

## **ABSTRACT**

**Yuliana B. Sakaluda.** 2013. *The Use of Descriptive Feedback by the Teacher in English Teaching and Learning Process.* Skripsi. English Department. Letters and Culture Faculty. Gorontalo State University. First advisor Dr. H. Syarifuddin Ahmad, M.Pd and Magvirah El W Kau, S.Pd, M.Pd as a second advisor.

The objective of this research is to describe about the use of descriptive feedback based on its characteristics by the teacher in English teaching and learning process. Subjects of this research are all the English teachers which consist of 3 English teachers and I took 25 students of SMP Negeri 5 Gorontalo randomly as sample from those three teachers. The method used in this research was descriptive qualitative method. The result of this research shows sometimes the teachers are not maximal in practicing the returning students' assignment although they know the reason why they must return it promptly. In addition, the English teachers are seldom in providing flash cards which give immediate right/wrong feedback to the students. However, the English teachers are always giving immediate oral response to a students' question and misconceptions. Moreover, in the process of English teaching and learning process the teachers forgot to review the material or check the students' comprehension toward the material before move to the next unit or giving a task to the students. 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 needs feedback from them and it adjusted to the students' competency and personality.

**Keywords: descriptive feedback, English teaching and learning process.**