An Analysis of Teacher's Feedbacks on Students' Writings at SMAN 4 Padang

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Abstract

This research aimed to know the effect of giving feedback on student's writing skill. This research is descriptive research. The population in this research is students of X MIA 6 and XI MIA 7. The sample was taken by using simple random sampling. There are at least 67 students that become the sample of the research. The data collected is in the form of writings before receiving pre-feedback and post-feedback. Each eleventh grade students was asked to write two giving suggestion dialogues meanwhile each tenth grade students were asked to write dialogue about advertisement and recount text. The students will be provided with feedback related to the mistakes in language structures after that the students were asked to revise their texts based on the feedback given to them. The feedbacks provided to the students are direct feedback and indirect feedback which is indirect feedback is divided into two that is coded and uncoded. From the research it is found that coded indirect feedback delivered significant effect in helping the students to improve their writing skills with proper language structure. Direct feedback, on the other hand, was helpful enough but it was not as good as coded indirect feedback. Evenmore, uncoded indirect feedback was not that influential to the students' writings since they still committed mistakes after receiving the feedback.

Key words: Feedback, coded indirect feedback, direct feedback, uncoded indirect feedback, influence, language structure

A. INTRODUCTION

English is an important subject that has to be studied by students in Indonesia. Also, there are four skills in English that must be mastered; they are reading, writing, speaking, and listening. Writing is an activity that students do in every school but the activity is considered to be a high order skill, which usually takes a long time to develop. It is considered high order skill because to arrange words into a good sentence is not easy to master especially for students. Besides, it is also considered that the sentences that they produced must flow and are connected (Arianto, Refnaldi & Rosa, 2017: 128). As it is stated before, it needs lots of time

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to develop the skill for many. This skill demands students to know what a good writing needs and how they can produce a good one. In addition to it, one of the components of a good writing is proper grammar use.

Grammar comprehension is a part taking account of. This statement is in line with Fogiel (2003) statement that says good grammar is like good table manners. It means that writing and grammar cannot be separated because proper grammar use makes someone's writing can be interesting to read with the support of well positioned capital letters, punctuation, tenses, word order, vocabulary selection and spelling.

As a matter of fact, composing some kinds of texts in written form for senior high school students is one of the basic competences of English subject (Depdiknas, 2004). Strictly speaking, to be able to produce text is a must for Indonesian students who are also acknowledged as EFL students. Thus, as EFL students, many students feel pressure because they have lower skill than ESL students in everything; grammar, vocabulary, etc. One way commonly employed to help students improve their writing is the provision of feedback. Feedback, therefore, plays an important role in the writing skills testing process (Weigle, 2002). In addition, Brookhart (2002) states feedback is a fundamental aspect in writing process that makes it as a central role in writing skill. By giving feedback, students know what they should improve; in what part they have it wrong, or less correct and then they will learn how to fix it. It can help students to improve their writing.

B. RESEARCH METHOD

This research is a descriptive research and it aimed to describe and analyze the data. This research used students' writings and questionnaire to check whether error feedback could affect students' performances. Based on that, qualitative descriptive research was used. Gay (2000: 275), explains that descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. Thus, by conducting this research, the researcher believed that the influence of feedback that have been debated over years will be examined.

The researcher selected senior high school students writings as the source of data. Based on the observation, the students are representative enough among all senior high school students in Padang and the teachers gave feedback to the students writings that become researcher's objective in the research. As Gay (2000: 124) mentions that "the population is the group which makes the researcher interested to research and the population are accessible and available." Meanwhile, sample is the representative of the population.

For the sample of the research, the researcher used random sampling to take the sample. Gay (2016: 166) states that random sampling is a good way to process the sample selected since it allows the population gets equal opportunity to be sample. SMAN 4 was chosen because based on observation during teaching practice and their writing scores, the students at the school has lower to average English skills that can represent most senior high school students in Padang.

The instrument is the tool to collect the data. In conducting this research, the researcher used students' writings. The researcher analyzed students' writing before getting feedback and after getting feedback to check how far they could get the correction given right.

C. RESULT AND DISCUSSION

1. Research Finding

The teacher provided direct and indirect feedback (coded & uncoded) to the students based on the characteristics of the mistakes or error whether it is treatable mistake or untreatable one. The errors or mistakes done by the students are categorised into five errors categorises (Ferris, et al, 2001); error, noun ending, article error, wrong word, & sentence structure. Direct feedback might give the teacher and the students less work since the teacher only provided the correct form so the students would only imitate it. In conclusion, the teacher could manage learning time wisely, even though this type of feedback only gave short-term effect that they cannot learn from it to do better in the future. In addition, the students do poorly in revising the mistake that is provided with uncoded indirect feedback. The teacher only underlined or circled the mistake done by the student.

Nevertheless, it is found that in the research, the teacher likely provided coded indirect feedback since it helped the students to improve their writing and it is easier to know whether feedback can influence students' writing skill in language structure if coded indirect feedback is used. Coded indirect feedback allows students to do self-edit and they can learn not to repeat their mistakes or errors in the future writings. It is in line with Ferris (2004) who suggests teacher provides indirect feedback to make the students more engaged to the text and they can experience problem-solving task in writing. From the data, indirect coded feedback is in the form 'I will marry with you (ww)' the student wrote wrong preposition after verb 'marry' that should be paired with 'to'. The teacher underlined the wrong word and gave clue to help students can do self-edit. Most students can revise the text after receiving coded indirect feedback since there is clue provided to guide student what to fix.

2. Discussion

From the data above, the answer of the research question was found clearly. The question is about the feedback to improve students' writings. Apparently, the teacher gave two types of feedback; direct feedback and indirect feedback (coded & uncoded). Of all feedbacks, coded indirect feedback was effective to improve students' writings since the students have to think about the error based on the codes the teacher gives them. It stimulates students to think and do self-edit. It is in line with Chandler (2003) who found that the students prefer indirect feedback because it allows them to learn more such as underlining and the correct form is not provided. Contrary to direct feedback where the teacher provided the correct form, it does not benefit student in a long-term effect. The student can do the mistake again in the future since they barely learn from it. This statement is supported by Ferris (2004) who suggests indirect feedback should be given to the students to engage students in the problem-solving task in writing.

To sum up, feedback has pretty good effect to improve students' writing is in line with Chandler, 2003; Ferris, 1995; Hyland & Hyland, 2006; Sheen 2010 researches that summarize teacher feedback is effective in facilitating students' linguistic development that is particularly grammatical accuracy and enhancing students' text revisions. Ferris (1995) says that students would benefit more from indirect corrective feedback since they have to engage in a more profound form of language processing as they are self-editing their output. It supports the findings above that when the teacher gave feedback for the grammatical mistakes students did, most students likely to revise their texts into the correct ones. However, teachers have to make sure the student can do self-edit or cannot do to decide what types of feedback should be given to the students.

As in Wang (2018), Liu states that teachers should describe students' learning strengths and weaknesses and make further suggestions when they provide feedback. This statement strengthens Ferris (2014) and the data where clues or adequate feedback should be provided so the student can experience the improvement in their writing as they learn from the feedback. Thus, it is believed that feedback should be considered as a method to help students get their writing done properly with grammar as the focus. By giving feedback to the students; consistently and clearly, there is an improvement to each student's writing.

D. CONCLUSION AND SUGGESTIONS

Based on the collected data, it is found that the most frequent feedback used by the teacher is coded indirect feedback. This feedback was helpful for the students to fix their writings. In addition to it, the feedback has long-term effect that made students understand and use the feedback to improve their writing. In other word, the feedback can reduce grammatical mistakes that lead the students to not repeat it again in their writings. The data also showed that direct and uncoded indirect feedback were less effective since direct provides short-term effect. The feedback does not allow the students to get more engaged to the text and not encourage the students to self-edit. On the other hand, uncoded indirect feedback was not supportive enough to help the students to improve their writings since there is no clue provided.

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