

**THE USE OF DESCRIPTIVE FEEDBACK BY  
THE TEACHERS IN ENGLISH TEACHING AND  
LEARNING PROCESS AT MUQ LANGSA**  
(The Research Conducted at Madrasah Aliyah Ulumul Qur'an Langsa)

**THESIS**

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## ABSTRACT

This study is entitled the use of descriptive feedback by the English teachers in teaching and learning process at Madrasah Ulumul Qur'an Langsa. This study focuses on describe about the use of descriptive feedback based on the characteristics of feedback by the teachers in English teaching and learning process. Subjects of this research are two English teachers and I took 20 students of Madrasah Aliyah Ulumul Qur'an Langsa randomly as sample from those two teachers. The method used in this research was descriptive qualitative method. The result of this study shows that the English teachers in Madrasah Aliyah Ulumul Qur'an the nearly maximal to apply all characteristic of descriptive feedback in English teaching and learning process. It was indicated that in *timely* characteristic, the English teachers know well the reason why they should return the student's assignment, although sometimes they were delay to return the students' assignment, but, they return it to the students. The English teachers are always giving immediate oral response to a students' question and misconceptions. Also it is found that positive descriptive feedback which is delivering to the students can improve the students' motivation in English learning. The English teachers also managed their time in delivering descriptive feedback to their students. They give feedback when the students really need feedback from them and it adjusted to the students' competency and personality.

Key words : *Feedback, Descriptive Feedback, and English Teaching and Learning Process.*

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

English is one of the subjects that have to be taught to the students. Nowadays, English subject is not only introduced in elementary school, but also in kindergarten or playgroup. The reason of why is English has to be taught earlier because English is an international language. By mastering English, the students will be able to compete in the globalization era and also they are easy to access information and technology in the world.

Mastering a foreign language has become increasingly important to many people for different reasons; they have to speak English fluently to get a good communication. There are many problems found in English learning, one of them is the lackness of students' motivation in learning English, because some of students regard that learning English is difficult. It happens because the teacher using monotonous technique in increasing the student's ability in English.

Teacher plays important role to determine the quantity and quality of teaching learning process. Consequently, the teacher must make a plan in increasing the opportunities of learning for the students and to fix the teaching quality. The teaching quality can be measured by the student's achievement at the end of the lesson whether the students' can reach a good achievement or not. It depends on the teacher performance also situation in the classroom. The students will be desire to learn when the teacher uses the interesting strategies, giving

appreciate, response, also giving feedback to improve the student's ability in learning English itself.

In term of giving feedback, some teachers are rarely in giving feedback to the students. Sometimes, the teacher ignored giving feedback to the students. Role of teacher in modern world is as a facilitator and guide who sets the stage, produces the action and remains as a silent observer; who observes, and provides feedback for learner's skill achievement. Feedback is one of the most influential tools in learning and achievement, but its impact can be either positive or negative. Providing right kind of feedback to learners can produce difference in their achievement.

Feedback is one of the best research based strategy that a teacher and a student can practice to improve the learning behavior. Importance of feedback as an element of teaching strategy is quite evident. In school system where interaction of teacher and taught is continuous in its approach, feedback is quite necessary. Effective and quality feedback is a key element of quality education. It seems quite clear that effective feedback may act as change element in learning behavior.

The goal of effective feedback, within and beyond education, is to improve performance. In terms of improving performance, a critical component of feedback is the manner in which information is presented, feedback as either intentional or unintentional.<sup>1</sup> Intentional feedback is meant to convey information regarding the accuracy or appropriateness of a performance. Furthermore,

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<sup>1</sup> Bangert - Drowns, R. L., Kulik, J. A., & Morgan, M. T. (1991). The instructional effect of feedback in test – like events. *Review of Educational Research*. P. 213.

unintentional feedback is defined as information that is obtained through natural interactions.<sup>2</sup> The chief distinction between the two types of feedback is the way in which information is delivered to the learning recipient.

Askew divided feedback into two kinds, those are evaluative feedback and descriptive feedback. Evaluative feedback consists of giving rewards and punishments also expressing approval and disapproval. Descriptive feedback is different from evaluative feedback. It does not just give rewards to the students' work but consists of telling to the students that what they have done right or wrong, describing why their answer is correct, tells the students' have achieved or have not achieved yet, specifying or implying a better way of doing something and getting the student to suggest ways they can improve.<sup>3</sup>

In addition, Gipps, Mc Callum, and Hargreaves suggested that An evaluative feedback strategy refers to giving rewards and reprimands that express approval or disapproval,<sup>4</sup> such as "Billy, your behavior is not appropriate for a boy your age. I need you to act accordingly!" Descriptive feedback provides detailed information regarding why something is correct and learning strategies for demonstrating desired behaviors, such as "Billy, I would like to see your feet on the floor and sitting in the seat correctly in order to be displaying appropriate classroom learning behaviors." Arguably, the former rather than the latter request

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<sup>2</sup> Ibid, Bangert – Drowns. P. 215.

<sup>3</sup> Askew, S. *Feedback for Learning*. New York: Taylor and Francis Group, (2000), p.23.

<sup>4</sup> Katie, S. (2011). Teacher Use of Positive and Negative Feedback With Students Who Are High-Risk For Emotional Behavioral Disorder. Arizona State University. P. 43.

for a behavior change would produce less confrontational results with all students, especially those who demonstrate challenging behaviors.

Using feedback in the classroom is an important practice for teachers to relay clear (descriptive) and goal - directed (evaluative) information to a learner. Sadler claimed, “Students use teacher feedback to monitor the strengths and weaknesses of their performances, so that aspects associated with success or high quality can be recognized and reinforced, and unsatisfactory aspects modified or improved”. Both goals, to educate and to promote positive environments, can be simultaneously achieved by employing strategies such as effective use of feedback.<sup>5</sup>

Based on the writer’s experience when followed teaching practice at Madrasah Ulumul Qur’an in class observation the writer found that some teachers give a descriptive feedback to students. The teacher asked the students to answer the task in the students’ worksheet, and then collect it, and giving a score then writes down the students’ score in a list of teacher’s daily assessments, then giving constructive comments towards the student’s work. In addition, sometimes in oral activities the teacher asked the students to answer a question when the students answer the question, the teacher give good respond by expressing “very good”, “thank you”, “good job”, and then the teacher tell why they are right or wrong in answering the question and the teacher also explain why their answer is correct.

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<sup>5</sup> Katie, S. (2011). Teacher Use of Positive and Negative Feedback With Students Who Are High-Risk For Emotional Behavioral Disorder. Arizona State University. P. 44.

It means the teacher often use descriptive feedback; beside the teachers also use evaluative feedback. Askew said that evaluative feedback must accompanied with descriptive feedback. In this part, descriptive feedback could be verbal or non verbal. So, beside the students got score towards their work or performance, the students will discover their strength and weakness and know what is might be improved.<sup>6</sup> In connection with this, the writer will conduct a research by title “THE USE OF DESCRIPTIVE FEEDBACK BY THE TEACHERS IN ENGLISH TEACHING AND LEARNING PROCESS AT MADRASAH ULUMUL QUR’AN LANGSA. (A Research Conducted at Madrasah Aliyah Ulumul Qur’an Langsa)”.

### **B. Research Question**

Based on the background above, this study focuses on how do the teachers use descriptive feedback in English teaching and learning process at Madrasah Ulumul Qur’an Langsa.

### **C. Purpose of Study**

This study is intended to know how the teachers use descriptive feedback in English teaching and learning process at Madrasah Ulumul Qur’an Langsa.

### **D. Significant of Study**

It is hoped that the result of this study will be able to give a lot of information for the teachers. There are two kinds of benefit in this study; theoretically and practically.

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<sup>6</sup> Askew, S (2000). *Feedback for Learning*. New York: Taylor and Francis Group, (2000). P.25.

Theoretically, this study is very significant and useful for English teachers in giving the feedback to any skill of learning for the students. It means the students must get their feedback promptly. For English teachers, it is better to give descriptive feedback in English teaching and learning process for the students. It is telling the students how and where they are in their English learning. The information which is related to the study might be applied and used in the teaching and learning process, such as the English teacher's managed the time in delivering descriptive feedback to their students.

Practically, the significant of this study is to describe the observation of the implementation of descriptive feedback in English teaching and learning process. So that, it will be able to give some contribution and information to English teachers, so, they can develop a better way in teaching English and assess the students in a better way.