

**THE EFFECT OF GIVING CONFERENCE FEEDBACK  
ON THE TENTH GRADE STUDENTS' DESCRIPTIVE TEXT  
WRITING ACHIEVEMENT AT MAN 3 JEMBER**

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**Abstract**

Feedback as a writing product is very important to help students get better knowledge and skill acquisition because through the information given by the teacher, students can learn more from the weaknesses they have made so that they can be better on the next task and on their writing skill. This study conducted to see the significant effect of feedback on the tenth grade student of MAN 3 Jember by using conference feedback and written feedback. The subject of this research is the students of tenth grade of MAN 3 Jember which consist of 29 students. This research applied a quasi-experimental design and quantitative research method. The instrument used in this research was a tests (pre-test and post-test) The research finding of the last result showed that significance value or the Sig. (2-tailed) from the calculation is lower than t table at significance level 5%. Which its significance 5%. Sig. (2-tailed)  $0,00 < 0,05$ . in addition, the result of research showed that the students more motivated in learning english, especially for writing subject. Based on the result above, it can be concluded that conference feedback can be used in teaching writing descriptive text. The result of this research shows that students' writing on descriptive text who use conference feedback better performance than those who do written feedback only without give correction orally

**Keyword** : Writing achievement, descriptive text, conference feedback

**1. Introduction**

Writing a descriptive text has characteristic dealing with social function, generic structure and language features. Descriptive text draws a picture in word so that readers can catch about object described in their mind. Furthermore, the students were unable to identify and describe the objects in organizing ideas components (Boardman, 2008). Briefly, it can be said that descriptive text was a text which was used to draw the detail of certain object in written form.

Writing achievement deals with the students' ability in expressing their ideas using numbers, words, and sentences in written form which is measured by using a writing achievement test. According to McMillan (1992), students' achievement is their understanding, knowledge, and skill related to their educational experiences. From previous research, it was found that the students faced some difficulties in organizing ideas and developing ideas. Some of the students were unable to develop the ideas well. Hence, teacher and learner need more effort in organizing ideas in teaching writing.

Feedback as the response given by the teacher to the students' writing work. Feedback is actions taken by the external agent to provide information regarding some aspects of one's task performance. So the teacher was the one who gave feedback to give more information on the students' composition (Klugger and DeNise, 1996). Further, according to Moreno (2004), feedback as a writing product is very important to help students get better knowledge and skill acquisition because through the information given by the teacher, students can learn more from the weaknesses they have made so that they can be better on the next task and on their writing skill. Feedback as a process through which learners make sense of information from various sources and use it to enhance their work of learning strategies. It was given after the students submitted their descriptive writing result.

Teacher gives conference feedback on the students' descriptive text writing in order to give information about their writing quality. There are several advantages of conference feedback, they are as follows : Firstly, it helps teachers can directly point out the error, explain the reason and give suggestion so that it can avoid the student's confusion. Secondly, it facilitates the students to be more responsible on their writing because students are required their descriptive text after being corrected by teacher. Thirdly, it takes the students away from unpleasant comments, it is caused by the feedback which is given in the form of correcting the error and showing the correct form without any subjective comment(Keh, 1990). Further, it took the students away from confusion and time consuming because they did not need to find the correct form by themselves while they already accepted the correction. Next, it made the students responsible on their work because they were required to do revising. Besides, the students also got more information related to grammar, vocabularies, mechanics, content, and organization. The last, it could gave the students an experience of being corrected based on five aspect of writing directly in the class so that they could use it in the further writing practices.

Based on the observation conducted by researcher, Students in MAN 3 Jember especially in tenth grade could follow the teaching of writing and learning process. Unfortunately, their achievement were not fully satisfied. they were not success to composed a good writing descriptive text. The first problem is dealing with developing ideas. They confessed that they familiar with the topic. They already

wrote the object. However, in their writing result there were only a small number of ideas presented. They were able to compose a good topic sentence. However, they were unable to develop it into a good paragraph. It also found that some students were not have a paragraph unity, A good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends (Bannet and Marcia, 1990).

To have a paragraph unity a student has to support the ideas into the sentences. For example in the first test, there are found some uninformative text. So, the readers could not catch the idea of the writing text. The students admit that this problems due to the difficulties of transforming the ideas from the mind into written text. Besides, it was also found that giving conference feedback on the students' writing work had never been applied before. The teacher only gave score and little bit writing correction on the paper which was given back to the students in the next meeting. In other words, the students did not get much and complete information about their work. It made them did not know about their strengths and weaknesses on their writing ability. Therefore, the researcher want to know the effect of using conference feedback entitled "The Effect Of Giving Conference Feedback On The Tenth Grade Students' Descriptive Text Writing Achievement at MAN 3 Jember".

## 2. Method

The data collection technique used in this study is a measurement technique. The data collection used a measuring instrument intended so that data can be obtained objectively because the surrender of the measuring authority to the measuring instrument closes the opportunity for the researcher to enter his subjectivity. Measuring is the activity of comparing something measured by its measuring instrument".

In accordance with the data collection techniques above, the data collection instrument used in this study are as follows Test of learning outcomes. Test as an instrument of data collection is a series of questions /exercises that are used to measure knowledge, intelligence, abilities or talents possessed by individuals / groups. A test is commonly defined as a tool that is used to obtain specific data about trait or characteristic of an individual or group. (Tests are usually interpreted as a tool or instrument of measurement used to obtain data about a specific characteristic or characteristic of an individual group).

The procedure of this test is, researcher will give ask to make a Descriptive Text. Determining two classes as the experimental and the control group. Treatment to the experimental group by giving Conference feedback on the students' descriptive text writing while the control group was not. Giving pre-test and post-test to both experimental and control groups with the same test and the same scoring system based on the scoring rubric criteria. In this research, the aspects of writing that was evaluated are Grammar, Vocabulary, Mechanics, Content, Organization.

In this research the researchers used the T test to compare the two groups' averages obtained from the Quasi Experimental study, with interval-scale data. The steps for carrying out the T test of two groups of subjects are as follows:

- a. Perform a power normality test
- b. Perform homogeneity test
- c. Look for a combined standard deviation
- d. Look for a combined deviation

### 3. Findings and Discussion

**Table 1. Test of normality**

CLASS		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
RESULT OF DESCRIPTIVE TEXT TASK	CONTROL CLASS	.157	27	.085	.952	27	.243
	EXPERIMENTAL CLASS	.117	29	.200*	.946	29	.147

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the normality of test table, it can be concluded that the post-test result data for both groups are normally distributed because the significance value is 0,147 for experimental class and 0,243 for control class. Thus, the normality test results meet the criteria, namely the Sig. Or the significance or probability value of  $0,243 > 0,05$  and  $0,147 > 0,05$ , then  $H_0$  is accepted and  $H_a$  is rejected, so it's mean that the data is normally distributed.

**Tabel 2. Test of Homogeneity**

#### Test of Homogeneity of Variances

RESULT OF DESCRIPTIVE TEXT TASK

Levene Statistic	df1	df2	Sig.
.034	1	54	.853

The table above, it shows that the sig value is greater than 0.05 so that the null hypothesis is accepted. So it can be concluded that the post-test data from the experimental class and the control class have a homogeneous variance.

Table 3. The Result of Independent T Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
RESULT OF DESCRIPTIVE TEXT TASK	,034	,853	-3,882	54	,000	-8,7816	2,2620	-13,3166	4,2466
			-3,885	53,842	,000	-8,7816	2,2604	-13,3138	4,2494

According to the Independent T Test Table, it was known that the Sig. (2-tailed) is 0.00. it shows that the significance value or Sig (2-tailed) < 0.05 so that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that "There is a significant effect of conference feedback on tenth grade student writing achievement at MAN 3 Jember 2019/2020 academic year". It can be concluded that this research can test the truth of the hypothesis, that is, there is a significant effect of conference feedback.

The results of research indicated that there is a significant effect of Conference Feedback at MAN 3 Jember 2019/2020 academic year. It known by the results of the analysis and testing. Hypothesis testing is carried out using the Independent Sample T Test in which the Sig (2-tailed) value is 0.00. These data indicate that the significance value or Sig. (2-tailed) < 0.05, so the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is a significant effect of conference feedback on tenth grade student writing achievement at MAN 3 Jember 2019/2020 academic year.

The Independent T above do not accordance with the results of research conducted by Erlinae Hartatie in 2016 entitled "The Feedback Towards Students'

effectiveness of Teacher's Ability in Writing Recount Text At SMAN 1 Katingan Tengah". The results indicate that teacher's written feedback only is effectively used in writing recount text so that it can increase the score of writing recount text. It known from value of  $t$  observed = 6.443 is higher than the  $t$  table = 2.03 with the 5% significant level. The result state that the use of teacher's feedback has a significant effect on writing recount text results.

Another research was done by Fitri Sakhiana with the title The effect of giving written feedback on the thenth grade students' descriptive text writing achievement at SMA Plus Darul Hikmah in the 2015/2016 Academic Year. This research was used a quasi experimental nonequivalent pretest posttest design research. The samples from experiment and control class were analysed by SPSS computer program with significance value was 0.001 which was lower than 0.05 and it's means there are significant effect of giving written feedback on the tenth grade student's descriptive text writing achievement.

Another experimental was done by Silvina (2013) who investigated "the effect of giving conference and written feedback on the tenth grade students' recount text writing achievement at SMA Muhammadiyah 3 jember. The result showed that the use of both types of feedback gave significant effect on the students' recount text writing achievement.

Other research accordance with the research above. Were referred to in a thesis made by M Tolkhah Adityas in 2008 in a study entitled "The Effect of Teacher's Feedback In Speaking Class On Students' learning Experience". It found out that all students actually needed teacher's feedback, even thought it is undeniable that students had different attribute to forward it as the result.

Other Journal by Imroatus solikhah with the title Oral corrective Feedback in speaking class of English Department IAIN Surakarta, The objective of this study is to see kinds of corrective feedbacks used by English lecturer in speaking class. The research used classroom based observation as the design, assigning 30 students and one speaking lecturer in English Department University of Bantara (UNIVET) Sukoharjo. Data were collected using observation and interview. The study revealed that teacher's corrective feedback is one factor that influences the progress of students in learning English. It did not bother the students in building a communication. The evidence showed that that the teacher applied recasts, explicit correction, and clarification requests. Recasts was dominated the type of corrective feedback used by the teacher because it did not make the students confused. Three criteria of effective corrective feedback occurred in correction given by the teacher. He was consistent in treating the errors, gave correction without breaking the flow of the communication, and did not ridicule the students in giving correction. They

hope that in English class with the English teacher of class X. more feedback will be obtained after receiving descriptive text assignments and other assignments.

Based on Some of the thesis and Journal above, There is a significant effect of conference feedback also supported by theories from several expert, Feedback is the response given by people towards something which has been done by other people. It can be given to all aspects that need a response. As reported by Keh, C. L. Feedback can be defined as an input given by reader to a writer's writing to give information which is used for revision. Researcher given feedback depends on error in descriptive text result. It reinforced theory by Muncle feedbacks can be given in many forms including questions, error corrections, praises, and so on. Teachers are the expert and evaluator who have more power on deciding whether students' works need feedback or not. If the errors had never been corrected, the students would never learned because they did not know whether their work was right or wrong. On the same side, hayland says thar writer basically needs their writing to be read and given feedback so that she can learn more from the responses given.

There are some benefits of giving conference as feedback on the students writing by Keh (1990:298) the first is that the interaction between the teacher and the students are more a live. The second is that the teacher is able to ask for clarification, check the comprehensibility of oral comments made. The thirds is that the teacher can assist the students in decision making. Simply it can be said that feedback is crucial which can help the students to acquire their writing skill better because they know the correct form of the mistakes they have made.

The conversation results obtained in the class when the research process was running also in line with the theory above. The conversations did with students in the control class and the experimental class. Class X IPA 1 were given conference feedback treatment in their descriptive text result. Afita Dwi Puspitasari Reveals "Usually if there is a task to make a text we are only given a score without knowing where our mistakes are, because what is shown on the paper is only the grade given by the teacher, without explaining my mistakes orally" according to Gunawan from X IPA 1 "when the researcher gave conference feedback, I could ask where my mistake was. and know how I have to fix it, and I can ask directly the part that I do not understand. Afita and Gunawan are 2 student who give assumptions that closely same with their classmates. They hope that in English class with the English teacher of class X. more feedback will be obtained after receiving other descriptive text taks and other assignments.

From the discussion above, it can be concluded that conference feedback can help teachers to communicate more in two ways with students in order to deepen students' knowledge about writing in English, especially in descriptive text. The interaction between teachers and students will also improve With the



conference feedback, students can better find out where their writing errors and immediately correct it for better descriptive text result. If teachers often take the time to provide feedback on students' writing results, it expected that the students get best descriptive text results and other texts.

#### **4. Conclusion and suggestion**

##### **A. Conclusion**

Based on the results of analysis conducted, it could be concluded that "There is a significant effect of Conference Feedback on tenth grade students' writing achievement at MAN 3 Jember 2019/2020 academic year".

According to the Independent T Test Table, it was known that the Sig. (2-tailed) < 0.05 so that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that "There is a significant effect of evaluative feedback on tenth grade student writing achievement at MAN 3 Jember 2019/2020 academic year". It can be concluded that this research can test the truth of the hypothesis, that is, there is a significant effect of evaluative feedback.

It can be concluded that Conference Feedback can help teachers to communicate more in two ways with students in order to deepen students' knowledge about writing in English, especially in descriptive text. The interaction between teachers and students will also improve. With the Conference feedback, students can better find out where their writing errors and immediately correct it for better descriptive text result. If teachers often take the time to provide feedback on students' writing results, it expected that the students get best descriptive text results and other texts.

##### **B. Suggestion**

After conducting research at MAN 03 Jember there were some points, these points could be used as suggestions for subsequent research, some suggestions were put forward as follows:

1. For School

School was a place that would be the center of all activities in the area. Especially for English subject, language laboratory must be improved for better quality.

2. For Teacher

The teacher was the leader in the class in this case doing learning activities. Teachers in implementing learning could at least understand the characteristics of each student and class management properly.

3. For the other researchers

4. the researcher suggested to them who were interested in making the same research, in order to choose the better technique than the technique which used in this research. They also could use this research as reference in doing related research in another object.

5.

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