

## The Effect of Teacher's Feedack to Students' Writing at One of Vocational High Shool

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### Abstract

*Teaching and learning English writing at vocational high school is challenging for both teacher and students. It leads to the difficulties faced by the students in writing difficulties in collecting ideas, how to organize the ideas, and where to start writing. Teacher's feedback become crucial part in teaching writing. A qualitative case study were conducted to find out the students' errors and teachers feedback effect on students writing product. There were 35 EFL students participated in study. Students' writing draft were collected as data. The Data were analyzed qualitatively covering data display, coding and categorization, and interpretation to find out what of type feedback used by teachers to response to students' writing draft in teaching and learning process. The result showed that the students made change in their writing after receiving teacher's feedbacks.*

**Keywords:** Writing, Teacher Feedback, Type of Feedback

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## INTRODUCTION

Writing is transferring idea in written from. Writing is considered a complicated skill for some reasons; having good lexical choice, knowledgeable of language grammar, text organization. Further, language competence in writing activities are very crucial part to avoid readers misunderstanding the writer thought (Ajam et al., 2023). Writing activities is productive process that provide meaningful information in written form that can be understood by readers (Masdianti & Suhartini, 2021).

Teaching and learning to write in English language at vocational high school is challenging for both teacher and students. Some difficulties faced by the students in writing difficulties are collecting ideas, how to organize the ideas, and where to start writing (Latif & Daud, 2023);(Kharmilah & Narius, 2019);(Alharthi, 2021). Thus, students made errors in writing draft due to the students' limitation of understanding the target language (Daud & Latif, 2021). Error analysis is an investigation to understand or define the errors made by the students in their writing draft (Kharmilah & Narius, 2019). This the ways of writing instructor to detect the students' difficulties in writing.

Those errors were categorized into morphological aspect (verb and noun), Lexical aspects (word choice, word form, and Informal usage), syntactic aspects (Sentence structure and fragment) and mechanical aspects; spelling, and punctuation (Ferris, 2003). It leads to the teachers who teach writing should find ways to help their students in writing. Some previous research have conducted by (Hyland & Hyland, 2006). They argue that teacher's feedback become crucial part



in teaching writing for both for its potential for learning and for student motivation (Srichanyachon, 2012). Feedback is a way of communicating what should be done to enhance writing skill. As stated by (Ali et al., 2021) that teaching and learning is a process of communicating between students and lecturers to conveying the message. Feedback means communication between teachers and students in teaching writing. Teachers' feedback lead to students knowing what should be improve in their writing draft.

The teacher help the students by giving feedback on those errors in students' writing. This research examines the effect of teacher feedback on students' writing draft and focus on low achiever's writing quality and accuracy. The effect of teacher feedback will be described below based on the errors made by the student who is categorized as low achiever, categorization of errors (Ferris, 2011). There some type feedback strategies can be applied in giving feedback to the students writing. Corrective feedback or it is known as direct feedback. In this type feedback, research found that pedagogical and ecological perspectives, writing instructor keep it as their proficient concern to deliver corrective feedback to the students. On the other, students also feel it beneficial for them (Guénette, 2013). Other type of feedback is indirect feedback. The teacher show to students an errors happen in their writing drafts, (Srichanyachon, 2012), by giving clue: cycling, underline, providing code, etc. additionally, "indirect feedback occurs when the teacher underline or providing codes to an exists without providing the correction and let the writers finding what problem to solve it by them self (Abedi et al., 2010). The scholar believe that this type feedback has long term effect on students writing skills.

## RESEARCH METHOD

A qualitative case study were conducted to find out the student's errors and the effect of teacher's feedback on his students writing product. There were 35 EFL students participated in study. A low students' writing draft were collected as data. The Data were analyzed qualitatively covering data display, coding and categorization, and interpretation to find out what of type feedback used by teachers to response to students' writing draft in teaching and learning process.

## RESEARCH RESULTS AND DISCUSSION

There were some errors that were found from the low achiever students' writing draft and those were categorized base on the errors types proposed by Ferris (2003).

**Table 1 Linguistic features**

Types of Errors	Fi	Sec	Th
	rst draft	ond draft	ird draft
	T	Tot	To
	otal	al	tal
A. Lexico- grammatical feature			
1. Morphological errors			
a. Verbs			
· Tense			

· Form subject-verb agreement	2	2	-
b. Noun			
· Articles / determiner	3	3	
· Noun ending (plural/possessive)	5	2	-
2. Lexical			
· Word choice	12	5	1
· Word form	3		
· Informal usage			
· Idiom error			-
· Pronoun error			-
3. Syntactic Errors			
· Sentence structure	8	5	
· Run-ons	3	3	-
· Fragments	5	3	-
B. Mechanical errors			
· Punctuation			-
· Spelling	4	1	
- Capitalization	5	1	1
C. Miscellaneous			-
<b>Total number of error marked</b>	51	25	2

Table 1 shows some errors made by the writer in the first, second and final draft of his writing. Those errors were categorized into morphological aspect (verb and noun), Lexical aspects (word choice, word form, and Informal usage), syntactic aspects (Sentence structure and fragment) and mechanical aspects (spelling, and punctuation).

The teacher gave feedback on those errors in the students' writing. This research examines the effect of teacher feedback on low achiever's writing quality and accuracy. The effect of teacher feedback will be described below based on the errors made by the student who is categorized as low achiever, categorization of errors (Ferris, 2003).

First, in morphological aspects, the student who is categorized as low achiever has problem with subject-verb agreement. For example, the students used plural subject [many children] and verb [is] which does not fit with the subject. There a many problems made by the student in his first draft of his writing lead to the teacher out of teacher focus in giving feedback.

The same mistakes are found in his second draft of his writing. This case indicates that the student has less capacity to edit his errors which his draft had given chance to revise without provided feedback by his teacher. Table 2 shows the student's writing accuracy before and after receiving feedback from his teacher:

**Table 2 Subject-verb agreement**

No	Draft	Feedback
1 <sup>st</sup>	<b>many children</b> now <b>is</b> very happy play the game online	Out of teacher feedback
2 <sup>nd</sup>	<b>many children</b> now <b>is</b> very happy play the game online	Direct [delete & insert the correct form
Final	many children now are very happy playing the online game	

As shown in the table 2 that the student, after receiving feedback, his writing accuracy is better in terms of subject agreement. For example, the verb [is] has changed to [are] which agree with the subject [children]. Another error made by the student is article, for example:

talking recreation, one way for entertainment is playing games by online and the popular people have achieved by the games online

In the example above, the student used article [the popular people], in this context, the student does not mention [popular people] before he used article [the]. Article [the] should be used to address a specific noun that mentions before in his sentence. In line with the student's less ability of using article in the first draft of his writing, when the teacher gave feedback, the teacher did not focus on this error, but the teacher focused on the student's writing idea where the student's writing idea in this context is not clear. Dealing with unclear ideas made by the student, the teacher provided information and instruction for the student to revise his writing draft through his commentary. The teacher also provided indirect feedback such as coding [ww, sp, cycling, and using symbol].

However, it is still in the same category that in morphological aspects, for example, the student has inadequate knowledge of using plural noun such as *very much company*, *much thing*, *a children*. The [very much company] should be changed to [many companies], [much thing] should be changed to [many things], and [a children] should be changed to [a child or children]. Dealing with plural noun or noun endings, the teacher employed direct feedback. In this case, the feedback strategy employed by is effective. The student performs successfully by using his teacher feedback effectively; this can be observed from his final draft where his writing accuracy is improved.

Second, in lexical aspects, the student who is categorized as low achiever made few problems such as word choice, word form, and pronoun. However, the student made 11 words choice and 3 word form errors in the first draft of his writing (see Tables 1) while in his second writing draft, it was found that there are 7 word choices error and no word form errors in his second draft. The example of word choice errors made by the student is display below:

**Table. 3 word choice**

No	Drafts	Feedback
1 <sup>st</sup>	talking recreation, one ways for entertain is playing games by online and the <b>popular audiens</b> have <b>achieved</b> by the games online,	Indirect
2 <sup>nd</sup>	talking <i>recreation</i> , one way for entertainment is playing games by online and the <b>popular people</b> have <b>achieved</b> by the games online,	No feedback
Final	Talking about entertainment, one way for entertainment is playing online games and the <b>popular people</b> have <b>achieved</b> by the games online, many children now are very happy playing the online game.	

As shown in the table 3 that the student has inadequate knowledge of choosing appropriate words for expressing his idea. In this case, teacher's role as a writing instructor is very important for the student growth as a writer by giving feedback. Unfortunately, indirect feedback was employed by the teacher in his first draft did not provide enough information for the student to revise his writing. In this case, several important things can be noted; first, word choice is very important for a writer to make his writing understandable. Second, student who learns English as foreign language has very limited words. Third, student who is categorized as low achiever is better for the writing instructor to provide direct feedback.

Apart from word choice errors made by the student, the student has less knowledge of word form. The word [play] in his sentence [many children now is very happy *play* the game online], for example, was incorrect. The word [play] should be changed to [playing]. In this type of errors, teacher provided direct feedback by inserting the correct form. The effectiveness of teacher direct feedback can be seen in the second draft of his writing where the student did not produce the same errors by copying the correct form that provided his teacher to his next draft.

Third are syntactical aspects. The student produced several errors in the first draft of his writing that made his teacher difficulties in understanding his writing idea. His teacher comment was [*all most of all yours sentences are difficult to understand*]. The comment implied that the knowledge of sentence structure is important in writing. An example of sentences structure errors and the effect of teacher feedback are presented in table below:

**Table 4 sentence structure**

No	Draft	Feedback
1 <sup>st</sup>	finally a children bad study in the school one example is a game online, many much time to playing often study, always see in front of computer and make	Indirect Commentary

2 <sup>nd</sup>	<p>effect our side and can effect listening                  Finally students bad study in the school for example game online, much time play often study, always see in front of computer and make effect our and can effect listening.</p>	<p>Direct feedback                  [delete &amp; rewrite]</p>
Final	<p>On the other hand, playing on line game can also give negative impact to students. They spend much time to play than to study. They always stay in front of the computer to play online game</p>	

The table 4 shows the importance of a writing teacher role in helping the students to create understandable written work by providing feedback on students' writing. The student who is categorized as a low achiever's case shows that in choosing feedback strategy in responding to the students' writing is very important for the teacher to consider students' language proficiency level. Indirect feedback and commentary feedback seems helpless.

It can be seen in the second draft of his writing that both feedback strategies do not help the student to revise his writing structure until the teacher employed direct feedback. This case also shows that there is no doubt that teacher feedback is very important in teaching writing.

The student was unaware of making errors in constructing his sentence. For example, the student made a sentence without a subject. The example of student's errors and the effect of teacher feedback can be seen in the table below:

**Table 5 Fragment**

No	Draft	Feedback
1 <sup>st</sup>	<p>can be facilities                      rection to make ready                      social interaction. Can                      build team work spirit                      when play with more                      gamer like multiplayer</p>	<p>Direct feedback                      [insert]</p>
2 <sup>nd</sup>	<p>It can be facilities                      recreation to make ready                      social interaction. Can                      build team work spirit                      when playing with more                      games like multiplayer</p>	<p>Direct feedback                      [insert                      and rewrite]</p>

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Final	It gives social interaction which can build team work spirit when playing with more games like multiplayer.
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Apart from the lack of the student's knowledge of constructing his sentence made the teacher as his reader difficulty to comprehend his writing ideas. As shown in the table 5 that the student also has less of knowledge English sentence elements. Those sentences in his first draft and second draft above do not have subject. To help the student to enhance his writing, direct feedback was provided by his teacher through inserting the word [*game*] but the students failed to revise his writing errors.

This might be the effect a lot of mistakes that he made in his writing draft that lead to his teacher give many feedbacks on writing drafts. Many feedbacks can be confusion for him to revise his work. Another error made by the student is word order, for example word order [*game online*], it should be [*online game*]. The errors of run-ons and the effect of teacher feedback strategy can be seen in the table below:

**Table 6 Run-ons**

No	Draft	Feedback
1 <sup>st</sup>	... the popular people have achieved by the games <b>online</b> , many children now is very happy playing the online game and many company ...	Indirect feedback [symbol]
2 <sup>nd</sup>	the popular people have achieved by the <b>games online</b> , many children now is very happy playing the online game	Direct [insert] and Indirect feedback [symbol]
Final	popular people have achieved by the online game, many children now are very happy playing the online game	

The examples above show that writing teacher's feedback strategy is crucial to the success of the student's revision. Indirect feedback was employed in the first draft, but he was unsuccessful in his revision. It means that indirect feedback was not appropriate for this student. Direct feedback is followed indirect feedbacks that were employed by his teacher to respond to his second writing draft. He succeeds to revise it.

This consistent what is stated that by experts that first, Teacher's feedbacks play an important role to help students to improve their writing ability. Second, teacher feedback as guidance for the students to revise their writing and learn from

their writing errors, and last is feedback facilitates the students to develop an effective writing (Kordi et al., 2012); (Diab, 2005).

*Fourth*, in the mechanical aspects, table 7 shows that the student made spelling errors, for example, the word [*recreation*], it should be [recreation]. Furthermore, the word [popularite] should be [popular or popularity]. Below are examples of the student's mechanical errors and the effect of teacher feedbacks:

**Table 7 Spelling**

No	Draft	Feedback
1 <sup>st</sup>	can be facilities <b>recation</b> to make ready social interaction	Indirect feedback [coding]
2 <sup>nd</sup>	It can be facilities recreation to make ready social interaction.	Direct [rewrite]
Final	It gives social interaction which ...	

Concerning these spelling errors, coded feedback was given by his teacher to indicate those spelling errors. In his next draft, he is successful to change them in the correct form. Other errors made by the student in mechanical are capitalization. The capital letter should be used for the word *talking* because it is placed in the beginning of the sentence (Raimes, 2008:470 & Troyka, Q., L, 1987:487). The student failed to use capitalization in his writing. This case shows that writing teachers play important role to help the student by giving feedback. This feedback is considered as minor mistake. The teacher employed indirect feedback by coding.

The findings above is consistent with Ferris's (2006) finding that there was a strong relationship between teacher's indirect feedback and successful student revisions on the subsequent drafts of their essays. Further more, Bitchener (2008) also noted that four groups of students who received corrective feedback outperformed than the control group (group four) who did not receive corrective feedback.

The findings in this study show that how important is the teacher role to help the student to enhance their writing skill such as word choice, word form, sentence structures, and fragment. Those aspects are crucial for the students' growth as writer or for vocational high students who will continue their study at university level. In this case, writing instructors' comments can help students developed as a writer (Bitchener & Ferris, 2012). Further, Grabe and Kaplan (1996) also state that writing teacher now is required to support writers through multiple drafts and provided feedback, and done revisions during the writing process (Alwasilah and Alwasila, 2005). Leki, (1991) suggests that teacher feedback is delivered at the intermediate stages of the writing process, and students are given the opportunity to incorporate it in their texts.

The findings of this study show that to enhance the students' writing skill, teaching writing as a process is an approach might be appropriate that the students will have more chances to practice because the students have chance to share their

writing with their teacher and get feedback from their teacher than teaching writing as a product which the students directly produce a final draft to be graded where students were not available to share their writing to their teacher. As Means and Linder (1998) argue that the comments give the students' clue about what will come first and what will come next. Providing students with writing as a process, it means that we facilitate the student with the information (Hyland, F. and Hyland, K., 2001). Means and Linder (1998) state that revision is necessary, the plan never finished, until third or four revision drafts. In addition, Straub & Lunsford (1995) in Ferris (2001) state that writing instructors' comments can help students developed as a writer.

## CONCLUSION

How important is the teacher role to help the student to enhance their writing skill such as word choice, word form, sentence structures, and fragment. Those aspects are crucial for the students' growth as writer or for vocational high students who will continue their study at university level. To enhance the students' writing skill, teaching writing as a process is an approach might be appropriate that the students will have more chances to practice because the students have chance to share their writing with their teacher and get feedback from their teacher than teaching writing as a product which the students directly produce a final draft to be graded where students were not available to share their writing to their teacher.

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