

IMPROVING WRITING ABILITY  
USING TEACHER WRITTEN FEEDBACK TECHNIQUE

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**Abstract**

Writing is one of the language skills that must be mastered by the students. Related to condition and situation in tenth grade students, there are some students who get difficult in generating their ideas, organizing the paragraph, grammatical use and also difficult to explore their ideas in writing recount text. Considering that problem, teaching recount text writing was applied using teacher written feedback technique to improve the students' recount text writing ability.

The problem in this research is "How can Teacher Written Feedback improve students writing ability at SMA Muhammadiyah 3 Jember in 2016/2017 academic year?" The purpose of this study is to know how teacher written feedback is able to improve the X IPA grade student's writing recount text ability.

The kind of this research is classroom action research which done in a cycle. The participants that the researcher used are 33 students of X IPA. In collecting the data, the researcher used writing test and observation using checklist. Furthermore, the researcher used mean formula to know the result analysis of student's test score.

Based on the result, the mean score was proven from 65.51 in preliminary study, 78.4 in the writing assignment to 80.58 in test. It can be conclude that teacher written feedback technique improve tenth grade students' writing ability at SMA Muhammadiyah 3 Jember in 2016/2017 academic year by giving correction symbols and written comment.

**Key words:** Students' recount text writing ability and Teacher Written Feedback

## **INTRODUCTION**

Writing is an activity of using the language to express the ideas, feelings, and opinions in the form of writing. Writing is used for a wide variety of purpose it is produced in many different forms (Harmer, 2004: 4). It can be said writing can be used by people on purpose to deliver the ideas besides another productive skill, speaking. Through writing, people can share everything without being afraid as speaking in front of the other people.

Based on curriculum 2013, the teaching learning process was centered on the students, a teacher was a facilitator. The students usually get difficulty in starting their writing. They have some difficulties in organizing the paragraph and grammatical use. Almost all the students have difficulties in explore their idea to write a paragraph. There are many mistakes in their writing in grammar, diction and also lack vocabulary. Based on the problem above, the researcher offered a suitable solution to overcome the problem. The researcher tried to use Teacher Written Feedback Technique to give their motivation and direction to develop their writing. This technique provides students with the opportunities to be able to develop their motivation in exploring their ideas in making paragraph and can help student to planning their paragraph and revising their draft become good paragraph.

To overcome the students' problem in writing and to improve their ability in it, providing feedback on students' writing is essential. Peterson (2010:1) stated that given that teachers spend a great deal of time providing written feedback to students, it is important that the feedback have a greater influence on students writing development. In the students' writing process, feedback from the teacher can help students to rethink errors they have made. Feedback also makes students aware on what and where the incorrect part they made in their draft. Thus, it will encourage them to correct their errors by themselves where it has been given symbols and comment on what kinds of error they made.

There are some advantages of using teacher written feedback technique such as the students to do more of their work. In addition Keh (1990:303) states that written feedback is useful for pointing out specific problems for explaining the reason for them and for making suggestion. Besides that, there are some disadvantages; According to Hyland (2003:178) Commenting on student essays might just be an exercise in futility. Either students do not read the comments or they read them and do not attempt to implement suggestions and correct errors.

Based on the above explanation, the researcher wants to make action research to know how Teacher Written Feedback Technique can improve students' writing ability. In this research, as informed by the English teacher and after conducted writing test in the preliminary study, the tenth grade of IPA3 chosen based on some considerations students still had problems in writing ability and Teacher Written Feedback had never been applied by the English teacher in teaching writing. So, the research conducts an action research with the title "Improving students' writing ability by using Teacher Written Feedback Technique at SMA Muhammadiyah3 Jember in 2016/2017 academic year".

## **RESEARCH METHOD**

In this thesis, kind of research uses a Classroom Action Research, because this research is intended to improve the students' writing ability during the teaching learning process. Ary (2010: 514) states action research is a process to improve education by incorporating change and involves educators working together to improve their own practice. He also mentioned the purpose of Classroom Action Research can help us to find solutions to the problems we are having in the classroom, and it is hoped able to improve students' achievement.

## **RESULT AND DISCUSSION**

### **RESULT**

After conducting two meetings teaching writing through teacher written feedback, the researcher gave a test to measure the students writing recount text after implementing the action by teacher written feedback technique on the students' improvement in writing ability. It was proven in the students' assignment average score, it was show 78.4, and while the writing test average scores after teacher written feedback has been implement was 80.58. While the average score of preliminary study was 65. After implement this technique, there were improvements in each aspect. For the easier one, that was content. It can improved because the researcher gave written comment in their task, such as the way to starting their writing, some suggestion in exploring the paragraph, how to organize and explore their ideas to be better. And for the harder aspects, that was language use. It can improved because the researcher was drill them with exercises after discussing the example of recount text and the researcher gave them correction symbols in each error in their writing.

### **DISCUSSION**

Knowing about the problems and the difficulties of students have, the researcher have to know what technique which can be used to solve it. After finding the specific problems of the students which were stated in the background of this research, the researcher decided to use teacher written feedback technique as the best technique to improve students' writing. Peterson (2010:1) stated that given that teachers spend a great deal of time providing written feedback to students, it is important that the feedback have a greater influence on students writing development.

In fact, in the first meeting the researcher explained about recount text, the generic structures and grammatical features of recount text. Before doing the discussion, the researcher gave the students some examples of recount text. Then, they discussed together about the generic structures and grammatical features of recount text to give feedback from the teacher based on the example. The students can followed the discussion, but some student just kept silent and just paid attention. After discussed the material, the researcher asked the student to make a recount text with topic memorable experience and asked them to submit their task to give correction symbols and written comment. Because according to Hyland (2003:177) Writers typically intend their texts to be read, and in the classroom feedback from

readers provides opportunities for them to see how others respond to their work and to learn from these responses.

The second meeting, the researcher explained about simple past tense, the formula of verbal and nominal sentences (positive, negative and interrogative sentences). Then, the researcher gives back the students task that have been given correction symbols and written comment. In the students' task, the researcher has been giving the correction symbols and also the meaning of those symbols. They were very excited when they got their papers back. They directly revise their writing based on the correction symbols and written comment. The third meeting, the researcher reviewed the materials that have been learned in the first and second meeting briefly, and give them writing test with the topic Holiday and School Experience. They can choose one topic and make paragraph that consist of the generic structure of recount text at least 15-25 sentences. The test was done in 60 minutes.

After implementing the actions in a cycle, that was teaching writing by using teacher written feedback technique, it could be said that the use of teacher written feedback technique was able to improve the students' writing ability. In other word the action was stopped and it was not necessary to continue the action into the next cycle because the average of the students' scores more than 70.

From the writings' assignment of the students, it can be seen that they still make some errors in constructing a recount text, such as in generating ideas, grammar, the diction and mechanic. From the students' errors, the researcher gave written feedback in the form of correction symbols and written comment. Harmer (2004:113) says, in such circumstances, it is always a good idea to write down what we think is good in the students' work. By giving that technique, the students were able to rethink their errors that they have been made and revise by themselves based on the correction symbols and written comment.

The percentage of students' activeness between first and second meeting was improved. The improvement of the students' active participation in the first meeting was 45.45%. They were afraid to share their idea, ask question, answer question, and make noise. But in the second meeting, when the researcher has been implement the teacher written feedback technique, the percentage of the students' active participation was 70%. They gave responses, ideas, or answers related to the topic and discuss with the researcher if they still did not understand.

Moreover, from the discussion above, it can be concluded that teaching writing by using teacher written feedback technique is worthy to be applied in improving the students' writing ability by giving corrections symbols and written comments to their writing error for then revised by the students themselves. It also can make the students feel challenging and make them more active. This research could be said successful because could improve students' writing ability at SMA Muhammadiyah 3 Jember.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

Based on the result from in the previous chapters, the researcher concludes that the implementation of teacher written feedback technique has improved the students' writing ability at XIPA3 grade student of SMA Muhammadiyah 3 Jember in 2016/2017 academic year. This technique worked by providing a certain correction symbols and giving some written comments (advises, suggestion, praise and questions) in students' paper. It's helped the students in solving their difficulty in starting and generating ideas, finding the error they made in their writing, analyzing those errors and correcting their error. This technique is also able to motivate the students by giving correction using correction symbols on students work.

### **SUGGESTION**

The suggestions based on the discussion above are divided in to three: for the English teacher, the students and the other researcher. In order to solve the students' problem in generating ideas, providing the vocabulary, avoiding the same errors of their future writing in structure of the sentences, the English teacher is suggested to apply teacher written feedback technique which is introduced in this study.

The students is suggested to use teacher written feedback as a technique to improve their writing since it was proven by this research that valuable feedback can improve the students writing ability by giving corrections symbols and written comment to the students' paper.

For future researcher who has the same problems with the teaching writing are suggested to conduct a classroom action research concerning the application of the teacher written feedback to improve the students' ability in writing. In addition, it is suggested for another researcher to apply the teacher written feedback on the other genres of different kind of texts, such as descriptive, narrative, analytical exposition, etc.

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