

Teacher's Feedback in Teaching Writing of Narrative Texts to the Tenth Grade Students of SMAN 3
Nganjuk

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Abstract

Writing skills is considered the most difficult skill. The students usually face many difficulties in exploring the ideas or even finding the appropriate words to what they want to write. In this research, the researcher focuses on giving teachers' written feedback in teaching writing narrative texts to the tenth graders of SMAN 3 Nganjuk. Written feedback is taken to provide an interaction between students' writing and the teacher. In this process a teacher read the students' work and responds to it through some written comments. Based on the background, the researcher did a research in SMAN 3 Nganjuk. The subjects of the study were the students of X-2. There were 33 students, 13 male and 20 female students. The researcher takes this grade because based on SI; one of the language skills that must be achieved is a writing skill. In addition, a writing narrative text is taught in this grade. This study is descriptive qualitative. The instruments that are used by the researcher are observation checklist, field notes, and students' written works.

Based on the analysis data, the researcher collected the data from three observations. The first observation, the writing task was given to check the understanding of the students in writing narrative text, but the teacher didn't give feedback. In the second and third observations feedback were given. In the second observation, the writing task was done in groups. Meanwhile in the third observation, it was done individually. The researcher analyzed the students' written works that had been given written feedback from the teacher. In order to describe how the students write a narrative text based on the elements of writing. The students' written works were analyzed by ESL Composition Profile. Those were described whether its categories were very good, good, fair, and poor level. Teachers' written feedback was considered as an appropriate way in teaching writing a narrative text because it could motivate the students to write a narrative text. Furthermore, by giving teacher's written feedback, the students made progress in writing narrative text. It could be seen from the results of students' narrative writing result. There were progress of the results of the students' writing in terms of content, organization, vocabulary, language use and mechanic.

It can be concluded that teacher's written feedback helps the students write a narrative text. It is because the teacher gives the feedback clearly, and also one by one. It consists of how the students write the generic structures and language features of narrative texts, the tenses that the students use in their writing work, choosing the appropriate words/ diction, punctuation. It makes the students know and understand their mistakes in writing a narrative text easily. Finally, the students become interested in the teaching and learning process.

Key Words: Teacher' Written Feedback, Writing, Narrative text, Students' Written Work

Abstrak

Ketrampilan menulis dianggap sebagai ketrampilan yang paling sulit. Siswa biasanya menghadapi banyak kesulitan mengungkapkan idea atau pemilihan kata yang tepat yang akan mereka tulis. Penelitian ini Fokus pada feedback dari guru di dalam pembelajaran menulis narrative teks untuk siswa kelas sepuluh dari SMAN 3 Nganjuk. Feedback disediakan sebagai interaksi di antara pekerjaan siswa dan guru. Dalam proses ini seorang guru membaca pekerjaan siswa dan meresponnya melalui beberapa komen. Berdasarkan latar belakang yang ditulis, peneliti melakukan sebuah penelitian di SMAN 3 Nganjuk. Peserta penelitian ini adalah siswa kelas X-2. Ada 33 siswa, 13 laki-laki dan 20 perempuan. Peneliti mengambil kelas ini karena berdasarkan SI; salah satu ketrampilan bahasa yang harus dicapai di kelas sepuluh adalah ketrampilan menulis. Penelitian ini adalah descriptive qualitative. Alat yang digunakan oleh peneliti adalah observation checklist, Field note, hasil pekerjaan siswa.

Berdasarkan data analisis, peneliti mengumpulkan data dari 3 observasi. Observasi yang pertama, tugas menulis diberikan hanya untuk mengecek pemahaman siswa pada kemampuan menulis narrative teks, tetapi guru tidak memberikan feedback. Pada observasi yang kedua dan ketiga guru memberikan feedback. observasi yang kedua tugas menulis dilakukan secara berpasangan. Sedangkan di observasi yang ketiga dilakukan secara individu. Peneliti menganalisis pekerjaan siswa yang sudah diberikan feedback dari guru. Dengan tujuan untuk mendeskripsikan bagaimana siswa menulis narrative teks berdasarkan unsure- unsure dari menulis. hasil tulisan siswa dianalisis dengan menggunakan rubric ESL composition profile. Itu dideskripsikan apakah termasuk dalam level yang sangat bagus, bagus, sedang lemah. Feedback dari guru dapat dikatakan sebagai cara yang tepat dalam pengajaran menulis narrative teks karena itu dapat memotivasi siswa- siswa untuk menulis narrative teks. Lebih-lebih dengan memberikan feedback dari guru siswa ada peningkatan dalam menulis narrative teks. Hasil dari siswa menulis dalam bentuk isi, organisasi, vocabulary, bahasa yang digunakan dan mechanic mengalami peningkatan.

Itu dapat disimpulkan bahwa feedback dari guru membantu siswa dalam menulis sebuah narrative teks. Itu dikarenakan guru memberikan feedback dengan jelas dan satu persatu. Itu terdiri dari bagaimana siswa menulis generic structure dan language feature dari narrative teks, tense yang digunakan dalam pekerjaan mereka, pemilihan kata yang tepat. pemberian tanda baca. Itu membuat siswa mengetahui dan mengerti kesalahan mereka dalam menulis narrative teks dengan mudah. Akhirnya siswa- siswa menjadi tertarik pada proses berlangsungnya pembelajaran.

Kata Kunci: Feedback Guru, Menulis, Narrative, Pekerjaan menulis siswa

INTRODUCTION

In Indonesia, many students think that English is difficult to be understood because usually a teacher teaches English in a boring condition so that the students are not willing to study English. Writing is an English skill which is often felt difficult to be learnt by the students especially for the students who learn English as a second language. Therefore, it is important for the teachers to serve a teaching method that makes the students enjoy during teaching-learning process. It is supported by Richards and Renandya (2002:303) who states that writing is considered as the most difficult skill for the students because it is not only in terms of generating and organizing ideas, but also about translating these ideas into printed words that can be read (readable). Students need to have a great L2 background knowledge about the word choice, appropriate grammar, punctuation, and organization of ideas in order to clarify the written message and to make the readers can understand what the writer's ideas are.

As well as writing, a narrative text in Senior High School is also learnt continuously. A narrative text is the only text-type which is learned in every grade of Senior High School level. This text is considered to have higher level of difficulties and confusion because there is more than one text-type which almost has similar generic structures and language features, such as recount, anecdote, spoof, and explanation text (Rosyidah, 2009:4).

Writing should be practiced and learned gradually so that the students master it well. It takes

time to be able to write. It needs some proper guidance and sustained practices (Cantony and Harvey, 1987:81). From the statement above, it is clear that students need sustained practices to write a composition, an essay, or even a paragraph. Learning to write well takes practice and writing needs written feedback. Providing feedback in a second language is integral to develop students' writing skills (Herrera, 2011:245). During writing process, students need feedback and comments to facilitate them in composing their writing with minimal errors as well as maximum accuracy and clarity. Therefore, as the English teachers, they are expected to be able to help the students to overcome the problem that faced in writing.

Written feedback is taken to provide an interaction between students' writing and the teacher. In this process a teacher reads the students' work and responds to it through some written comments. Thus, according to Askew and Lodge (2000:5) feedback is, "a one-way communication, from a teacher to a student, to provide information to help students learn". On the other hand, a teacher tries to give more specific explanation about the students' written work, to stimulate the students' courage when giving feedback. It means that a teacher should give feedback to the students after the students finishing their works. It can motivate them to be better in writing and know their mistakes.

Gee (1972), conducts the experimental research about the effect of positive feedback and no feedback on two groups in teaching writing recount text of Senior High School students. The result shows

that there was a significant difference between the two groups in terms of proficiency; the researcher noticed that students who received positive feedback developed better attitudes towards writing than those who received no feedback. Another researcher Setyawati (2009) shows us that the findings of her study in SMU Negeri 1 Gondang Wetan-Pasuruan, the class was eleventh graders. indicated that by giving teacher's feedback students on written work was successful in improving students' writing report text.

According to the results of the study conducted by the researchers above, teachers' feedback has an influence on the students writing ability. Therefore, if the teachers didn't give the students' any feedback in the writing process, they wouldn't know and understand about their mistakes in the writing. It makes them keep on committing the same errors for the next time. Thus they will not be interested in writing. Unfortunately, they will not be able to master English or at least write in English.

Those difficulties are also faced by the students in SMAN 3 Nganjuk. When the researcher did teaching practice there, she found many students said that English is difficult to be understood, especially in writing a narrative text. Then the researcher asked about the reason why they could not enjoy writing. They said that they didn't know how to write correctly based on the elements of writing, language features, and generic structures.

Moreover, the writer of this study has a different subject and the type of the text. The subject was the tenth graders and the text was a narrative text. She conducts this study to investigate of how the teacher gives a written feedback to the students' written work and how the students write a narrative text is like after the teacher gives written feedback.

METHOD

This study was qualitative. This study was a descriptive qualitative. It is to describe the situations and happenings in the teaching and learning process in the classroom using words. According to Bodgan (1992:27) qualitative research is for particular setting under study because it is concerned with context. The reason why the researcher chooses descriptive qualitative is because the researcher wants to observe the teacher and the students' activities in the classroom. How they get involved in the teaching and learning process in writing a narrative text when teacher's feedback is given.

Another reason was the researcher wanted to gain the information about the implementation of teacher's written feedback in teaching writing a

narrative text in the class. In this case, from the information she identified how the teacher gives written feedback and how the students write composition of a narrative text. Finally, the researcher makes a report of every detail of the teaching learning process in the classroom by describing what the researcher has got from the data observation, since everything had a potential power of becoming the clue to open a more comprehensible understanding on what happened in the classroom.

One English teacher who gives written feedback and X-2 class of SMAN 3 Nganjuk were the participants of this study. The researcher takes this grade because based on SI; one of the language skills that must be achieved is a writing skill. In addition, a writing narrative text is taught in this grade. X-2 class is taken randomly. It consists of 33 students; 13 male and 20 female students. The Class is heterogeneous, which means that the academic levels vary from the highest to the lowest. Because of its being heterogeneous, the students' compositions vary too.

This study used observation checklist, field notes, and students' written works to collect the data. The data of this study was the results of the observation about how the teacher gives feedback in teaching writing narrative texts during the teaching and learning process. The second data was the students' writings which measured by ESL composition profile.

Firstly, the data obtained from observation checklist and field note were analyzed according to the fact and the researcher's interpretation. The researcher analyzed the data got from the observation naturally based on the phenomenon that had happened in the writing class during the implementation of teacher's feedback in teaching writing a narrative text in order to get the whole view of classroom activities.

Secondly, the researcher analyzed the students' written works that had been given written feedback from the teacher. In order to describe how the students write a narrative text based on the elements of writing. The students' written works were analyzed by ESL Composition Profile. Those were described whether its categories were very good, good, fair, and poor. It was used to know how the student's writing ability after giving teacher's feedback the terms of elements of writing. Those are: content organization, vocabulary, language use and mechanics.

FINDINGS

In this study the teacher used three meetings. In the first meeting, the teacher tried review the

narrative text. She didn't give the written feedback because she wanted to check the understanding of students about a narrative text. As a result, in the first meeting, the researcher knew that most of the students did not have a good understanding about narrative text. They were still confused to use the verbs that used in narrative text. The students didn't know how to change the present tense forms into past tense forms. Thus, in the first meeting, she concerned to review the explanation of narrative text; the generic structure and language features. To make the students understand about narrative texts, the teacher asked the students to identify a narrative text based on the generic structures and language features of a narrative text. After that, she asked them to write a narrative text based on three topics that she had given. And the last, she gave the reflection by asking questions related to the learning material.

In the second meeting, the teacher asked the students to write a narrative text in pairs, after that she gave them written feedback. The teacher gave the feedback based on the student's mistakes. The topic in the second meeting was fairy tale story in narrative texts such as: Cinderella, Sleeping beauty, Snow white and etc. If the students' had finished writing narrative texts, the teacher asked them to present their work in front of the class. Their presentations were correct but some of the groups still had difficulties to the tenses of a narrative text. The teacher understood their problem so she wrote the formula of past tense on the whiteboard. She also gave brief explanation about it. If the students did not know the past form of certain verbs, she suggested them to look up it in a dictionary.

All of the groups had presented their works, after that the teacher asked them to rewrite their composition based on the teacher's feedback. They were very active and interested in doing writing test because the result of feedback could help them in writing a narrative text. Then, the teacher analyzed their writing a narrative text based on content, organization, vocabulary, language use, and mechanics. She used Jacob ESL Composition Profile Scoring to analyze the students' composition narrative texts.

In the third meeting, the teacher reviewed the material in the previous meetings. After that, she asked the students to write a narrative text individually. The teacher gave the interesting topic to the students that were the students' experiences in the past. The teacher explained the differences between a recount and a narrative text. The students looked enthusiastic because they had known their story. That is a good point to increase the students' motivation in writing a

narrative text. After finishing their writing, the teacher gave the written feedback on the students' written work one by one clearly. So, the students could understand the written feedback easily.

The students rewrote their composition based on the result of teacher written feedback. In this meeting, they looked understandable and did not find any confusion. They can follow the teacher's written feedback very well. They were very understood and motivated because the teacher's written feedback could make them enthusiastic to write a narrative text. The students' writing a narrative text in the third meeting became more correctly and interpretative in writing the content and the tenses.

Finally, from the explanation above, the researcher concluded that by giving teacher's feedback was an appropriate way to teach writing a narrative text.

DISCUSSION

The students' writings were analyzed by using Jacob's ESL Composition Profile (see appendix C). There were 5 items analyzed. They are content, organization, vocabulary, language use and mechanic. Each item was categorized in four levels; very good, good, fair and poor. In the first meeting, the writing task was given to check the students' understanding in report texts, but at this meeting the teacher's feedback had not been given to the student's written work, the writing task was given to check the understanding of students in writing narrative texts. Thus, the researcher only discussed the result of the students' writing a narrative text in the second and third meetings where the teacher's written feedback had been given to the students' written work. In the second meeting, it was done in a group. Meanwhile, in the last meeting, it was done individually.

In terms of content, there were many students who getting very good level. From the students' task in the second and third meeting, writing narrative text after giving teacher's feedback in pairs: there were 16 students got *very good* level, 8 students got *good* level, 6 students got *fair* level, and 2 got *poor* level. While in the third meeting, where the teacher's feedback was given again and the students wrote individually, the result of their writing; was as follows 20 students got *very good* level, 11 students got *good* level, 2 students got *fair* level, and no one got *poor* level.

In terms of organization, the students' writing ability in organizing paragraph improved; The students understood more about fluent expression, ideas clearly stated or supported, well-organized in

clear stage of narrative (orientation, complication, and resolution). Those can be seen from the results of the students' writing ability progress. In the second meeting where the students wrote narrative texts in pairs, there were 12 students who got *very good* level, 10 students got *good* level, 10 students got *fair* level and no one got *poor* level. While in the third meeting where the teacher's feedback was given again and the students wrote individually, there were 17 students who got *very good level*, 14 students got *good* level, 2 students got *fair* level, and no one got *poor* level.

In terms of vocabulary, most of the students could use the appropriate words. It could be seen from the result of the students' writings in the second and third meetings. In the second meeting where the students wrote narrative texts in pairs, there were 8 students who got *very good* level, 14 students got *good* level, 8 students got *fair* level and 2 students got *poor* level. While in the third meeting where the students wrote narrative texts individually, there were 12 students who got *very good level*, 16 students got *good* level, 5 students got *fair* level, and none got *poor* level.

In language use, there were a few students who got *very good* level. The students got still confused to use appropriate action verb in constructing simple present sentences. It could be seen from the result of the students' writings in the second and third meetings. In the second meeting where the students wrote narrative texts in pairs, there were 4 students who got *very good* level, 6 students got *good* level, 14 students got *fair* level and 8 students got *poor* level. While in the third meeting where the students wrote narrative texts individually, there were 10 students who got *very good level*, 15 students got *good* level, 8 students got *fair* level, and none got *poor* level.

In the terms of mechanics, it could be seen from the result of the students' writings in the second and third meetings. In the second meeting where the students wrote narrative texts in pairs, there were 12 students who got *very good* level, 8 students got *good* level, 10 students got *fair* level and 2 students got *poor* level. While in the third meeting where the students wrote narrative texts individually, there were 14 students who got *very good level*, 15 students got *good* level, 4 students got *fair* level, and none got *poor* level.

Based on the result of the students' narrative writing task, the researcher concluded that by giving teacher's written feedback could make progress in composing narrative texts.

CONCLUSION

In this study, there are two conclusions which are referred to the research questions. For the first, it can be concluded that teacher's written feedback helps the students write a narrative text. It is because the teacher gives the feedback clearly. It consists of how the students write the generic structures and language features of narrative texts, the tenses that the students use in their writing work, choosing the appropriate words/ diction, punctuation. It makes the students know and understand their mistakes in writing a narrative text easily.

For the Second it can be concluded that most of the eighth graders students in SMAN 3 Nganjuk could write writing narrative texts correctly after the teacher gave them teacher's written feedback. It can be seen that almost all of the students knew what they should write the orientation, complication, resolution. Although some of them still have difficulties in writing narrative texts especially in the tenses of narrative texts, the teacher's written feedback has an influence on the students' writing narrative texts.

SUGGESTION

In order that, this study would be more useful and meaningful for everyone, the researcher would give some suggestions, and they are:

For the teachers:

1. The teacher should pay attention to all of the students equally. Some students who sit at the back are not given enough attention as much as those who sit in front.
2. It is better for the teacher to give the limitation of time for their presentation. So the time could be manageable well.
3. The teacher should always give motivation and reward to the students, Even though it is only in the form of applause or compliments.

For other researchers:

The research can be developed, not only for productive skills, but also for receptive skills, such as, listening and reading.

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