

**THE TEACHER WRITTEN FEEDBACK IN TEACHING WRITING AT
THE TENTH GRADE AT SMAN 3 KEDIRI IN ACADEMIC YEAR
2015/2016**



Research Article

By :

FARIDATUN NI'MAH

NPM: 12.1.01.08.0192

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2016**

APPROVAL PAGE

SKRIPSI

By:
FARIDATUN NI'MAH
NPM: 12.1.01.08.0192

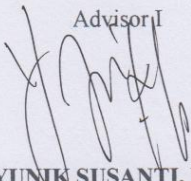
ENTITLED:
**THE TEACHER WRITTEN FEEDBACK IN TEACHING WRITING AT
THE TENTH GRADE AT SMAN 3 KEDIRI IN ACADEMIC YEAR
2015/2016**

Approved by the Advisors to be proposed to
The English Education Department Examination Committee of
University of Nusantara PGRI Kediri

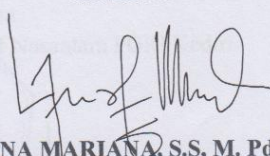
Kediri, August 4th, 2016

The Advisors,

Advisor I


YUNIK SUSANTI, M.Pd
NIDN. 0718017801

Advisor II


LINA MARIANA, S.S., M. Pd
NIDN. 0710097401

APPROVAL SHEET

SKRIPSI

By:

FARIDATUN NI'MAH

NPM: 12.1.01.08.0192

ENTITLED:

**THE TEACHER WRITTEN FEEDBACK IN TEACHING WRITING AT
THE TENTH GRADE AT SMAN 3 KEDIRI IN ACADEMIC YEAR
2015/2016**

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

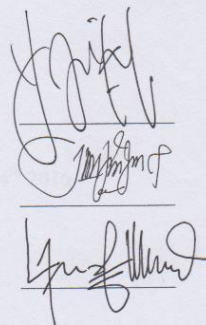
Kediri, August 4th, 2016

Board of Examiners,

Chairman : YUNIK SUSANTI, M.Pd

First Examiner : KHOIRIYAH, M.Pd

Second Examiner : LINA MARIANA, M.Pd



The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



Dr. H. SRI PANCA SETYAWATI, M.Pd

NIDN. 0716046202

The Teacher Written Feedback in Teaching Writing at the Tenth Grade at SMAN 3 Kediri in Academic Year 2015/2016

Faridatun Ni'mah
12.1.01.08.0192

Faculty of Teacher Training and Education- English Department

Faridanikmah07@gmail.com

Yunik Susanti, M.Pd and Lina Mariana, S.S, M. Pd
University of Nusantara PGRI Kediri

ABSTRACT

Writing is a productive skill which doesn't come naturally or automatically, but through much effort, training, instruction, practice and need continuous feedback. This study intends to investigate the types and techniques of written feedback which are used in teaching writing and to examine the engagements of students toward written feedback. To reveal those statements, the writer conducted this study from the teacher and the students' point of view. In accordance with the aims above, a qualitative-case study was implemented. The subjects of this research were an english teacher and the tenth grade students at SMAN 3 Kediri who got the activity of getting feedback in teaching writing. One class that consists of 30 students had been chosen. The data was gathered using three instruments; observation, interview and documentation. The study found that there were three types of written feedback that were applied in the class. They were peer feedback, conferences, and written comments. The teacher also used two written feedback techniques in teaching writing, they were; responding and coding. But even the teacher applied all the types and techniques, she did not apply each stage of feedback completely. There were some criterias of students' engagements. They were behavioral engagement; the students were happy and thankful to get written feedback, cognitive engagement; could make the students have better in writing and better structure, and emotional engagement; the students could have good relation with the teacher. Those findings can be identified that the teacher applied all of the written feedback types and techniques but each of them was not applied completely, beside the students gave positive engagements toward written feedback. Due to these findings, the writer gives recommendation for the other researcher suggests to investigate the data about the teacher's responds toward written feedback and also the factors which support and weaken the written feedback.

Keywords: Teaching Writing, Written Feedback, Engagement.

I. BACKGROUND

Writing is a process of generating and transforming idea into form of text. Brown (2000: 335) defines that writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give structure and coherent organization into writing. Another supported definition of writing is from Harmer (2007: 257) Those who advocate a process approach to writing, however pay attention to the various stages that any piece of writing phases, editing, redrafting and finally publishing the work. The explanations above emphasize about writing as a process that has some steps to comprehend, writing doesn't come naturally or automatically, but through much effort, training, instruction and practice. In this aspect, it becomes the teacher's duty to be a good assistant for them to fade their difficulty and help them to have more practice.

Therefore students often have some problems in writing process that is affected by students' education, self-esteem, self-confidence, and motivation to write. In fact, in learning writing needs independence because writing provides a self-expression. It has been explained by Byrne (1993: 1) that "Sometimes writing comes easily if we are in the right 'mood' or have a clear and perhaps pressing need

to express something but as a rule it requires some conscious mental effort we 'think out' our sentence considers various ways of combining and arranging them." It means, the major factors affecting writing achievements are in the individual/internal factor and it lies on students' motivation. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation which students bring to class is the biggest simple factor affecting their success in writing.

In this term, teacher is the main character that motivates students' writing achievement. Harmer (2007: 260) explains, "At various stages in a writing activity, teachers should intervene with editorial comment, motivating, suggestions, or language device. Students, indeed expect feedback on what they are doing or what they have done." It means that the teacher's duty is not only the guidance in the writing activity but also reward to motivate the students of what they have done in learning process. How they respond to student's writing. From the statements above can be concluded that the students really need the knowledge of process in writing and it also shows how important the role of the teacher that should guide the students. Harmer (2007: 261) states that there are some roles of the teacher when students are asked to write, the ones that are very important as follows:

“... a. Motivator: writing task will be motivated the students, creating the right conditions for the generation of ideas. b. Resource: especially during more extended writing task, we should be ready to supply information and language where necessary. c. Feedback provider: teacher should respond positively and encouragingly to the content of what the student have written”.

The roles of the teacher have proven very important in writing as a process and also giving feedback as evaluator or even provider.

Feedback is an essential tool in teaching writing, Ur (1996: 242) defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. Beside, Harmer (2007: 99) explains that Feedback includes not only correcting students but also offering them an assessment of how they have done, whether during a drill or after a longer language production exercise.

To support the statements about the deep meaning of feedback, Keh (1990: 57) States that the function of Feedback is being a fundamental element of a process approach to writing. It may have a definition of a comment from a reader to a writer with the effect of providing

information to the writer for revision, usually in the form of comments, questions, and suggestions. It can be concluded that feedback is a process of giving respond to the writer that can make the writing product better and function as telling them to know the mistakes and also show them how to correct those. After knowing the functions of feedback that stated before, Keh (1994: 295) explains that a review of the literature on writing reveals three major areas of feedback as revision. These areas are: peer feedback; conferences as feedback; and teachers' comments as feedback. Those types of feedback also have techniques to be implemented. Additional information is added to the peer feedback definition by Hyland (2006: 90) states that peer feedback is giving opportunities to negotiate meaning through group work.

Here the writer chooses to emphasize the technique which is used by written feedback that is taken from Harmer (2007: 110) statements. They are responding and coding. Responding is saying how the text progresses, how the reader thinks and how it might improve, even these type of feedback technique take time but it can be more useful to the students than a draft covered in correction mark. Because the comments which are offered need to appear helpful and not

ensorius. It can be concluded that if the teacher gives responding technique means the teacher should write vieweble comments or if it is more extensive it may need a separated piece of paper. And coding is marking the place where a mistake has been made and uses one of the symbols in the margin to show what the problem is. Using codes make correction much neater, less threatening and considerably more helpful than random marks and comments. Frequently used symbols of this kind refers to issues such as word order, spelling or verb tense. The way of using coding technique is the teacher gives mark the place where a mistake has been made and uses one of the symbols of coding to show what the problem is. The students then correct the mistake. make sure that the students quite clear about what the symbols mean through demonstration and example.

Those techniques also avoid problems that the students mostly only copy the corrections on their subsequent drafts or final copies without recording or studying the mistakes noted in the feedback as they do not understand why the words or phrases are indicated as errors. So that the teacher should make sure they have procedure and the most important is the students really get what the teacher means. Responding and coding feedback give the students task to

diagnose and correct the mistakes themselves.

Even the written feedback seems the method which can help students' problems in writing, the teacher still needs to find out the students' engagements toward written feedback. To know how the students engage the written feedback , the writer takes the opinion of students' engagement in writing by Fredericks (2004: 79) states that Engagement is a complex cognitive process, including a student's psychological investment in their own learning and personal learning strategies. There are three engagements according to him, they are ; cognitive, behavioural and emotional engagement. Cognitive engagement refers to the processes which occur within a student's thinking and motivation. It is less visible and so has received less focus in analysis. Behavioural engagement refers to students' participation in learning and classroom activities. And emotional engagement refers to the relationships between students and their teachers, classmates and school.

Here are some previous studies about written feedback which have shown some results that strengthen and weaken about the fact of teacher written feedback. The teacher written feedback doesn't really give effect in writing process. Such as Suarman (2013: 44) explained in his

research that shows that the direct, uncoded oral and written feedback gives significant effect only to the high achievers. But, such feedback does not give much effect to the texts made by mid achievers and low achievers. Another study that shows how written feedback works for writing stated by Telceker (2010: 31) The students made a significantly fewer number of grammatical, lexical, and mechanical mistakes in their final essays than they did in their first essay as they revised their texts on the basis of the grammar error codes. Chen (2012: 22) stated that students wanted more written comments from teachers, though most teachers didn't prioritize written comments. Despite teachers' practices and their inclination toward offering coded indirect error correction, students in the study expressed their preferences for direct error correction. Most students are interested in receiving teacher feedback that addresses all aspects of writing rather than primarily focusing on language accuracy. From the previous studies above can be concluded that first, the direct and uncoded feedback were only suited to the high level achiever rather than both low and high, second was the students got better capability in grammar after having grammar codes in their revising essay and the last one was the students

preferred written comments and direct feedback rather than indirect feedback.

Those previous studies above give the writer inspiration to find out how the teacher written feedback at SMAN 3 Kediri, also based on the experience of the writer that she has taught the additional english class at SMAN 3 Kediri sees that the tenth grade teachers use written feedback in teaching writing since one of the teachers says that written feedback can make the students know their mistakes and get the correct answers from the teacher's confirmation so that they will not repeat the same mistakes. This also supports the fact of teacher's role as evaluator which means evaluator is a doer to evaluate a problem, evaluation means giving respond and the respond itself will show feedback. This how the writer thinks to do this study and analyzes about the written feedback in teaching writing at the tenth grade students at SMAN 3 Kediri.

Those statements are supported by the fact that in senior high school level especially the tenth grade students of SMAN 3 Kediri that has been found some problems in writing. Despite the fact that their less ability in mastering writing components especially grammar, the problems also related to the students' English skill especially in writing itself which is still low. By these facts, the students feel unconfident to produce

written texts. They are always hesitant to do teacher's instructions which are related to writing task. Due to their frequency of hesitancy and unconfident feeling to write which is caused by their weaknesses in grammar, the students become afraid of making errors, although it is a normal, when they try to write or produce such kind of writing products.

Thus, by the fact at SMAN 3 teachers as facilitators and controllers should have given feedback in order to help them to know the mistakes so that they do not repeat the same mistakes. Besides, giving feedback to the students will motivate the students to write better. Based on the background, there were several problems that will be discussed, they were; types of teacher written feedback, techniques of the teacher written feedback and described how the engagement of students toward teacher written feedback in teaching writing at the tenth grade at SMAN 3 Kediri.

II. METHODOLOGY

The writer used qualitative approach-case study since she needed to analyze the problems and the goal was to arrive at a detailed description and understanding of the case (written feedback) that exist at the tenth grade at SMAN 3 Kediri in teaching writing. In this Research used human as instrument. This

research was conducted at SMAN 3 Kediri, which is located at Maunstreet No. 88 Kediri. This research was conducted from January 2016 until July 2016. The writer used qualitative data, the sources of the data were the tenth grade english teacher, the tenth grade students and the students' written work. Because the writer tried to get the data about the types and the techniques of teacher written feedback that were used by the teacher. So, the writer did observation to the teacher and students at the class, documentation was from students' written work and interview was from the students outside the class. The writer did observation to the teacher and asks the documentation (students' work) to find out the types and techniques that were used by the teacher in giving feedback, the writer did interview to the students to find out the engagements toward teacher written feedback in writing.

After getting the data, the writer analyzed the data According to (Miles & Huberman, 1994: 4) by reducing the data , displaying the data and drawing conclusion. First, reducing the data was the process of selecting, focusing and arranging the data from observation, document analysis, and interview which are got by the writer. Second, displaying data was the process in which the data from observation, document analysis, and

interview were described. Third, drawing conclusion was after presenting and describing the data, the writer made a conclusion about what were the types of written feedback, the techniques of written feedback and the engagements of the students toward written feedback at the tenth grade students.

To check the validity of the finding the writer used methodological triangulation. Because, based on the process of the writer in doing the research, she used some methods for analyzing the data such as by doing observation, interview and document analysis. for checking the validity of the data.

III. RESULT AND CONCLUSION

A. RESULT

1. The types of teacher written feedback in teaching writing at the tenth grade at SMAN 3 Kediri

The teacher used feedback strategy to make the students comprehend a better english especially in witing. The feedback that was used in the school was written feedback. There are three kinds of written feedback that have been mentioned on the previous chapter, they are peer feedback, conferences, and written comments. And based on what had happened in the field the teacher usedall of the types of written feedback.

a. Peer feedback

The teacher used peeef feedback in teaching writing,the peer feedback its self is referred by many names such as, peer response, peer editing, peer critiquing, and peer evaluation which has their own focus.

1) The peer response

The writer found that the teacher kept controlling the students and supported them for the drafting and redrafting, so when they had had difficulties they would ask her.

The writer also assured to the students by doing interview. There were three students were asked in the interview. They said “ *Kita pasti menulis secara berkelompok dulu baru nanti nulis secara individu* (We surely write in a group first and write individually after it)”

2) The peer editing

This was also found out from the observation instrument. The peer editing was used in the correcting section when the students had made their text. The first fact was the teacher instructed the students which said that“Each group will correct the mistakes on the written work (doesn’t belong to the group) that all of you have made together”

b. Conferences

Based on the fact in the field which had shown the teacher was the reader and the students were the writer. The teacher helped the students to make the text when they could not get ideas to write as they said “ *Bu, kita bingung ini ceritanya setelah anna memberikan kado gimana?* (Mom, we are confused after anna gave the gifts what will happen?)”. In this situation, the teacher lively helped the students problem and sometimes praised their writing work such as “Very good writing” which could make them more enthusiastic to write. It connoted that there was communication between the teacher and the students when they were making the text.

The interview result was as the additional information to assure the observation and documentation result. The writer asked them “ did the teacher help you in writing a text or just sit down on her table?, the students confidently said that the teacher really helped them to make the text, moreover the teacher also paid attation to the students who are active or not active in the group

c. Written comments

The writer asked the teacher to lend the students’ written work, the writer saw and read the written comments that the teacher gave in the final correction. One of the written comment said “ This group has good story ideas but you need to learn more about tenses and word form also singular and plural noun”

The writer asked the students in the interview instrument to make sure the documentation result data. The students said that the teacher often gave written comments on their written work even it was not saying much.

2. The techniques of the teacher written feedback in teaching writing at the tenth grade at SMAN 3 Kediri.

The writer found that the teacher used both of the techniques of written feedback, they were responding and coding.

a. Responding

The writer found that the teacher used responding to give feedback to the students. Teacher responded the students by seeing the students’ work when they were in progress of doing it. The teacher also gave a lot of comments on their writing in order to let them know whether the students wrote correctly or not.

b. Coding

The teacher used coding in the stage of correcting the students' writing. She asked the students to underline the wrong word or sentence in order to know that it was the sign of the mistakes, then the students put the code/symbol (which had been shown at the beginning) on the above or under the mistakes. The students said that the teacher gave coding when they were corrected based on the grammatical and lexical mistakes.

3. The engagements of students toward teacher written feedback in teaching writing at the tenth grade at SMAN 3 Kediri.

a. Behavioural Engagements

1) The students were excited to follow the lessons

The way students paid attention to the teacher explanations and instructions. This also could be proven by one of the students said in the class during the feedback was undertaken “ *Mom, tadi yang dimaksud key sentence kedua apa?* (Mom, what is the meaning of the second key sentence).

2) The students were interested to the feedback

The students showed their interests from the way they kept asking the codes' meaning which they forgot.

The teacher said that “They act positively in getting written feedback, such as active in the class, they keep asking me every difficult situation for example not knowing the codes, meaning etc”.

3) The students were eager to write.

The students showed their eagerness of writing when they were not complaining even the steps of correcting the mistakes and writing were quite long. They also asked the teacher to translate some words that they did not find on the dictionary. For example; “ *Mom, gimana bahasa inggrisnya ditiup?* (Mom, how to say in english ‘meniuip?’)”

4) The students were still calm and did not complain about the time was over even the bell was ringing.

The students were still listening to the teacher's explanation even they heard the bell rang. In the class at that time, the students were silent to pay attention and no one said about the time was over.

b. Cognitive engagement

1) The written feedback could make the students have better in writing

The students admitted that they got better in writing after the teacher used written feedback method in teaching writing as one of students said in the interview “I agree with my friends, we

feel appreciated if we get feedback when doing the task, if we already got the spirit we will be easier to have ideas to write, moreover day by day we know our mistakes by getting corrections from the teacher”

- 2) The written feedback could make the students have better structure.

The students had proven that they got better structure, one of them also said that she understood structure well since the teacher used the written feedback had made clear explanations.

c. Emotional engagement

The students were comfortable, the teacher seemed the students’ friend. The way teacher treated the students was really friendly, it made the students felt comfortable to ask and answer the questions from her. Such as the previous conversations that had shown the students asked many questions related to the written feedback process (coding, responding, conferences, peer response and peer editing)

B. CONCLUSION

Based on the research result which was related to questions and purposes, there were three points that would be concluded; the types of written feedback, techniques of written feedback and

engagements of the students toward written feedback at the tenth grade at SMAN 3 Kediri. The writer drew conclusion as follows:

The first was types of written feedback in teaching writing. From the explanations about types of written feedback at the data description. The writer had found that the teacher used all the types of the written feedback but she could not fulfill the aspects of peer feedback, the teacher only used the peer response and peer editing. In the written comments the teacher could not deliver the message well. Beside, the conferences was the best applied among the three types.

The second was techniques of written feedback in teaching writing. The writer found the written feedback techniques that were used by the teacher in teaching writing were responding and coding. From the explanation at the data description The writer concluded that the teacher did responding technique was better than coding since that teacher got some problems after having this kind of technique, they were; the students were difficult to memorize the symbols and the students were confused to analyze the mistakes.

The third was the students’ engagements toward teacher written feedback. The behavioural engagements

that students showed were thankful and happy to get the written feedback, these were supported by the result that the students were excited and interested toward the feedback. The cognitive engagements were the written feedback could make the students have better in writing and better structure. Those were because the students could learn from the mistakes that they had been corrected. The emotional engagement was The students were comfortable with the teacher. The relation between teacher and students were closer when they keep communicating in writing process.

BIBLIOGRAPHY

- Brown, H. Douglas. 2000. *Teaching by principles (Second Edition)*. England: Addison Wesley Longman Limited.
- Byrne, D. (1993). *Teaching writing skills*. (6th ed.). London: Longman.
- Chen, J. (2012). *Teachers' Practices and Student Views of Written feedback*
- a Case of TCFL Students*. Arizona: Arizona State University.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching fourth edition*. London: Pearson Education.
- Hyland, K and Hyland, F. 2006. *Feedback on second language students' writing*: Cambridge University Press.
- Keh, C. L. 1990. Feedback in the writing process: A model and methods for implementation. *ELT Journal*, 44(4), 294-304.
- Suarman, A. 2013. *The Effect Of Feedback On Student's Writing Accuracy. Volume 1, ELTIN Journal*.
- Telceker H and Akcan S. (2010). Feedback on Students' Revisions in a Process-Oriented EFL Writing Class. *TESL Reporter* 43, (1) pp.31-49, 31.
- Ur.P 1996. *A Course in Language Teaching* Cambridge. University Press