the test items
   a. The validity of the 1 items are valid. It is called valid because the test is suitable with the curriculum of vocational high school in content validity.
   b. The reliability of the test is reliable, because the result of reliability of the test is 0,81. It's mean that the test has a "high" reliability.

2. Observation Checklist

Observation is used to get the data of the students' activities in doing the learning process of writing by giving oral feedback. The observation uses a checklist paper as the instrument to record the students' activities in the teaching and learning process. The students are considered as passive participants if they fulfill less than three indicators of the four indicators. Moreover, this research is considered successful if 75% of the students are active. The aspects that are observed are as follows.

1. The students pay attention during the lesson

2. The students asking questions related to the topic

3. The students respond to the teacher question

4. The students doing the task given by the teacher

3. Findings

The Results of Observation Checklist and Test in Cycle 1

Observation Checklist

Meeting	Active	Passive
Meeting 1	(13/30) X 100% = 43.33%	(17/30) X 100% = 57%
Meeting 2	(16/30) X 100% = 53%	(14/30) X 100% = 46.66%
Total	96.33	103.66
Average	48.16	51.83

Test

	75		75	
Percentage	10/30	33%	20/30	67%

According to the test score, the criteria of success which has been determined hasn't been fulfilled that is 75% of the students achieve score 75. So, the research is continue to the second Cycle.

The Results of Observation Checklist and Test in Cycle 2

Meeting	Active	Passive
Meeting 2	(23/30) X 100% = 76.66%	(7/30) X 100% = 23.33%
Total	146.66	53.33
Average	73.33	26.66

Test

	75		75	
Percentage	6/30	20%	24/30	80%

According to data from cycle 2, the criteria of success has been achieved. So, the cycle stop in cycle 2.

4. **Discussion**

From the students' assignment and test mean score, it can be seen that the percentage of students achievement before the students have been taught by using oral feedback was 53% and 60% in the second assigments, while the percentage of students achievement in test after oral feedback has been implemented was 67%. In other hand, the observation also shown the students' active participation in the teaching learning process before and after oral feedback has been implemented. The percentage of the students' active participation in the first meeting was 43.33% and in the second meeting when written feedback has been being implemented the percentage of the students' active participation was 53%. it can be known that the research is need to continuo into cycle 2 because the target score has not been fullfiled. However, in the cycle 2 there is significant improvement because it covers all the weakness of the cycle 1 and data shown that in the first meeting the percentage of students achievements is 73.3% before feedback is given and percentage of students achievement in the test is 80%. The activity in the class also increase significantly that is 70% active students in first meeting and 76.66% active students in the class.

5. **Conclussion**

Based on the results of the writing test that was done in cycle 2, it can be concluded that oral feedback could improve students' writing ability among the X grade TKJ A students of SMK Nurul Islam Jember in the 2015/2016 academic year. To improve students' writing ability, it needs teacher feedback. Feedback is an essential component of any English language writing course. Oral feedback in the classroom is modifying the activity in teaching and learning writing process. The process is checking some errors on the students' writing in the aspect of grammar, vocabulary, mechanics, organization. This method also gave revision on students' writing descriptive text by giving a feedback orally in the aspect of grammar, vocabulary, mechanics, and organization. Thus, by giving oral feedback the students able to know the mistake in their writing and able to revise their writing. Then it will motivate and attract the students' attention and encourage them to concentrate on the students' writing.

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