

An Analysis on Teacher's Feedback in Teaching Writing

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A B S T R A C T

This research aims to describe the feedback used by the teacher in teaching writing at the tenth-grade students at MA Darul Fatah Islamic Boarding School, Teratak Padang. It was conducted by using descriptive qualitative design. The technique of data collection employed in this research were documentation and interview. This research employed the students' writing draft as primary data and the result of the English teacher's interview as secondary data. The findings showed that the teacher used 4 types of feedback; direct feedback, indirect feedback, mixed feedback, and written feedback correction on students' writing. Mixed feedback is a type of feedback that mostly used on students' writing. Meanwhile, the feedback given by the teacher in teaching writing at MA Darul Fatah was the written feedback correction on students' writing. The written feedback is the notes such as a praise, motivation, guidance or information about common mistakes of students during writing.

Keywords: Teacher's feedback, teaching writing, students' writing

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INTRODUCTION

Teaching English at Senior High School (SMA/MA) in Indonesia aims to develop communicative skills, both spoken and written English. Spoken English consist of speaking and listening, while written English consist of writing and reading. Having the mastery of these skills, students are expected to understand how the importance of English as the most widely spoken language in many countries, it is not only in environment of education but also in public space. Therefore, Indonesian students are expected to be able to improve the English understanding.

One of the skills taught in teaching English is writing. In line with Ahmed (2010) states that writing is one of the four basic English skills learned by students in EFL classroom. Learning writing in EFL context is not an easy thing. Writing is an activity to perform their ideas into the symbols and need some rules and also process in getting language (Imani & Marleni, 2019). There are some matters to consider such as such as analyze the content, organization, use of language, vocabulary, spelling, punctuation, and mechanics in composing the writing (Muthoharoh & Anita, 2018). Furthermore, Asilestari (2018, p. 17) states that writing is a complex process that allows writers to explore thoughts and ideas. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. It can be concluded that the writing is a complex skill that involves some aspect such as components of writing, purpose of writing, and process of writing to produce thoughts and ideas in written form.

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In teaching writing process, the teacher's role is needed to improve students' abilities. Role of teacher is so important toward the successful of students. They are the people who will share knowledge and become a model for students. Thus, the teachers should be professional and master the teaching material, have a good characters, and able motivate students in learning.

One way to motivate students in learning is giving feedback by the teacher actively. According to Windarsih (2016), feedback is a way or technique in taking the results of work or test that are expected to provide motivation and guide the students to be better. In line with Bitchener and Ferris (2012) states that giving the feedback on students' writing by teacher is an essential component in teaching writing to motivate the students be better in improving their writing. The feedback able to build a student's confidence, improve the performance, and student learning achievement (Hammond, 2002). The feedback will be given to students until the students are expected master the material provided by the teacher. Dealing with the views of experts, it can be inferred that feedback is an action to provide information whether it correction, motivation, guidance, or praise on a performance and also it is expected to raise up or increase the performance by monitoring and evaluating.

Receiving feedback from the teacher directly the classroom will assist the students in writing process and expand the idea which will give a great impact to the students' writing result. It starts from pre writing, students thinking about the topic will be write and then collect some information about the topic. Then, the students organize the information was collected to be a paragraph. To create a paragraph, the students need to polish the writing to be a good paragraph. To make a good paragraph is not an easy thing. The students have to arrange the paragraph, which is the topic sentence and also the supporting sentences to supports a main idea of topic sentence. Then, the students have to think about making appropriate choice of words, using grammar, spelling, punctuation, and capitalization. All of the process needed a feedback, whether it is from teacher, peer, or self-correction.

Many researchers and teachers acknowledge that giving feedback and positive comments will assist the students to improve the writing skill. Windarsih (2016) on his Journal states that the ability of teachers in providing feedback to young learners greatly affects the results of psychomotor outcomes. Hardi (2020) found that feedback is significantly affect the students' writing performance. It affects are able to motivate students in producing writing text and reducing errors. Futhermore, Pertiwi (2013) summarizes that students need specific and detailed feedback concerning both the strengths and weaknesses of their performance in writing. Teachers should be prepared to provide feedback if the students cannot complete in writing task well.

The researchers' views about feedback in teaching writing is suggested to do feedback to make it easy for students to find errors and to improve their performance in writing. It also found during the researcher's teaching at Darul Fatah Islamic Boarding School in 2020. The researcher has given feedback in correcting students' assignment and it was found that corrective feedback in teaching useful to help students find their mistakes in learning and also the feedback able to motivates students to improve their performance in doing assignments.

During teaching writing, the researcher using two types of feedback, namely direct feedback and indirect feedback. It was found that direct feedback was prefer by students than indirect feedback. It feedback is good by students who are lack understand in English lesson because the teacher give correction clearly on their writing test. Compared to indirect that just giving cross out without giving correct form or only giving a score or commenting with "good", "very good", or "not bad" on students' writing, it will be students feel confused and don't know where the wrong lines on their writing.

Ellis (2009) classified six types of corrective feedback in teaching writing. As known about direct feedback that given correction clearly and indirect feedback that given correction unclearly, there are also four other types of teacher feedback. There are metalinguistic feedback that using code in correction, the focus of feedback that correction only focuses on one or two types of errors, then electronic feedback that correction using electronic software, and last reformulation where the teacher gave options sentences to students in correction.

As a non native speaker, the students needed a feedback. The feedback cannot separated in teaching writing. The students often find it difficult in composing sentences or mistakes in writing and there the students need guidance, motivation, and correction from the teacher to correct and make their writing looks like native speaker. All of the teacher's action it is called the feedback.

Furthermore, the researcher had conducted observations on October 2020 at Darul Fatah about teacher's feedback. The researcher found that the English teachers in Darul Fatah used feedback in teaching and learning process. Feedback is used by the teachers in teaching can be form as motivation and/or to inform students where the students' mistakes in learning. However, the researcher do not know clearly how do teacher practice feedback in teaching writing and what kind of feedback is used by teacher in teaching writing. Therefore, the researcher wants to research about feedback that focuses in teaching writing.

Based on the above reason, the researcher would like to analyzing feedback used by the teacher on students' writing in the class. What are types and steps in giving feedback by teacher in teaching writing. It would conduct the research at the tenth grade MA Darul Fatah Teratak Padang with title "An Analysis on Teacher's Feedback in Teaching Writing at Madrasah Aliyah Darul Fatah Teratak Padang".

METHOD

This research employed descriptive method and qualitative approach in analyzing the data. Descriptive method is a method used to find out the status of a group, an object, or a category of events in the present (Nazir, 2011, p. 54). It has three main purposes, namely to describe, explain, and validate findings (Suita & Masrul, 2018). It means that description emerges after finding accurate information of an object, and set design or organize the findings in order to fit them with explanations, and then validate those explanations. Meanwhile, the approach used by researcher is a qualitative approach. Qualitative approach is the investigation approach. It means the writer to find out and collecting data using face-to-face and can be interaction with the people at the research site (McMillan & Schumacher, 2010).

The subject of this research is the English teacher of tenth grade at MA Darul Fatah Teratak Padang in 2020/2021 academic year. The aims of the research are to found the types and steps given by the teacher in providing feedback on students' writing in teaching writing. In this research, the researcher used documentation as the first data. The documents refers to an activity corrective feedback applied by the teacher on students' writing sheets. For the second data, the researcher used interview. The teacher's reasons on providing feedback in teaching writing based on some questions of interview guidelines. The data of this research used the analysis model proposed by Miles & Huberman (1994) consisting of data collection, data reduction, data display, and conclusion drawing. The researcher using documentation in the form of students' writing and interview the English teacher in collecting data. The researcher reduced the data that has been taken from documentation and interview transcript. Then, the researcher displayed the data that has been organized and compressed. Last, the researcher making conclusion from research findings

FINDINGS AND DISCUSSION

The researcher presents the data based on purpose of the research. The purpose of this research are: (1) To describe the types of feedback used by the teacher on students' writing, and; (2) To describe the steps of feedback gave by the teacher in teaching writing.

1. The Types of Feedback on Students' Writing

The data below were collected to answer the first question of the research by analysis the types of feedback on students' writing. The types of feedback used by the English teacher at tenth grade MA Darul Fatah in teaching writing are presented as follows:

Direct Feedback Correction

Direct feedback correction is kind of feedback which is the teacher gave the correct form such as giving dictions or word choice directly on students' writing. The students could directly understand what they have to do in revising their mistakes because the teacher provides the dictions. The direct feedback practices by teacher can be seen from the students' writing bellow:

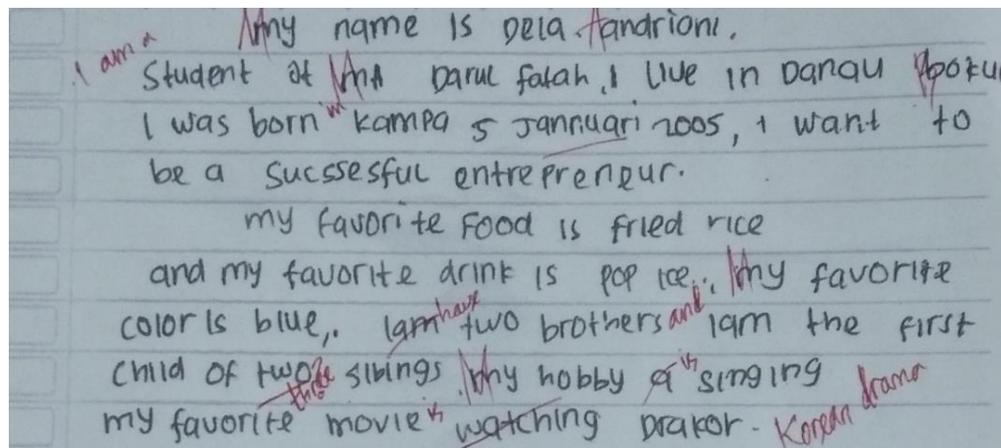


Figure 1. Direct Feedback Correction

Based on figure 1 it can be seen several mistakes that had corrected by the teacher. It can be seen there are some crosses out that gave on students' writing and followed by correct form beside it. At second paragraph, the student made grammatical error at third sentence. The word "am" was crossed out and changed to "have". On figure, other errors have also been seen such as adding the word "and" as conjunctions and changing inappropriate word from "two" to "three".

Indirect Feedback Correction

Indirect feedback correction is kind of feedback which is the teacher gives a symbols or sign such as made a circle, underlined, or crossed out on the wrong lines without provide the correct forms. It means that the teacher asks students learning to diagnose and correct their errors by themselves. The indirect feedback practices by teacher can be seen from the result of student's writing bellow:

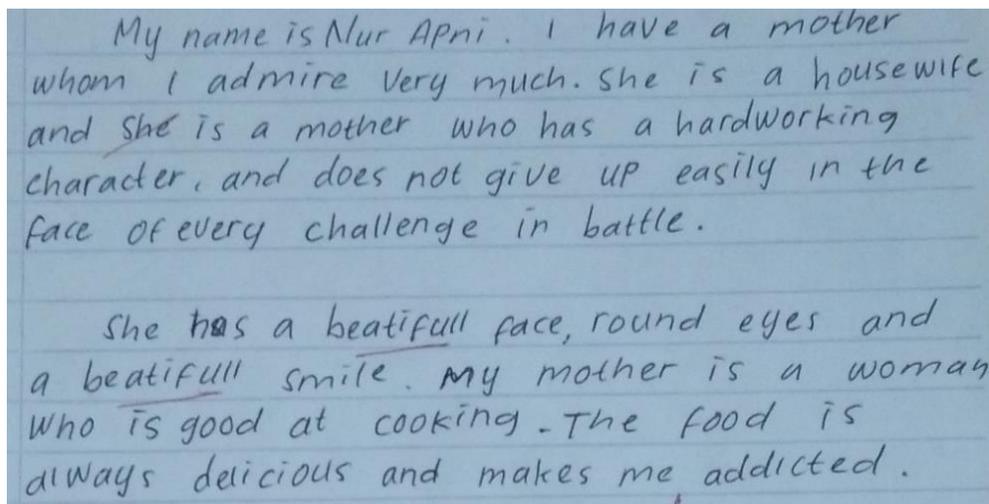


Figure 2. Indirect Feedback Correction

Based on the figure 2 there are the errors of word "she" and "beautiful". However, the teacher did not give the correct form of correction directly. The teacher only gave cross out and underlined on the wrong word.

Mixed Feedback Correction

Mixed feedback correction is the feedback that using more than one type of feedback on correction the students' writing. For example, the teacher combines the types of direct feedback with indirect feedback or direct feedback with metalinguistic feedback. In feedback, the researcher often found in correcting students' writing. The teacher is active in combine the feedback and allows students to think critically about their mistakes. The mixed feedback correction practices by teacher can be seen from the student's writing bellow:

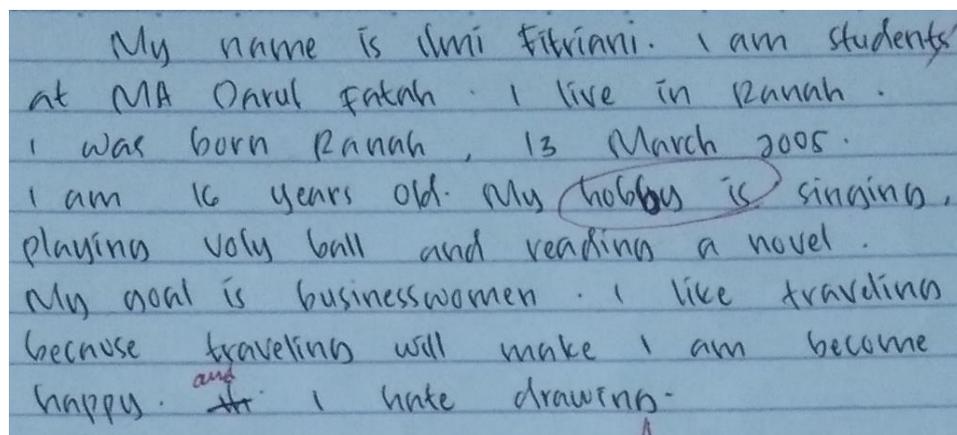


Figure 3. Mixed Feedback Correction

Based on figure 3 there are two types of feedback used by the teacher in correction. First feedback, the teacher just made a circle on the word "hobby is" without giving the correct form. Its called indirect feedback. Second, the teacher added the word "and" directly to the text. It means to make students' writing better and it correction called the direct feedback.

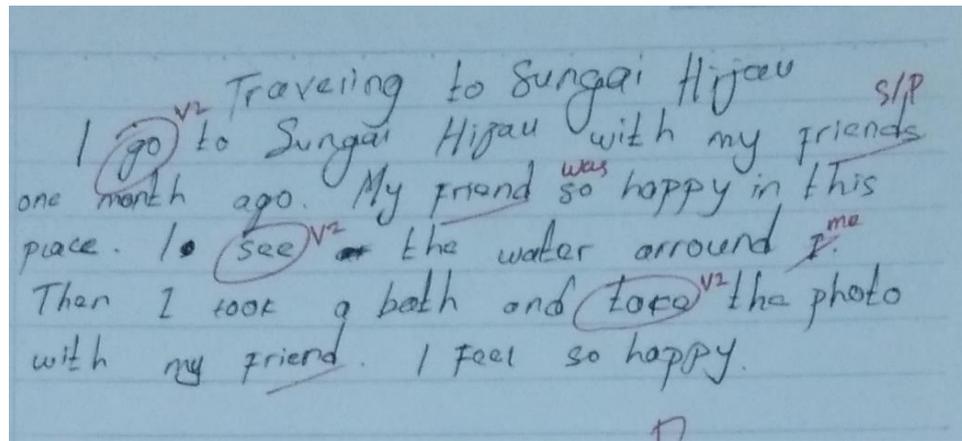


Figure 4. Mixed Feedback Correction

Another mixed feedback, it can be seen on figure 4. There are the error codes "S/P" and "V2". S/P means an abbreviation of singular or plural. Meanwhile, V2 is an abbreviation of Verb 2 which is the student asked to change the word into Verb-2 or in past tense form. Both error codes called Metalinguistic Feedback.

Furthermore, the teacher also gave direct feedback. It can be seen the teacher completes the sentence by added the word "was". Last, it can be seen the error of using pronoun where the teacher changed the word "I" to "me".

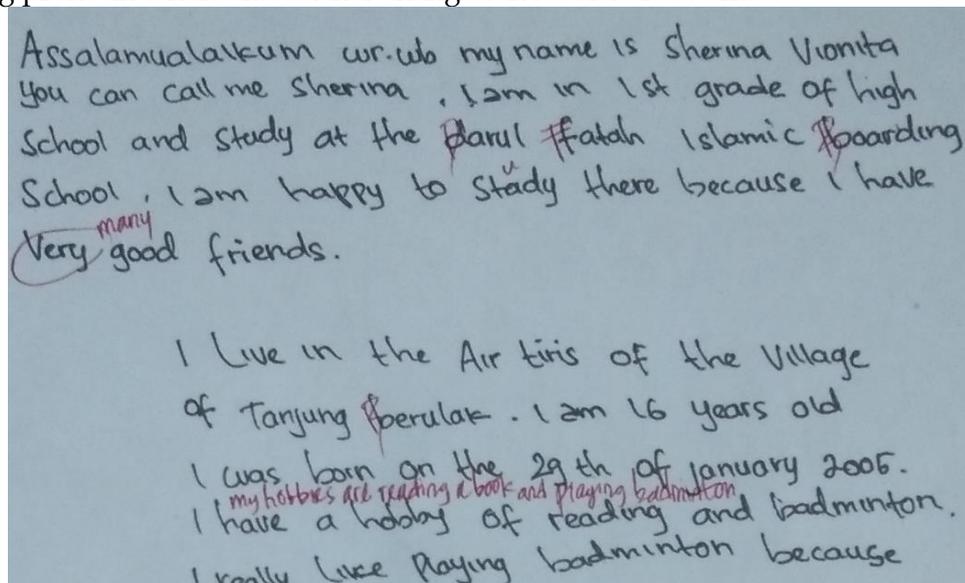


Figure 5. Mixed Feedback Correction

This part, on figure 5 the teacher used two types of feedback. First, at first paragraph the teacher gives correction used direct feedback. It can be seen there are two types of errors, namely capitalization and choice of word. Last, at second paragraph the teacher gives the corrected sentence option on student's writing. The sentence option by teacher is "My hobbies are reading a book and playing badminton" to change the incorrect sentence by student. It feedback called reformulation. One of characteristics reformulation is the teacher keep original text and the students able to compare the both sentences.

Written Feedback Correction

Written Feedback Correction are the notes or short comments from the teacher about the students' writing. The notes can be form of praise, motivation, guide or information about common mistakes made by students during writing. The written feedback correction it can be seen on figures below:

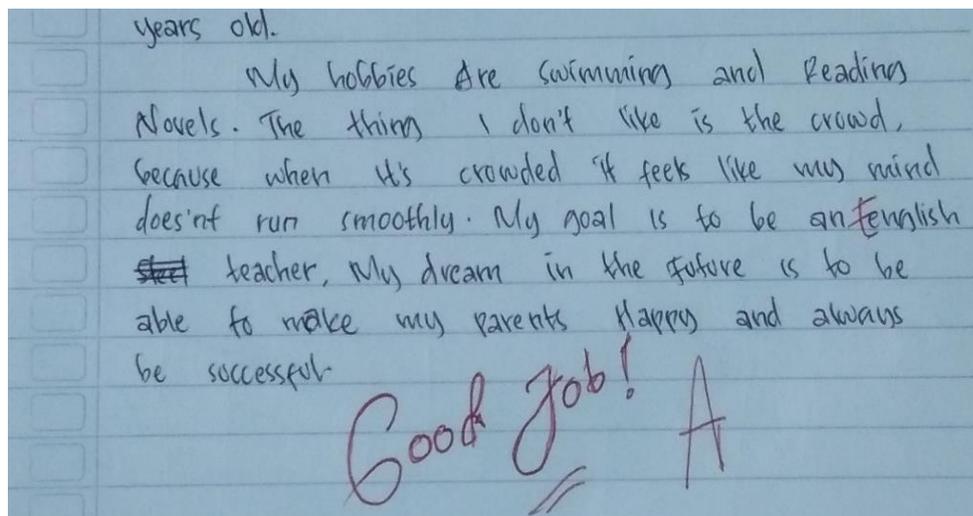


Figure 6. Written Feedback Correction in the Form of Praise

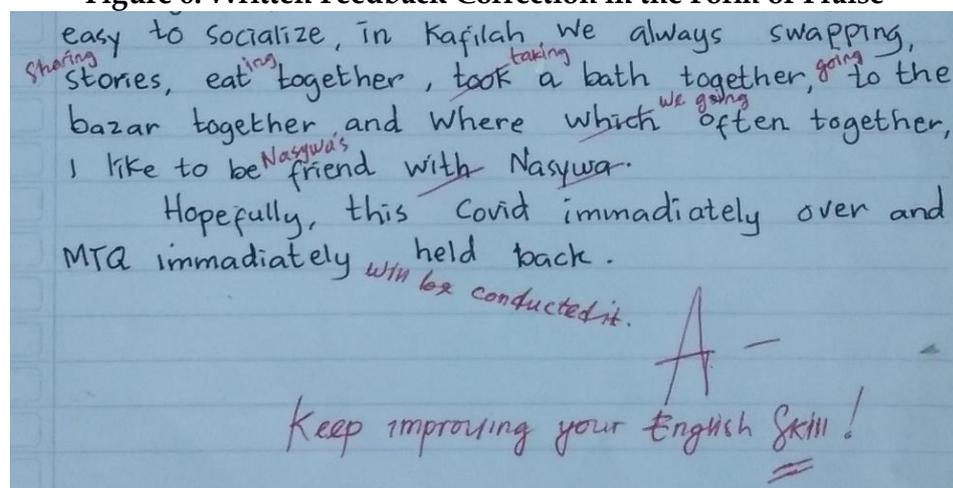


Figure 7. Written Feedback Correction in the Form of Motivation

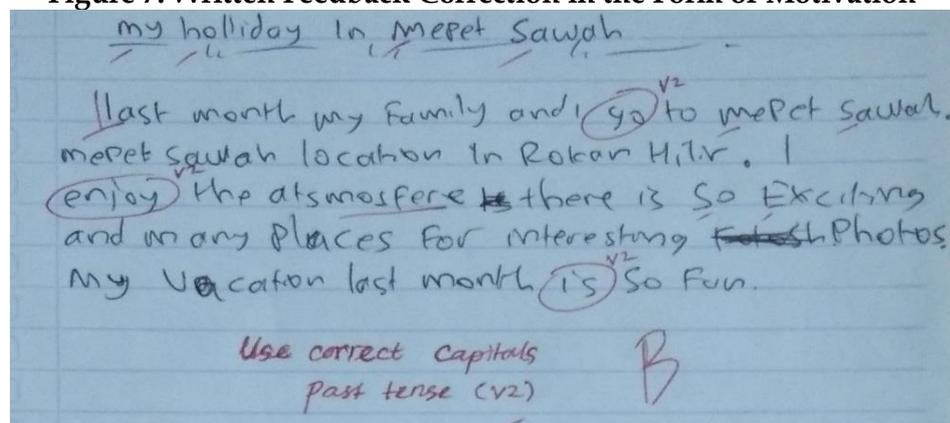


Figure 8. Written Feedback Correction in the Form of Guidance

On figure 6 there is the written comment "Good Job!". This comment is a praise form for students who are good in writing. While on figure 7 there is the comment "Keep improving your English skills". It means that the teacher motivates students to learn better. Last, on figure 8 there is the information about the common mistakes made by student in writing. The information will guide student in correcting their mistakes.

2. The Steps in Giving Feedback in Teaching Writing

After doing research, the researcher found the steps in giving feedback by teacher in teaching writing. The following is the steps did by teacher in practicing feedback in writing test:

- a. The teacher do was read the student's writing. The teacher determine the main idea of writing. It aims to find out the purpose of student's writing and make it easier the teacher in providing corrective feedback.
- b. The teacher gave some corrections of the errors. The teacher corrects capitalization, spelling, grammar, etc. The teacher introduces symbols (underlined, made a circle, crossed out) and types of feedback is suitable in correcting students writing.
- c. After gave some corrections, the teacher re-read sentence by sentence to re-check the corrections.
- d. The teacher gives grade on the students' writing draft like a score. At times, in addition to the score, the teacher also inserts the written feedback correction or notes. The written feedback it can be form of a praise, motivation, or information about common mistakes made by students during writing test.
- e. Last, the teacher returns the students' writing. It aims to let them know their mistakes in writing and revise it. The results of revision are expected to make students better in writing on future.

CONCLUSIONS

The researcher found four types of feedback on students' writing. The types are: direct feedback, indirect feedback, mixed feedback, and written feedback correction. Direct and indirect feedback are feedback that consist of only one type of correction on student's writing. Meanwhile, mixed feedback is the feedback correction that was often found in correcting students' writing. Then, written feedback correction is the finding research from the researcher that in giving the correction, the teacher gave small notes on students' writing. The notes it can be form of praise, motivation, guidance or information about common mistakes made by students during writing.

Meanwhile, the steps given by teacher in practising feedback are: First, the teacher read the whole sentences. Second, the teacher gave some correction of errors. Third, the teacher re-read sentence by sentence to re-check the correction. Fourth, the teacher gave a score. Last, the teacher returns the students' writing.

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