

**WRITTEN CORRECTIVE FEEDBACK APPLIED BY ENGLISH  
TEACHER AT THE EIGHTH GRADE STUDENTS OF  
SMPN 6 PALANGKA RAYA**

**THESIS**



**BY  
NURHALIFAH  
NIM 1301120873**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2017 M / 1439 H**

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SMPN 6 PALANGKA RAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In Partial Fulfillment of the Requirements  
for the Degree of *Sarjana* in English Language Education



**BY  
NURHALIFAH  
NIM 1301120873**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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### ADVISOR APPROVAL

Thesis Title : Written Corrective Feedback Applied by  
English Teacher at The Eighth Grade Students  
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Name : Nurhalifah

NIM : 1301120873

Faculty : Teacher Training and Education

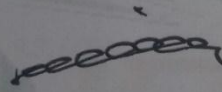
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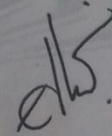
Palangka Raya, 18 October 2017

Advisor I



M. Zaini Miftah, M. Pd.  
NIP 19750915 200912 1 002

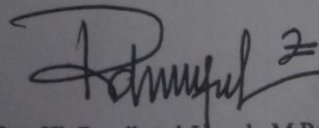
Advisor II



Aris Sugianto, M. Pd.  
NIP 19830819 201503 1 000

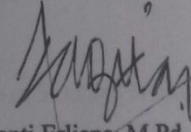
Acknowledged by:

Vice Dean in Academic Affairs



Dra. Hj. Roudhatul Jennah, M.Pd.  
NIP. 19671003 199303 2 001

Chair, Department of Language  
Education



Santi Erliana, M.Pd  
NIP. 19801205 2006042 003

**THESIS APPROVAL**

Thesis Title : Written Corrective Feedback Applied by English Teacher at The Eighth Grade Students of SMPN 6 Palangka Raya

Name : Nurhalifah

NIM : 1301120873

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examintaion/*Munaqasyah* on:

Day : Friday

Date : 03 November 2017 M / 14 Safar 1439 H

**BOARD OF EXAMINERS**

Luqman Baehaqi, S.S, M.Pd  
(Chair/Examiner)

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(Examiner)

Aris Sugianto, M.Pd  
(Secretary/Examiner)



Handwritten signatures of the Board of Examiners, including Luqman Baehaqi, Sabarun, M. Zaini Miftah, and Aris Sugianto.



Approved by:  
Dean, Faculty of Teacher Training and Education

Drs. Fahmi, M.Pd  
NIP. 19610520 199903 1 003

## **MOTTO AND DEDICATION**

“ ... Be steadfast witnesses for Allah in equity, and let not hatred of any people seduce you that you deal not justly. Deal justly, that is nearer to your duty, Observe your duty to Allah. Allah is informed of what you do”

*(Q.S.Al-Maidah: 8)*

This Thesis is dedicated to:

My beloved Father Indra Gunawan and Mother Maisyarah for their valuable endless prayer, sacrifice, and support. My beloved sister Normaulida and My beloved friends for their support.

### DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Nurhalifah  
NIM : 1301120873  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 18 October 2017

Yours Faithfully



*Nurhalifah*  
NURHALIFAH  
NIM. 1301120873

## ABSTRACT

Nurhalifah. 2017. *Written Corrective Feedback Applied by English Teacher at The Eighth Grade Students of SMPN 6 Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M.Pd.

**Key words:** written corrective feedback, teacher feedback , descriptive text

This study was aimed at investigating written corrective feedback applied by an English teacher in writing class at eighth grade students of SMPN 6 Palangka Raya. Two research questions were formulated in this study. (1) How is the teacher written corrective feedback technique applied in English class of SMPN 6 Palangka Raya; (2) What are written feedback patterns applied by an English teacher in writing class at eighth grade students of SMPN 6 Palangka Raya.

This study was case study with qualitative approach. For the data collection, it was used the instruments such as observation equipped with observation checklist, interview equipped with interview guideline, documentation and field notes. To analyze the data, it was through the techniques: data collection, data display, data reduction, and conclusion/drawing. For the data endorsement, it was used triangulation technique.

The results showed that the teacher applied written corrective feedback technique in the class by some steps. The written corrective feedback applied by the teacher focuses on correct word choice, punctuation, grammar, organization, spelling, and content. The teacher also used affective feedback which feedback in the form of motivation on student's writing. The patterns of written corrective feedback were feedback sandwich and gold star. Students response through written corrective feedback applied were: (1) teacher written feedback was objective, (2) teacher written feedback was clear, (3) teacher written feedback assisted the students (4) teacher written feedback was encouraging.

## ABSTRAK

Nurhalifah. 2017. *Umpan Balik Tertulis yang Diterapkan Guru Bahasa Inggris pada Siswa Kelas VIII SMPN 6 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M.Pd., (II) Aris Sugianto, M.Pd.

**Kata Kunci:** umpan balik tertulis, umpan balik dari guru, teks deskriptif

Penelitian ini bertujuan untuk menginvestigasi pola umpan balik tertulis yang digunakan oleh guru Bahasa Inggris di kelas menulis pada kelas VIII SMPN 6 Palangka Raya. Dua pertanyaan dalam rumusan masalah dirumuskan dalam penelitian ini. (1) Bagaimana teknik umpan balik tertulis guru diterapkan di kelas Bahasa Inggris SMPN 6 Palangka Raya; (2) Apa saja pola umpan balik tertulis yang diterapkan di kelas Bahasa Inggris pada kelas VIII SMPN 6 Palangka Raya.

Penelitian ini adalah penelitian bersifat studi kasus dengan pendekatan kualitatif. Untuk pengumpulan data dalam penelitian ini digunakan instrumen antara lain observasi dengan menggunakan lembar observasi atau ceklis, wawancara dengan menggunakan pedoman wawancara, dokumentasi, dan catatan lapangan. Untuk menganalisis data, digunakan teknik antara lain: pengumpulan data, display data, reduksi data, dan penarikan kesimpulan. Untuk pengabsahan data, digunakan teknik triangulasi.

Hasil penelitian ini menunjukkan bahwa guru selalu menggunakan umpan balik tertulis di kelas. Umpan balik tertulis yang diterapkan guru fokus terhadap pemilihan kata, tanda baca, tata bahasa, susunan, pengejaan dan isi. Guru juga menerapkan umpan balik afektif yang mana umpan balik ini dalam bentuk motivasi dituliskan siswa. Pola yang digunakan ialah umpan balik sandwich dan bintang emas. Tanggapan siswa terhadap umpan balik yang diterapkan guru adalah: (1) umpan balik yang digunakan tepat, (2) umpan balik yang digunakan jelas, (3) umpan balik yang digunakan sangat membantu siswa (4) umpan balik yang digunakan sangat mendorong/memotivasi.



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Palangka Raya,    October 2017  
The writer,

Nurhalifah  
NIM 1301120873

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## **LIST OF ABBREVIATIONS**

Etc	: Et Cetera
IAIN	: Institut Agama Islam Negeri
SMPN	: Sekolah Menengah Pertama Negeri



## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of a background of the study, the problem of the study, objectives of the study, scope and limitation, significance of the study, and definition of the key term.

#### **A. Background of Study**

Writing is intellectual and emotional exhibitionism. Regardless the form of a work, it reveals thoughts and values of its creator. Even with lies, exaggerations, and omissions, a researcher cannot hide his or her teaching process. The moment the first word is a record, the author becomes both powerful and vulnerable. When people read, they try to guess who an author is. Writing is one of four skills (reading, listening, speaking, and writing) which are to be mastered in learning English. In the academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Writing is important for them to communicate the knowledge and thought a process like to make, examination, term papers and a job application (Rahmawati, 2009, p. 8).

Fauziati (2008, p. 147) states that as one of four language skills, writing always occupies a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn to write and to prepare themselves for the final academic assignment thesis writing. Thus, in terms of students' needs, writing occupies an equal role with the other language

skills. Although writing is very important, it is a difficult subject, especially for the student. The reason is that writing is a mixture of the idea, vocabulary, and grammar.

Feedback is an essential component of any English language writing course. Ur defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance (Srichanyachon, 2012, p. 2). Besides, there are some kinds of text in English, such as exposition, argumentative, description and narration. Each text has different characteristics. There are generic social function, structure and lexicon grammatical features. Usually, the students can differentiate each text from another and they mix all kinds of texts. This was being a challenge for the teacher to find out how the student can distinguish each kind of text from another.

Hattie and Timperley (2007) claimed that feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in their articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. The results of this study show that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. A model of feedback is then proposed that identifies the particular properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. A research was conducted by Hartatie (2016). It reported that there is a significant effect of Teacher Feedback Technique on

Writing Ability in Recount Text at the tenth Semester Students of SMA-N 1 Katingan Tengah is accepted. From both types of research above, it shows that teacher feedback has the power to improve student writing skill. The kind of feedback use has different effects.

In SMPN 6 Palangka Raya, writing is one of the skill subjects that are learned by students on the first, second and third years grade students. The researcher discovered this fact because the researcher has taught at SMPN 6 Palangka Raya especially the eighth grade on teaching practice in the seventh semester ago. In this study, the researcher chooses descriptive text as a students' genre problem in writing activity that needs to be improved because the students writing problem was when they are making a text. According to the syllabus of SMPN 6 Palangka Raya, this kind of text is taught at the second grade of junior high school on the first term.

Anyhow, the problem of students' ability in writing was how to write appropriately. The problem will be solved by trying to find another strategy for teaching writing in order to make an effective learning writing process. It supposed to help students' writing, so it can increase their writing. Meanwhile, the main objective is to make the writing become easier to learn for the students.

Based on the statement above, the researcher is interested in analyzing the strategy that is used by an English teacher to improve students writing ability at the eighth grade of SMPN 6 Palangka Raya. The researcher did a preliminary study to make sure the strategy that uses by an English teacher, and the result of preliminary study are the teacher always use teacher feedback such as spoken

feedback and written feedback to correct student writing product. In this study, the researcher just focuses on written feedback with conducted the study to investigated written feedback pattern that applied to an English teacher.

## **B. Research Problem**

Based on the background of the study above, the researcher intentionally stated the problem of the study as follows:

1. How is the teacher written corrective feedback technique applied in English class at eighth grade of SMPN 6 Palangka Raya?
2. What are written corrective feedback patterns applied by the English teacher in English class at the eighth grade of SMPN 6 Palangka Raya?

## **C. Objective of the Study**

Regarding the statement of the research problem, this study aims at investigating:

1. The teacher written feedback technique applied in English class of SMPN 6 Palangka Raya.
2. Written feedback patterns applied by the English teacher in writing class of SMPN 6 Palangka Raya.

## **D. Scope and Limitation of the Study**

The study focuses on investigating the kind of written feedback pattern applied by an English teacher at the eighth grade of SMPN 6 Palangka Raya and the usefulness that feedback for a student in the first semester of academic year 2016/2017. Teacher feedback strategy applies to focuses on improving students

writing ability to write a descriptive text about an interesting place. Meanwhile, observation and research process did by researcher only in writing class.

#### **E. The significance of the Study.**

This study has theoretical and practical significances: Theoretically: this study enables up to understand more about written corrective feedback technique and written feedback patterns that can be used to improve students' writing ability.

Practically: the study is expected to give a meaningful contribution to both the students and the English teachers. It is expected that the students will get teacher feedback to improve their writing ability. To the English teachers, this study will help the teacher to know the weakness or strength from the written corrective feedback that has been applied.

#### **F. Definition of Key Terms**

1. Written corrective feedback is a type of feedback with the purpose to correct any errors committed by students (Ellis *et al.*, 2006). It means that the teacher provides students with some indication that an error exists in their writing. This could involve the teacher underlining or circling errors or putting an error code over the error. In this study, written corrective feedback means teacher give error correction/mark, comment and suggestion to the students' writings.
2. Teacher feedback to highlight their grammatical errors, some reveal that they also want teachers to give them feedback on the content and ideas in their writing (Srichanyachon, 2012, p. 10). In this study means, when giving

feedback on student errors writing, teachers should also give students comments on their content and provide several tips on how to improve their writing.

3. Writing ability is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, reading the text, editing, and revising (Sabarun, 2011, p. 41). In this study, writing means writing ability of the students to write a descriptive paragraph based on teacher's comments, suggestions, and revisions.
4. Descriptive text is text that figures something clearly and specially. The descriptive text aims to figure or giving figures to something with one clear, so pretend readers get to see, hear, read or feel that thing described (Erlangga, 2007). It's can be said that descriptive is a text which describing person, place thing or animal in particular. In this study, the students will make a descriptive text about the interesting place of Indonesia.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter review of related literature begins with related studies, Writing (Nature of writing, the writing process, kinds of writing, writing assessment), the meaning of teacher feedback technique (purposes, forms, source, types, categories, procedure and important of teacher feedback), written feedback and descriptive text.

#### **A. Related Studies**

In this study, there were some previous studies were conducted in this study, the researcher related previous studies.

First, a research was conducted by Hartatie (2016). It reported that there is a significant effect of Teacher Feedback Technique on Writing Ability in Recount Text at the tenth Semester Students of SMA-N 1 Katingan Tengah is accepted. Second, a research was conducted by Magno and Amarles (2011). The result shows that convergence of the three factors. The actual measure of feedback attained precision where the TIF curve covers 95% of the distribution. Third, a research was conducted by Karim and Ivy (2011). The result shows that feedback is not an abstract idea anymore but teachers are aware of its implication and it is being practiced in the field in a variety of techniques with a positive attitude. Fourth, a research was conducted by Binglan and Jia (2010). The result showed that the control group made much less progress in EFL writing accuracy than the experimental group. Therefore, correction with corresponding explicit explanations is more helpful for students' long-term progress in writing accuracy

and should be applied to teaching EFL writing. Fifth, a research was done by Ryoo (2011). The study found that the students had never experienced the multiple-draft activity. The students' most common request for teacher feedback was for correction of errors. In the process of revisions, the students utilized the comments on grammar more than those on content and rhetorical structure.

Sixth, a research was conducted by Akiah and Ghazali (2015). The aimed of this study was to investigate the effects of two types of CF on the grammatical accuracy in L2 learners' writing namely; teacher feedback and peer feedback. Their effects on grammatical accuracy in learners' writing were observed on 64 form six students of one secondary school in Skudai, Johor. Seventh, a research was conducted by Jerry *et al* (2013), this study discussed some of the researched issues related to teacher feedback to students' writing, types of teacher written feedback, the impact of teacher feedback and also teachers' role in providing feedback. An insight into what teacher feedback entails will reveal how feedback can play a central role in increasing the learner's achievement in writing.

Eighth, a research was conducted by Telceker & Akean. This study determines the effect of oral and written feedback on pre-intermediate student revisions in a process-oriented EFL writing class. Specifically, the teacher-researcher investigated how her oral and written feedback on the language and content would affect the way students rewrote their first draft (D1) on given writing topic. This study also investigated how teacher feedback in a process-oriented EFL writing class affected students' opinions about writing. Ninth, a



research conducted by Lee (2008) this study focuses on the factors that might have influenced their reactions. Student data from questionnaires, checklists, and protocols were triangulated with teacher data from interviews, classroom observations and feedback analysis to situate student reactions in their specific contexts. The results show that students, irrespective of proficiency level, wanted more written comments from teachers. The last, a research was conducted by Lewis (2002). This study found that there was a significant effect on teaching using teacher feedback on students writing.

In addition, the current study is different with previous studies. The first study tries to find a significant effect of Teacher Feedback Technique on Writing Ability in Recount Text at the tenth Semester Students of SMA-N 1 Katingan Tengah is accepted Hartatie (2016). The second study was conducted by Magno and Amarles (2011) which try to investigate how the Practices Teacher's Feedback in Second Language Academic Writing Classrooms. The result shows that convergence of the three factors. The actual measure of feedback attained precision where the TIF curve covers 95% of the distribution. Third, a research was conducted by Karim and Ivy (2011). The result shows that feedback is not an abstract idea anymore but teachers are aware of its implication and it is being practiced in the field in a variety of techniques with a positive attitude. Fourth, a research was conducted by Binglan and Jia (2010). The result showed that the control group made much less progress in EFL writing accuracy than the experimental group. Therefore, correction with corresponding explicit explanations is more helpful for students' long-term progress in writing accuracy

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Almost all of related study in this study only tried to investigate the effect of teacher feedback and students need on teacher feedback. In the current study, the researcher conducted a research aimed to investigate the process of written corrective feedback and the patterns of written corrective feedback used by the teacher.

## **B. Writing**

### **1. The Nature of Writing**

Writing is known as a means of communication. Writing is not a direct communication form between two people or more. In the academic world, (Reid, 2001, p. 8) says that writing is an important skill used to support other skills in language learning. Through writing people can communicate their ideas, thinking, arguments, and message to other people in the world. They can also transfer and exchange the information and knowledge one to another. People can explore their individual potentials and express their ideas in their writings.

Writing is intellectual and emotional exhibitionism. Regardless the form of a work, it reveals thoughts and values of its creator. Even with lies, exaggerations, and omissions, a researcher cannot hide his or her thought process. The moment

the first word is recorded, the author becomes both powerful and vulnerable. When people read, they try to guess who an author is (Rahmawati, 2009, p. 8).

Writing is one of four skills (reading, listening, speaking, and writing) which should be mastering in learning English. In the academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Writing is important for them to communicate the knowledge and thought a process like to make, examination, term papers, and a job application. Writing becomes a tool for international communication for people. The development of computer technology, writing is very useful to understand and use the internet, as well as for workers in a wide variety of fields. It is also important for us to understand and involve ourselves for the modern communication in mass media like in a newspaper, magazine, books, and another paper from. Through writing we can tell about people, remember the fact and idea. Writing is a process of thinking in written form. In this form, the researcher expresses his/her ideas, experience, though, and feeling.

The activity of writing begins by brainstorming to get the ideas in writing. These should be explained in writing form. For some people, writing is an interesting activity. Beside as hobby, writing can also be used as means of communication. Through writing, the meaning conveys in writing form, and furthermore, it is a process of organizing thinking on writing a form to share the idea (Abrar, 2013, p. 12).

So, writing is an important skill for someone to tell an idea, fact, and information. The writing product will be expected to give the reader some

information and to entertain the reader also. It should be perfect in order to make our writing product easy to understand by the readers then the readers will enjoy and also may get the messages of the writing product from the researcher.

## **2. Writing Process**

Writing is never a one-step action: it is an ongoing creative act (Hogue, 2007, p. 15). Writing its broad sense as distinct from simply putting a word on paper has three steps: thinking about it, doing about it, and doing it again (and again and again, as often as time will allow and patience will endure) (Kane, 2000, p. 17).

Harmer (2004, p. 4-5) declares that process of writing has four main elements. Those are planning, drafting, editing, and final version.

### **a. Planning**

Experience writers plan what they are going to write. Before starting to write or type, they try to decide what is they are going to say. When planning, the writers have to think about three main issues. The first writer has to consider about:

- 1) The purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.
- 2) The audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraph is structured, etc) but also the choice of language, for example, it is formal or informal in tone.

- 3) The content structure of the writing that is, how best the sequence the facts, ideas, or arguments which they have decided to include.

Pre-writing can stimulate thoughts for getting started. It moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this age:

- Group brainstorming

Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

- Clustering

Student's form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy: it is visual character seems to stimulate the flow and is particularly good for students who know what to say but just can't say it.

- Rapid Free writing

Within a limited time, 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limited time keeps the writer's minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

- WH question

Students generate who, why, what, where, when, and how questions about a topic. More such question can be asked of answers to the first string of WH-question, and so on. This can go on indefinitely.

b. Drafting

We can refer to the first version of a piece of writing as a draft. In the writing process, drafting is necessary for helping the researcher to write ideas and decide what should come first, second, third and so on, until the last. At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the free-writing.

- Feedback

According to Keh cited in Pratiwi (2013), feedback can be defined as any input from reader to the writer that provides information for revision. It is necessary for students to acquire feedback after composing the first draft. It has an attention to discover whether they still have differences in their writing. Feedback is vital to the process of learning. Research shows it enables students to assess their performance, modify their behavior, and transfer their understanding. Feedback functions to assess their performance when the students find that their writing still contains some shortage.

Consequently, the students need to receive feedback to improve their performance in writing. It expected that they even modify their behavior by becoming critical, aware of making mistake, and keep on writing. By

providing feedback, students are given an opportunity to be able to identify their own strengths and weaknesses.

- Responding

Responding to student's writing by the teacher (or by peers) has a central role to play in the successful implementation of the writing process. It is given by the teacher after the students have produced the first draft and just before the revision stage.

c. Editing (reflecting and revising)

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible. Punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations.

Once writers have produced a draft, and then they usually read what they have written to see where it works and does not. Reflecting and revising are often help by other readers (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make an appropriate revision.

d. Final revision

Once the students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look

considerably different from both the original plan and the first draft because things have changed in editing processes. However, the student is now ready to send the written text to its intended audience.

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible. The students edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations.

- Evaluating

In evaluating students' writing, the scoring maybe analytical (based on specific aspects of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). It should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score of grade may be assigned.

- Post-writing

Post writing constitutes any classroom activity that the teacher and student can do with the complete piece of writing. This includes publishing,



sharing, reading aloud, transforming texts for stage performance, or merely displaying texts on notice-board. This stage is a platform for recognizing student's work as important and worthwhile.

It means that writing is a complex process. Harmer (2000, p. 256) proposes that there are many aspects that must be considered in the process of writing, such as, language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking for unnecessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version. It shows that writing is a complex process, especially for the students. Then, because of the limited time of teaching writing, the English teacher cannot force the students to follow all of the stages stated above. In reality, it is just given about 15 minutes for the students to make their writing. That is why there are many errors done by the students in their writing product so that teacher feedback is needed to reduce their errors, especially in the revising stage.

### **3. Kinds of Writing**

Stanley in Setiawan (2006, p. 8) says that writing has four forms of exercises, they are guided writing/parallel sentences, free writing, writing a composition and guided to free writing.

#### **a. Guided writing/parallel sentences**

In guided writing, the students write a series of connected sentences. They are given more freedom in writing. Students may try to complete the

exercises where parts of the sentence are given and the structure pattern for the completion is established.

b. Guided to free composition

It is exercised by arranging or writing sentences. What the students do is only copy and completes the sentences as the model given.

c. Free writing

In free writing, students are given more freedom to express his ideas. He may write out his ideas in certain types of writing such as narration, descriptive or exposition, but the topics are still limited and established. Students can express his ideas in writing forms such as writing letter, paper, and research.

d. Writing composition

It is a task, which involves the students in manipulating words in a grammatically correct sentence and linking those sentences in form of writing which successfully communicates the researcher's thoughts and ideas on a certain topic. In this research, the forms of writing exercise which will be implemented are guided to free composition and writing composition.

#### **4. The Teaching Writing**

Teaching writing to the students is guiding and facilitating them to learn how to write. It is supported by Hayland (2002) who states that writing is learned rather than thought. In the same line Brown (2000, p. 7) proposes that teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning Teacher to understand how students learn will determine the teaching philosophy of education, teaching style, approaches, methods, and

the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the understanding of what learning is. In other words, the teaching concept of writing is interpreted in line with the learning concept.

Graham & Perin (2007) state that learning concept of writing plays two distinct but complementary roles. Firstly, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Secondly, writing as a means of extending and deepening students' knowledge; it acts as a tool for learning the subject matter. Richard & Renandya (2002, p. 303) who state that writing is a process of generating and organizing ideas into readable texts. It means, for students the learning concept of writing is a process of generating and organizing ideas into the readable text to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge.

It can be inferred that in teaching writing, the teacher must facilitate the students to learn how to write. It means, guiding the students generating and organizing ideas into readable texts to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge that involves memory, thinking, and language. Teaching writing means guiding the students to do the process of writing.

For junior high school students, the teaching of writing means guiding them to be able to make short functional texts with simple explaining in the forms of procedure, descriptive, narrative, report, and recount texts.

## **5. Writing Assessment**

The study of writing assessment will continue to focus on the comparative strengths and limitations of direct and indirect measure because two essential psychometric properties validity and reliability are at issue. Direct assessment appears to be the more valid approach because it requires candidates to perform the behavior that is supposedly being measured. Consequently, it allows examiners to take a broader sampling of skills included in the domain called “writing ability” but direct assessment may also contain more sources of invalid score variance than indirect assessment do. A candidate’s essay score can reflect such irrelevant factors as the researcher variable, the assignment variable, and even the handwriting variable. Indirect assessment, although more limited in range, offers greater control over item sampling error and the types of skills tested. Also, scores on different forms of standardized objective tests can be formed and equated with great precision; scores on a different form of essay tests cannot. Moreover, scores from the direct assessment are typically much less reliable than scores from indirect assessment. The reliability of essay ratings improves, to the point of diminishing returns and increasing financial burden, with the number of writing exercise per student and the number of readings per exercise.

When highly reliable ratings are obtained, multiple-choice test scores can correlate highly with essay test score, especially if there is a correction for correlated errors in the direct measure. In fact, in many cases, the correlation between direct and indirect measures appears to be limited chiefly by the lower reliability of the direct measure. Nonetheless, research tends to confirm common sense in showing that the two methods of assessment address somewhat different capabilities. Indirect assessment generally focuses on word and sentence level characteristics such as mechanics, diction, usage, syntax, and modification, whereas direct assessment often centers on higher order or discourse levels characteristics such as a statement of thesis, clarity, organization, development, and rhetorical strategy.

The best form of writing assessment would contain an essay as well as a multiple choice section. Besides acknowledging the importance of essay writing in the curriculum, the addition of an essay component in a writing ability section can make a small but significant contribution to the predictive validity of the indirect measure, the extent to which the measure can indicate the quality of future writing performance. The experience of another program with essays suggests that, given practical constraints, the GRE would be best served by a 20 or 30 minute exercise in which all candidates writes no one preselected topic and all papers receive two independent holistic readings from raters who are trained to focus on higher order skills. Unscored or locally scored writing samples are less expensive options, but also less credible from a psychometric point of view.

## **C. Teacher Feedback**

### **1. Definition of Teacher Feedback**

Feedback is actions taken by an external agent to provide information regarding some aspect(s) of one's task performance. This clearly puts emphasis on performance. In most classrooms performance concerns the learning, the achievement, or the attitudes about the "work" that is being taught. Feedback may typically be comprised of constructive criticism and advice, but could also be behavior, social interactions, and praise (Kluger & DeNisi, 2011, p. 254).

The teacher has been the main source of feedback both an oral or written language in many classes (Marlyn, 2002, p. 15). In many classes, the teacher is the sources of feedback. Indeed, the teacher is very helpful in facing some difficulties in their writing. The teacher helps them by giving some outlines of how to write well and check the content and the written mistakes.

According to Pratiwi (2013), the teacher can give feedback in the form of a question to ask for clarification or suggest expansion. Besides, the teacher may give remarks which reveal understanding towards students' composition, identify a mechanical problem in a specific sentence and/or give praise when students are working well in their writing. Those can be done to ensure the students that their written works are in line with the message they want to convey. After receiving feedback, the students could directly re-check and correct what mistakes they have done based on the teacher's correction. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. It is called conferencing feedback.

An area of concern in the research on the teacher feedback in second or foreign language is error correction or corrective feedback and its effects on students writing accuracy. In this context, the errors are grammatical errors committed by ESL/EFL students on their writing texts. Corrective feedback is a type of feedback with the purpose to correct any errors committed by students. Corrective feedback which informs students to the correct response assists error correction. Corrective feedback may take different forms of teacher response to students' texts that contain errors (Ellis, Loewen, and Erlam 2006).

So, teacher feedback is the feedback given by the teacher in order to improve students writing skill and make the student writing product to be well. If student writing product is well, it will give information and entertainment to the readers.

Gibbs and Simpson (2004) identify ten conditions necessary for an assessment to support student learning, seven of which relate to feedback:

- 1) Feedback must be given often enough, and in enough detail, to be truly formative
- 2) Feedback should focus on students' performance, not their characteristics
- 3) Feedback must be timely enough for students to have time to use it to improve their learning
- 4) Feedback should be appropriate in terms of what the assessment is actually designed to achieve
- 5) Feedback should relate to students' understanding of what they are supposed to be doing

- 6) Feedback must actually be received by the student
- 7) Feedback should be acted upon by the student

Teacher feedback is defined as any input provided by the teacher to students for revision, so error types can fall into six categories: the discourse organization, the sentence coherence, the grammatical errors, word choice, sentence pattern, and punctuations, capitalizations and spellings.

In order to mark the error types correctly and accurately, the operational definitions regarding these six categories are listed as follows:

- a) The discourse organization: the logical coherence between paragraphs; the way a text makes sense to the readers through the organization of its content, and the relevance and clarity of its concepts and ideas.
- b) The sentence coherence: the coherence between sentences; the grammatical, lexical and logical relationship between different sentences.
- c) The grammatical error: verb errors, noun ending errors, article errors, preposition errors, wrong form, word order, subject-verb agreement, pronoun errors.
- d) Word choice: redundancy, repetitions, inaccurate words, over-general word, unidiomatic use.
- e) Sentence pattern: errors in sentence/clause boundaries (run-ons, fragments, unidiomatic sentence construction).
- f) Punctuations, capitalization, spellings: Comma splices, title capitalization, the first-letter capitalization, wrong word form, word division.



## 2. Purposes of Feedback

According to Lewis (2002, p. 3-4), feedback has several purposes when given in the language classes.

- a) Feedback provides information for teacher and students. Through feedback, the teacher can get information about individuals and collective class progress and, indirectly, is a form of evaluation of their own teaching. While for learners, feedback is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example.
- b) Feedback provides students with advice about learning. The teacher can provide students with more than a simple description of their language use. Comments can also be made.
- c) Feedback provides students with language input. The teacher illustrates how language is used in one to one communication. Writing comments in language at a level slightly higher than the current language use. In this way, the student can learn new vocabulary and structures in context.
- d) Feedback is a form of motivation. Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teacher. As a teacher, find out more about their students, the encouragement can take personal circumstances into account.

- e) Feedback can lead students toward autonomy. Feedback can help students to learn to find their own mistakes. By learning to find their own mistakes, students are encouraged to be independent students.

### **3. Forms of Feedback**

According to Cohen cited in Pratiwi (2013) proposes two forms of feedback there are:

- a. Oral feedback

Oral feedback, also known as an oral conference, refers to personal consultation between teacher and students during the evaluation of composition. The major problem in conducting this feedback is that the teacher needs to have sufficient time.

- b. Written feedback

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with a suggestion about how to improve as well as with the comments of the positive aspect of the work. Oral feedback is first well in younger students since it can help the students to pinpoint and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, as a state in the delimitation of study, the researcher focuses on written feedback because the research population is junior high school students.

According to Chen & Lyon cited in Binglan & Jia (2010), there are types of comment in teacher feedback:

- 1) Praise its mean that positive comment on controlling. Ex: Well written! much improve or quite nicely structured.
- 2) Criticism its mean that negative comment or evaluation, authoritative. Ex: contradictory sentences confusing or careless with the transition of ideas!
- 3) Imperative its mean that comments that tell the student researcher to do or change something, usually starting with a verb imperative form. Ex: Be specific, do not changes tone and style suddenly be consistent.
- 4) Advice, its mean that suggestive comment often in conditional mode. Ex: maybe you could add some details here or perhaps you could expand the topic sentences.
- 5) Closed question, its mean that questions that either get a 'yes' or 'no' as an answer or else a simple one-word mode. Ex: Do you think you've given an adequate evaluation? Or is this word used literally or figuratively?
- 6) Open question, its mean that questions that require more than a 'yes' or 'no' as an answer, often starting with 'what', 'where', 'why', 'who', 'when', and 'how'. Ex: Who gives/gets the lessons? Or what does this mean?.
- 7) Mechanics, its mean that the comment that deals with grammar, punctuation, spelling word choice etc. Ex: I am appreciated the help of the people at the country
- 8) '?', its mean that no comment except a '?' usually meaning 'don't understand'.

#### **4. Source of Feedback**

Lewis (2002, p. 15-23) writes that there are three sources of feedback, namely, teacher feedback, peer feedback, and self-evaluation, which is equivalent with self-directed feedback.

##### **a) Teacher feedback**

The teacher has been the main source of feedback both an oral or written language in many classes (Lewis, 2002, p. 15). This situation also occurs in the writing class in which teacher read and mark student's paper, offer revision, suggestion, and feedback on language errors. In many classes, the teacher is the sources of feedback. Indeed, the teacher is very helpful in facing some difficulties in their writing. The teacher helps them by giving some outlines of how to write well and check the content and the written mistakes.

According to Berzsenyi (2001), teacher can give feedback in the form of a question to ask for clarification or suggest expansion. Besides, the teacher may give remarks which reveal understanding toward student's composition, identify a mechanical problem in a specific sentence and/or give praise when students are working well in their writing. Those can be done to ensure the students that their written works are in line with the message they want to convey. After receiving feedback, the students could directly recheck and correct what mistakes they have done based on the teacher correction. Commonly, the teacher corrects the student's writing one by one and then discusses it with the students face to face. It is called conferencing feedback.

b) Peer feedback

Rina (2007) finds that peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. Peer feedback can reflect cooperative learning as it requires interaction between one student to another student. Further, Liu and Hansen (2005, p. 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teacher or trained tutors in commenting or criticizing their own writings or drafts in their process of writing.

c) Self- evaluation (self-directed feedback)

In self-evaluation, the students can correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyze their own work and practice self-feedback may encourage them to be self-sufficient and independent students (Penaflorida, 2002, p. 351) and the students are expected to remember what mistakes they have done so that they will not make the same mistakes later on. Moreover, self-evaluation saves time in a large class.

## **5. Types of Feedback**

According to Stone and Nielsen cited by Berewot (2001, p. 23), there are two types of feedback, namely informational feedback and affective feedback. Informational feedback refers to the information which functions as the

correction, clarification, evaluation, and identification of the incorrect response produced by the students. Meanwhile, affective feedback refers to the occurrence of positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotion to the classroom. The teacher who is checking the students' drafts identify some mistakes which occur in the drafts. Then, the teacher will correct the mistakes found, implicitly or explicitly. However, effective feedback might occur to balance criticisms with praises to make students less vexed and motivate them to keep writing.

In relation to error feedback Siriluck (2008) proposes different types of teacher's feedback referring to the different strategies in providing feedback. There are two kind types of teacher's feedback. These are direct feedback and indirect feedback.

a. Direct feedback

According to Ferris (2002), direct feedback refers to a teacher providing a correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word or morpheme).

Example: I don't like Brunner because he is speaking too much. (talkative)

b. Indirect Feedback

- 1) Coded feedback (indirect) is a type of indirect feedback (Ferris, 2002) and can be referred to as error identification (Lee, 2004) in which it occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the

student to correct by themselves. In this study, a code sheet containing codes of error types, their definitions. The teacher gives coded feedback to the students.

Example:

- 2) *Uncoded feedback* (indirect) - The teacher simply locates an error by circling it, underlining it (Lee, 2004), highlighting it, or putting a checkmark in the margin. This feedback is more complicated in that students correct their errors by identifying them and use their acquired knowledge to self-correct such errors.

Example: There are many cat in my house.

## 6. Categories of Feedback

According to Fathman and Whally (2004, p. 99) focuses on feedback into two categories: form and content, and teacher written feedback concerns grammar and mechanic errors whereas feedback which involves comments on the organization, ideas and amount of detail is called content feedback. Clare (2000) divides feedback into two categories, namely surface level feedback and content level feedback. Surface level feedback concerns word choice, spelling, grammar, and punctuation.

## 7. Feedback Pattern

Bergin, Eckstein, Manns, Sharp (2001) said that the pattern of language documents was successful techniques to assist the teacher in providing feedback to students. The feedback pattern as follows:

a. Feedback Sandwich

Feedback sandwich was the form of positive feedback. Criticism should always help the participant to improve the criticized aspect. Be sure to give the feedback in time; late feedback was not effective. Positive feedback can significantly increase motivation.

b. Differentiated Feedback

Its mean that the teacher gives different feedback to the students. It's aimed to respect that students were individuals. Individuals, it's mean they learn differently and at different rates.

c. Own Word

In this pattern, the teacher invites the students to express the key ideas using their own words. If a student uses her own words, the teacher will be better able to judge the level of real understanding.

d. Gold Star

It's aimed to encourage excellent work and to praise a student for work well done. When the students are doing well or have done something well, praise them publicly for it.

## **8. Procedure of Teacher Feedback Technique**

Feedback is a fundamental element of a process approach to writing. It may have a definition of input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestions (Wen, 2013, p. 427).



There are some steps in applied teacher feedback adopted from a research by Lee (2008) as follows:

- 1) The teacher assigned the composition topically, normally brainstormed ideas with students.
- 2) The teacher assigned the students drawing their attention to relevant language structures and vocabulary related to the topic.
- 3) Students produced single drafts
- 4) The teacher went through a similar procedure such as started by asking students to read (and read aloud) some “beautiful sentences” written by some students.
- 5) The teacher asked the students to do a proofreading exercise consisting of a rather random collection of errors made by students
- 6) In the proofreading exercise, the teacher tended to dominate by providing the correct answers, without giving students opportunities to engage in discussion or asking students to analyze the errors.
- 7) The teacher returned the compositions to the students.
- 8) The teacher required students to correct the sentences that contained errors.

## **9. Important of Feedback**

According to a research by Bijami, Kashef, & Nejad (2013), Nicole and Macfarlane-Dick suggested seven principles for feedback practice. They claimed that good feedback practice:

- a. Helps clarify what good performance is (goal, criteria, expected standards);
- b. Facilitates the development of self-assessment (reflection) in learning.

- c. Delivers high-quality information to students about their learning;
- d. Encourages teacher and peer dialogue around learning;
- e. Encourages positive motivational beliefs and self-esteem;
- f. Provides opportunities to close the gap between current and desired performance;
- g. Provides information to students that can be used to help shape teaching.

## **D. Written Feedback**

### **1. Definition of Written Feedback**

Burnett and Mandel (2010, p. 8) state that teacher written feedback or handwritten commentary is a primary method to respond to students' essays to assist students' writing development; teacher written comments on the students' drafts indicate problems and make suggestions for improvement of future papers. Hyland (2006) see teacher written feedback as purely informational with its position as a medium for the teacher to channel responses and advice in assisting students' improvement. In addition, teacher written feedback plays a significant role in providing a reader reaction to students' effort in writing, helping them to be better researchers and to justify the grade given to the students.

### **2. Kinds of Written Feedback**

According to Cohen cited in Hartatie (2016), there are some kinds of written feedback such as comments, correction and/or marks which given to students' written work draft. The marks may be on words or quick symbols

such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with a suggestion about how to improve as well as with the comments of the positive aspect of the work.

#### 1. Correction codes

The teacher might use a set of error correction symbols or abbreviations in your writing (e.g. 'SP' for spelling, 'GR' for grammar, 'V' for vocabulary, 'P' for punctuation, 'WO' for word order, 'L' for linking word error or missing conjunction, etc).

#### 2. Error correction

The advantages of this type of feedback are that there will be no ambiguity as to what was wrong and what would have been the corrected version of your word, phrase, or sentence.

The disadvantages, however, include your consciousness not being raised to your typical errors, as well as the fact that in some cases there is no one correct version of what you were trying to say, and the teacher might, unknowingly, distort your message by changing it to their liking.

#### 3. Criteria correction

The advantages of it are similar to those of using a correction code in that it makes you more conscious not only of your recurring errors but which criterion in the exam you are preparing for they affect negatively and therefore why they should be avoided.

The possible disadvantages of this type of feedback again have to do with the fact that it requires a high level of metacognitive awareness of your strengths and weaknesses, as well as previous criteria training.

#### 4. Comments

The advantages of receiving such feedback are that it feels as if your teacher was right by your side, talking to you. This personalized teaching might make you feel more engaged with the learning process as it is not so ‘dry’.

The disadvantages of it are that despite these comments trying to elicit the correction, you might still not be sure as to what was wrong exactly, how it could be corrected and how it relates to the criteria of the exam you are preparing for, partly because of a lack of metalanguage (i.e. words describing grammar phenomena, e.g. ‘predicate’).

#### 5. Assessment

The advantage of receiving such feedback is that it makes it crystal clear to you where you stand in terms of your chances of passing the exam and which criteria you should try to work on until the date of it.

The disadvantage of only getting an overall assessment like this is that a huge learning opportunity is wasted by not exploiting the individual mistakes in the piece of writing you submitted.

Besides that, Miftah (2015) said that there are three kinds of written feedback that is a response, comments, and suggestions. The areas of the kinds of written feedback above focus on grammatical aspects, idea development, spelling, paragraph coherence, etc.

In addition, the researcher analyzes the pattern of written feedback that applied by the English teacher based the theory on the kinds of written feedback that have explained before. The researcher investigates the patterns by analyzing student writing product.

### 3. Models of Written Feedback

WF	wrong form:	the <sup>WF</sup> <u>best</u> will be its achievements
WW	wrong word:	patient, funny and <u>kindly</u> <sup>WW</sup>
T	wrong tense:	in the last few weeks you <u>didn't have</u> much fun
Λ	something is missing:	You arrived in Brighton, <sup>Λ</sup> the 1st
Sp	wrong spelling:	<u>confortable</u> <sup>Sp</sup>
WO	wrong word order:	You haven't seen [yet] London
P	wrong punctuation:	Look out. <sup>P</sup>
V	wrong verb form:	The Titanic <u>sunk</u> very quickly
//	new paragraph needed:	
∅	not necessary:	John came in and <del>he</del> <sup>sat</sup> down
~		You don't need a new sentence. Join up the ideas
?		I don't understand what you're trying to say.
wavy		This isn't quite right: it needs clearer expression (usually the teacher provides an alternative)
[ ]		This part needs to be re-arranged or reworded.
!!		You really should know what's wrong here because – we've just done it in class. – I've told you so many times.

## An example of correction symbols:

## Appendix D Correction Symbols

	Meaning	Incorrect	Correct
ref.	pronoun reference error	The restaurant's specialty is fish. <sup>ref.</sup> They are always fresh. The food is delicious. Therefore, <sup>ref.</sup> it is always crowded.	The restaurant's specialty is fish. It is always fresh. The food is delicious. Therefore, the restaurant is always crowded.
W	wrong word order	Friday <u>always</u> is our busiest night.	Friday is always our busiest night.
RO	run-on	Lily was fired she is upset.	Lily was fired, so she is upset.
CS	comma splice (incorrectly joined independent clauses)	OR Lily was fired, she is upset.	Lily was fired; therefore, she is upset. Because Lily was fired, she is upset. Lily is upset because she was fired.
FRAG	fragment (incomplete sentence)	She was fired. <u>Because she was always late.</u>	She was fired because she was always late.
Ⓟ	add a transition	She was also careless. <sup>Ⓟ</sup> She frequently spilled coffee on the table.	She was also careless. For example, she frequently spilled coffee on the table.
S.	subject	<sup>S.</sup> <u>^</u> Is open from 6:00 P.M. until the last customer leaves.	The restaurant is open from 6:00 P.M. until the last customer leaves.
V.	verb	The employees <sup>v.</sup> <u>^</u> on time and work hard.	The employees are on time and work hard.
prep.	preposition	We start serving dinner <sup>prep.</sup> <u>^</u> 6:00 P.M.	We start serving dinner at 6:00 P.M.
conj.	conjunction	The garlic shrimp, fried clams, <sup>conj.</sup> <u>^</u> broiled lobster are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art.	article	Diners expect <sup>art.</sup> <u>^</u> glass of water when they first sit <sup>art.</sup> <u>^</u> down at table.	Diners expect a glass of water when they first sit down at the table.
¶	Symbol for a paragraph		

Amato gives an example of Teacher Feedback:

Amato/NMRL/95

12:30

OP Wednesday, October 22<sup>nd</sup> (9:00 p.m.)

I am writing this in the girls' bathroom. That's the only place I can get a little privacy around here. If I can't believe how this day is going so far, it all started with math. ~~So much happened today. I have to start at the beginning, which unfortunately was math class I forgot we were having a test.~~

I have never been unprepared for a test in my life. Normally, when I get a test, I know what to do and calmly do it. Today, when Mr. Peter handed out the tests, I thought my eyeballs were going to explode. I stared at the first page, but I couldn't make sense of it. Meanwhile, everybody around me started scribbling right away. I felt the way Helen Keller must have felt when she could feel the lips of people moving but couldn't understand what the heck they were saying. I felt like I was drowning.

Beth was already done with the first three problems. If I slumped in my seat and leaned a little to my left and squinted, I could see her answers floating on the page like little life preservers.

In my moment of need, I did what I had never done before. I cheated. Halfway through, Beth glanced back at me a few times, as if she could feel my eyes grabbing onto her work.

At the end of the period, I was exhausted. It's very tiring to cheat. It takes a lot of concentration. Not only do you have to get the answers down right, but also you have to keep the guilt from melting your conscience into a puddle at your feet.

I fell asleep during science and woke up to the sound of Mrs. Keating yelling. I jumped up, sure she was yelling at me. But she was bawling out Johnny Nye for sneaking onto the internet and playing a computer game when he was supposed to be doing research for the big report that's due on Friday.

? Not needed OK ✓

OK

ha!

## **E. Descriptive Text**

### **1. The Nature of Descriptive**

Descriptive text is text that figures something clearly and specially. The descriptive text aims to figure or giving figures to something with one clear, so pretend readers get to see, hear, read or feel that thing described (Erlangga, 2007).

The descriptive paragraph is paragraph who tries to move the image, observing the result, and its feel to the reader. The writer tries to pass on character and all details of form which found on an object that was written by it. That thing purpose as to establish or enabling most composes it is imaginative or imagination to render it, so pretend readers see or feeling object own that spoken as a whole as one experienced by its the writer (Suparno, 2004).

### **2. Generic Structure of Descriptive text**

The descriptive purpose is to represent in a word about particular person, place or thing. The generic structures of descriptive text develop on two steps: identification and description.

- a. Identification is the phenomenon to describe.
- b. Description is described part, qualities, and characteristic of person, place or thing to describe (Kawedar, Marini, Trinitas, Wati, 2008, p. 44)



## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, research method begins with research design, subjects of the study, the source of data, research instrument, data collection procedure, data analysis procedure and data endorsement.

#### **A. Research Design**

This study used a qualitative approach. The design of the study was a case study. The researcher used this design to investigate written corrective feedback and the patterns applied in English class SMPN 6 Palangka Raya.

#### **B. Subjects of the Study**

This study conducted at SMPN 6 Palangka Raya at first semester. The eighth grade students and the teacher were taken as a subject in this study. The researcher interviewed ten students and the English teacher of eighth grade at SMPN 6 Palangka Raya.

#### **C. Source of Data**

The study utilized four sources of data: students' writing product, observation results, interview transcription from students and teacher, and field note results. The researcher did a preliminary study to get the first data (observation). After researcher got the interview results, researcher prepares some questions to interview teacher and students. To get the data, the researcher also did observation in writing class when the teacher gives written corrective feedback to the students. Here researcher observes written corrective feedback as

well as the patterns applied by the teacher in writing class. After the teacher gives feedback, the student revised their writing. The researcher collected students' writing product and interview the students to know their response about written corrective feedback that has given by the teacher. The researcher asks the students "Is the feedback useful for you?" from the students respond researcher and teacher will know the effect of written feedback.

#### **D. Research Instrument**

The instrument in this study was the researcher herself who was considered as the key instrument. As said by Creswell (2012), the researcher herself who was present in the setting of the study was considered as the key instrument which was called as a human instrument. In this study, the researcher equipped herself with some research instruments consisting of observation, interview, field note, and documentation.

##### **1. Observation**

The observation was conducted as supporting data. The researcher did observation about the place, subject, object, teaching-learning process and teaching learning strategy used by an English teacher. This observation was aimed to investigate teaching and learning process in the class in particular when the teacher gave written feedback to the students writing product. The researcher did observation three times.

First observation conducted on Saturday, 5<sup>th</sup> of March 2017 at 09.30 – 10.00 a.m. in teacher's office of SMPN 6 Palangka Raya. In first observation, the researcher tried to investigate the strategy that used by an English teacher. Second

observation conducted on Thursday, 28<sup>th</sup> of August 2017 at 11.30 – 12.00 a.m. in eighth grade classroom of SMPN 6 Palangka Raya, the researcher observed teaching and learning process in the class when the teacher gives written feedback with observation guideline which adopted the theory by Lee (2008). The third observation, conducted on Thursday, 31<sup>st</sup> of August 2017 at 11.30 – 12.00 a.m. in eighth grade classroom of SMPN 6 Palangka Raya, the researcher observed the students when they got written corrective feedback from their teacher. For the results of observation were discussed on chapter IV.

## 2. Documentation

The researcher needs documentation as proof of the study. The aims of documentation in this study were to record all of the data in a research and also as proof of research. It consists the data of the study such as interview results (field note or recorder), photos of the interview, students writing product, and lesson plan by the teacher. In the current research, the researcher collected the students writing product which was given written corrective feedback by their teacher. It was done to know the patterns of written feedback given to the students writing product.

After documenting students' writing, the researcher revealed the patterns of teacher's written feedback using a checklist. According to Hopkins cited in Pratiwi (2013) checklist is an aid to a direct observation which list items to be given attention. Checks mark presence, absence, or frequency of occurrences for each item. In this study, the checklist contains some categories to analyze the patterns of the written corrective feedback given by the teacher.

### 3. Field notes

Field notes were often referred to in a qualitative research, it was a description and accounts of the event in the research context which written in a relatively factual and objective style. In this study, the aim of field notes was to record the data where it was not possible to collect data using observation or interview.

### 4. Interview

The interview of this study was aimed to describe and identify the information about students' writing problems in writing and their response toward teacher's written corrective feedback given by the teacher. The interview was conducted as supporting data. The interview was in the form of semi-structured interview. It means that the researcher, indeed, has guidelines of the question but there might be any possible and unpredictable questions which occur to dig out more information from interviewees. According to Burns cited in Pratiwi (2013) states the advantage of this type of interview is enabling the interviewee's as well as the interviewee's perspective to inform the research agenda, and therefore give rise to an equal balance in the research relationship.

After collected student's worksheet and they revised it, the researcher interviewed ten students who get the teacher feedback from the teacher. The researcher used purposeful sampling to the chosen interviewee. In purposeful sampling, the researcher intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are "information rich" (Creswell, 2012, p. 206).

The writer conducted it on Monday, 4<sup>th</sup> of September 2017 at 11.30 - 11.50 a.m. in eight grade classroom. The questions of the interview consisted five questions. For the results of the interview were discussed on chapter IV.

**Table 3.1: Informational Feedback**

No	Informational feedback	Total	Percentage (%)
1	Direct Feedback		
2	Indirect Feedback		
Total writing			

**Table 3.2: Categories of Feedback**

No	Categories	Total	Percentage (%)
1	Organisation		
2	Grammar		
3	Word choice		
4	Punctuation		
5	Spelling		
6	Content		
<b>Total</b>			

**Table 3.3: Affective Feedback**

No	Affective feedbackk	Total	Percentage (%)
1	Containing		
2	Not containing		
Total writing			

**Table 3.4: Research Instrument**

No	Instrument	Data Needed	Objective
1.	Observation	Information about strategy that used by the English teacher of SMPN 6 Palangka Raya	To know the strategy used by the English teacher of SMPN 6 Palangka Raya
		Observation checklist (procedure on giving feedback)	To know the teaching and learning process in the class when the teacher gives written feedback
		Students reaction	To know students comment or reaction toward written corrective feedback given by the teacher.
2.	Documentation	Interview results (field note or recorder), photos of the interview and lesson plan by the teacher	To record all of the data in a research and also as proof of research
		Students writing product	To know the patterns of written corrective feedback given to the students writing product
3.	Field Note	Additional data	To record the data where it was not possible to collect

			the data using observation, interview or documentation
4.	Interview	Students' writing problems	To know students' writing problems when they are making text
		Students reactions toward teacher written corrective feedback given by the teacher	To know students reactions toward teacher written corrective feedback given by the teacher

#### E. Data Collection Procedures

The study conducted at SMPN 6 Palangka Raya at first semester. The researcher got the data such as writing product and interview from eighth grade students and the teacher. To get the data needed in the study, there were some ways to did it, they were:

- 1) The researcher did a preliminary study to make sure the place, subject, object, teaching learning process and teaching learning strategy that use by an English teacher.
- 2) The researcher made field notes about the result of the preliminary study.
- 3) The researcher did observation about the place, subject, object, teaching learning process and teaching learning strategy used by an English teacher in general.
- 4) The researcher also did interview technique to teacher and students in order to describe and identify the information about student writing problems in

writing and teaching strategies applied to improved students writing ability in writing descriptive text at an eighth grade of SMPN 6 Palangka Raya.

- 5) The researcher made field notes about the result of the interview.
- 6) The researcher did observation in English class to observed written corrective feedback applied by an English teacher with the procedures in using teacher feedback as observation guideline.
- 7) The teacher gave written corrective feedback on students writing.
- 8) The teacher returned students writing product and ask the students to revise their writing based on written corrective feedback given.
- 9) The students were observed during revision session.
- 10) The researcher interviews the students after they had completed revised session to get their response about written corrective feedback given by the English teacher.
- 11) The researcher investigated teacher feedback that applied by the English teacher.
- 12) The researcher collected photo, students score and students writing product as documentation.

#### **F. Data Analysis Procedure**

Data analysis was the process to arrange the data finding to make it comprehensible by collecting, arranging, coding, classifying, and grouping in order to make the research report. To analyze the data, the researcher did some procedures adopted from Nasution (2003, p. 126-130) which state there were four techniques used to analyze the data as follows:



## **1. Data Collection**

The researcher has collected the data. The researcher collected the data from data collection was collected from observation, field note, interview, and documentation. Data collection consisted of observation to the school and the class during the study was being conducted; interviewed the students about their response or comment toward written corrective feedback that given by their teacher and interviewed the teacher about how was the teacher written feedback technique applied in English class of SMPN 6 Palangka Raya; made the field notes to record the data where it was not possible to collect data using observation or interview such as students atmosphere when they were revised writing product; documented students writing product, results of observation, results of interview, results of field notes and photos during research.

## **2. Data Reduction**

It is meant as a chosen process. The researcher only chose the main data, focused on the important data and decrease unnecessary data because the data needed to be based on the research objectives. First, to investigate the teacher written corrective feedback technique applied in English class of SMPN 6 Palangka Raya. Second, to investigate written corrective feedback patterns applied by the English teacher in writing class of SMPN 6 Palangka Raya.

The data reduction on the study used by the researcher to reduce the appropriate data from data collection by filtering the important data based on the objectives of the study. In this study, all of the data gathered from the interview that covers how is the teacher written feedback technique applied and student's

response. Data from observation about written corrective feedback applied by the English teacher and activity at eighth grade students. The documentation covers data in student's writing product, picture form, and visual information. All of the data processed based on the objective of the study.

### **3. Data Display**

According to Miles & Hiberman cited in Pratiwi (2013) data display refers to a process to arrange, to organize, and to compress a set of information resulting from data reduction done by simple explaining through matrix, graph, charts, and network that leads to conclusion drawing.

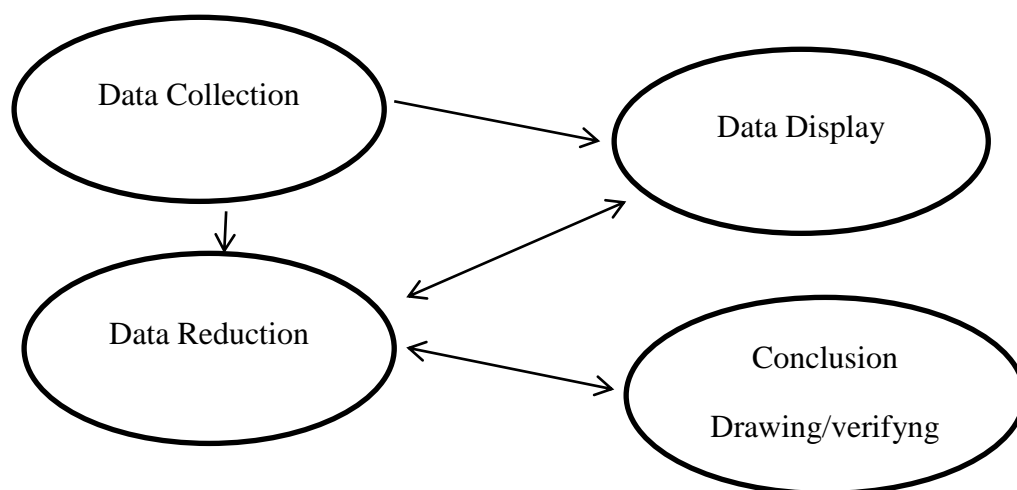
In data display, the researcher has reported the relevant data and confirms the study result. The researcher did data display with describing the result of data reduction in simple explaining using charts and tables. In this study, charts and tables described observation results; written corrective feedback mostly used by the teacher such as informational feedback, categories of feedback, and affective feedback. Starting from data collection to displaying data, was applied each time the researcher obtains data from the first session until the researcher can found a pattern of written feedback that applied by an English teacher.

### **4. Verification**

It's mean that verified by reviewing the data reduction and data display. After the data have been proceeding in the step before, then it can be verified or concluded by using an inductive method which came from specific thing to gain objective conclusion. The conclusions have been verified by looking back to the data reduction whether before, whiles or after data collecting. The verification, the

researcher has concluded the result of study based on the problems and objectives of the study. Data based on the objectives of the study that investigate written corrective feedback applied by an English teacher on students' writing product and written corrective feedback pattern have summarized and verify by the researcher in answering the problems of the study.

Based on the explanation above, Sugiyono (2010, p. 91-91) explains the interactive model of data analysis as follows:



**The Figure 3.1 the component in data analyze (interactive model)**

From four technique of analysis the data above, the data were collected from the result of observation, field note, interview, and documentation related to the topic of the study on investigating written corrective feedback applied by an English teacher at the eighth grade students of SMPN 6 Palangka Raya.

Then, the percentage of patterns of written corrective feedback was calculated. The formula of the percentage is presented as follows:

$$\% = \frac{x}{N} \times 100\%$$

X: total numbers of written corrective feedback used

N: total of written corrective feedback

### **G. Data Endorsement**

According to Miles & Hubberman cited in Pratiwi (2013), to check the validity of the data collected, the triangulation techniques applied. Triangulation can be defined as the use of two or more methods of data collection in the study of some aspects of human behaviors. Triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. Silverman in Pratiwi (2013) defines triangulation as: Comparing different kinds of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another this form of comparison, called triangulation, derives from another navigation, where different bearings give the correct position of an object.

In relation to the study, the researcher compared the data taken from one source with another. The triangulation is done by interesting and comparing the data obtained from observation, field notes, interview, and documentation. Moreover, it is also conducted by looking at the collected data repeatedly to arrive at a conclusion on the phenomena observed.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter research findings and discussion begins with data presentation (result of observation, the result of the interview, the result of field note, the result of documentation), research findings and discussion.

#### **A. Data Presentation**

To get the data related the process of written corrective feedback technique applied by the teacher and the patterns of written corrective feedback, the researcher came to class in SMPN 6 Palangaka Raya to conduct activities such as classroom observation, field notes, teacher interviews and students interview. The researcher observed and took notes on some important points during the lecturing happened. The researcher interviewed some participants, observed the class and collected some documents to the written corrective feedback that used by the teacher. The researcher worked with the collected data after conducting the observation, interviews, field notes and documentation such as photos and students work. The researcher analyzed and selected the data which were important by doing the reduction. Then, the researcher determined some focuses and categories based on the data gathered from observation, interview, field note, and documentation.

**Table 4.1 Observation Checklist**

NO	INDICATORS	KET.
1	The teacher assigning the composition topically, normally brainstormed ideas with students.	✓
2	The teacher assigning the students drawing their attention to relevant language structures and vocabulary related to the topic.	✓
3	Students produced single drafts	✓
4	The teacher went through a similar procedure such as started by asking students to read (and read aloud) some “beautiful sentences” written by some students.	✓
5	The teacher asked the students to do a proofreading exercise consisting of a rather random collection of errors made by students	x
6	The teacher providing the correct answers, without giving students opportunities to engage in discussion or asking students to analyze the errors.	✓

7	The teacher returned the compositions to the students.	✓
8.	The teacher required students to correct the sentences that contained errors.	✓
9.	Model of error correction applied by the teacher	✓
10.	The teacher ways to give error correction (written feedback) to the student	✓

## **B. Research Findings**

### **1. The Process of Teacher Written Corrective Feedback Applied in English Class at Eighth Grade of SMPN 6 Palangka Raya**

The researcher found the treatment that was applied by the teacher when she gave written corrective feedback to the students based on observation process. The researcher did observation three times. In the first observation, the researcher tried to investigate the strategy that used by an English teacher, and the result was the teacher always used written corrective feedback to correct student writing product. Second and third observation, the researcher observes teaching and learning process in the class when the teacher gave written feedback with the steps as follows:

- a) The teacher explains about the text which will be made by the student, and then the teacher assigning the composition topically, normally brainstormed ideas with students.
- b) The teacher assigning the students drawing their attention to relevant language structures and vocabulary related to the topic. After the assigning was clear, students produced single drafts.
- c) The student got an assignment to make a descriptive text about tourist attraction of Central Borneo.
- d) The teacher collects students writing product (when the class ending).
- e) The teacher analyzed student's error on their first draft and gives some error correction, comment and suggestions. The teacher gives error correction or marks such as underlining, circle, delete word and arrow.
- f) The teacher also gave affective feedback on students writing which is used to motivate students on writing. Affective feedback is given such as "*good*", "*nice*", etc.
- g) The teacher return student writing product and ask them to revise their writing based on written corrective feedback given (next meeting).
- h) The students revise their writing.
- i) The students collect their final draft to the teacher.

When the researcher observe while the students were revising their writing, there were some students who felt so shame when they received their draft that has been corrected by the teacher and they got many mistakes some students laughed at them. It made the students more ashamed. Written corrective



feedback had given was clear and understandable by the students. It can be shown that the students were able to rewrite their writing based on the teacher written feedback. It could be inferred that the students really needed to be written feedback to help them to revised their writing. They tried hard to comprehend the written feedback given. They read and comprehended every feedback that showed their mistakes and also guidance to correct them. It made the students easier to revise their writing. It could be assumed that written feedback given by the teacher is encouraging.

By consulting the teacher's written feedback, the students were stimulated to make their work better. They were so enthusiastic to correct their mistakes. The teacher's written feedback motivated the students to revise their writing. Most students are undisturbed by teacher written feedback in their writing process. They looked enthusiasm when they revised their work. They did not feel disturbed because the teacher corrected without changing the main idea.

## **2. Written Feedback Pattern Applied by the English Teacher in English Class at Eighth Grade of SMPN 6 Palangka Raya**

To find out the written corrective feedback pattern applied by an English teacher, the researcher documented the students' writing product which has been already given feedback by the teacher. After analyzing students' writing product, the researcher found the patterns of written corrective feedback applied on students writing.

The first pattern was feedback sandwich. Feedback sandwich was the form of positive feedback. The teacher never gave negative comments on students

writing. The teacher always starts and end with positive feedback, sandwiching suggestions for improvement between these reinforcing comments. The feedback sandwich on student's writing applied by the teacher such as "*please add more details about ...*" and "*please describe tangkiling more*". The teacher gave that comment if the students writing still not good or just made a text in some lines. The impact of gave feedback sandwich on students writing were motivate the students to improve their writing. When the students got written corrective feedback, commonly students felt down or give up on writing, they think that they could not write well because their writing was incorrect and have many error correction from the teacher. So that, the teacher make it balance with positive comments on students writing to motivate the students on revising their writing.

The teacher also used gold star pattern on her feedback. It's mean that the teacher always praises the students writing to improve their writing motivation. But the teacher just gives praise to comment on student's writing product, not publicly. The teacher gave this pattern if the students success in their writing.

The teacher did not give the students' mistakes but also a correct form for students such as word choice, grammar, punctuation, morpheme, and deleted word. To get the results, the total number of teacher written feedback on each student composition was counted. Then how much feedback in the form of direct and indirect feedback was counted. Also, the amount of affective feedback was counted. The last step was counting the percentage are presented below.

**Table 4.2: Informational Feedback**

No	Informational feedback	Total	Percentage (%)
1	Direct Feedback	72	71.2%
2	Indirect Feedback	29	28.8%
Total writing		101	100%

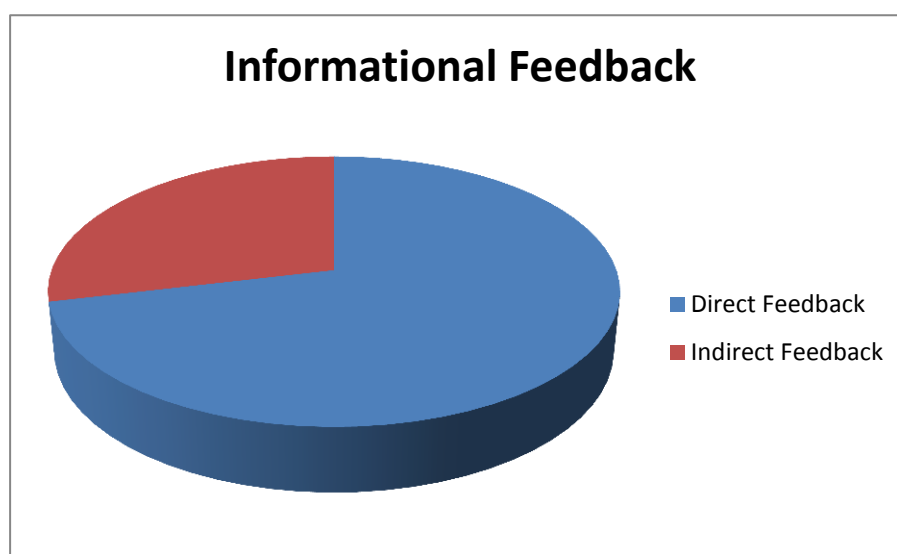
**Figure 4.1: Informational Feedback**

Table 4.2 shows that and 71.2% the teacher using direct feedback 28.8% using indirect feedback. The teacher common gives feedback using direct feedback. Direct feedback refers to a teacher providing a correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word or morpheme).

The researcher analyzed student's work to get the categories of the teacher's written feedback. The teacher corrects on students mistakes such as:

- a) Organisation

It's mean that the arrangement of ideas or details in a perceptible order in a paragraph.

b) Punctuation

It's mean that the set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses.

c) Spelling

The process or activity of writing or naming the letters of a word.

d) Word choice

An act of choosing between two or more possibilities. It's mean that there was some word that has same definition but different meaning. So the students should choose the word that the meaning suitable with the sentence.

e) Grammar

The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology and sometimes also phonology and semantics.

f) Content

It focuses on paragraph coherence, meaning, and purpose. The students should make a text with good content

**Table 4.3: Categories of Feedback**

No	Categories	Total	Percentage
1	Organization	12	5,1 %
2	Grammar	42	18 %
3	Word choice	118	50,7 %
4	Punctuation	46	19,8 %
5	Spelling	10	4.3 %
6	Content	5	2,1 %
	<b>Total</b>	<b>233</b>	<b>100.0 %</b>

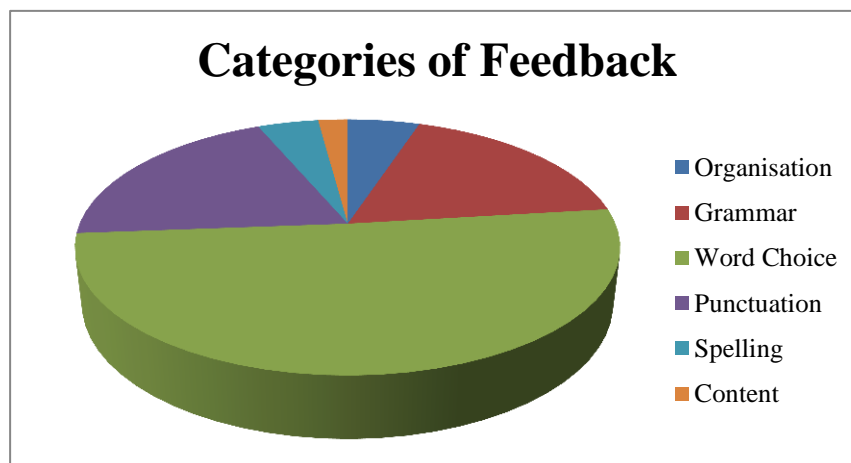
**Figure 4.2: Categories of feedback**

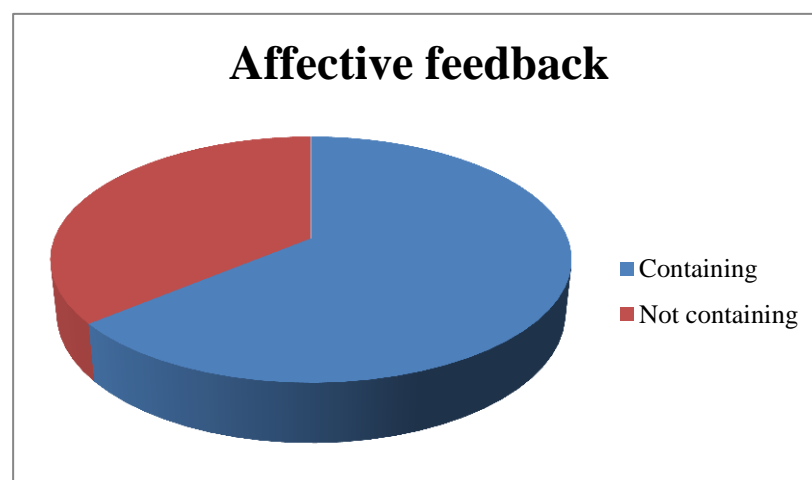
Table 4.3 shows that 50.7 % teacher's written feedback focuses on word choice, 19.8 % punctuation, 18 % grammar, 5.1 % organization, 4.3 % spelling, 2.1 % content. The teacher common gives feedback on students' word choice. The mistaken of word choice by students such as users (visitors), delicious (nice), maintained (protected) etc.

The teacher explains why she focuses on word choice. It is because the main problem that faced by the students was lack of vocabulary. So the teacher would to focuses on word choice first, because the word was the main component to make a text or paragraph. The teacher did not pay attention to the organization because the students so many made mistakes on word choice, they would be understood with the organization if they have been a success on word choice.

The teacher also used affective feedback which feedback in the form of motivation on student's writing. To get the result, the total number of teacher's written feedback on each student's composition was counted.

**Table 4.4: Affective feedback**

No	Affective feedback	Total	Percentage (%)
1	Containing	16	64%
2	Not containing	9	36%
Total writing		25	100%



**Figure 4.3: Affective Feedback**

Table 4.4 shows that 64% of teacher's written feedback contains affective feedback and 36% of teacher's written feedback does not contain affective feedback. It means that the written feedback mostly contains some comments to strengthen students' positive emotion. The teacher provides praise in their feedback such as "*good*", "*nice*" etc.

### **C. Discussion**

Writing is intellectual and emotional exhibitionism. Regardless the form of a work, it reveals thoughts and values of its creator. Even with lies, exaggerations, and omissions, a researcher cannot hide his or her teaching process. The moment the first word is a record, the author becomes both powerful and vulnerable. When people read, they try to guess who an author is. Writing is one of four skills (reading, listening, speaking, and writing) which is to be mastered in learning English. In the academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Writing is important for them to communicate the knowledge and thought a process like to make, examination, term papers and a job application (Rahmawati, 2009, p. 8).

This research was a concern on written corrective feedback and the patterns applied by an English teacher at the eighth grade students of SMPN 6 Palangka Raya. The results get from observation, field note, teacher and students' interview.

In giving written corrective feedback the teacher analyzes the student's first draft in simple ways. The teachers analyze student's error on their first draft

and give some error correction, comment, and suggestions. The teacher gives error correction or marks such as underlining, circle, delete word and arrow.

From the results, the researcher found the pattern of written corrective feedback applied on students writing. The first pattern was feedback sandwich. Feedback sandwich was the form of positive feedback. The teacher never gave negative comments on students writing. The teacher always starts and end with positive feedback, sandwiching suggestions for improvement between these reinforcing comments. The feedback sandwich on student's writing applied by the teacher such as "*please add more details about ...*" and "*please describe tangkiling more*". The teacher gave that comment if the students writing still not good or just made a text in some lines. The teacher takes tone that giving a suggestion for improvement, not just condemning such as give good sentences on comments rather than "*This is bad*" or etc.

The teacher commonly used same feedback to all of the students. The teacher was not differentiated feedback. Also, the teacher used gold star pattern on her feedback. It's mean that the teacher always praises the students writing to improve their writing motivation. But the teacher just gives praise to comment on student's writing product, not publicly.

The teacher giving written corrective feedback using mark or error codes, comment, and suggestion. When the teacher using mark or error codes, she common giving marks on word choice. It is suitable with the theory from Cohen cited in Pratiwi (2013) which stated that in written feedback, comments, correction and/or marks was applied to students' written work draft. The marks



may be on words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with a suggestion about how to improve as well as with the comments of the positive aspect of the work.

Besides that, the teacher also contained affective feedback. Affective feedback refers to the occurrence of positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotion to the classroom. The written corrective feedback mostly contains some comments to strengthen students' positive emotion. The teacher provides praise in their feedback such as "*good*", "*nice*" etc.

Also, the teacher gave informational feedback on students writing product which contained direct and indirect feedback. Direct feedback refers to a teacher providing a correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word or morpheme) and indirect feedback occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct them. The teacher was used indirect feedback such as locates an error by circling it, underlining it, or putting a checkmark in the margin. It is suitable with the theory from Stone and Nielsen cited by Berewot (2001, p. 23) have said that there are two types of feedback, namely informational feedback and affective feedback. The teacher who is checking the students' drafts identify some mistakes which occur in the drafts. Then, the teacher will correct the mistakes found, implicitly or

explicitly. However, effective feedback might occur to balance criticisms with praises to make students less vexed and motivate them to keep writing.

The students had developed experience in responding to the teacher's written feedback in order to revise their writing. Feedback helped the students in their writing. The feedback would be more understandable if the students can decipher the handwriting of the teacher or understand the comments or symbols that the teachers likely to use. Almost all of students could improve their writing skills ability and keep learning English. Through reading and revised the structure of English sentence, the students would also learn new vocabulary which they often meet after their teachers gave written feedback.

The student toward teacher's feedback was good. It can be provable with students always revise their writing after they got the teacher's written feedback. The students responded the teacher's written feedback by simply copying, correcting based on their own, adding words or sentences, deleting word or sentence, restricting sentence, and consultation with their teacher. The students considered that the used of teacher's written feedback was helpful for them in revised their writing.

It is important for the teacher to provide feedback since a research on student attitudes towards feedback has found that many students did the errors in their writing to be corrected and may be frustrated if this does not happen. Bijami, Kashef, & Nejad (2013) said that many scholars and researchers agree that feedback is essential and has a positive effect on students' writing. When the students had positive perception, they would read and revised their teacher's

written feedback, open the dictionary, and they would not repeat their mistakes again in the future. Students need some guidance in recognizing deviant forms and structure in their work. If the errors are ignored in the early stages, it will be more difficult to deal with them later on.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions. The conclusion was to summarize the finding, and suggestions were aimed at the students, the teacher, and the further researcher.

#### A. Conclusion

On teaching using written corrective feedback, the teacher did some steps as follows: explain about the text which will be made by the student, and then the teacher assigned the composition topically, normally brainstormed ideas with students. The teacher assigned the students drawing their attention to relevant language structures and vocabulary related to the topic and then the students produced single drafts. When the students collect their writing, the teacher gave feedback on their writing. The teacher used simple ways on giving written corrective feedback. The teacher analyzed student's error on their writing and gives some error correction, comment and suggestions. The teacher gives error correction or marks such as underlining, circle, delete word and arrow. The teacher also gave affective feedback on students writing which is useful to motivate students on writing. Affective feedback is given such as "*good*", "*nice*", etc.

The pattern of feedback used was feedback sandwich. The teacher never gave negative comments on students writing. The teacher always starts and end with positive feedback, sandwiching suggestions for improvement between these reinforcing comments. The impact of giving feedback sandwich on students

writing was motivate the students to improve their writing. When the students got written corrective feedback, commonly students felt down or give up on writing, they think that they could not write well because their writing was incorrect and have many error correction from the teacher. So that, the teacher make it balance with positive comments on students writing to motivate the students on revising their writing. The teacher also used gold star pattern on her feedback. It's mean that the teacher always praises the students writing to improve their writing motivation. The teacher gave this pattern only if the students success in their writing.

## **B. Suggestion**

### **For students**

1. The students should be cooperative in developing their writing. It can be achieved by incorporating other sources and by having a consultation with their teacher to revise their writing.
2. The students should improve their strategy on responding teacher's written feedback by reading and study the feedback given by their teacher. They must learn from own mistakes so that they will not make the same mistakes.
3. The students should be active to write and revise their writing. They should employ the teacher's written feedback.

### **For teacher**

1. The teacher should keep giving clear feedback in students' writing so that they can make a good paragraph or text.

**For further researchers**

1. This research has limited discussion which only focuses on written corrective feedback technique and the patterns of written feedback applied by the English teacher of SMPN 6 Palaangka Raya. Therefore, other researchers can investigate the student's perception toward written corrective feedback applied.

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