

The Study of Corrective Written Feedbacks in Students' Written Works in Al Falah Junior High School Sidoarjo

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ABSTRAK

Dalam menulis, feedback dapat diartikan sebagai masukan dari seorang guru kepada siswa dengan efek memberikan informasi kepada siswa untuk direvisi. Banyak penelitian telah dilakukan tentang pengaruh jenis feedback pada tulisan peserta didik. Banyak dari mereka melaporkan bahwa ada peningkatan yang signifikan pada komposisi tulisan yang dibuat oleh siswa yang diberi feedback tertulis korektif tidak langsung. Ada satu penelitian yang mengamati penerapan feedback tertulis korektif tidak langsung oleh guru bahasa Inggris profesional di SMP swasta di Sidoarjo. Namun, penelitian ini tidak mengamati guru lain di sekolah yang mungkin memberikan feedback yang sama atau berbeda. Selanjutnya dalam proses belajar mengajar menulis harus ada lebih dari satu feedback yang diberikan oleh guru. Oleh karena itu, penelitian ini ingin mengetahui macam-macam feedback yang diberikan guru dan alasan pemberiannya. Selanjutnya akan mengamati hasil karya tulis siswa.

Kata Kunci: feedback tertulis korektif langsung, feedback tertulis korektif tidak langsung, tulisan siswa.

ABSTRACT

In writing, feedback can be defined as input from a teacher to the students with the effect of providing information to the students for revision. Many studies have been conducted on the effect of the type of feedback on learners' writing. Many of them reported that there is significant improvement in students' composition made by the students who are given indirect corrective written feedback. There is one research that observed the implementation of indirect corrective written feedback by professional English teacher in a private junior high school in Sidoarjo. However, the research does not observe another teacher in the school that may give the same or different kinds of feedback. Furthermore, in teaching and learning process of writing there must be more than one feedback given by the teacher. Hence, this research wants to find out kinds of feedback the teacher gave and the reason for giving it. Furthermore, it will observe the result of students' written products.

Keywords: indirect corrective feedback, direct feedback, written feedback, writing products.

INTRODUCTION

In students' writing, feedback is usually given to tell them which words or sentences should be changed or need correction. Moreover, it provides them clear understanding of what mistakes they made in their composition. Teacher's feedback also tells them which words or sentences should be changed or need correction. In short, it contributes to the quality of students' final writing product.

All of the research above reported that there is significant improvement in students' composition made by the students who are given indirect corrective written feedback. Nevertheless, research by (Achyani, 2010) only observed the implementation of indirect corrective written feedback by professional English teacher in Al Falah Junior High School. The research does not observe another teacher in the school that may give the same or different kinds of feedback. Furthermore, in teaching and learning process of writing there must be more than one feedback given by the teacher. Hence, this research wants to find out kinds of feedback the teacher gave and the reason for giving it. Furthermore, it will observe the result of students' written products. The research questions are:

1. What kinds of feedback do the teachers give to students' writing?
2. Why does the teacher give these kinds of feedback rather than indirect corrective written feedbacks?
3. How are students written products after the feedback were given?

RESEARCH METHOD

The purpose of this study is to describe kinds of feedback the teachers give to the students writing product. Besides it is also aimed to explain the reasons of giving those feedbacks and students' works after the feedbacks were given.

This study investigated indirect corrective written feedback and other kinds of feedback given by the teachers in students' writing. The research is qualitative research. According to Ary et al (2010), qualitative research seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting.

Four teachers were participated on this study at the beginning, but three of them could not participate due to personal reasons. Finally, one teacher with six month teaching experience and 27 students were participated in this study. Based on teacher's suggestion, class VIII-6 which consist of 27 students were the most homogenous class in the school. By reason of that, the class was chosen. All of those reasons were considered as purposeful due to the belief that they could provide the relevant information for this study.

There are three types of data for this study to answer the research questions. The data were collected using three instruments, including questionnaire, interview and documentation. For the first research question, the researcher used teachers' answers from the questionnaires. In this study, the questionnaires were given to all English teachers at school. It was meant to know the teacher who gave indirect corrective written feedback to the students in teaching writing.

There were fourteen questions on the questionnaire. Those questions are all about kinds of feedback given to the students on their writing. The principle questions on the interview are what kind of correction the teachers give to students' writing and in the students' writing, what kind of structure and language features mistakes that the teachers concern on.

By asking those questions in the questionnaire, the first question about what kinds of feedback did the teacher give to the students' writing were answered.

This study is also use interview to answer the second question about why does the teacher give these kinds of feedback rather than indirect corrective written feedbacks. The questions in the interview were asked based on the teacher's answer in the questionnaire. Those questions on the interview were in the teachers' first language, Bahasa Indonesia. It was intended to gain the real data, emotions, and understanding of the teachers straightforwardly.

Besides questionnaire and interview, documentation of the students' written works is also collected to answer the third question. Comparison of the students' written work after the feedbacks are given from the first writing assignment to the second writing assignments is conducted to gain the result.

Table 1. Guide Line Questions in Semi-Structured Interview

1.	<i>How do you give indirect corrective written feedback to the students?</i>
2.	<i>Are there some specific reasons for giving direct corrective written feedback?</i>
3.	<i>Do you give written comments on students' writing?</i>

After all the data were collected, then it would be analyzed by in several ways based on the kinds of the data. In order to answer the first research question, the first step was selecting the questions from the questionnaire. The questions which were suitable to answer the research question would be taken. Then, the researcher analyzed the teacher's answers which were from the questionnaire by interpreting it. The data is in form of words and phrases.

Furthermore, to answer the second research question, the interview were recorded and transcribed to make the analysis easier. Additionally, the teacher's answers were classified to determine which data that is relevant for the research. More information of kinds of feedback given to the students was asked in the interview as well. The appropriate

questions from the interview were taken and analyzed by interpreting it. As stated by Creswell (2002) that qualitative research is fundamentally interpretative.

After that, the third research question was answered by showing documentations of the students' written work after the feedbacks were given. Then the first writing were compared with the second writing to show whether there is improvement or not.

RESULT AND DISCUSSION

A. KINDS OF TEACHER'S FEEDBACK

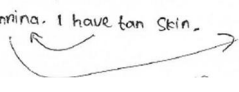
Both teachers gave feedbacks on the writing of the students based on the interpretation of the questionnaires. They were asked whether or not to provide input on the writing of the students and all of them said yes.

The findings of the analysis of the questionnaire show that there are two kinds of feedbacks given to the students' writing products. Those are indirect and direct corrective written feedback.

Indirect Corrective Written Feedback

In the students' work, it was proven that teacher 1 gave indirect feedback. There were three kinds of indirect feedback provided depend on the errors. The table below shows the examples of indirect feedback given by the teacher.

Table 4.7 Teacher's Indirect feedbacks in writing

Student	Symbol	Error Type	Example of Feedback
Student 2	Double bent arrow	Logical ordering	my height 152 cm, my weight 39 kg Fanning. I have tan skin. 
Student 4	Underline	Word Choice	that's all about my self, <u>identification</u> about my self

Student 3		Parallelism	<i>I'm naughty and to being playful</i>
Student 27	Question Mark	Ambiguous Sentence	<i>Alfalah has a good school?</i>

Logical ordering error of the student was corrected by giving double bent arrow to remind him/her that he/she wrote the sentences in the wrong order. In this part, “*My height is 152 cm, my weight is 39 kg. In the class, I always with Aurel and Fannina. I have tan skin,*” the first and the third sentences have the same idea. Both of them are talking about physical appearance, so it is better to put them one after another. While the second sentence is talking about something else, thus it is best to place it in the last part.

For errors in word choice and parallelism, the teacher chose to give underlines. It was given to the word “*identification*” which the student probably means “*introduction*”. In this writing the teacher did not directly provide the correct form of the word, instead she only drew underline. Similarly, in parallelism error underline was drawn to modify the sentence “*I’m naughty and being playful to other people*”. The sentence is supposed to be “*“I’m naughty and playful to other people”* because the word “*naughty*” is an adjective and it is followed by connector “*and*”. Hence, the next word should be an adjective as well. “*Playful*” is the correct one to put in the sentence. There was an ambiguous sentence given a question mark. The student wrote “*Alfalah has a good school*” which he/she probably means as “*Al Falah is a good school.*” The sentence “*Alfalah has a good school*” has more than one meaning and it is not clear enough to be understood. Thus, the teacher drew a question mark to ask the student what he/she actually attempting to convey.

Direct Corrective Written Feedback

The teachers declared that she provided direct feedback for the students. Table below displays the feedbacks given on students’ writing products.

Table 4.6 Teacher’s Direct feedbacks in writing

Students	Error Type	Example of Feedback
2	To be	<i>my height is 152 cm, my weight 39 kg.</i>
8	Verb Form	<i>I am a Hyperactive person and disturb my friend.</i>
12	Singular/Plural	<i>have 3 Siblings, 1 girl and 2 boys. My hobbies are listening to music and Travelling.</i>
1	Verb Tenses	<i>when was at Elementary school I studied in</i>
20	Word Choice	<i>My habit is playing to ^{cell phone} eat a cake and many a</i>
19	Article	<i>My dream is to be ^a police woman.</i>

Those examples above are indirect and direct feedback given by the teachers. There were seven error types made by the students. First, in the sentence “*My height 139 cm, my weight 39 kg.*” the phrase “*My height*” is a subject and “*139 cm*” is a noun, between a verb and a noun there has to be a linking verb “*is*” to make the sentence make sense.

Second error in verb form the word “*disturb*” was corrected by “*I like disturbing*”. The sentence “*I am a hyperactive person and disturb my friend*” is not completely incorrect. “*a hyperactive person....*” is called postpositive adjective and if it is followed by a connector “*and*” the following should be postpositive adjective as well. Otherwise, adding the subject “*I*” to the clause “*disturb my friend*” so it becomes “*I like disturbing my*

friends” which was done by the teacher is possible too.

Third, in the singular and plural mistakes, there was a sentence “...3 sibling, 1 girl and 2 boys”. The word “sibling” missed an “s”, so the teacher directly added “s” in the error word expecting that the student could understand the word “sibling” is a countable noun.

Fourth, there were mistakes in the verb tenses as well. *The sentence “When I am at elementary school I study at....”* was supposed to use simple past tense because the student told about the event that happened before now. Thus, the teacher struck through the *be* “am” and wrote “was”, as well as the *verb* “study” and put “studied” above it as correction.

Fifth, the students still make mistakes in word choice. It was identified in the sentence “*My hobby is playing hp, eat a cake and many again.*” the teacher crossed out the word “hp” and provided the correct English term “cell phone” above it.

The last is mistake in article. Sometimes, students forgot to put articles before nouns because of their direct translation as in the sentence “*My dream is to be police woman.*” The sentence supposed to have an article “a” before the noun “*policewoman*” because it is a countable noun.

Beside direct feedback given by striking through and providing correct form, there is also written feedback. It is provided at the bottom the students’ written work. Although giving direct and written feedback was time consuming, she still not only manages to provide explicit corrections on the students’ written work, but also offers comments for them.

Those written comments given were diverse. Both teachers gave comments based on the students’ performance in their written work.

The two teachers, realizing the significance of providing comments, they

offer comments to the writing of the students. But the comments that they gave were not negative as they believe it would make the students feel bad. The positive comments were brief and clear but it helped the teacher to assess the students’ written work. The moment teacher 1 was being asked “*Jika Anda memberikan komentar tertulis, kata/kalimat apa yang biasanya Anda gunakan?* (If you give written comment, what word/sentence do you use?)”, she said “Excellent, good progress, study more, you can do it better.” While teacher 2 stated “Perfect, nice.”

Apparently the statement of teacher 1 is not the same with what he gave to the student’s writing. The comment below is the comment she wrote in the student’s writing. From 27 students, she only gave comment on 1 student.

Table 4.7 Written comment on student’s written work

Student	Error Type	Example of Feedback
4	Punctuation	<i>Pay attention to the punctuation, please (,</i>

Written comment was also given to the student for specific purpose. In this case, the teacher pointed out the student’s mistake in punctuation (comma and period) because there were many irrelevant sentences because of misplaced punctuation (see appendix 4).

The written comment given was meant to sum up the student’s mistake in punctuation as it is impossible for the teacher to correct it one by one. Giving this kind of comment is easier than marking all of comma and period mistakes in the student’s work.

B. REASON FOR GIVING DIRECT AND INDIRECT FEEDBACK

For the purpose of knowing causes the teacher provided the two feedbacks, some questions were asked. Although, considering the situation that one of the teachers could not participate in the interview due to her health problem, only the data from teacher 1 that had been obtained.

The data given below were only from teacher 1. She gave indirect and direct feedback to the students' written work. On the interview she explained the reason why she chose to give those feedbacks. When she was being asked "*Seperti apa bentuk koreksi di tulisan siswa?*", she responded "*Saya kasih tanda biar mereka cari tahu sendiri kesalahannya dan belajar memperbaikinya...*".

Apparently, the teacher wants the student to find the errors themselves and try to correct it by only giving signs on their writing. She teaches the students to be independent learners who are able to do self-correction. She indicates some problems in their writing but she gave less guidance to involve and give them opportunity to take more active role in their own learning. As they learn to fix their errors by learning themselves, they are able to remember it better. So later in the future when they write the same thing, they will not make the same errors anymore.

Then, when she was being asked "*Seperti apa bentuk koreksi di tulisan siswa?*", she stated "...*saya cross atau coret lalu di atas atau di bawahnya saya kasih pembenarannya. Saya kasih pembenarannya, karena kan jarang sekali punya waktu secara lisan selain speaking exercise test. Jadinya kan ngga mungkin ketemu...*". The reason of giving direct feedback was because the teacher felt that there was not enough time for giving comments on each student's writing. The teacher tended to give direct feedback in

writing as it can save time. She also stated that she did not have enough time to give spoken comments.

C. STUDENTS' WORKS AFTER THE FEEDBACKS WERE GIVEN

Generally, the errors that the students made in their written works were decreased, but some errors are increased. The comparison between the first and second writing was made to prove if there is improvement in students' writing. From the comparison, it shows that the students' total mistakes in writing 1 in to be was 32, verb form was 18, logical order was 4, singular plural was 31, verb tense was 7, word choice was 21, and article was 5. It can be seen that the students tend to made mistakes on to be, verb form, singular plural and word choice. While they did not make many mistakes logical ordering, verb tense, and article. It shows that the students might understand well the materials about verb form especially simple present tense.

In writing 2, the total students' mistakes on to be were 29, verb form were 4, logical ordering were 1, singular plural were 40, word choice were 17, article were 11, and none of verb tense errors.

In conclusion, out of 7 categories of students' mistakes in writing, 5 of them which were to be, verb form, logical ordering, verb tense, and word choice were decreased, whereas singular plural and article were increased.

CONCLUSION

Based on the result and discussion above, this study gathered three findings. First, there are two kinds of feedback given by the teacher in students' writing 1 and 2. Those are indirect written corrective feedback, and direct corrective written feedback. The teacher provides underline, double bent arrow, and question mark as the form of indirect corrective written feedback. Furthermore, for direct

feedback, she strikes through the error word and writes the correction above or below it. Besides, for written comment is given by writing down general comment of the whole writing.

Second, those two feedbacks are given considering some reasons. Indirect corrective written feedback is given because the teacher wants the students to be able to find the errors in their own writing, so they can be independent learners. She also feels that direct corrective written feedback is the fastest feedback among others. Thus, she mostly gives the feedback to the students' writing compared to indirect corrective written feedback and written comment. Moreover, the teacher provides written comment as motivation to encourage the students' to do better in the future writing. She also gives written comment as the way to address the students' major errors.

Third, although the teacher asks the students to write different title for writing 1 and writing 2, they show some improvements in terms of identifying to be, verb form, logical order, verb tense, and word choice. But they still have some difficulties in using singular and plural nouns and article.

SUGGESTIONS

Regarding the findings, there are some recommendations for teachers and future researchers. For the teachers, they can use one title of writing only for the students. So the students can revise their works that have been being given feedbacks by the teachers. It will be easier for the students to compare both of their works, before and after revision.

Furthermore, the future researchers can investigate the kinds of feedbacks given by students with different level and different genre of the text. Also, it is important to know what the students' feel after their works are being given feedbacks and what they feel as the best feedback that can improve their skill in writing. Further study needs to be done to find the feedback that contributes in the improvement of students' writing skill.

For the future researchers, it is hoped that before doing the similar research they should consider the basic competence, the materials and the skills as it is stated in the Curriculum 2013. By doing so, the researchers will be able to find another phenomenon dealing with the implementation of the other learning models.

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