Students' Response of Teacher's Written Feedback on Their Writing

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Abstract. *This research conducted based on the phenomena taking place in school were many students considered writing is difficult. The students do not know whether their writing was right or not because the students are also shy to ask the teacher when they found difficulties in writing. In addition, the students are lacking of motivation in learning writing because the class condition was not attractive. The students' writing score is below the criteria minimum mastery (KKM) at SMAN 7 Bandar Lampung. Therefore, this research discusses the analysis of teacher written feedback in students' written task and their responses. The objective of the research was to know and to describe the aspects of good teacher written feedback fulfilled by teacher, the teacher obstacles and students respond of written feedback at the second semester of the tenth grade of SMAN 7 Bandar Lampung in the academic year of 2016/2017. This research was qualitative research. The data were analyzed using data reduction, data display and data conclusion. The population of this research was the tenth grade students of SMAN 7 Bandar Lampung. The sample in this research was 32 students that were taken from one class, X IPA 2. In collecting the data, the researcher used instruments, interview, questionnaire and documentation review. From the data analysis, it was found that the result of the analysis test was the teacher hardly ever fulfilled those three aspects completely. Many problems that teacher faced in giving written feedback and the students lack in response of teacher written feedback in students written task in the second semester of the tenth grade at SMAN 7 Bandar Lampung.*

Key words: *teacher written feedback; students' response; teacher problems; written feedback*

A. INTRODUCTION

Curriculum is a set of plans which contains learning objectives, content and learning materials. Curriculum is designed by each education institution to give an opportunity to adapt the educational program to the needs and the potential of the local region. Muslich (2003: 2) states that School Based Curriculum (SBC) is considered as a development of the Competency Based Curriculum year 2004. SBC is regarded as an operational curriculum designed and implemented by every education institution. In accordance with this curriculum development, the board of national education has designed a guideline for SBC development.

Hamalik (2003: 3) states that the purposes of curriculum designing is to achieve the objective of a study program and subject matters. The objectives of learning is gained after the implementation of teaching and learning process. Based on Depdiknas (2000: 6), there are three factors that influence the implementation of School Based Curriculum, such as: (1) curriculum characteristics involving scope of new ideas of a curriculum and its explanation for the user, (2) The implementation strategy is the strategy used in implementation, and (3) the characteristics of the user of curriculum including knowledge, skill, values, and the attitude of the teacher towards the curriculum , and also the teacher's competency to plan curriculum in the subject matters. In accordance with the statement above, English is one of the most important subjects to be learnt by the students.

According to Richards and Rodgers (1986: 3) that today, English is the world's most widely studied foreign language. Therefore, English is a language that is widely used to communicate therefore many countries learn and use English as their second or foreign language. English, as the international language, is needed and very important in the world even English is a second language in Indonesia. In order to be able to achieve these English language goals, According to BSNP 2006, communicative competences are having discourse abilities; they are

comprehending oral and written texts and producing oral and written texts. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

According to Rivers (1981: 9) writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown (2000: 49) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Consequently writing represents what we think. It is because the writing process reflects things, which stay in the mind.

Badger and White (2000: 153) highlight the absence of the important aspects of writing such as planning, drafting and revising. Thus, teachers who use the product oriented approach rarely provide instant feedback while the students are producing the written product as only the final product will be read and graded. In short, any problems that occur during the process of writing will be ignored as long as the students are able to produce the final product. Bearing all this in mind, it is important for teachers to equip their students with better linguistic knowledge and input and provide proper samples to help them write better.

In fact, many students find difficulties in writing, because they did not know how they can express their idea well. Badger & White (2000: 154) state, the process oriented approach focuses on the student's processing skills and ignores the product. Researchers are of the view that the process oriented approach to teaching writing may teach students to write effectively provided the students know who their target audience is. In other words, the students are only as good as the instructions given with each task, without which there is no guarantee they will be able to perform as effectively.

When the researcher did the preliminary research in SMAN 7 Bandar Lampung, the researcher interviewed the teacher and gave the questionnaire to the students. One of the interviewing questions that the researcher asked to the teacher is "what are the problems that are faced by the students in learning writing?" Based on the interview that the researcher did to Apriana, S. Pd as English teacher in the tenth grade, she said that one of students' problems in writing are (1) the students find difficulties to express their idea in written form, (2) difficult to build self-motivation, (3) the students often do same mistake in grammatical and mention generic structure of written text.

The researcher also asked the teacher about the students' English ability especially in writing. The researcher got that more than 60% of students of the tenth grade did not pass the minimum achievement criteria that the teacher expected. From 128 students of the tenth grade of SMAN 7 Bandar Lampung, there are 86 students (67%) got score under 70. Because the minimum achievement criteria of English subject in the tenth grade at that school is 70. It indicates that most of students still face difficulties in mastery English.

Based on preliminary reasearch, the researcher found the cause of the problem why the students' written task is still low. It happens because the teacher does not use appropriate way in correcting students writing and the students face difficulties to develop in their text to make text. Also the students show little interest in the written advice offered to them by the marker. Some students were concerned only with their mark and not with the feedback. Therefore, in this research the researcher analyse teacher written feedback to help students' problem in writing.

According to Harmer (2004: 5) to have good writing, the students should do it in some stages that are called the writing process. They are planning, drafting,

editing/revising, and final version. To have good writing, students need help by teacher to solve their problem especially in written task.

Brookhart (2008: 2) says that good feedback gives students information they need so they can understand where they are in their learning and what to do next the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor. Consequently, good feedback contains information that a student can use, which means that the student has to be able to hear and understand it.

Teacher written feedback is used to help the students to know their mistakes, so the students can revise their writing. Additionally, Chandler in Erkkila (2013: 9) states that after examining the effect of students' revision of their own writings based on teacher given feedback and it was found out that over a period of ten weeks the accuracy of writing improved significantly more with those students who were required to correct their own errors than with those who were not. Thus, feedback can help student to get better writing. It is because the students know their mistake and learn to do better in their writing.

Because of teacher written feedback can motivate students to make good writing and automatically check students' writing without pointing the students in front of the class. Generally, students will be shy if the teacher checks their mistakes orally in the class. Thus, by using teacher written feedback, the students will know about their mistakes. The teacher gives comment on students' writing text without being known by other students. It is supported by Razali and Jupri (2016: 64) who say, "other than helping in students' revision, teacher written feedback can also help students to be better motivated in writing.

Based on the problem, the researcher identifies the problems are the teacher does not use appropriate way in correcting students' written task. Students still found difficulties in their writing task and understanding in teacher feedback. The students are shy to ask the teacher when they found difficulties in writing.

Accordingly, the researcher conducted a research to analyze the Teacher Written Feedback in Students' Written Task and Their Responses in the Second Semester of the Tenth Grade Students at SMAN 7 Bandar Lampung in the Academic Year of 2016/2017.

B. RESEARCH METHOD

The researcher used the descriptive qualitative method in collecting and analyzing the data. The goals of this study is to get description of how does teacher give written feedback, what the teacher obstacles in written feedback and what the students responses of feedback. As Creswell (1994: 8) state, qualitative research is descriptive in that the researcher is interested in process, meaning and understanding gained through word or picture. This method is used since this study did not search for something or make prediction. It only describes the situations or phenomenon.

Anderson (1988: 142) state qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them it is also a form of research concerned with the context. Understanding the research environment and all its political, social, psychological, economic and cultural dynamics is vital to producing rich, useful, valid findings.

By this qualitative research, the researcher focuses on the result of process in Teacher Written Feedback in Students' Written Task and Their Responses of the tenth grade students at SMAN 7 Bandar Lampung in 2016/2017 academic year.

By this way, the researcher hopes that this research reveal this matter clearly for the sake of English learning improvement by using feedback.

The researcher used purposive sampling technique to select the sample. Purposive sampling was different from convenience sampling in that researcher do not simply study whoever is available, but rather used their judgment to select a sample that they believe, based on prior information, will provide the data they need. In this research, the researcher used the judgment to choose the sample based on the students' average score of written task in SMAN 7 Bandar Lampung. From four classes of the tenth grade of SMAN 7 Bandar Lampung, class X IPA 2 got score lowest than the other class. Then, in this research, the researcher chose the class that got the lowest scores to be analyzed. The   researcher chose class X IPA 2 and the English Teacher as the sample of the research.

In Analyzing data, the researcher used some instrument data. A research instrument is what you use to collect the information in a qualitative field study or observation. It helps you keep track of what you observe and how to report it. It must be both valid and precise. Biddix (2006: 5) *Instrument* is the generic term that researchers use for a measurement device (survey, test, questionnaire, etc.). To help distinguish between instrument and instrumentation, consider that the *instrument is the device and instrumentation is the course of action* (the process of developing, testing, and using the device). The instrument and data collected in this research will be collected by using questionnaire, interview and documentation reviews.

Documentation Reviews is the things that need improvement, the researcher used guidelines on what to do. The guidelines adapted by Brookhart (2008: 31) he stated that we should keep attention to teacher written feedback that is given good effect to students. To give good teacher written feedback, the teacher must pay

attention to some aspects for instance clarity, specificity, and tone and word choice.

Questionnaire is the instrument that the researcher gives to the students, in order to know the further opinions and to know the students' response in teacher feedback. Dheram in Othman and Mohamad (2009: 4) stated that students respond differently to different types of feedback. Some students might respond positively to content-focused feedback. On the other hand, there are students who respond positively to form-focused feedback due to factors such as the instructional. If students do not respond positively to teachers' feedback, it is not that the feedback is not effective but there are many factors that interact with the students' ability to respond and incorporate the comments in their revision process. The researcher uses the questionnaire to get the detail information of students' response in Teacher Written Feedback.

Interview is a meeting of two persons to exchange information and idea through question and response, resulting in communication and joint construction of meaning about particular topic. The interview uses in collecting the data from the English Teacher. The researcher asks about teacher's opinion of using feedback. As stated by Brown (1994: 219) considers feedback as one of the keys to successful learning in a similar vein, Feedback is integral to the learning process and is one of the main benefits that students get from assessment. Bangert-Drowns (1991: 213) states that feedback should be given immediately whenever possible to keep students interested in the result of their work and learning, boost confidence, and create a more helpful testing environment. Teachers should give students feedback as often as possible to let students know where they stand.

In the qualitative research, the researcher must reveal the data as the real life of the subject. This qualitative research use some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid,

triangulation is employed. According to Setiyadi (2006: 246) state triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough. In this research, the researcher uses triangulation method, in triangulation method, the researcher uses three data collecting techniques, and they were: questionnaire, interview and documentation reviews.

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Sugiyono (2000: 345) state data analysis is conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. In this research, the researcher analyzes the data in qualitative descriptive with the following steps data reduction, data display and data conclusion.

C. FINDINGS AND DISCUSSION

After collecting the data and analyzed them, the researcher obtained the following data which were discussed further in the findings and discussion of this section of the article.

Findings

Documentation Review

The researcher carried out the documentation review in order to find out the aspect of good teacher written feedback by the teacher. The documentation review was analyze on May 19-23, 2017. The documentation of students' written task was to analyze by the researcher in order to find out the good aspects of teachers' written feedback by looking at the indicators of aspects of good teacher written feedback proposed by Brookhart. The data that have been reduced were classified into specific groups based on the research focus into the documentation review form.

Based on the documentation review, the researcher found that there was three aspect of good teacher written feedback by Brookhart, there were clarity, specificity, word choice and tone. From the aspects of good teacher written feedback, the researcher found that the teacher not using the good aspect of teacher written feedback in a right way. In the aspect of clarity, the teacher used a simple vocabulary and assuming that the students understand about the feedback. While in the aspect of specificity the teacher always correcting every error that students make, and teacher using the comment that makes the students did not get confused. Then, in the word choice and tone, the teacher does not give the students word to make them be motivated to produce better writing. It can be concluded that the teacher has to pay attention to the aspect of good teacher written feedback so that the teacher can give the effective written feedback to the students because written feedback must explain clearly, not to be confused by students, and used the word that motivates the students.

Interview

The researcher employed an interview to the teachers. The Interview was conducted on May 17th, 2017. There were five questions that the researcher asked for the teacher. The first point of the interview was to know teacher's opinion about feedback. The second point of the interview was to know how the teacher gave the written feedback and to know the aspects fulfilled by the teacher in giving written feedback. The third point of the interview was to know the teacher obstacles in giving written feedback to students. The fourth point of the interview was to know teacher opinion about students responds in written feedback. And the last point of the interview was the teacher solve the problem when giving written feedback.

From the result of the interview, the researcher concluded that there were three problems faced by the teacher in giving written feedback proposed by Yang, they

were: focusing mainly on grammar, giving vogue comments, and overemphasizing the negative point. Then, in accepting the teacher written feedback, some students gave the response to teacher written feedback and some students did not.

Questionnaire

To validate the data of documentation review, the researcher employed a questionnaire to the students. The questionnaire was conducted on May 16th, 2017. There were ten questions that the researcher asked the students. In this research, the researcher used open-ended questionnaire. From the result of the questionnaire, there were 60% of students gave the response to the teacher written feedback in the case of asking the reason why his/her answers were wrong. While 40% of students did not give the response to the teacher written feedback because she/he felt nervous and felt afraid to speak up.

Discussion

In this part, the researcher would like to discuss the research findings from documentation review, interview, and questionnaire. The researcher discussed the findings regarding the research questions.

The Aspect of Good Teacher Written Feedback

The finding showed all the aspects of good teacher written feedback by Brookhart (2008: 31). The first aspect was clarity, the second aspect was specificity, whereas, the last one was word choice and tone. Clarity is how clearness explanation in the teacher written feedback. Additionally, specificity is how simple the word that is used in written feedback. The teacher does not allow to comment too narrow that while make students are confused. The last aspect is word choice and tone. This aspect also important because by using her/his word, the teacher must be able to support and give motivation to students to produce

better writing. The teacher can ask and sharing with students and used the word that assumes that students are the active learner.

Clarity

This aspect of good teacher written feedback was practiced by the teacher 0 times in good criteria and 32 times in bad criteria. It was mentioned as good criteria when the teacher used simple vocabulary and simple sentence structure, write or speak on the students' developmental level, and check that the students understand the feedback given by the teacher. Meanwhile, it was mentioned as bad criteria when the teacher gave feedback used big words and complicated sentences, write to show what teacher's know not the students' need, and assume the students understand the feedback.

Example: "I think it is none sense"

From the example above, the teacher used the word that showed what teacher know, not what the students' needs. Students need to understand the feedback information as the teacher intend it. The clarity is whether the writing would be clear to the individual students because students have different vocabularies and different backgrounds and experience.

Specificity

This aspect was practiced by the teacher 0 times in good criteria and 32 times in bad criteria. It was called as good criteria when the teacher used a lot of nouns and descriptive adjective, describe concept or criteria and learning strategy that may be useful. Meanwhile, it was called as bad criteria when the teacher used a lot of pronouns, copyedit or correct every error, and make vague suggestions.

Example: "write more"

From the example above, the comment like "write more" at the students' task do not give the students much guidance. "More of what?" In these case, students with good intentions who want to act on teacher feedback may end up doing counter-productive things.

Word Choice and Tone

This aspect was practiced by the teacher 0 times in good criteria and 32 times in bad criteria. It can be said as good criteria when the teacher used words and phrases that assume the students are the active learner, ask the question, and share what the teacher is wondering about. While it can be said as bad criteria when the teacher used words and phrases that lecture or boss, tell the students what to do-leave nothing up to the students' choice, and assume that the feedback is the last word, and the final expert opinion.

Example: "please make into paragraph"

From the example above, the students got most of the writing task wrong because they used the step not make into the paragraph. The teacher gives comment like "please make into paragraph" in these case, an important point to keep students mind to always be positive when the teacher criticism is to take a coddling tone. It must be "your task is good, but it can be very good if you make it into paragraph".

The Problem Faced by Teacher in Giving Written Feedback

The finding showed the problems are teacher faced in giving written feedback are Teachers have the problems when giving feedback to students. The teacher finds difficulties with the English language skills of the students. Students who are individualistic can also be an obstacle. The lack of time teachers have when correcting and providing feedback is the biggest obstacle that teachers experience because when giving written feedback sometimes it was time-consuming.

It is supported by Yang (2008: 11) some common problems usually teachers do as follows, focusing mainly on grammar, Giving Vague Comments, Overemphasizing the negative points. For being effective feedback, as a teacher should avoid problems will arise in responding to the students' writing like written feedback was time-consuming, the students sometimes made the same

mistakes again so that the students felt frustration because of cryptic (symbols or circles) or confusing feedback such as questions that are unclear and general.

The findings were relevant with the previous research findings Razali (2014: 64) in his thesis "Exploring Teacher Written Feedback and Student Revision on ESL Students' Writing" found that there was some common problems usually teacher faced. The following sentences explained in detail about these problems:

Focusing mainly on grammar

The teacher focusing mainly on the grammatical and lexical errors in writing because the lack of time teacher has to correct the students' written task. Students are led to thinking that good writing equals correct grammar and may neglect or never understand more global elements of good writing such as clarity and organization of ideas.

Giving Vague Comments

The teachers write a few word comments on the margins or a few marking symbols like circle with red ink. This may result in vagueness and confusion without explicit explanations.

Overemphasizing the negative points

The teachers only point out problems rather than telling the students the good points in their composition. So, in many cases, students perceive teachers' written comments as critical and negative and feel frustrated as a result.

The Students' Response of Teacher Written Feedback

The finding showed that the students' response of teacher written feedback seen in the students questionnaire. The result showed that 60% of students gave respond to teacher written feedback, while 40% did not. For students who never respond to feedback from teachers then they do not know how to respond to feedback. And

for students who respond to feedback they usually respond by asking why they are wrong or where their error, and asking what is true of the feedback. 83% of students said that they felt nervous and afraid when responding to feedback from teacher's because they were afraid it was making a new mistake or not being able to speak English well. It can be concern for teacher to give more effective feedback to students, so the students can motivate them-self to respond teacher feedback or to improve them-self in writing.

As suggested by Bitchener (2005: 191) students will be able to make improvements on their writing if they are exposed to oral and corrective feedback frequently. In addition, teachers should demonstrate the feedback to the students to raise their awareness about the aspects that need to be improved. And the students should be able to open up to accept what the teacher has given. Brave themselves to ask what they feel when accepting the feedback to improve their writing.

D. CONCLUSION AND SUGGESTION

The conclusion was derived based on the findings and the discussion, and the suggestion was directed to the teacher, the students, and the future researcher on the same topic.

Conclusion

Based on the data analysis, the researcher concluded that:

The Aspect of Good Teacher Written Feedback

The researcher concludes that the teacher was hardly ever practicing those three aspects completely. The teacher fulfills more the aspects of bad criteria than the good criteria. The aspects of good teacher written feedback were: clarity, specificity, the last was word choice and tone.

The Problem Faced by Teacher in Giving Written Feedback

The researcher concludes that there were three problems faced by the teacher in giving written feedback, they were: focusing mainly on grammar, giving vogue comments, and overemphasizing the negative point.

The Students' Response of Teacher Written Feedback

The researcher concludes that 60% of students gave response to the teacher written feedback in the case of asking the reason why his/her answers were wrong, while 40% of students did not give response to the teacher written feedback because she/he felt nervous and felt afraid to speak up. More than 80% of students have the problem in responded teacher written feedback because of less understanding with the feedback that teachers have given.

Suggestion

In reference to the conclusion above, the researcher proposes some suggestion as follows:

Suggestion to the Teacher

In this research, the writer found out that teacher written feedback can be used to develop and motivate the students' writing ability. Due the finding, English teacher can help students increase their writing ability by using teacher written feedback.

The teacher should use the time effectively and efficiently so the teacher can help the students increase their ability by giving more explanation. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.

Suggestion to the Students

The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.

Suggestion to the Other Researchers

The other researcher can use this technique more effective if the time is enough so after giving written feedback, the researcher can give explanation more clearly by face to face with the students. In this research, the researcher used teacher written feedback to help students of Senior High School. Further other researchers should conduct this media on the different level of students. It can be applied at college.

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