

**TEACHER’S FEEDBACK TO IMPROVE THE STUDENT’S READING
SKILL IN NARRATIVE TEXT TO THE STUDENTS OF SMP ISLAM
MU’AWANAH AL-HASYIMIYAH GRADE VIII
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By

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Abstract

During the English learning process in eighth grade class of SMP Islam Mu’awanah Al-Hasyimiyah, especially in reading skills, researcher found that the students have some problems in reading comprehension. The main objective of the class action research, which is consist of two cycles, is to elaborate how to apply teacher’s feedback to improve the student’s reading skill in narrative text. The result of the test in this research showed that there is an improvement of the student’s achievement in reading skill after the students got the feedback. In addition, based on the questioner and the observation, the students' response to the teaching and learning process also showed the improvement.

Key words: *Teacher’s feedback, Reading Skill, Narrative text*

Introduction

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. Supporting this view, Harmer (2007:137) states that a crucial part of the learning process is feedback.

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 related to Brookhart (2008:2). He said 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 the 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 consists 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, 1989). 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. Then, the students would get so many experiences and knowledge from the text they read.

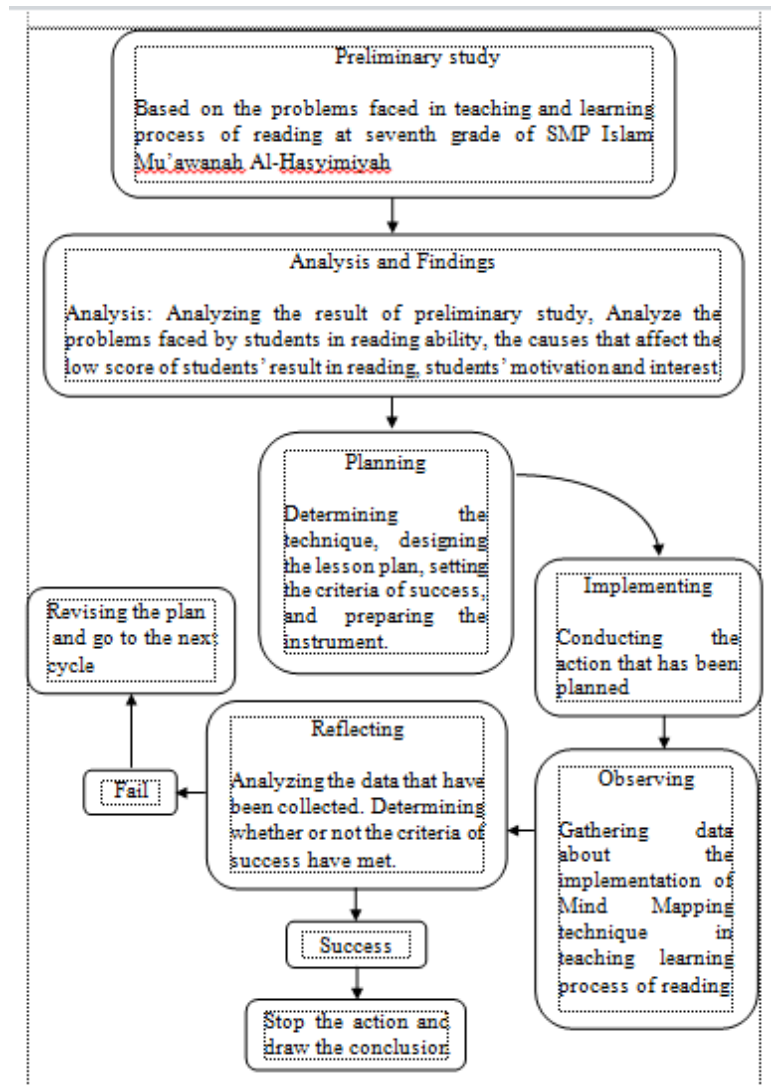
However, based on the result of teacher's interview and student's questioner in preliminary study, most of the students assume that reading is a boring activity and it is difficult to comprehend a text, especially an English text. Some of them are unable to comprehend the reading text in almost the whole 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. And the biggest one is cannot find the moral value of the narrative text. Based on the case, the researcher tries using teacher's feedback to improve the student's reading skill in narrative text.

Methodology

This research design is used 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 subjects of the research were the students in eighth grade Academic Year 2016/2017. The total of this class is 24 students, consist of thirteen males and eleven females.

Based on Kemmis and Mc Taggart (2000, cited in Koshy, 2007), the procedure of this research included planning the action, implementing the action, observing, and reflecting (See figure)



In this research, the researcher acted as practitioner who practiced teaching learning process. The researcher was helped by the English teacher who acted as observer to designing the action and monitoring teaching learning process.

In the first meeting of cycle 1, the researcher did warming up by giving leading questions related to the material that will be learnt, and explained the competences. Then, in main activities, researcher explained the definition and the goal of narrative text, explained language components (the generic structures and language features) of narrative text, gave examples of narrative text, asked

students to read the given text, translated the text, taught some vocabularies related to the given text, and assessing the students in group by gave them comprehension questions related to the text. After the post activities, researcher reflected about the teaching learning process and opened question section.

In the second meeting of cycle 1, the researcher applied Teacher's Feedback (group oral feedback) related to the comprehension questions given in the first meeting. The researcher summarizing the observations from previous students worksheet, explained why the researcher focusing on the same learning target again and linked to prior learning, and set a purpose of the students, returned the assignment given in the first meeting, summarizing and give special emphasis to overall strengths and weaknesses.

This research would success if 70 % or more of the students were actively involved in the teaching learning reading, 50% of the students could reach the Minimum Achievement Criteria (70), and the score average of the students could reach 70. If the target is not achieved, the strategy needs to be revised and go to the next cycle.

Finding

Cycle 1, consist of two meetings. The first meeting was conducted on Thursday, 9th February 2017 and the second meeting was on Wednesday, 15th February 2017. Although the student's response was good in this cycle, but the data analysis showed that the number of students who have reached Minimum Criteria of Achievement has not reached 50% of the students yet and the average score of the students have not reach 70 yet. So, the researcher should continue to the next cycle, it is cycle 2.

Cycle 2 of this present research was conducted on Wednesday, 22th February 2017. The data analysis showed that the number of students who have reached Minimum Criteria of Achievement reached more than 50% of the students, and the average score of the students could reach 70, and the student's response was improved.

The student's improvement score in preliminary, cycle 1, and cycle 2 is present in the following table:

The comparison of student's score in Preliminary, cycle 1, and cycle 2

No.	Name of Students	Students' Score of Narrative Text in Each meeting		
		Preliminary	Cycle 1	Cycle 2
1	D I U	65	70	65
2	A D F	80	80	90
3	A S	75	80	80
4	A M S	60	65	70
5	A W	45	70	65
6	D A S	40	55	70
7	D S A	45	55	65
8	F K R	70	65	70
9	F R o	80	80	85
10	K N	75	70	75
11	M H R	45	55	65
12	M K B	35	55	70
13	M R	55	60	60
14	M U R	45	50	60
15	M Z R	75	75	80
16	M P P	70	75	75
17	N M	60	60	65
18	R W N	45	55	65
19	T S B	55	70	65
20	V N	55	60	70
21	W H	75	80	85
22	A A F	45	55	60
23	N V J	55	60	70
24	M M N W	50	55	60
TOTAL		1400	1555	1685
AVERAGE		58.33	64.79	70.21

The comparison of Student's response in Preliminary, cycle 1, and cycle 2

No	Students' Activities	Cycle 1				Cycle 2	
		1 st meeting		2 st meeting		3 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%	

Based on the tables above, they showed that the student's average score and the student's response were improved. From the result of observation checklist and questionnaire, it can be stated that the implementation of teacher's feedback could improve the students' reading skill in Narrative text and has reached the goal of the research. Finally, the action research was ended.

Discussion

Good feedback should focuses on the task and process, and it should talk about the work and the processes that the students themselves used. For example, when the students get difficulties in finding the main ide of the paragraph, then the researcher explained about the kinds of paragraph; inductive and deductive paragraph, and where the students can find the main ide of the paragraph.

Based on this research, researchers found some strength in this technique is applied in this study. So researchers and collaborators agreed that Teacher's Feedback technique can improve reading skill of narrative texts. Evidence can show that of the 24 students there are 13 students (54%) to reach minimum achievement criterion (KKM), the score average also increase to 70.21 and more students enjoyed their reading skill.

Conclusion

The improvements of reading skill by using Teacher's Feedback technique can be seen by the improvements of students' abilities in identify the specific information of the text, identify meaning of vocabulary of the word in the sentence of the text, identify the reference on the sentence of the text, identifying the content of the text, identifying moral message of the text, identifying specific purpose of the text, and identifying main idea of the text. It means that that teacher's feedback can improve students' reading comprehension on narrative text at eighth grade students of SMP Islam Mu'awanah Al-Hasyimiyah

Based on the analysis of research results, the students' reading skill was improved in each cycle. It can be seen from the score of the test given and also from the student's average score. The students' participation during teaching

learning process was increased in each cycle. And the students' respond about this the strategy was well. It can be seen from the result of questionnaire.

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

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