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## AN ANALYSIS OF TEACHER'S FEEDBACK ON STUDENTS' WRITING TASK

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#### ABSTRACT

*The use of feedback is strongly crucial in learning of English as a second or foreign language. It is crucial because it can motivate and support the students in learning English. This study focused on analyzing and describing the teacher's feedbacks used on students' writing tasks and students' perspective about it. In this research, case study was applied as research method. The subject of this research was the tenth graders of MAN 2 Sumbawa in school year 2021-2022. In collecting the data, the researchers used several instruments such as the students' writing tasks, semi structure interview guide and observation sheet to gain the data from the respondents. All of the data were analyzed to know the type of teacher's feedbacks and students' responses on it. The findings of this research showed that there were two types of feedback given by the teacher, namely written and oral feedback. Both of those feedbacks were implemented in the students' writing task. The finding also showed the use of feedback in English as foreign language (EFL) context was great significance to stimulate the students to make good writing. EFL students who involved in this study had expressed their strong belief in its importance and applicability. They gave positive responses to the use of written and oral feedback. Most of the students stated that the teacher's feedback was a good motivation in learning and believed that the teacher's feedback helped them in improving their writing proficiency.*

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## INTRODUCTION

Writing is one of the most difficult skills for students to acquire. Writing is unlike spoken language, it requires the readers or the audience to understand and interpret what has been written. In writing, there are several aspects that have to be considered. Brown (2004) summarizes all these aspects into two main skills: micro skills and macro skills of writing. Writing is the act of using language to discover meaning experience and communicate it (Nik et al, 2010). Brown (2004) states that Writing skill, at least at rudimentary level, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literature culture. Furthermore, Olshtain (2001) proposes that viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text.

Writing as a skill involves a number of complex rhetorical and linguistic operations which must be taught. Thus, for effective writing, the writer has to use a large number of formal features in order to facilitate his/her readers to infer the intended meaning. In developing writing as a communicative skill, students should constantly be made aware that particular topics in writing fit particular situations and conform to particular conventions. Today, the ability to write has become an indispensable skill in our global literate community. Paris (2022) says that writing skill is becoming increasingly popular in society as an effect of the rise of electronic and social media communication. Yulandari, E. S. (2020) Says that writing across the curriculum that can be invaluable for mastering diverse subject matter. Therefore, it can be said that writing is the primary basis upon which our work and study will be judged in school or college, in the workplace, and in the community. One of the ways in teaching writing is by giving writing task to the students. According to Kroll (2001), writing task or assignment is the key component of all writing classes, lending it a rhythm that might be referred to as a life cycle.

In addition, Leaph (2011) utters that since the late 1950s, attitudes in the direction of the role of feedback have modified along with teaching methodologies for successful second language (L2) acquisition. Correction which is given by the teacher on students' writing task is considered to facilitate the learners to share good habits in revising their writing performance. Feedback is considered to have significant use to foster students' writing. As a teacher, giving students the correct feedback helps them improve their writing ability.

Feedback is defined as information which is given by agent (teacher, friend, and book) about the result of learning and interpretation of someone (Hattie and Temperley, 2002). Furthermore, Keh (1990) says that feedback can be defined as the contribution result of giving information to the writer for revision. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are able to produce it with minimal errors and maximum clarity as well as provides motivation for the students.

In term of content and form, Hedgecock & Lefkowitz (1992) argues that feedback is divided into two types, those are oral and written feedback. Oral feedback refers to the provision of feedback on mistakes and weaknesses in content, organization, and language that involves grammar, vocabulary, mechanics and spelling through face to face conferencing for about five minutes every student (writer). Latter, written feedback refers to the provision of feedback on mistakes and weaknesses in content, organization and language through writing in form of questions, imperatives, praise, and suggestions indicating the location of errors. Leaph (2011) elucidates some ways of giving feedback through writing such as: the first is direct correction is

correct forms which provided above or close to the wrong ones. The second is indirect correction, here the correct form is not presented, but mistakes are represented by code, for instance, VF for verb form, T for tense, etc. The third is an error is placed and represented by T for tense, VF for verb form, and WO for wrong word order. The fourth is an error is underlined, circled or and marked with a tally margin for students to consider and rectify the mistake on the own. The fifth is right forms are provided alongside the margin of the paper or above the place that close to incorrect form. The last is error and weaknesses are placed into sets with complete notes provided.

Based on the elaboration above, the researchers have a great intention to conduct an analysis of feedback used by the teacher on students writing tasks and how the students' responses concerning with their teacher's feedback at the tenth graders of MAN 2 Sumbawa Besar in the school year 2021-2022.

## **METHODS**

In this study, the researchers used a case study as the research method. The research was conducted at MAN 2 Sumbawa Besar which is located in Moyo Hilir sub-district, Sumbawa regency. In this school, the schedule for English subject was twice a week. It means that the teacher and students had four times forty five minutes every week to meet formally in the classroom. The subjects of this research were the tenth grader students and an English teacher. In collecting the data, the researchers arranged semi-structure interviews to get information deeply about the type of teacher's feedbacks and students' responses on it. In addition, the researchers also collected the students' writing tasks to strengthen the data.

## **RESULTS AND DISCUSSION**

### **Kinds of teacher's feedbacks given on the students' writing task**

In terms of content and form, there are two types of feedbacks, written and oral feedback (Hedgcock & Lefowitz in Leaph, 2011). Written feedback is feedback which is given by the teacher to the students through their writing task or notebook. Meanwhile, oral feedback is feedback which is given directly to the students like conference. The data obtained from the field of the study showed that the teacher used both types of feedbacks. Those were oral and written feedbacks. Oral feedback was used by the teacher in classroom when the teacher interacted with the students and the students needed further explanation. Meanwhile, written feedback was used on students' writing papers by giving written comments.

Besides, feedback is categorized based on the ways of giving, namely direct and indirect feedback. In accordance with Ellis (cited in Lindqvist, 2011) direct corrective feedback is when the teacher delivered the right form directly in the text or in the margin, or at the end no additional separation is made. In contrary, indirect corrective feedback is when the teacher shows and places the problems using underlining or other signs, but does not provide the right form. In this research, the teacher generally used direct oral and written corrective feedback. Yet, the teacher often provided the direct written corrective feedback on the students' writing task. The direct written corrective feedback was given by writing specific sign to indicate the mistake and revise it directly to the right form. The teacher used circle, underline, slash, and cross sign. The teacher sometimes used indirect written corrective feedback by giving short note at margin or the end of the students' papers but did not correct the mistakes.

However, it was rarely used, because it was confusing for most of the students. Actually, the use of indirect feedback is good to train the students become independent person and elicits students' curiosity. Indirect feedback can help students to self-edit idiosyncratic (sentence, structure, and punctuation) errors. Probably, it is an effective instrument in increasing the students' writing skill. Aljaafreh and Lantolf (cited in Naidu, 2007), where the objective of this approach was to move the respondents for greater ability to self-correct, instead of relying on the teacher's correction. In sum up, indirect feedback is assumed preferable because it engages students in the learning in a way that direct feedback does not. In addition, indirect feedback is preferable for most of students as writers, since it involves them in self-correction process. So, the involvement leads to reflection and long term acquisition.

Nevertheless, that direct corrective feedback is better suited for students at lower proficiency levels as they may not have sufficient skill to procure a correct form on their own idea, but giving direct feedback is disadvantageous since it requires minimal processing on the students' behalf. The used of indirect corrective feedback as suggestion can be an alternative way to increase the form of linguistic control, but it is not proper to be used for the new learner. Thus, it can be better if the teacher collaborate both direct and indirect corrective feedback in particular occasion either oral or written.

### **Students' responses the teacher's feedback**

The data showed that there were positive responses from the students to their teacher feedback. Almost all of the participating students asserted that they found feedback is very useful either oral or written feedback. However, most of them preferred written feedback to the oral one. The data were obtained showed that the strong impression of the students to their teacher's feedback. The students believed that feedback given by the teacher could increase the students' writing quality. Thus, the students really paid attention on the teacher's feedback.

The respondents also believed that the teacher's correction and comments were significant for them to learn and improve their English. The respondents by all means desired and expected feedback from their teacher. The findings also explained that the respondents believed that they got a lot of benefits from such feedback. The students followed comments and suggestions from their teacher revision on their writing task.

### **CONCLUSION**

Based on the result of data analysis, it can be concluded that: there two types of feedbacks that given by the teacher to the students, those are oral feedback and written feedback. However, the teacher generally used direct written corrective feedback that provides students the right form. Furthermore, the students also gave positive responses and special attention to their teacher's corrective feedback both oral and written feedback. Yet, most of the students preferred written feedback to the oral one. The students stated that the teacher's feedback is a good motivation in learning and believed the teacher's feedback helps them in improving their writing proficiency.

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