

ABSTRACT

Nurzaman, Ilham. 2018. *The implementation of teacher written feedback on students descriptive text writing*. A Paper. English Education Department, Faculty of Tarbiyah and Teaching Training, Sunan Gunung Djati Islamic State University.

The study aims to implement teacher written feedback techniques used to correct students' descriptive text writing. It also aims to identify students' responses toward the teacher written feedback. Therefore, this research focuses on the analysis of the role of teacher written feedback: specifically (1) the implementation of teacher written feedback on students' descriptive text writing, (2) the students' responses to the teacher written feedback in English descriptive text writing.

Furthermore, this study employs a descriptive qualitative method. The data were collected by document analysis and questionnaire. The subject of this research is a teacher and ten students who becomes respondents of the ten grade of SMA Khz Musthofa Sukamanah Tasikmalaya.

This result is divided into two points: 1) Related to the implementation of teacher written feedback on descriptive text writing, the finding shows that implementation of teacher written feedback is established by implementing the six form of corrections, such as unnecessary word, phrase, morpheme, inserting missing word or morpheme, writing errors, and grammar. Moreover, the data from the students' paper shows that direct feedback and indirect feedback of students' correction related to the descriptive text, in term of direct feedback, the students fix all the errors of their draft assignment. While in term of indirect feedback, some of the students did not fix the errors of their draft assignment. 2) This research also found some students' responses in teacher written feedback. Almost all the students felt that teacher written feedback was very useful to develop their ability in writing.

In conclusion, the result showed that the implementation of Teacher written feedback on descriptive text writing. Then, it was recommended that the next research offers in various level and the more variety of materials should be used to encourage the students' writing.

DECLARATION OF AUTHENTICITY

At this moment, I certify that this paper titled “THE IMPLEMENTATION OF TEACHER WRITTEN FEEDBACK ON STUDENTS’ DESCRIPTIVE TEXT” is completely my work. I am fully aware that I have quoted some statements and ideas from other sources and they are properly acknowledged in the text.



Bandung, December 2018

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BIOGRAPHY

PERSONAL DETAILS



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“Hirup Kudu Manfaat jeung Maslahat”

EDUCATIONAL BACKGROUND

1. 2002 – 2008 SDN 4 Cimerah
2. 2008 – 2011 MTSN Sukamanah
3. 2011 – 2014 SMA Khz Musthofa
4. 2014 – 2018 UIN Sunan Gunung Djati Bandung

ORGANIZATIONAL EXPERIENCES

1. 2012 - 2013 Chief of Education in Intra-organization school (OSIS) at SMA Khz Musthofa Sukamanah
2. 2012 - 2013 Secretary of Scout at SMA Khz Musthofa
3. 2013 - 2014 Chief of English Fun Club (EFC) at SMA Khz Musthofa
4. 2013 - 2014 Chief of students' police (POL SIS) at SMA Khz Musthofa
5. 2015 - 2016 Member of Art Division at Karang Taruna Desa Wargakerta
6. 2016 - 2017 Member of Organizational Development (OD) at students association of English education department
7. 2017 - 2019 Secretary of Students association of wargakerta (HIMAWARTA)

ACHIEVEMENTS

1. 2013 The 1st Winner of Speech Contest at SMA Khz Musthofa.
2. 2016 Participant of Model United Nation (MUN) representative japan.
3. 2017 The 2nd Winner of Badminton At EED 14.
4. 2017 Pioneer Youth Participants in the education sector in West Java Province.

WORKING EXPERIENCES

1. 2015 – 2016 Aisyerra college Tutor



PREFACE

All praises be to Allah as The Almighty and The Greatest Creator of universe. For his blessing and mercy, the researcher could finally keep on struggling and tough to complete this paper.

The paper is entitled “The Implementation of Teacher Written Feedback on Students’ Descriptive text writing” (A Descriptive Study in the 10th Grade Student of Science at SMA Khz Musthofa Sukamanah Tasikmalaya). It is submitted to English Education Department in partial fulfilment of the requirement for the undergraduate scholar degree.

This paper attempts to implement teacher written feedback on descriptive text writing and the students’ responses to the teacher written feedback. The researcher expects that this paper can give a beneficial contribution for education in Indonesia, especially for all English education department students and teachers.



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