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**PENERAPAN UMPAN BALIK TERTULIS DALAM TEKS TERTULIS
SISWA PADA KELAS SEBELAS DI MA ARRAHMAH KEDIRI**

***THE IMPLEMENTATION OF WRITTEN FEEDBACK IN STUDENTS'
WRITTEN TEXT AT THE ELEVENTH GRADE OF MA ARRAHMAH
KEDIRI***



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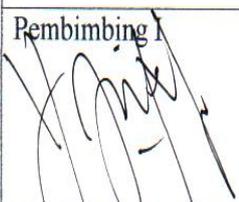
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THE IMPLEMENTATION OF WRITTEN FEEDBACK IN STUDENTS' WRITTEN TEXT AT THE ELEVENTH GRADE OF MA ARRAHMAH KEDIRI

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ABSTRACT

Writing is a productive skill that needs more attention since it does not come naturally, so it needs continuous feedback. This study focuses on its goal to describe the ways how written feedback implemented, the functions of written feedback, and the students' responses toward written feedback. This study was a qualitative-case which had the eleventh grade students and the English teacher of MA Arrahmah Kediri as the subjects. This study also employed three instruments to collect the data namely interview, observation, and document analysis. There were three phases in analyzing the data namely data reduction, data display, and conclusion drawing. The observation, interview, and document analysis were used to describe the ways how written feedback implemented. The result showed the teacher gave direct and indirect feedback. Then, the interview was conducted to identify the functions of written feedback and the students' responses toward written feedback. For the functions of written feedback, the result was written feedback could save teacher's time and energy, enhance student's writing, and motivate to revise. For the students' responses toward written feedback, the result showed the high achievers kept using direct and indirect feedback and the mid and low achievers ignored coded feedback. In conclusion, to decide the best way to give written feedback was influenced by the students with different English level proficiency's writing. The writer suggests the teacher should distinguish between the low and high achievers in giving coded feedback so the students can get appropriate written feedback and use it optimally to revise.

KEYWORDS : Writing, Written Feedback, Functions, and Responses.

I. INTRODUCTION

Writing is a productive skill which concerns a process of generating and delivering ideas into form of text. According to Brown (2001: 335), 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. It shows that putting ideas down on paper is an activity that must be done by the writer to express what she or he thinks about in

her or his mind. Giving structure is the way of the writer to express the ideas in order to make the writing effective and coherent in organization means writing should have correlations one another. Writing is also assumed as a difficult skill since it involves some steps to apply in writing process, such as prewriting, drafting, revising, and editing (Brown, 2000: 334). So making errors is normal thing in the field of writing.

Based on the writer's experience while she was observing English teaching and learning writing process at MA Arrahmah Kediri, there are some problems faced by the students in writing text. Most of the students had made mistakes in the aspects of vocabulary, grammar, punctuation, and spelling. That is way the teacher gave written feedback to their written text.

As stated by Sommers (1982: 233), the feedback provided by the teacher is one of the most important factor in enhancing students' writing. It can suggest ways for students to produce writing with minimal errors and maximum clarity. Feedback from the teacher also can create a motive for revising; without these comments, students will revise their work in a consistently, narrow, and predictable way. In addition, Ferris and Hedgock (2005: 185) states teacher feedback represents the single largest investment of teacher time and energy. He does not have to explain the material from the beginning up to the end. He just needs to show where have made errors and provide specific and related suggestions to their writing. Those three statements above show that feedback enables the students to produce writing with minimal errors, and it can suggest ways for students to improve their future writing.

Hyland & Hyland (2006: 2) states that written feedback refers to the correction of errors and weaknesses in content, organization, and language through writing. In this case, the writer chooses written feedback to be researched because the writer is more attracted to research about the correction of errors in vocabulary, spelling, grammar, punctuation, and word order in the students' written text through writing.

Another important concern in written feedback is whether the teacher should provide direct or indirect feedback. According to Ferris and Hedgock (2005: 269), direct feedback refers to teacher providing correct linguistic form for students. It can be said that with direct object, the teacher simply provides a target-like form for the student writing or a suggested correction. While indirect feedback provides students with an indication that an error has been made, but requires the students to self-correct. Ferris and Hedgock (2005: 269) explains that there are two types of indirect feedback. These are coded feedback and uncoded feedback. Coded feedback refers to as error identification in which it occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation using codes of error types without any correction and leaves it to the

student to correct by themselves. And uncoded feedback refers to the teacher simply locates an error by circling it, underlining it, highlighting it, or putting a checkmark on error so the students should identify and correct the type of error by themselves.

Even written feedback seems the method that can help the students' problems in writing, the teacher still needs to find out the students' responses toward written feedback. To know the students' responses toward written feedback, the writer takes the opinion from Hyland (2003:179) who determines a three way reaction to teachers' comment in which students may either follow a comment closely in their revision (indirect feedback), use the feedback as an initial stimulus which triggers a number of revisions (direct feedback), and avoid the issue raised by the feedback by deleting the problematic text.

Considering the condition of the eleventh grade students' writing skill in MA Arrahmah Kediri and the importance of the writing skill, the writer finally decides to conduct a research entitled "The Implementation of Written Feedback in Students' Written Text at the Eleventh Grade of Ma Arrahmah Kediri" because the eleventh grade students' writing skill is still low, some of them still make errors in

producing their written text and they are the most appropriate one to be analyzed because they have had experience in learning writing before that taught by the teacher when they was at previous grade. Moreover, the teacher has experienced in teaching English for long time. The teacher teaches English well to the students, because the teacher does not only teach English to the students by explaining the material, giving assignment, and evaluating the students' written text, but the teacher always provides written feedback to the students' written text. The strategy of using written feedback in teaching writing was not famous to some schools, that's way the writer took a chance to do the research about the implementation of written feedback in students' written text.

II. RESEARCH METHOD

This research uses qualitative approach. Creswell (2007: 37) states that qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems. The statement above is suitable with this research because the writer needed to analyze the existing problem at the eleventh grade of MA Arrahmah Kediri about the implementation

of written feedback in students' written text.

This research includes case study. As Ary (2010: 454) argues a qualitative case study is one type of qualitative research method which provides in-depth, reach, and holistic description. It means that analyzing the data is the most important phase because it will establish the result detailed of the research. That is way it makes the writer intended to get information detailed about how the implementation of written feedback in students' written text.

In this research, the writer acted as a main instrument and data collector at once. Based on Ary (2010: 424) "in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data." It can be said that human as the main instrument to collect the data through observation, interview, and document analysis.

For collecting the data, the writer used observation, interview, and document analysis. On the observation, the writer made a checklist on observation protocol and from document analysis, the writer read also captured students' written text to gain the data based on the research purpose. Then, on the interview, the writer made transcriptions to support the result data needed.

After the data had been collected, the writer analyzed it through three stages. They were: (1) data reduction, (2) data display, and (3) conclusion drawing.

In order to check the validity of the data, the writer used the methods triangulation because the writer checked out the consistency of findings generated by different data collection methods, such as observation, interview, and document analysis.

This research was taken place in MA Arrahmah Kediri with the subjects were an English teacher and the eleventh grade students.

III. FINDING AND CONCLUSION

Based on the research questions, the result were finding out about the ways how written feedback implemented, the functions of written feedback, and the students' responses toward written feedback.

The writer did the observation and document analysis on the first day when the teacher taught to write about hortatory text in classroom. It was done to observe and find out about the ways how written feedback implemented by the teacher. Then for the second day, the writer did the interview with the teacher and the students to ask about the ways how written feedback implemented, the functions of

written feedback, and the students' responses toward written feedback.

The Ways How the Teacher Gives Written Feedback

The first finding was for describing the ways how written feedback implemented that was done through observation. In observing the teaching and learning writing process, it was found that the teacher gave written feedback to comment on error in students' written text. The teacher applied various ways of giving written feedback such direct and indirect feedback. In direct feedback, the teacher provided the feedback by locating unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and providing the correct form above or below the erroneous form. It was proven when the teacher took one of the students' works which had mistakes and had been given written feedback, he wrote it on white board such "*Internet is (provides) good information*", this such comment was called direct feedback because the teacher gave comment by showing part of error and correcting it. Meanwhile, in indirect feedback the teacher just indicated the place where a perceived error occurred by underlining and circling the errors but no correction was made (uncoded feedback) and the teacher also provided a brief

explanation using codes of error types without any correction and leaves it to the students to correct by themselves (coded feedback). It was proven when the teacher wrote "*effect positive (W.O)*" and "*a lot of effect*" on white board that he took from one of the students' works. This such feedback was more complicated because it required knowledge to self-correct.

Moreover, by analyzing students' written text, it was found out that the teacher preferred providing direct feedback which consisted of locating and correcting error and indirect feedback which divided into coded and uncoded feedback in students' written text.

The interview result data from the teacher and the three students were also used to make the data valid. It showed that the teacher and the students used direct feedback that was given by correcting and locating error and uncoded feedback that was given by circling or underlining error and giving code or symbol on error in their work. It was hoped that the students would notice every type of the pointed errors and would understand what the right forms of it although they got various written feedback.

The Functions of Written Feedback

The second finding was for identifying the functions of written

feedback that was done by interviewing the teacher and the three students. It was found that the first, teacher feedback could save teacher's time and energy. This had been shown by giving written feedback, the teacher did not need to explain errors detailed orally because allocated time was limited and it would take much time and energy, but the teacher could provide written feedback which showed information detailed to revise the students' written text. The second was feedback could enhance students' writing. When the students got written feedback in their written text, they would read it, revise it based on written feedback given, they would open dictionary, and they would not repeat their same mistake again in the future writing. The third was feedback could create a motive for revising. The finding had shown that the students felt happy after they got written feedback from their teacher because it gave them solution how to revise their writing.

The Students' Responses toward Written Feedback

The last issue was about the students responses toward written feedback that was done by interviewing the teacher and the three students. The result of interview showed that the first, the students followed a comment closely in

their revision (indirect feedback). Almost all of students followed the teacher's written feedback especially indirect feedback to improve their writing although it required them to more understand early about indirect feedback because indirect feedback was only applied by using symbol or code, underlining error, and circling error. But only few students did not revise their work because they often forget the meaning of its symbol or code. The second was the students used the feedback as an initial stimulus which triggers a number of revisions (direct feedback). The finding showed that all of the students used direct feedback because it was more easy. They only needed to replace wrong answer with true answer which was already provided by the teacher. They did not feel frustrated and get difficulties, also they highly respected it. It could be seen from their enthusiasm when the teacher asked them to revise their text. Moreover, most of the students agreed that it was necessary for the teacher to always give such feedback on their writing task. The students reasoned that it could specifically show them where their wrong was, it helped them to write better instead of demotivating them to write, and they also could reread the teacher feedback when they needed and wanted to recall it someday. The third students' response

toward written feedback was avoiding the issue raised by the feedback by deleting the problematic text. The result showed that the students who had low ability to memorize code or symbol feedback, they would ignore written feedback such as code or symbol feedback because they often forget about code or symbol. They were sometimes difficult to figure out correct answer since the teacher was only showing on error without correcting it. They should think twice about what symbol or code meant, their mistake included, and what they should do with that written feedback.

On the contrary, the students who were categorized as the high achievers, they could use written feedback included direct and indirect feedback to revise their writing since their mastery of language component, such as grammar, spelling, punctuation, and word order was good and it was used as modal to write a good text. Beside they were easy to memorize and understand about code or symbol feedback, they were brave to ask if they did not understand, and their score in writing was good consistently. That is way by having written feedback, they could know their mistake included, know what should they change in their written text to revise it, because they had more knowledge about it.

Then based on the data which had gotten, the result on first research question was the teacher used direct and indirect feedback in students' written text which had been mentioned by Ferris and Hedgock (2005: 269). This finding was in line with Chen (2012: 22) who says beside the students preferred getting written comments, the students also said that it was good to get direct or indirect feedback to assist them in revising their work.

The result on second research question was written feedback could save teacher' time and energy which stated by Ferris and Hedgock (2005: 185) and written feedback could enhance students' writing which mentioned by Sommers (1982: 233). The finding was in line with Telceker (2010 : 31) who says that the students made a fewer number of grammatical, lexical, and mechanical mistakes as they revised their text on the basic of the grammar codes. The students got better mastery in grammar after having grammar codes in their essay. It meant that written feedback as a mean of helping the students to make revision and improve their writing skill. And written feedback also could create a motive for revising which stated by Sommers (1982: 233). This statement was in line with Chen (2012: 22) who states that students wanted more written comments from teachers.

Most students were interested in accepting teacher feedback since it provided solution to revise their work.

The result on third research question was the students followed a comment closely in their revision (indirect feedback), used the feedback as an initial stimulus which triggers a number of revisions (direct feedback), and avoided the issue raised by the feedback by deleting the problematic text which mentioned by Hyland (2003:179). This finding was in line with Suarman (2013: 44) who states that the direct, uncoded oral and written feedback gave significant effect only to the high achievers. But, such feedback did not give much effects to the texts made by the mid achievers and low achievers.

Due to these findings, the writer gives suggestion to the students, the teacher, and the other researcher. The students should memorize coded feedback to revise their work. The teacher should distinguish between the low and high achievers in giving coded feedback. And for the other researcher, suggest to investigate the data about the factors which support and weaken in implementing written feedback in writing class so that the teacher can consider the best way to apply written feedback in writing class.

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