

The Exploration of Teacher's Feedback and Students' Perspective In Learning Writing English Text

Safrudin Sahmadan*¹, Sariwati Muhamad²

^{1,2} English Education, University of Bumi Hijrah Tidore, Indonesia

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Abstract

This research was conducted based on the result of preliminary study that showed the unclear feedback given by the teacher which make the students incapable correct their writing. Furthermore, this research was carried out also based on the literature study that feedback is a debated issue among the second language acquisition (SLA) and (L2) writing researchers (Bitchener & Ferris, 2012; Ene & Kosobucki, 2016). This research aimed at investigated the kind of feedback given in learning writing process and the students' perspective. The method used in this research was qualitative descriptive with apply the observation, questionnaire and interview as the instrument. The 20 students and 1 English teacher were engaged in this research as the subject. The data analysis technique use was interactive model comprise of data collection, data coding, data displayed and making conclusion or verification (Miles & Humberman, 1994). The result obtained appeared that the corrective feedback given was wittingly and directly, and it has giving a positive impact showed by 94% students state Very Happy and 6% students were state happy

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(*) Corresponding Author: ssahmadan91@gmail.com

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INTRODUCTION

Writing is an interpersonal communication system with various language style (Jalaludin, Md. Yunus, & Yamat, 2011). It is one of the most difficult and exhausting skill that the students should understand. Therefore, the students' competence in writing could be developed through training routinely, however there were obstacles that make the students have difficult in writing consist of lack of idea, lack of vocabulary and lack of grammar. Hence, the use of appropriate method was needed in teaching and learning process in order to boost the students to enhance their writing competence. The corrective feedback method was considered has positive effect toward students' writing competence.

In line with feedback, Teacher's feedback has an important role in the development of students' writing competence. In line with feedback, several studies remarked that feedback has a positive impact toward the students' capability wherein the students who have obtained feedback could understand their mistake and repair it (Safrudin S., 2019; Sri Widarsih & Didi Suherdi, 2019; Haris Danial & Rahmatan Idul., 2020). Further, Lewis (2002) point out that

feedback could be viewed from point of view namely; 1) who give the feedback (source of feedback); 2) how the mode of feedback; 3) what kind of feedback is given (content of feedback); 4) when the feedback is given (time of feedback); 5) for who the feedback is given (the recipient).

Based on the description above, it could be assumed that the feedback method help students increase their writing quality. However, referring to the results of an observation (preliminary study) conducted by researcher at Madrasa Aliyah Swasta Hategau (MAS Hategau), Tidore, it was found that teacher's feedback was often unclear which made students confused and incapable to correct their writing. In addition, feedback is also a hot issue and a debated issue among researchers in the field of second language acquisition (SLA) and second language writing (L2) writing (Bitchener & Ferris, 2012; Ene & Kosobucki, 2016).

Starting from the background above, then the researcher has a desire to investigate the kind of feedback given by the teacher and the students' perspective with the formulation of the problem as follows; (1) what is the teacher feedback like in the learning writing process? (2) The extent to which the student's perspective toward the feedback given?

Writing is a productive skill that explores thoughts or ideas and puts them in written form in order to be read and understood by reader (Harmer, 2007). Similarly, Jarvis (2002) asserted that writing is one of the most difficult skills where it lies on the process of how constructing ideas in making sentence and paragraph and pouring it in written form that could be understood by the reader. In addition, He added that most of the students dislike writing because they have worried to do it improperly due to lack of grammar understanding and ability. Therefore, as foreign language learner, students need teachers' support and assistance to be able to write correctly. The support and assistance from teachers in the form of giving feedback to the students in learning process is seen help students enhance their motivation in writing. Thus, it could be assume that the teacher's feedback is needed by the students to develop their writing skill.

Feedback is the provision of information regarding the error correction in students' writing by the teacher in teaching and learning process in order to increase writing skill (Wahlstrom, 2014; D.R Ferris 2012). The provision of feedback also revealed by Bijami, Kashef and Nejad (2013) that feedback is seen as the primary component to improve the English learning process. Regarding feedback, there are two types of feedback, namely direct feedback and indirect feedback.

Direct Feedback

Direct feedback is a type of feedback by providing the proper linguistic form to correct students' writing error. In direct corrective feedback, the process of correcting inappropriate word or vocabulary in students' writing is carried out directly (Ferris et al., 2012). Furthermore, there are four categories of direct feedback, namely *deletion* that means erasing the inappropriate word in writing, *insertion* which is putting the appropriate answer in the incorrect writing, *replacement* is the word exchange and *reformulation* is rewriting the incorrect

part of the incorrect writing by providing example of how they should write appropriately (Ferris, 2002; 2003). In addition, D. Ferris (2002, 2003) provide the examples of direct feedback as in the table below:

Table 1. Direct Feedback

Kinds of Direct feedback	Example
Deletion	This is not the life they have imagined before they came.
Inserting	<i>To find</i> Immigrants should expect ^ true happiness in Ameica
Reformulation	<i>an</i> Because of ^ unbeatable economy, better education, and freedom. To them, this country is the place to seek more <i>better appropriate</i> future

Table above displayed the example of direct corrective feedback to the students' writing. *Delete* by giving doodles to the word that is considered incorrect. *Inserting* is done by adding a word as a complement at the top of sentence that is considered incomplete. *Replacing* is changing the inappropriate word, and *rewriting or reformulation* is done by rewriting the correct sentence as a substitute for the incorrect sentence.

Indirect feedback

Indirect feedback is a kind of feedback that showed the error without establish the correct answer. In addition, Ferris (2002, 2003) demonstrate that indirect feedback comprise of three kinds, namely coded indirect feedback, un-coded indirect feedback and comments. Coded indirect feedback is a type of feedback that only underlines the error and writes a symbol or code on it, indirect feedback un-coded is a kind of feedback that gives a circle to the error without make symbols or codes, and Comment is a type of indirect feedback by delivering comments regarding what has been written and what should be written to improve it.

Table 2. Indirect feedback

Kinds of Indirect Feedback	Example
Code indirect feedback	<i>ww</i> I sometimes get so jealous about somebody's <i>ss</i> success, but I try be calm and prise him as <i>vt</i> much as I could. ww = wrong word, SS = sentence structure error (missing word), Vt – verb tense error
Unicode indirect feedback	etimes get jealous about somebody's

success, but I try be calm and praise him as much as I could.

In coded indirect feedback, the teacher provides a code or symbol at the top of error written. The first sentence as displayed in the table above, wherein the teacher write 'ww' (wrong word), 'ss' (sentence structure), and 'vt' (verb tense error) shows the students' error regarding word error, sentence structure and error in tenses while does not establish the correct form. Then in the uncoded indirect feedback, the teacher only marks () and (^) on the word that is considered error without providing the correct answer.

Perspective/Response

Response is an action as final result from a simulation or stimulus. Then, student response as a social reaction that the students performed to respond the stimulation in them from the repetition situation carried out by others, such as teacher repetition in learning process.

Previous Studies

There are several previous studies relevant to this current study include; Nuarifah (2016) the type of corrective feedback used by the teacher in writing descriptive text. Aridah (2017) in her research on "student preference and reaction to teacher feedback" which revealed students are more interested toward direct feedback than indirect feedback. Pham and Iwasita (2018) in research entitle the use of corrective feedback in writing to enhance the autonomy of Vietnamese students' writing result. Additionally, Lopez et al (2018) in study entitle the impact of comprehensive corrective feedback in learning second language writing. Junya et al (2019) in study entitle the implementation of indirect feedback in writing revision. In addition, Danial and Eid (2020) with research entitle Student Preference toward Teacher Feedback on English Writing Ability.

RESEARCH METHOD

Descriptive qualitative was applied in this research to explore teacher's feedback and students' perspective. This study engaged one English teacher and 20 students of class XI as the sample. Additionally, the instrument used in this study included observation, questionnaire and interview to get in touch regarding the process of teacher's feedback and to measure the students' perspective toward the feedback provided (Dornyei, 2010).

The data analysis technique used in this study was Interactive Model include data collection, data filtering, data display and conclusion making or verification (Miles & Humberman, 1994). In the process of analysis, the researcher analyzed the data obtained from the observation first, then the researcher further analyzed the data acquire from interview and questionnaire. Next, the data obtained were transcribed and interpreted. In short, after all of the data obtained was analyzed, the next stage was the researcher display the data in the result and finding presentation.

RESEARCH RESULTS AND DISCUSSION

The Result of Observation

The observation applied by the researcher start on August 03-2022 in teaching and learning writing process founded that Teacher as the sample in this study carried out the teaching and learning activity properly. In teaching and learning process, the students were also given exercise in writing and then they were involved in establishing feedback related to that exercise.

The Students' Perspective toward Teacher's Feedback

The students strongly support regarding the provision of feedback by the teacher because it could help students understand the mistake they made. In addition, teacher's feedback as evidence that the teacher pay attention and concern seriously for what the students are doing in teaching and learning writing process.

Table 3. Students' Perspective toward Teacher's Feedback

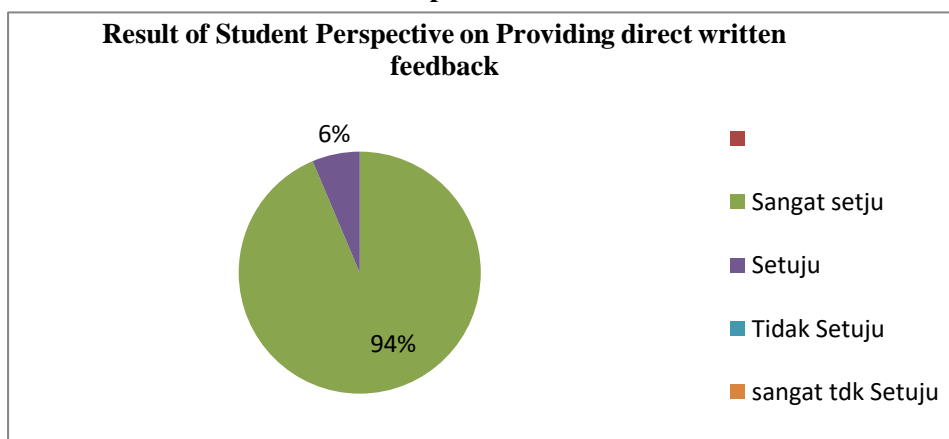


Table 3 as like displayed in the graphic above, it could be seen that the students have assumption that feedback is an important necessary to carried out in teaching and learning activity. The importance and the necessary of direct written feedback is indicated by the students' choice as the respondent of research as many as 94% chose strongly agree and 6% chose agree. Referring to the result above, it could be assumed that the students' assessment describes feeling happy regarding teacher feedback.

The result of Interview (teacher's feedback)

Based on the interview result on August 29, 2022 to a resource person called Ekawati Ahmad S.Pd regarding the provision of Feedback, it was founded that feedback has important role in enhancing students' understanding. The data obtained in the interview is that the resource person as English teacher often establishes feedback to the students by correcting the students' writing results by convey their sentence error and provide the correct answer or sentences. Furthermore, in the process of giving feedback, the colored ink was always used by the teacher in order to make students understand their mistake easily. In addition, the process of giving feedback was carried out directly and in written form in order to the students easily understands the sentence error.

CONCLUSION

The primary objective of research was to determine the kind of feedback given by the teacher in teaching and learning process and the students' perspective. From the data obtained, it was found that feedback which given to the students is direct written feedback and it has a positive effect on students' ability. In line with the finding, there were 94% students are more interested and feel good to the direct written feedback than indirect feedback. In sum, from the result, it could be concluded that the provision of direct written feedback has a positive impact on students' writing skill.

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About the Author(s):

Safrudin Sahmadan

Safrudin Sahmadan is a teacher, educator attached to the English Language Department at University of Bumi Hijrah (UIBRAH) Tidore, Indonesia.

He has been actively involved in teaching and research related to English Language teaching and teacher education.

Sariwati Muhamad

Sariwati Muhamad is a teacher, educator attached to the English Language Department at University of Bumi Hijrah (UIBRAH) Tidore, Indonesia. She has been actively involved in teaching and research related to English Language teaching and teacher education.