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The Impact of Feedback in Improving Students' Descriptive Writing Skills: A Case Study at SMPN 1 Hu'u

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A B S T R A C T

This study aims to determine the significant influence of giving feedback on improving the descriptive writing ability of grade VIII students at SMP Negeri 1 Hu'u, Dompu, Indonesia. This study used a quantitative method with an experimental design of 20 students who were divided into experimental and control groups. In this study, the results of the pre-test showed that 65% of students obtained scores below 70. After providing feedback, the percentage of students who scored above 70 increased to 85%. To calculate the student score data, the researchers used a paired sample t-test that showed a significant improvement ($p = 0.001$) with a correlation value of 0.662. An analysis of the effect size yielded a Cohen value $d = -1.602$, indicating a large effect of the intervention. In addition, questionnaire data showed that more than 80% of students responded positively to feedback, and observations showed an improvement in students' understanding of the structure and language features of descriptive texts.

1. Introduction

Writing is one of the skills that students must master in learning. Writing skills are not only important for expressing ideas, but also as a form of communication that can support students' critical and analytical thinking skills. Writing is one of the productive skills, alongside speaking. It involves independently expressing language through written form Writing should be coherent and cohesive, Coherent writing makes sense because it follows a lot of ideas and points (Amaniarsih, 2018). The development of writing as a productive language skill has always been a challenging and difficult task (Akbar & Yulitriana, 2022). The writing process teaches students how to write coherently, apply correct grammar and vocabulary, use proper spelling, and select suitable language effectively (Dragomir & Niculescu, 2020). The writing process implies students how to write with

coherence, how to use appropriate grammar and lexical structure, how to use acceptable spelling and how to correctly choose a list of appropriate languages (Amaniarsih, 2018). According to Akbar & Yulitriana, (2022) Writing is a complex skill because it requires an understanding of the purpose of writing, the general structure of the text, and its linguistic characteristics. In the national education curriculum, writing is one of the competencies that students are expected to develop, one of which is through writing descriptive texts. Even though the students had some ideas, they still found some difficulty in drafting their ideas on their first draft of writing. Therefore, the students have a problem in putting their words into the correct order, resulting in the wrong sentence (Kamilia et al., 2020).

Descriptive text is a type of text that aims to describe or illustrate an object, event, or place in clear detail so that the reader can imagine the object being described. Descriptive text is also a writing that describes or something illustrated by the author will be expressed, so that the reader or listener seems to see for himself the object being discussed, even thinking that the reader or listener has never seen it himself (Permanasari, 2017). In writing this text, students are expected to write it sharply to explain certain things in three or four paragraphs with the right language features and correct grammatical forms (Kamilia et al., 2020). Feedback is an important part of education and training programs, helping learners to maximize their potential at different stages of training (Asnawi et al., 2022). Feedback is one of the important components of the learning process that plays a role in helping teachers and students improve the quality of the teaching and learning process (Wulandari, 2022).

In other words, feedback is an important component of the quality of student writing. This is also emphasized by Bitchener & Knoch (2009). In their writing, it is mentioned that students who get feedback as a correction to their writing are more effective than those who do not get any feedback or corrections at all in their writing. Some of the variable's factors that affect students' difficulty in descriptive writing texts include a deficiency in understanding of the correct structure of the text, limited vocabulary, and a lack of structured writing practices. This is because writing skills require vocabulary knowledge, knowledge, and experience to convey the writer's ideas to the reader systematically (Dewi et al., 2020). Common difficulties in writing a descriptive essay include finding ideas for writing topics and choosing appropriate vocabulary to structure sentences effectively.

Feedback is a response given by a teacher or peers to a student's writing results with the aim of helping them improve and improve the quality of their writing (Hyland & Hyland, 2006). Direct feedback is effective in helping students understand their specific frustrations (Ellis, 2009). providing direct feedback can help improve the accuracy of students' writing, especially in the use of appropriate English articles (Bitchener & Knoch, 2009). Based on the results of interviews with teachers at SMPN 1 Hu'u. The researcher found some difficulties that students face in writing descriptive texts, such as generic structures and language features because most students do not understand the generic structure and language features of the text. This is in line with the statement of Kadwa & Alshenqeeti (2020), that students often feel confused about introducing their thoughts at the beginning of a paragraph.

The students tend to struggle with initiating a paragraph with a clear main idea and often face difficulties in maintaining coherence by connecting ideas from one sentence to another.

For this reason, the formulation of the problem in this study is focused on two main things related to the effectiveness of providing feedback on students' descriptive writing skills. First, whether there is a significant influence between providing feedback in improving students' descriptive writing skills. Second, the data reveals disparities in students' achievement in descriptive writing skill. before and after receiving feedback. These two questions aim to examine the extent to which interventions in the form of feedback can help students in composing better descriptive texts in terms of structure, content, vocabulary, and grammar. This study aims to determine the significant influence of giving feedback on improving the descriptive writing skills of grade VIII students at SMP Negeri 1 Hu'u. In addition, this study also aims to analyze the difference in students' descriptive writing ability scores before and after being given feedback, to see the extent to which interventions through feedback can improve the quality of students' writing.

2. Methodology

Design This research applies to a quantitative method, with an experimental design. This experimental research aims to determine the effect of giving feedback on improving the descriptive text writing ability of junior high school students. This study will compare two groups of students, namely the group that received feedback (the experimental group) and the group that did not receive feedback (the control group). In this research the participants of this study are twenty students of SMPN 1 Hu'u located in Rasabou Village, Hu'u District, Dompu Regency. This research involves one class, namely class VII, which is divided into two groups, experimental and control groups. Instruments and Data Collection The instruments used in this study are descriptive tests and one questionnaire consisting of one question and an observation sheet.

This instrument aims to explore students' perceptions of the feedback they receive in descriptive writing activities, as well as identify changes in students' writing abilities after receiving feedback. The initial data collection method is to give students a descriptive writing test about a place or location (before feedback is given), then the researcher provides feedback related to the improvement of students' writing. After that, another questionnaire sheet after students receive feedback is provided. Students rewrite the description of the place by paying attention to the feedback given. Data Analysis Procedures are analyzed using a quantitative approach. The procedure begins with the implementation of descriptive text writing tests before and after treatment pre-test and post-test to measure the improvement of students' writing skills. Test scores were statistically analyzed using SPSS software with paired sample t-tests to determine if there was a significant difference between the two sets of scores.

Furthermore, data from the questionnaire was analyzed to determine the students' response to the feedback given. The analysis was carried out by calculating the percentage of each questionnaire item. Finally, the observation results were analyzed descriptively to support the test findings, the observation data were analyzed descriptively using a narrative approach to reveal the dynamics of the learning process and students' responses to the treatment given.

3. Results and Discussion

This study aims to measure the extent to which feedback affects the improvement of students' descriptive text writing skills. The data used is data obtained from the results of the pretest and posttest carried out by as many as 20 students of SMPN 1 Hu'u before and after being treated in the form of feedback on the results of their descriptive writing.

Student Pre-test Scores

The pre-test was conducted to measure the students' initial ability in writing descriptive texts before the treatment was given. The distribution of the pre-test scores is presented in Table 1.

Table 1. Pre-Test Students

Score	Frequency	Percent (%)	Applicable Percent (%)	Cumulative Percent (%)
55	2	10.0	10.0	10.0
58	1	5.0	5.0	15.0
60	2	10.0	10.0	25.0
62	4	20.0	20.0	45.0
65	4	20.0	20.0	65.0
68	3	15.0	15.0	80.0
z70	3	15.0	15.0	95.0
72	1	5.0	5.0	100.0
Total	20	100.0	100.0	

The pre-test score distribution table above shows the initial ability of 20 students to write descriptive texts before they receive the treatment of providing structured and continuous feedback. The results showed that the scores obtained by students varied, with the distribution tending to be in the medium category. The lowest score achieved was 55, obtained by 2 students (10%). Meanwhile, the highest score was 72, which was obtained by only 1 student (5%). The most poised scores were 62 and 65, each obtained by 4 students (20%). In addition, scores of 68 and 70 also appear quite often, namely in each of 3 students (15%). Overall, most students score in the range of 60 to 70, which indicates that their initial descriptive writing skills are still adequate, but inadequate. This distribution of grades shows that the majority of students still need improvement in various aspects of writing, such as content development, paragraph organization, vocabulary selection, and grammatical use. In the absence of students achieving very high grades, it is clear that their descriptive writing skills are not optimal. Therefore, the results of this pre-

test are an important foundation for implementing learning interventions that aim to improve students' writing skills, especially through providing feedback that is carried out in a systematic, directed, and sustainable manner.

Students' Post-test scores

After being treated in the form of structured and continuous feedback, students were again given a descriptive writing test. The results of the post-test score distribution are shown in Table 2.

Table 2 Students' Post-Test Scores

Score	Frequency	Percent (%)	Applicable Percent (%)	Cumulative Percent (%)
58	2	10.0	10.0	10.0
65	1	5.0	5.0	15.0
72	5	25.0	25.0	40.0
79	6	30.0	30.0	70.0
86	2	10.0	10.0	80.0
93	3	15.0	15.0	95.0
100	1	5.0	5.0	100.0
Total	20	100.0	100.0	

After students are treated with structured and continuous feedback during the descriptive writing learning process, they return to the test with a level of difficulty comparable to the pre-test. The goal is to measure the extent to which students improve their writing skills after receiving an intervention in the form of feedback from the teacher.

Post-test results show a significant improvement in the scores students obtain:

1. The lowest score was 58, which was obtained by 2 students (10%). This means that no more students score below 55 as in the pre-test.
2. The highest score of 100, obtained by 1 student (5%), indicates that there are students who manage to achieve maximum results after receiving feedback.
3. The most achieved scores were 79, obtained by 6 students (30%), and 72, obtained by 5 students (25%). These two grades indicate that most students are in the good grades category.
4. Other high scores such as 86 (10%) and 93 (15%) were also achieved by some students, indicating that there was a fairly even improvement in their writing skills.
5. In general, most grades are in the range of 72-93, or in the good to very good category.

When compared to the distribution of pre-test scores, it is clear that the average and spread of post-test scores are higher and are more inclined towards the categories of good and excellent scores. Not only is there an increase in individual grades, but also an overall trend of student grade distribution.

Statistical Analysis

1. Correlation Test

Paired sample correlation tests are used to examine the relationship between the pre-test and post-test values, as presented in Table 3.

Table 3. Correlation Test Hypothesis of Paired Samples

Couple	Comparison	N	Correlation (r) / Sig. (p)
Couple 1	Student Pre-Test Score & Student Post-Test Score	20	r = 0.662 / p = 0.001

The table above shows that the correlation value shown is 0.662 which indicates a strong indicator that affects the change in the relationship between the scores obtained during the pretest and posttest in students. This means that students who have better initial descriptive writing skills tend to experience more significant improvements after being treated with feedback. This indicates that students who already have basic writing skills can more easily understand and implement the feedback provided as a means to improve the overall quality of their written work. In addition, a significant value (p-value) of 0.001—which is well below the 0.05 threshold—suggests that the relationship is statistically significant. Thus, it can be concluded that the correlation found is not the result of chance but rather reflects the real influence of the treatment given. This reinforces that giving feedback not only helps students correct mistakes, but also encourages improvement in overall writing skills, especially when tailored to each student's initial abilities.

2. Effect Size Test

To see how much impact feedback had on students' improvement in writing skills, effect size analysis was performed using d correction and Cohen's Hedges, as shown in Table 4.

Table 4 Paired Sample Effect Size Test

Couple	Comparison	Standardization	Estimated Points	95% Confidence Interval (Lower)	95% Confidence Interval (Upper)
Couple 1	Student Pre-Test Score – Post-Test Score	D Cohen	8.865	-2.262	-0.924
		Hedges Correction	9.045	-2.217	-0.905

The Cohen value d = -1.602 shows that the feedback given has a great effect on improving students' descriptive writing skills. A negative direction only reflects that the post-test value is higher than the pre-test, according to the purpose of treatment. The confidence intervals that also showed large effects corroborated that these results were not accidental but reflected the real effectiveness of the interventions

performed. Thus, it can be concluded that providing structured and continuous feedback has been proven to have a significant and strong impact on improving student learning outcomes in descriptive writing, as shown in Table 5.

Table 5. Average Score of Pre-Test and Post-Test Students

Test	Number of Students	Satisfied	Grammar	Coherence & Cohesion	Vocabulary	Originality & Creativity	Average Total Score
Pre-Test	20	55	50	52	53	48	63,15
Post-Test	20	80	78	82	79	81	78,65

Based on the average table of pre-test and post-test assessment aspects involving 20 students, there was a significant improvement in all aspects of descriptive writing ability after being treated in the form of structured and continuous feedback. In the pre-test, the average scores of the Grammar and Originality & Creativity aspects were the lowest, at 50 and 48, respectively, indicating that most students had difficulty in using proper grammar as well as in coming up with creative and original ideas. Other aspects such as Content (55), Coherence & Cohesion (52), and Vocabulary (53) also showed relatively low values, suggesting that there is still room for improvement in description completeness, paragraph structure, and vocabulary selection.

After the treatment, the average score in all aspects improved considerably, especially in the Grammar aspect which rose to 78 and Originality & Creativity to 81. This shows that giving feedback systematically can help students correct grammatical errors and encourage them to be more creative in writing. In addition, the Content, Coherence & Cohesion, and Vocabulary aspects have also improved significantly, with scores of 80, 82, and 79, respectively. Overall, the average total pre-test score of 63.15 increased to 78.65 at the post-test, confirming the effectiveness of the learning interventions carried out. This improvement shows that structured feedback-based learning strategies not only help students improve the technical aspects of writing but also improve the overall quality of writing.

Discussion

This research focuses on efforts to improve students' descriptive text writing skills through providing feedback that is provided in a structured and sustainable manner. The main focus of the research is to see how feedback can improve the quality of students' writing by paying attention to some important aspects of assessment in descriptive texts, namely Content (completeness and clarity of description), Grammar (grammar and use of appropriate sentence structure), Coherence and Cohesion (cohesion and coherence between sentences and paragraphs), Vocabulary (appropriate and varied vocabulary choices), and Originality and Creativity

(originality of ideas and creativity in conveying descriptions). These aspects were chosen because together they determine the overall quality of effective and communicative descriptive writing.

The findings of this research reveal a significant influence of the feedback process of feeding in increasing the average score of students to all pretest and post test scores in the study. In the pre-test, it was found that the aspects of Grammar and Originality and Creativity were the two aspects that had the most errors, with about 15 students out of 20 students showing below-average grades in the grammar aspect, while almost the same number had difficulty in coming up with original and creative ideas in their writing. This suggests that while students may already be able to structure the content and relationships between sentences quite well, they still face significant challenges in using correct grammar and developing writing in a unique and engaging way.

In contrast, the Content and Coherence and Cohesion aspects showed a relatively lower error rate, although these aspects also experienced an increase in value after the feedback treatment.The increased grades in these areas after providing feedback show that feedback not only serves as a tool for error correction, but also as an effective learning medium to strengthen students' understanding of how to correct their mistakes and enhance the overall effectiveness of their writing. This shows that students are able to learn reflexively and apply the suggestions given to revise and develop the writing.

These findings are in line with the theory put forward by Pollara,(2005) stating that written feedback from teachers can have a significant positive impact on improving the quality of students' writing. The role of feedback in this process is as a bridge to the current condition of student learning achievement, with the standard of learning outcomes expected by researchers and teachers. Through clear and targeted feedback, students not only know that they made a mistake, but also understand the reasons behind the mistake and concrete steps to correct it. This process encourages the development of students' metacognitive awareness of their writing process, which is critical for the sustainability of self-development and the development of writing skills. In addition, the effectiveness of the feedback provided in this study confirms the importance of the role of teachers in delivering specific, directed, and consistent feedback. Teachers not only act as scorers, but also as facilitators and mentors who encourage students to think critically about their own writing, as well as motivate them to revise repeatedly and independently. Thus, feedback-based writing learning not only contributes to the improvement of writing results directly but also forms students' positive attitudes and confidence towards the revision and improvement process as an integral part of the development of effective and continuous writing skills.

Conclusion

Based on the data analysis presented in the results and discussion sections, it can be concluded that providing structured and continuous feedback has a strong influence on improving students' ability to write descriptive texts. This improvement is

evident from the significant change in scores between the initial and final tests given before and after the treatment.

Students' initial abilities in descriptive writing showed that most of them were at a moderate level. They still struggled to compose descriptive paragraphs effectively, particularly in terms of text organization, vocabulary choice, and appropriate use of language structures. This indicates the need for a teaching approach that offers direct guidance during the writing process. After receiving systematic feedback, an improvement in the quality of students' writing was observed. This shows that students were able to understand the input provided by the teacher and use it to correct weaknesses in their writing. Consistent feedback helped students become more aware of their mistakes and motivated them to revise and enhance their writing skills.

Thus, it can be concluded that a well-designed feedback strategy is proven to be effective in improving students' learning outcomes, especially in descriptive writing skills. Feedback not only assists students in correcting their mistakes but also strengthens their understanding of proper language usage. This highlights the essential role of teachers in providing structured and ongoing guidance throughout the writing instruction process.

Suggestion

Based on the findings of the study, the authors propose several suggestions that can be considered in the practice of learning and subsequent research:
1. Teachers are advised to actively implement a structured and specific feedback strategy for students' writing. Feedback should include aspects of content, organization of ideas, grammar, and vocabulary choices so that students get a thorough guide in improving their writing.
2. It is important to motivate students to become feedback the given and apply it as a means of reflection and revision. Receiving feedback and a willingness to correct mistakes is an important step in a continuous process of learning to write.3. It is recommended that follow-up research involves larger sample sizes as well as examining other types of text, such as narratives or expositions, to get a broader picture of the effectiveness of feedback in different types of writing skills.
4. Schools are expected to provide support in the form of teacher training, feedback-based curriculum development, and sufficient time in the learning process to enable the implementation of feedback optimally and sustainably.

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