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ESSENTIAL TEACHER'S FEEDBACK IN READING NARRATIVE TEXT

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Abstract

A crucial part of the learning process is feedback (Harmer, 2007:137). Teacher's feedback is a teacher's response to the results of students work which is done after the assessment or evaluation process. During the English learning process in eighth grade class of SMP Islam Mu'awanah Al-Hasyimiyah, especially in reading skills, the students have some problems in reading comprehension. The main objective of the research is to elaborate the implementation of teacher's feedback to improve the student's reading skill in narrative text. The result of the test showed that there is an improvement of the student's achievement in reading skill after the students got teacher's feedback. In addition, based on the questioner and observation, the students' response to the teaching and learning process also supported the improvement.

Keyword: *Teacher's feedback, Reading Skill, Narrative text*

Abstrak

Bagian yang krusial dalam proses pembelajaran merupakan umpan balik (Harmer, 2007:137). Umpan balik guru merupakan tanggapan atas hasil pekerjaan peserta didik yang dilakukan setelah proses pencapaian atau evaluasi. Selama proses pembelajaran Bahasa Inggris di kelas VII SMP Islam Mu'awanah Al-Hasyimiyah, terutama untuk ketrampilan membaca, sebagian peserta didik bermasalah dalam pemahaman bacaan. Tujuan utama dari penelitian ini adalah mengelaborasi penerapan umpan balik guru untuk meningkatkan kemampuan peserta didik dalam membaca teks naratif. Hasil tes menunjukkan bahwa terdapat peningkatan capaian peserta didik dalam kemampuan membaca setelah mereka mendapatkan umpan balik guru. Selanjutnya, berdasarkan kuesioner dan



observasi, respon peserta didik terhadap proses belajar mengajar juga mendukung peningkatan tersebut.

Kata kunci: umpan balik guru, kemampuan membaca, teks naratif

Introduction

Feedback is instructionally crucial since it is prominent on the students' learning achievement (Sendziuk, 2010; Carles, Salter, Yang & Lam, 2011; Nakata, 2015). By feedback, learning objective can be achieved. The essential role of feedback is supported by its function as both inform the students' performance that extent learning objective and encouraging as well as strengthen their learning behavior (Nelson & Schunn, 2009).

The significance of feedback is confirmed that Sutanto (2015) remarks feedback as the soul of learning experience in thesis writing. The role also makes feedback provision has been practiced in different practice such as teacher feedback (Ferris, 2014; Mahfoodh, 2016). In other words, teacher's feedback has fundamental role in realizing learning objective.

Teacher's feedback is a teacher's response to the results of students work. It is done after the assessment or evaluation process. It is an important aspect in the teaching and learning process. In other words, feedback is a crucial part of the learning process (Harmer, 2007: 137). Thus, teacher needs to give feedback in teaching-learning process. By the feedback, teacher can help students' achievement.

Teacher's feedback could help students improve their achievement. By teacher's feedback, the students could learn from the error or mistakes they made before, and make it to improve their learning achievement. It is in accordance to Brookhart (2008:2) that feedback help the students learn how to formulate new goals for themselves and action plans that will lead to the achievement of those goals.

Since teacher's feedback is the crucial part of the teaching and learning process and its benefit to the student's achievement, it can be applied to help the students mastering the language skills. It is consist of listening, speaking, reading, and writing skill. From those skills, some of people believed that reading skill is the most important skill. It trains the thinking skills, improves understanding, and increases insight and science.

Reading is a fluent process of the readers combining information from a text and their own background knowledge to build meaning (Nunan, 1998). It means that the readers, in this case is students, could get meaning of a text easily if they have good comprehension on a text as their background knowledge. Then, the students would get so many experiences and knowledge from the text they read. In conclusion, students' problem in comprehending a text is decisive consideration.

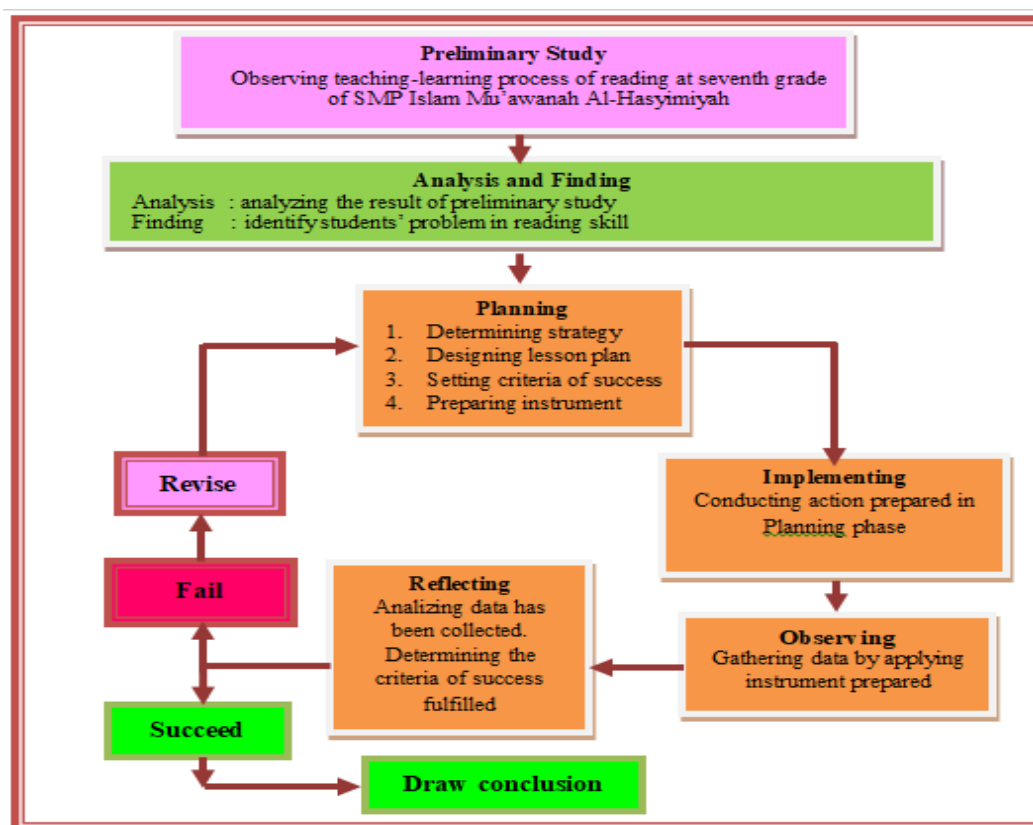
Based on the result of teacher's interview and student's questioner in preliminary study, most of the students assume that reading is a boring activity and it is difficult to comprehend a text, especially an English narrative text. Some of them are unable to comprehend the reading text in almost the whole text types given to them. They cannot recognize the communicative function of the text, cannot define unfamiliar words, and do not know how to find the main idea of the paragraph. The most vigorous problem is that they cannot find the moral value of the narrative text. Based on the problem, teacher's feedback is promoted to improve the student's reading skill in narrative text.

Research Method

The research design of this study is Classroom Action Research (CAR) which is aimed to describe the implementation of teacher's feedback to improve the student's reading skill in narrative text. According to Lathief (2013:147), Classroom Action Research is done by the teachers in their own class to solve their classroom problems or improve the quality of their classroom practices to result in better English achievement of their students.

The implementation of CAR was done by using Kemmis and Mc Taggart's procedure. Based on Kemmis and Mc Taggart (cited in Koshy, 2007), the procedure of this research included planning the action, implementing the action, observing, and reflecting (See figure 1).

Figure 1 Procedure of CAR



Planning

Planning was done after discovering the students' problem in preliminary study. The researchers then set ideas on learning activities by applying teacher's feedback, instruments of the research, and criteria of success. The learning activities were expressed in lesson plan. The accomplishment of criteria of success is based on the percentage of students' activities. The percentage of students' activities can be seen in table 1 below.

Table 1 Achievement of criteria of success

No	Activity	Cycle 1					
		Meeting 1		Meeting 2		Meeting 3	
		Std	%	Std	%	Std	%
1	Respond						
2	Question						
3	Read						
4	Enthusiastic						
5	Reflected						
Total Average							

Table 1 above is used after a half of the students grasp minimum criteria of achievement. It is recycled to confirm the authenticity of teacher's feedback by considering students' activities.

Implementing

After preparing instruments of the research, the next step was employing ideas have been planned on the previous step in order to achieve the criteria of success—50% of the students reach minimum criteria of achievement that the students' average score approximate 70. When the students who reach minimum criteria of achievement are less than 50%, revision will be done to be applied in the next cycle.

The fulfilness of criteria of success is also authenticated by applying teacher's feedback. The implementation of teacher's feedback is corroborated based on the students' activity during the class. The students' activities involve respond, question, read, enthusiastic, and reflected. Although the students' average score has stretched 70, the classroom action research is considered fail when the percentage of students' activities does not reach 80%. It means, revision will be done to reach both percentage of students' minimum criteria of achievement and activities, not merely one of them.

Observing

The result of the implementation was then observed to know the appropriateness of the action and measure the criteria of success achievement. The achievement is completed when the percentage of students' activities is cultivating on each activity. The cultivation is based on the total average percentage on every meeting of cycle. In this case, research instrument is used in collecting the data.

Reflecting

On the final step, reflection on students' reading ability was done by confirming the students' score and activities in the course of reading class. The students' average score implies the students' comprehension. It was used to extent the criteria of success which was established in conforming the students' activities during teaching-learning process. The activities conform the genuineness of teacher's feedback. The action is accomplished when total average of the students' activities reaches at least 80%.

Finding and Discussion

The improvement of reading skill by using Teacher's Feedback technique is done by considering the improvement of students' abilities in identifying the specific information of the text, meaning of word, the reference on the sentence of the text, the content of the text, moral message, specific purpose, and main idea of the text. Thus, teacher's feedback was then considered to improve students' reading comprehension on narrative text at eighth grade students of SMP Islam Mu'awanah Al-Hasyimiyah

In the first cycle, there were two meetings done in the teacher's feedback implementation. The students' response was good but those who have reached minimum criteria of achievement do not approximate 50%. In addition, the average score of the students has not reached 70 yet. Thus, students' activity was observed to confirm the completion of the criteria of success. The students score can be seen in table 2 below.

Table 2 The Students' Score Achievement

No.	Name	Score	
		Preliminary	Cycle 1
1	DIU	65	70
2	ADF	80	80
3	AS	75	80
4	AMS	60	65
5	AW	45	70
6	DAS	40	55
7	DSA	45	55
8	FkR	70	65
9	Fro	80	80
10	KN	75	70
11	MHR	45	55
12	MKB	35	55
13	MR	55	60
14	MUR	45	50
15	MZR	75	75
16	MPP	70	75
17	NM	60	60
18	RWN	45	55
19	TSB	55	70
20	VN	55	60

21	WH	75	80
22	AAF	45	55
23	NVJ	55	60
24	MMNW	50	55
AVERAGE SCORE		58.33	64.79

Table 2 above shows that some students have reached minimum score achievement but most others have not. It is proven by the average score which has not approximated 70 yet. After considering the students' score achievement, students' activities were then observed. The students' activities were observed since only eleven students have completed minimum criteria of achievement—less than 50% of the students have accomplished minimum criteria of achievement. It means 45.8% student obey the criteria of success that students' activities need to be observed. The observation result was displayed in a table which can be seen in the following table 3.

Table 3 Students' Activities on the Implementation of Teacher's Feedback

No	Activity	Cycle 1			
		1 st Meeting		2 nd Meeting	
		Std	%	Std	%
1	Respond	24	100	24	100
2	Question	10	42	16	67
3	Read	16	67	18	75
4	Enthusiastic	14	58	19	79
5	Reflected	17	71	20	83
Total Average		60%		76%	

By considering the students' score achievement and the students' activities, cycle 2 was conducted after revising the technique to be done optimally. The revision was done by giving specific description and instructions in implementing teacher's feedback to be done in the succeeding cycle. In cycle 2, the students' minimum criteria of achievement were improving. Among twenty four students, there are eleven students do not reach minimum achievement score. It means thirteen students among twenty four (54.17%) have reached minimum criteria of achievement. Thus, more than 50% of the students have completed the criteria of success. The students' minimum criteria of achievement can be seen in table 4 as follow.

Table 4 The Students' Score in Cycle 1 and Cycle 2

No	Name	Cycle 1	Cycle 2
1	DIU	62	65
2	ADF	63	90
3	AS	70	80
4	AMS	61	70
5	AW	70	65
6	DAS	63	70
7	DSA	62	65
8	FkR	61	70
9	Fro	62	85

10	KN	72	75
11	MHR	55	65
12	MKB	55	70
13	MR	60	60
14	MUR	50	60
15	MZR	75	80
16	MPP	75	75
17	NM	60	65
18	RWN	55	65
19	TSB	70	65
20	VN	60	70
21	WH	80	85
22	AAF	55	60
23	NVJ	60	70
24	MMNW	55	60
Average score		61,79	70,21

Table 4 above shows that average score of minimum score achievement is accomplished (70.21). After completing the first criteria of success, the students' activity was then conformed to obey the second criteria of success. Based on the students' activities, the percentage of each activity is improving. The first activity—respond, has had the highest percentage. It has been the first rank of activities since the first meeting. Each other activity has also been improving on the implementation of teacher's feedback. Further explanation on improvement of every activity during teacher's feedback implementation can be seen in table 5 below.

Table 5 The Students' Response

No	Activity	Cycle 1				Cycle 2	
		1 st Meeting		2 nd Meeting		1 st Meeting	
		Std	%	Std	%	Std	%
1	Respond	24	100	24	100	24	100
2	Question	10	42	16	67	20	83
3	Read	16	67	18	75	21	83
4	Enthusiastic	14	58	19	79	23	96
5	Reflected	17	71	20	83	22	92
Total Average		60%		76%		85%	

In cycle 1, there were two meetings and each activity has been improved on every meeting. Although the improvement approximates 16% but the percentage of total average has not approximated 80% yet. Thus, cycle 2 was prepared with revision. The revision was done by giving more particular description and instruction. The implementation of giving description and instruction were done only one meeting in cycle 2. After implementing the revision, the percentage of total average has approximated more than 80% that the research was accomplished. The accomplishment was then completed by drawing conclusion on the improvement of implementing teacher's feedback in reading narrative text.

Conclusion

The students' reading skill was improved in each cycle. The improvement was proven by the score of the test given as well as the student's average score. The students' participation during teaching learning process was also proved the improvement. It can be seen from the result of questionnaire. The students' response about teacher's feedback has always been the top rank.

Teacher's feedback needs specific descriptions and instructions with a particular student's work, it needs clear learning targets, crafting clear lessons and assignments, and it needs to be done in a good atmosphere.

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