

APPROVAL SHEET

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Title : Teacher's Feedback on Students' Writing at Seventh Grade
Students of SMPN 1 Mlarak Ponorogo

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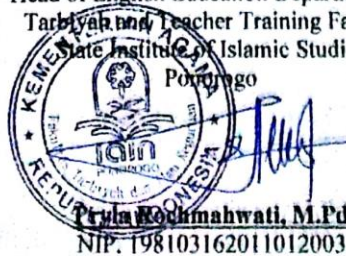
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MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC COLLEGE OF PONOROGO

RATIFICATION

This is to certify that sarjana's thesis of:

Name : Alfina Qomariyah
Student Number : 210914067
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : "Teacher's Feedback on Students' Writing at Seventh Grade
Students of SMPN 1 Mlarak Ponorogo in Academic Year
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ABSTRACT

QOMARIYAH, ALFINA. 2018. *Teacher's Feedback on Students' Writing at Seventh Grade Students of SMPN 1 Mlarak Ponorogo in Academic Year 2017/2018. Thesis*, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dr. Dolar Yuwono, M.Pd.

Key Word: Teacher's Feedback and Students' Writing

Writing is a written communication that is demanded as a foreign language in Indonesia. Writing is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals. In addition, written products are often the result of thinking, drafting and revising procedures that require specialized skill. Feedback is justification about reactions to a product, a person performance of a task in the purpose of improvement. Feedback is a fundamental element of a process approach in writing.

The purpose of this research is to investigate the teacher's feedback on students' writing at Seventh Grade Students of SMPN 1 Mlarak Ponorogo in academic year 2017/2018.

The problem statements on this research were as follows: what are the kinds of teacher's feedback of students' writing, and how is the students' progress after being given teacher's feedback on students' writing.

This research used qualitative research. The design for this approach is case study. It was conducted at SMPN 1 Mlarak Ponorogo. The techniques of collecting data were observation, interview, and documentation. The data were about teacher's feedback on students' writing at seventh grade students of SMPN 1 Mlarak Ponorogo. In analyzing data collection, the researcher applied steps of qualitative data covering, data reduction, data display and conclusion. The validity of data used was triangulation technique.

The results of the research showed that the kinds of teacher's feedback on students' writing were feedback during and after learning, oral and written feedback, informal feedback and formal feedback, evaluative and descriptive feedback. The progress of students after being given feedback can be seen from the learning process in the classroom, the response to the material, and the ratio of final grades in semester 1 and 2. Feedback gives a lot of influence to enhance the language skills of students.

Based on the result above, the researcher suggests that English teacher has a good personality that always give students feedback to justify they work and to improve their skill in writing to be a good writer.

CHAPTER I

INTRODUCTION

A. Background of Study

Now days, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.¹ Writing is a written communication that is demanded as a foreign language in Indonesia. In English language learning, language four skills must be mastered are listening, reading, speaking and writing. The students are expected to be able to good communicate in English both spoken and written by mastering four skills.

Writing is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals. In addition, written products are often the result of thinking, drafting and revising procedures that require specialized skill. Writing focused on how to generate ideas, organize them coherently, put them cohesively into a written text, and

¹ H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (California: Longman, 2003). 218.

how to revise text for clearer meaning. Teaching writing process will help students in their writing; by organizing the ideas to produce their writing.²

Many students have difficulties to master the language especially in writing. The students understand what teachers mean but they are not able to write well in form. Writing is often makes the students frustrating when the teacher asked to do in form. The challenge for students at this level is to progress from writing at sentence level to write coherence longer texts. This involves using a wide range of skill, many of which will be new in the context of writing in English. Students need to be encouraged to transfer these skills from their own language where possible.³

Correction helps students to clarify their understanding of the meaning and construction of language. It is a vital part of the teacher's role, and something which the teacher is uniquely able to provide, but precisely because it involves pointing out people's mistakes, we have to be careful when correcting since, if we do it in an insensitive way, we can upset our students and dent their confidence.⁴

Through feedback, the writer may learn the reader's confusion caused by the writer's insufficient information, illogical organization, poor development of

² Devi Suraya, et al., "The Effect of Using Picture Word Inductive Model on Teaching Descriptive Text Writing," (Article, Tanjung Pura University Pontianak, Pontianak, 2017), 4.

³ Theresa Clementson. *Natural English Reading-Writing Skills* (Oxford: University Press). 2.

⁴ Jeremy Harmer, *How To Teach English* (Oxford: Longman, 1998). 63.

ideas, or even inaccurate usage and choice of words and tense. Students are motivated to continue a series of revisions especially through positive feedback.⁵

Based on researcher observation, the teachers still faced same problems that the students made same mistakes in writing class. They didn't understand about the grammatical, and the students need help from the other expert to tell them what are their mistakes and giving feedback.⁶

According to Mrs. Umi Hidayanti, feedback is an input for students when he's done something, as a teacher must provide positive feedback to motivate students.⁷ Feedback is information about reactions to a product, a person's performance of a task, which is used as a basis for improvement.⁸

Based on interview with two students, they stated that Mrs. Umi is very kind and painstaking toward her students. She does not distinguish between clever students or struggle students. Mrs. Umi always hears and spends time for the trouble students. Mrs. Umi receives whatever curse from her students to please them and to help them.⁹ The students need feedback to know what are they

⁵ Yayun Wen, "Teacher written feedback on L2 student writings," *Journal of Language Teaching and Research*, Vol. 4, No. 2 (March, 2013), 427.

⁶ Observation in 7A class on March 3rd 2018.

⁷ Interview with Mrs. Umi Hidayanti in library of school on March 2nd 2018.

⁸ <https://en.oxforddictionaries.com/definition/feedback>

⁹ 02/II/03-3/2018 and 03/III/03-3/2018

mistakes and they can repair than to be a good written. Because, the students can't put mistakes right on their own, so the teachers have to help the students.¹⁰

In English class at SMP Negeri 1 Mlarak Ponorogo especially in 7A class, the teacher gives the students some kinds of feedback on their writing, speaking or reading. In this context, the teacher gives feedback on students' writing by some rules; feedback during and after learning, oral and written feedback, informal feedback and formal feedback, evaluative and descriptive feedback.

According to Mrs. Umi Hidayanti's feedback, feedback can be oral, when they do something in the learning process we see the results provide feedback with body language, when students do in front (board write) Mrs. Umi gives an applause or reward by giving a thumbs up, just like that make the students happy. And also on the students' worksheet, Mrs. Umi gives feedback with the criteria that already exist in writing, with a marked circle of the wrong section then written how to let them know. Sometimes when time off, Mrs. Umi are often in the classroom and make little discuss with struggle student. So, if they have a problem, they can also convey.¹¹

¹⁰ Jeremy Harmer, *How To Teach English* (New York: Longman,1998) 62.

¹¹ Based on interview Mrs. Umi Hidayanti on Friday, March 2nd 2018 at library of school.

Based on the background above, the researcher wants to conduct the research by the title **TEACHER’S FEEDBACK ON STUDENTS’ WRITING AT SEVENTH GRADE STUDENTS OF SMP NEGERI 1 MLARAK PONOROGO IN ACADEMIC YEAR 2017/2018.**

B. Research Focus

To avoid a far-ranging discussion, this study focuses on some concern identified as follows:

1. This study tries to investigate the teacher’s feedback on students’ writing at seventh grade students of SMP Negeri 1 Mlarak Ponorogo in academic year 2017/2018.

C. Statement of The Problem

1. What are the kinds of teacher’s feedback on students’ writing at seventh grade “A” Class of SMP Negeri 1 Mlarak Ponorogo?

D. Objective of The Study

Based on the statement of the problems above, the objective of the research is [1] to find out the teacher’s feedback on students’ writing at the seventh grade “A” class at SMP Negeri 1 Mlarak Ponorogo.

E. Significances of The Study

The result of this research was expected to be beneficial for:

1. Benefit of the theory

The research can give the contribution of developing knowledge in writing English. It can help to involve the students in teaching and learning process.

2. Benefit of the practice

The result of this study is expected to be beneficial for:

a. Teachers

The writer hopes that the English language teacher especially writing's teacher is able to give feedback to the students.

b. Students

Students are able to understand their own weakness and strength. Those will give a contribution for students' writing.

c. Reader

This study is attended to give the contribution to the reader who is interested in studying English Language teaching. It will also give some contribution to the development of students' writing skill.

d. For the other researchers

The writer believes that this writing is far from perfect. There are many weaknesses that can found in this thesis. The writer hopes that this

writing can be a “frame a thought” or the starting point for the other writers to find out the perfect of the study.

CHAPTER II

PREVIOUS RESEARCH FINDING AND THEORETICAL ANALYSIS

A. Previous Research Finding

First research by the title: *“Teacher’s Feedback on Students’ Descriptive Text”* comes from “Indri Eka Pertiwi” (*English Education Study Program of Indonesia University of Education*). This research will unpack the way of teacher in encouraging the students to master writing skill. The focus of the research is giving feedback on students’ descriptive text. Feedback from teacher is an essential aspect for students in helping them make better writing. This research is to investigate the way of teacher in providing feedback for students’ descriptive text, and examine the responses of the students toward the given feedback.

The results of this the research concludes that feedback was delivered in spoken direct feedback with two forms; Whole Class Conference and One-on-one Conference and written indirect feedback in two forms; Commentary and Minimal marking. In terms of students’ responses toward the given feedback, it can be concluded that the students response positively and negatively to the teacher feedback. The negative responses came from low achieving students who had difficulties in understanding written indirect feedback from the teacher. ¹²

Second research by the title: *“Teacher Written Feedback and Students’ Writing: focus and nature”* come from “Bannan Qassim Al Kafri” (*College of*

¹² Indri Eka Pertiwi, “Teacher’s Feedback on Students’ Descriptive Text.” (Thesis, UPI, Bandung, 2013).

Art and Sciences of American University of Sharjah). This research will investigate the teachers correct and comment on students' writing. After that, the students need to revise these corrections and respond to them accordingly. This study was to investigate the nature and the focus of English teachers' written feedback on their students' papers, to examine the nature of students' responses to their teachers' written feedback, to examine the extent to which the participating teachers were satisfied with their students' responses to their comments.

As the results, there are two teachers who conducted. Though the two teachers differed in the strategies they used to provide feedback, the analysis shows that both of them relied on indirect error feedback. That is, the two teachers provided feedback on students' errors without giving students correct forms or structures. And direct feedback, according to them, inhibited self-correction.¹³

Third research by the title: "*Students' Perception towards teacher's written feedback among 11th Grade students at SMAN 1 Wedi Klaten*" come from "Wahyu Dewi Pratiwi" (*English Education Study Program of Faculty of Languages and Arts of State University of Yogyakarta*). This research is aimed at students' perception towards teacher's written feedback among 11th Grade students. The teacher should choose the way of giving error feedback that was

¹³ Bannan Qassim Al Kafri, "teacher written feedback and students' writing," (Thesis, AUS, Sharjah, 2010).

the most appropriate and most effective for each students because every students having different brain power.

The results of this research show that teacher's mostly gave feedback in direct way. Based on the third research question, it was discovered that (1) the students prefer written feedback than oral feedback (2) teacher's written feedback was objective, (3) teacher's written feedback was clear, (4) teacher's written feedback assisted the students (5) teacher's written feedback was encouraging, and (6) the students never had negative effect of the teacher's written feedback (7) teacher's written feedback did not disturb the process of writing (8) the teacher often gives feedback to the students.¹⁴

The similarity between the previous research and this research are same way to giving feedback on students' writing. And the differences are the focus of feedback content. In the previous research, the focus on the first research is feedback on students' descriptive text, the focus of the second research is on the focus and the nature of teacher's feedback and the third research is on students' perception toward teacher's written feedback and giving appropriate for each student's need of feedback. In this research, the researcher will provide of kinds of teacher's feedback on students' writing at the seventh "A" class at SMPN 1 Mlarak Ponorogo in academic year 2017/2018. Those are has same goals, the goal is to fix the problem of students' writing through feedback.

¹⁴ Wahyu Dewi Pratiwi, "Students' Perception towards teacher's written feedback among 11th Grade students at SMAN 1 Wedi Klaten," (Thesis, UNY, Yogyakarta, 2013).

B. Theoretical Analysis

This chapter presents about the review of literature that relate with this research. It aims to give information that concern with the implementation of teacher's feedback on students' writing at SMP Negeri 1 Mlarak Ponorogo.

1. Definition of Writing Skill

Based on Oxford University, writing is the activity or occupation of composing text for publication.¹⁵ Writing is the result of employing strategies to manage the composing process, which is one gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading, and reviewing it, then revising and editing.¹⁶

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas. [1] Language use: the ability to write correct and appropriate sentences; [2] Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling; [3] treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information; [4] stylistic skills: the ability to manipulate sentences and

¹⁵ <https://en.oxforddictionaries.com/definition/writing>

¹⁶ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 302.

paragraphs, and use language effectively; [5] Judgment skills: the ability to write in appropriate manner for a particular purpose with a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.¹⁷

In writing, there are some steps to be a good writing. Writing consists of several paragraphs. Components of paragraph consist of phrases, clauses and sentences. Statements expressed in a paragraph should be in the form of complete sentences with complete thoughts either in simple, compound, complex, or compound complex sentences.¹⁸ To write a paragraph in an easy should know the differences among phrase, clause, and sentences. The following can be as references:¹⁹

- a. Phrase is a small group of related words acting as a single part of speech and not containing both subject and a verb within a sentence or clause. It is a part of a sentence, and does not express a complete thought.
- b. Clause is a group of words with a subject & verb which may or may not have a complete thought. Or a group of words that contains a subject and a predicate. A clause may be either a sentence (an independent clause) or a sentence-like construction within another sentence (a dependent or subordinate clause).

¹⁷ J. B. Heaton. *Writing English Language Tests*. (New York: Longman, 1988) 135-136.

¹⁸ Dolar Yuwono, *Writing 1 from practice to theory: getting smart and creative to write* (Yogyakarta: Pustaka Felicha, 2015), 117.

¹⁹ Ibid.

- c. Sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point. The sentence is traditionally (and inadequately) defined as a word or group of words that expresses a complete idea and that includes a subject and a verb.

There are four basic sentence structures in English:²⁰

- a. A simple sentence is a sentence with just one independent clause (also called a main clause). Example: *Judy laughed.*
- b. A compound sentence contains at least two independent clauses. Example: *Judy laughed and Jimmy cried.*
- c. A complex sentence contains an independent clause and at least one dependent clause. Example: *Jimmy cried when Judy laughed.*
- d. A compound-complex sentence contains two or more independent clause and at least one dependent clause. Example: *Judy laughed and Jimmy cried when the clowns ran past their seats.*

2. The Process of Writing

These steps of the process are very similar to those followed by many teachers throughout the world teaching process writing to native and non-native speakers:

- a. Prewrite

In this important first step, students are given an opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it

²⁰ Ibid, 119.

can ease children into writing without any hesitation or worry.²¹ It means that the student have to plan the purpose what they are going to write.

b. Write

Students write down all of their ideas. They do not worry about forms or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.²² Students must be confident in writing.

c. Revise

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

d. Edit

Learners (with the help of their teachers, caregivers, or classmates) proofread their work to make sure that there are not any content errors or grammatical or spelling errors.²³ The students are need feedback from other to make sure they are on the right track.

e. Publish

The writing pieces is rewritten is a published or presentable form, in a student-made book, on special paper, and/or on a computer so that it can be displayed or shared.²⁴

²¹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*. (New York: MC Graw-Hill, 2005). 102.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

3. Type of Writing

Type of writing performances, they are:

- a. *Imitative*. To produce written language, the earner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which earners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.
- b. *Intensive (controlled)*. Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.
- c. *Responsive*. Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, list of criteria, outlines, and other guidelines. Genre of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading,

interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

- d. *Extensive*. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term, paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of draft.²⁵

4. Definition of Teacher

A teacher or schoolteacher is a person that helping someone to learn how to do something, providing with knowledge, causing to know or understand.²⁶

²⁵ H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. (California: Longman, 2003). 220

²⁶ H. Douglas Brown, *Principle of Language and Teaching-4th ed.* (New York: Longman, 2000), 7.

To be a good teacher, they have to do some activities as follows:

- a. They should make their lesson interesting.
- b. A teacher must love her job.
- c. The teacher must have their own personality and doesn't hide it to the students.
- d. Teachers have to have lots of knowledge, not only on her subject.
- e. A good teacher is an entertainer.²⁷

Although the teacher needs to deploy some or all of the usual roles when students are asked to write, the ones that are especially important are as follows:²⁸

- a. Motivator: one of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on our part for longer process-writing sequences.

Where students are involved in a creative writing activity it is usually the case that some find it easier to generate ideas than others. During poem-writing activities, for example, teacher may need to suggest lines to

²⁷ Jeremy Harmer, *How to Teach English: an introduction to the practice of English language teaching* (England: Longman, 2002), 1-2.

²⁸ Jeremy Harmer, *The Practice English Language Teaching-3rd ed.* (Cambridge: Longman), 261-262.

those who cannot think of anything or at least prompt them with our own ideas.

- b. Resource: especially during more extended writing tasks, the teacher should be ready to supply information and language where necessary. Teacher need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestion in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pair groups.
- c. Feedback provider: giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

There are affective or emotional side of being and becoming a good teacher:²⁹

1. Roles

A teacher has to play many roles, the possibilities: authority figure, leader, knower, director, manager, counselor, guide, and even such

²⁹ H. Douglas Brown, *Teaching by Principles: an interactive approach to language pedagogy*-2nd ed. (New York: Longman, 2001), 200-201.

roles as friend, confidence, and parent. For growing comfortable and confident in playing multiple roles, two rules of thumb are a willing acceptance of many ways that students will perceive the teacher, and a consistent fairness to all students equally. Know yourself as the teacher, your limitations, your strengths, your likes and dislikes, and then accept the fact that you are called upon to be many things to many different people.

2. Teaching Style

Teaching style is another affective consideration in the development of teacher's professional expertise. Teaching style will almost always be consistent with teacher's personality style, which can vary greatly from individual to individual.

5. Definition of Feedback

Feedback is information about reactions to a product, a person's performance of a task, which is used as a basis for improvement.³⁰ 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.³¹

³⁰ <https://en.oxforddictionaries.com/definition/feedback>

³¹ Yayun Wen, *Teacher written feedback on L2 student writings*. (School of Foreign Languages, Zhejiang Gongshang University, Hangzhou, China: 2003)

In the other word, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response, feedback is a "consequence" of performance.³²

According to Mrs. Umi Hidayanti, feedback is an input for students when he's done something, as a teacher must provide positive feedback to motivate students.³³ From the definitions above, can be concluded that is feedback is justification on the students' writing in the purpose of improvement.

Hattie and Timperley (2007) developed a theoretical framework about feedback based on their meta-analysis of the evidence for the power of feedback to improve learning. Concurrently with the definition used in this study, they state that the purpose of feedback is to reduce the discrepancies between the students' current understanding or performance and the understanding or performance that is aimed at. Learning goals should be clear, since feedback essentially is information about how the student's

³² John Hattie and Helen Timperley, *Review of Educational Research: the power of feedback*. (Published on behalf of American Educational Research Association, 2007) 81.

³³ Interview with Mrs. Umi Hidayanti in library of school on March 2nd 2018.

present performance relates to these goals (Nicol & Macfarlane-Dick, 2006).³⁴

Feedback in a teacher-student learning environment can be defined as “information given to learners which they can use to revise their interlanguage” (Ellis, 1999:702).³⁵ Feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise. The way the teacher assess and correct students will depend not only upon the kind of mistakes being made (and the reason for them), but also on the type of activity the students are taking part in.³⁶

Julian Edge suggests that mistakes and correction can divide mistakes into three broad categories; [1] slips (that is mistakes which students can correct themselves once the mistakes has been pointed out to them), [2] errors (mistakes which they cannot correct themselves and which therefore need explanation), [3] attempts (that is when a student tries to say something but does not yet know the correct way of saying it). It is the category of errors that most concerns teachers, though the students’ attempts will tell a

³⁴ Linda Keuvelaar – van den Bergh, *Teacher Feedback during Active Learning: The Development and Evaluation of a Professional Development Programme*. (Eindhoven: Eindhoven University of Technology, 2013), 28-29.

³⁵ Susanna Rydahl, *Oral Feedback in the Language Classroom: Teacher’s thoughts and Awareness*. (Karlstad: Karlstads Universitet, 2005), 4.

³⁶ Jeremy Harmer, *The Practice English Language Teaching-3rd ed.* (Cambridge: Longman), 99.

lot about their current knowledge.³⁷ In feedback category included error and attempts that need more explanation and revision.

6. Kinds of Feedback

a. Oral and Written Feedback

Oral feedback is mostly considered to happen between a teacher and a student, but some researchers (Yang, Badger and Yu, 2006) note that a great deal of verbal feedback also comes from peers. Hattie and Gan (2011:260-263) explain that oral feedback can be group-focused or more individual-focused feedback. So-called collective feedback happens when the teacher collects the most common mistakes and corrects them in class so as not to single out any individual student; this could be considered to be more group-focused oral feedback.³⁸

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the ‘teachable moment’ and in a timely way.³⁹ An example of oral feedback: Asking “What do you notice about _____?” or “How does this match the criteria?” stimulates students’ thinking about their learning.⁴⁰

³⁷ Ibid, 99.

³⁸ Sanja Hadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden*, (Sweden: Linnaeus University, 2016), 6-7.

³⁹ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 1.

⁴⁰ Ibid.

Most research focuses on feedback that validates a correct response by providing positive comments, when oral feedback consists of positive comments such as “good”, “ok”, “yes”, and “well done”, it validated a correct response but it also provides support to the learner and fortifies motivation for learning sustainability (Ellis, 2009).⁴¹

This type includes feedback about how well a task is being accomplished or performed, such as distinguishing correct from incorrect answers, acquiring more or different information, and building more surface knowledge.⁴²

Teacher’s oral feedback occurs when the students make mistakes and the teacher clarify students’ error through oral. Oral feedback can be individual or groups depend on student needs and situation. It occurs naturally and spontaneously in conduct learning or test.

In contrast, written feedback tends to be given after task. Written feedback is sometimes considered as optional because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind. Written feedback involves feedback given to students’ written work. This type of feedback is usually not immediate

⁴¹ Sanja Hadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden*, (Sweden: Linnaeus University, 2016), 7.

⁴² John Hattie and Helen Timperley, *Review of Educational Research: the power of feedback*. (Auckland: University of Auckland, 2007), 91.

and the teacher has time to think about how to give feedback and on what.⁴³

Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teacher might use a log to monitor whether and how well the student has acted on the feedback.⁴⁴

Written feedback needs to be:

- a. Timely so that it is paired as closely as possible with the event
- b. Written in a manner that is understandable for the student
- c. Actionable so that the student can make revisions.

Written feedback needs to include:

1. Where the student has met the learning intentions and/or success criteria
2. Where the student still needs to improve
3. A way to think through the answer for themselves.⁴⁵

b. Feedback during and after Learning

Feedback during learning allows students to take feedback on board immediately and to try to realize improvement during the learning

⁴³ Sanja Hadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden*, (Sweden: Linnaeus University, 2016), 10.

⁴⁴ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 1.

⁴⁵ Ibid.

process.⁴⁶ Students need qualitatively good feedback from their teacher to achieve their learning goals.⁴⁷

Giving students feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes. When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the student that the instructor cares about the learning taking place. It also allows the student to become more engaged and involved in the classroom.⁴⁸

Feedback after learning is often results in teachers making the same comments over and over again and wondering why the student has not transferred the information to another context. For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next they encounter a task in which this learning could apply. Generally, while strong students can often do this, struggling students find it more difficult.⁴⁹

⁴⁶ Ibid.

⁴⁷ Linda Keuvelaar – van den Bergh, *Teacher Feedback during Active Learning: The Development and Evaluation of a Professional Development Programme*. (Eindhoven: Eindhoven University of Technology, 2013), 27.

⁴⁸ <https://cirt.gcu.edu/teaching3/tips/effectivfeed>, accessed on June 7th, 2018 at 11.25 pm

⁴⁹ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 2.

Feedback during and after learning should:

1. Focus on what is being learnt (learning intention) and how students should go about it (success criteria)
2. Provide information on how and why the student has or has not met the criteria
3. Provide strategies to help the student to improve.⁵⁰

c. Evaluative Feedback and Descriptive Feedback

Evaluative feedback, in the form of grades or brief general comments, (e.g. “well done”), provides some information about learning, but does not convey the information and guidance that students can use to improve. It can make the good students feel better (and at times complacent) and the less able students feel worse (and more certain that they will never be able to succeed). In attempting to create a positive climate for learning, many teachers increase the level of praise that they give during feedback sessions. Hattie & Timperley explain that the impact of feedback on learning achievement has been found to be low when it is focused on praise, rewards and punishment.⁵¹

Descriptive feedback provides students with detailed, specific information about improving their learning.⁵²

⁵⁰ Ibid.

⁵¹ Ibid.

⁵² Ibid, 3.

Hattie and Timperley (2007) further state that – to be effective – feedback must answer three major questions. The first question is about the learning goals: ‘Where am I going?’ The second question that has to be answered is: ‘How am I going?’ Students need to know how the current performance relates to the learning goals. Finally, students have to know: ‘Where to next?’ What activities need to be undertaken to make better progress? Furthermore, feedback has to be specific and clear.⁵³

From the theory above, shortened, descriptive feedback is:⁵⁴

1. Linked to the learning that is expected (Where am I going?)
2. Addresses faulty interpretations and lack of understanding (How am I going?)
3. Provides students with visible and manageable ‘next step’ based on an assessment of the work at hand and an image of what ‘good work looks like’ so that they can begin to take on the responsibility of self-assessing and self-correcting. (What do I need to do to improve and how do I do it?).

d. Informal Feedback and Formal Feedback

Informal feedback, ‘Check ins’ are vitally important to providing effective feedback. ‘Check ins’ occur when the teacher visits students as

⁵³ Linda Keuvelaar – van den Bergh, *Teacher Feedback during Active Learning: The Development and Evaluation of a Professional Development Programme*. (Eindhoven: Eindhoven University of Technology, 2013), 29.

⁵⁴ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 3.

they are engaged in a task to make sure they are on the right track. ‘Check ins’ can quickly and effectively steer students in the right direction or enhance learning. ‘Check ins’ can also occur when students approach the teacher to seek feedback. For longer projects these could be determined in advance with allocated times for students to ‘check in’.⁵⁵

The advantages of informal feedback:

1. Is a quick and easy method to obtain information from students to assist your teaching/course delivery;
2. Offers an opportunity for students to provide timely, constructive information that will assist learning;
3. Allows information to be collected at any point during the course, though time should be left to implement any changes;
4. Helps students to become more reflective about their learning;
5. Can indicate the need for student development of study skills; and
6. Can foster a good rapport between staff and students, by showing that the lecturer cares about the opinions of their students.⁵⁶

Formal feedback can be provided through structured conferences with specific goals. Teachers can meet with a few students a day or a week depending on specific projects, deadlines, and individual student needs. It

⁵⁵ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 3.

⁵⁶ CAD Guidelines, *Improving Learning and Teaching Informal Feedback, 2013-ed.* (Wellington: Victoria University of Wellington: 2013), 2.

is important to set up these conferences in a structures way with a focus on individualized goals so both teacher and student make good use of their time.⁵⁷

The way to give feedback on writing will depend on the kind of writing task the students have undertaken, and the effect of teacher's wish to create. When students do workbook exercise based on controlled testing activities, the teacher will mark their efforts right or wrong, possibly penciling in the correct answer for them to study. However, when the teacher giving feedback on more creative and communicative writing (such as letters, reports, stories, or poems) the teacher will approach the task with circumspection and clearly demonstrate teacher's interest in the content of the students' work.⁵⁸

Jack C. Richards and Charles Lockhart (1997) provide some strategies of giving feedback on content and feedback on form. There are some strategies to give feedback on content:⁵⁹

1. Acknowledge the correct answer: teacher acknowledges by saying 'Good', 'Yes' or 'alright'.
2. Indicating an incorrect answer: teachers indicate the incorrect answer by saying 'No, that's not quite right' or 'Mmmm'.

⁵⁷ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 3.

⁵⁸ Jeremy Harmer, *The Practice English Language Teaching-3rd* ed. (Cambridge: Longman), 109.

⁵⁹ Tahera Akhter (2007), student from Department of English and Humanities of BRAC University; research field: *giving feedback and correcting error in ESL classroom*. 5-6.

3. Praising: give complements for right answer by saying 'Yes, an excellent answer'
4. Expanding or modifying a student's answer: the teacher can provide more information or rephrasing the answer to an incomplete or vague answer.
5. Repeating: teacher can repeat the same answer.

Some strategies to give feedback on form:

1. Asking the student to repeat what he or she said.
2. Pointing out the error and asking the students to self-correct.
3. Commenting on an error and explaining why it is wrong, without having the student repeat the correct form.
4. Asking another student to correct the error.
5. Using a gesture to indicate that an error has been made.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Kinds of Research

This research applied a Qualitative research. *Qualitative research* is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problem.⁶⁰ Mackey and Gass explain in brief definition that qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures.⁶¹

And the design for this approach is case study which the researcher explores the process, activities and events.⁶² A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident.⁶³

In this research the data is collected naturally by observing the teacher's feedback on students' writing in teaching English in 7A class at SMP Negeri 1 Mlarak in academic year 2017/2018. This research will conduct an interview with the English Teacher of 7A class of the school and observing in learning process while the teacher give feedback to students, interview with

⁶⁰ John W. Cresswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Fourth Edition*. (California: SAGE Publication, 2014). 32.

⁶¹ Alison Mackey and Susan M. Gass, *Second Language Research; Methodology and Design* (London: Lawrence Erlbaum Associates Publishers, 2005), 162.

⁶² Ibid, 236.

⁶³ ARCH G. Woodside, *Case Study Research: Theory, Method, Practice*. (UK: Emerald Group Publishing Limited, 2010). 1

some students to know their response and their opinion about the teacher, and collect the students' score of writing at semester 1 and semester 2 to know the progress after being given teacher's feedback. The researcher plays as an observer and an interviewer. Then, the details analyzed and presented in a form naturally.

B. Researcher Role

One of the Qualitative Research characteristics is *Researcher as key instrument*: Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants.⁶⁴

In this research, the researcher is the one who actually gather the information as interviewer and observer. That is means the researcher arrange and collect the data systematically, then the researcher presented of analyses the teacher's feedback on students' writing.

C. Research Location

The research will be conducted in Seventh Grade "A" Class of State Junior High School of Mlarak Ponorogo. Researcher chooses this school based on some reasons. [1] The English teacher in SMP Negeri 1 Mlarak always gives the students feedback. [2] There is no previous researcher who has conducting

⁶⁴ Ibid, 234.

research in that school. [3] The teacher and students are welcome to conduct this research.

D. Data and Data Source

Data sources in this research included the primary data and secondary data.

1. Primary data source were individuals who supplied me with raw data through interviews, observations and interaction.⁶⁵ The primary is data of research included the data of information about “teacher’s feedback on students’ writing in Seventh Grade “A” Class of State Junior High School of Mlarak Ponorogo academic year 2017/2018”. The primary data in this research takes from interview, observation and documentation.
2. Secondary sources of data came from the popular and professional literature and included biographical and autobiographical account as published interview and studies of people in relationship.⁶⁶ This research need to find out any other sources called secondary data sources, such as book, internet, dictionary focuses on teaching and learning English especially in writing skills.

⁶⁵ Thomas A. O’Donoghue & Keith F. Punch, *Qualitative Educational Research in Action*, (London, RoutledgeFalmer, 2003), 13.

⁶⁶ *Ibid*, 13.

E. Technique of Data Collection

There were three data collection techniques used in this study; observation, interview, and documentary.

1. Observation

Observation is the activities occurring in the class when the teacher gives the feedback on students' writing which are able to be noted by the researcher. The researcher will observe the process of learning while the teacher giving feedback on students' writing.

2. Interview

Interview involves unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.⁶⁷ The researcher as interviewer conducts face-to-face interviews with participants, to know the students' response and their opinion about the teacher after being given feedback from teacher. The participants are the teacher and two of students.

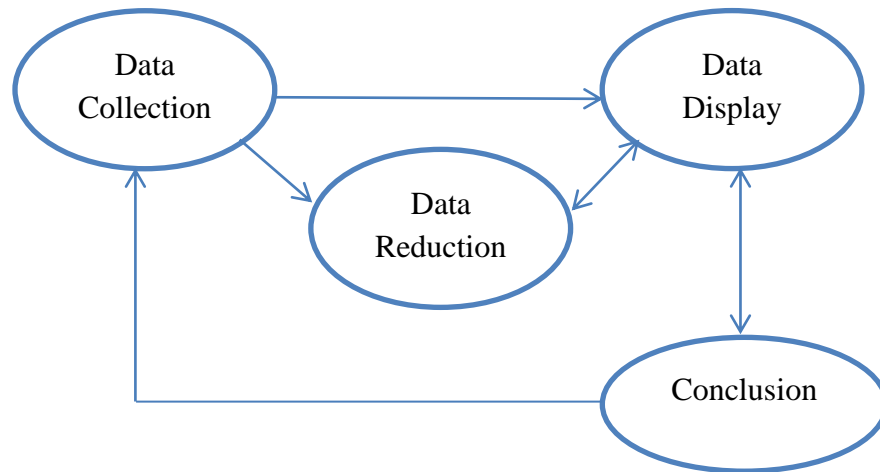
3. Documentation.

The data are taken in the form of photos or videos and some of students' worksheet. Photos and videos will take while learning process in class, and worksheet from student's homework or another assignment that can be observed.

⁶⁷ Ibid, 239.

F. Technique of Data Analysis

The core of qualitative analysis in these related processes of describing phenomena is shown by the following agreement:



Picture: Diagram of analyzing study

1. Data Collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures. The main purpose of data collection is to verify the research hypotheses.⁶⁸
2. Data reduction is the researcher writes all the data that have been obtained at the time when he/she do the observation. And then, researcher chooses the data which is related to problem statements. Miles and Huberman said that with data reduction, the potential universe of data is reduced is an anticipatory

⁶⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International (P) Limited Publisher, 2006), 212.

way as the researcher chooses a conceptual framework, research questions, cases, and instruments.⁶⁹

3. Data Display is the researcher organizes and presents the data which have been chosen. Data display defined as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, part of analysis.
4. Conclusion is the researcher concludes the result by relating the data from the observation with the theorist which is related.

G. Data Validity

Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account.⁷⁰ Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures.⁷¹

According to the data of study, researcher uses triangulation techniques to get a valid and credible data. Triangulation different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data

⁶⁹ Denzin and Lincoln, *Handbook of Qualitative Research*. 429.

⁷⁰ John W. Cresswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Fourth Edition*. (California: SAGE Publication, 2014). 251.

⁷¹ Ibid, 251.

or perspective, then this process can be claimed as adding to the validity of the study.⁷² Triangulation is a technique to compare and checks the validity of collected information through the different time and too in the qualitative method.

In this research, researcher uses sources triangulation to ensure the result of research. The term triangulation is taken from land surveying.⁷³

H. Research Procedure

In this research procedure, there are four stages to arrange research.

1. Planning:

- a) Purposing the title and research problem statement
- b) Reviewing reference relate to the research problem statement
- c) Observing the place
- d) Arranging for license letter

2. Application

- a) Entering to the field for observing the research
- b) Collecting data with documentation interview subject research

3. Data Analysis

Analyzing data during and after collecting data.

⁷² Denzin and Lincoln, *Handboock of Qualitative Research*. 251

⁷³ Michael Quinn Patton. *Qualitative Research and Evaluation Methods Third Edition* (California: Sage Publication Inc, 2002). 247

4. Reporting

Writing research report with responding the result of the research.

I. Organization of Thesis

In order to make reader easier in understanding the context of the research, the researcher makes and organization of the thesis.

CHAPTER I: INTRODUCTION

In this chapter is introduction, it was general description and take a role as basic of mindset for the thesis. The first chapter are consist of background of study, research focused, statements of the problems, objective of the study, significances of the study.

CHAPTER II: REVIEW OF LITERATURE

In this chapter explain about review of previous research finding and theoretical background; definition of definition of writing skill, process of writing, type of writing, organization of paragraph, definition of teacher, definition of feedback, kinds of feedback.

CHAPTER III: RESEARCH METHODOLOGY

In this chapter explain about how the researcher conducted this research.

CHAPTER IV: FINDING

In this chapter explain about the description about the location of research and the result of research.

CHAPTER V: DISCUSSION

This chapter contains with data analysis of teacher's feedback on students' writing at seventh grade "A" class of SMPN 1 Mlarak Ponorogo.

CHAPTER VI: CONCLUSIONS

This chapter contains with conclusion and suggestion.

BAB IV

DATA DESCRIPTION

A. General Data SMP Negeri 1 Mlarak Ponorogo

1. Profile of SMP Negeri 1 Mlarak Ponorogo

SMP Negeri 1 Mlarak Ponorogo is one of education institutions in Ponorogo. It has stood and operated on 1982. This school occupies an area 10.166 m² with building large 2.265 m² with the address of Jalan Raya Mlarak no. 2, Joresan Village, Kec. Mlarak, Ponorogo. SMPN 1 Kecamatan Mlarak registered as Accreditation school with score 89,35 (A) with the number 201051108001. This school includes the development schools in it area. It can be known by SMPN 1 Kecamatan Mlarak status is National School Standard (SSN) since 25th August 2008 with SK No. 043/C3/DS/2008. SMPN 1 Kecamatan Mlarak has 20 Classroom with 472 students which are educated with 39 teachers.⁷⁴ Since SMPN 1 Kecamatan Mlarak was built in academic year 1982/1983, there are some head masters who lead SMPN 1 Kecamatan Mlarak:

- a. Tukirin, BA
- b. Kuswandi
- c. Sri Siswarno, S.Pd.
- d. Drs. Agus Setijo Adi
- e. Drs. Tri Sulaiman
- f. Edy Suprianto, M.

⁷⁴ Look at documentation transcript of

2. Vision and Mission and Goals of SMP Negeri 1 Mlarak Ponorogo

SMP Negeri 1 Mlarak has the vision, mission, and goals in organizing activities. The vision, mission, and goals of SMP Negeri Mlarak as follows:

Vision : Achievement, Skill and Personality Based on Faith and Taqwa

(IMTAQ)

a. Mission :

Improving the Quality of Education and Human Resource Management

1. Achieve a curriculum device in accordance with the National Education System
2. Implement an active learning process, creative, productive, innovative and fun
3. Achieve an accurate standard of educational assessment
4. Achieve professionalism of educators and educational staff
5. Superior in academic and non-academic achievement
6. Superior in personality, faith and devotion.
7. Excellent in prospective school management

Development of School Facilities and Infrastructure

1. Meet the needs of representative school facilities and infrastructure
2. Excellent in the application of information and telecommunications

Development of School Fund Resources

1. Achieve adequate funding for school development
 2. Establish cooperation with related parties in developing funding sources
- Goals :
 1. Optimizing learning process with approach of CTL, Pakem, Cooperative learning, and problem based learning.
 2. Include educators and education personnel in professional enhancement training through MGMP activities, PTK, competitions, seminars, workshops, self-help courses, and other activities that support professionalism.
 3. Equip the school community in order to implement the religious teachings through the prayer activities of the pilgrims, read al-Quran and recitals.⁷⁵

B. Finding of Study

1. Teacher's Feedback on students' writing at seventh grade "A" class of SMP Negeri 1 Mlarak Ponorogo

The data description was collected through observation, interview, and documentation. In English class, many students have difficulties to master the language especially in writing. The students understand what teachers mean but they are not able to write well in form. The students need helps from the

⁷⁵ Look at transcript of documentation 06/D/11-IV/2018

other expert to tell them what they are mistakes and giving feedback. The teacher used feedback to improve students' writing. It could make the students' writing progress in English.

a. Observation

The first observation was conducted on Saturday, 3rd of March, 2018 at 7A / 7 am till 8.20 am at SMP Negeri 1 Mlarak Ponorogo. At the observation the researcher observed teacher's feedback when Mrs. Umi carrying out English material of her class.

Before Mrs. Umi start learning process, Mrs. Umi tells the material to be learned at that day. And the material is about Simple Present in describing a thing for Junior High School. Mrs. Umi used "When English Rings Bell" books and Material Colleague in books LKS to support the learning process. Mrs. Umi taught Simple Present (+, -, ?) and gave little exercise that answered together. But, some of students still answer the wrong sentences and Mrs. Umi gave a little brainstorming in order to remember the material that has been taught before. Especially in interrogative sentence, those are below the dialogue between teacher and students:

"Mrs. Umi: Siti goes to Bendo every day." (How to make this sentence into interrogative sentence? Use (What/Do?) see from the answer before!)"

"Students: Yes, I do. Miss..."

"Mrs. Umi: So, what is the right question?"

"Students: What? Miss..."

“Mrs. Umi: Is it correct that answer I do using “What”? Did you forget that answer I do not use What? So, what is the right question?”

“Students: The right question use Do, Miss..”

“Mrs. Umi: If Siti, use Do / Does?”

“Students: Does, Miss.”

“Mrs. Umi: Okay, good!”

And then Mrs. Umi gave little exercise for students, Mrs. Umi chooses one of the students to write down the answer in board. The student wrote in board:

“(+) Siti usually eats rice twice a day.”

“(-) Siti does not usually eat rice twice a day.”

“(?) Does Siti usually eat rice twice a day?”

Those sentences were called by Simple present. And the student has been done right answer. Mrs. Umi gives applause and praise such:

“Good, actually you can did it! (Bagus, sebenarnya kamu bisa gitu lho..)”

At the end of the lesson, Mrs. Umi gave assignment for students as homework before finished the learning, and gave little feedback to motivate the students.

“Mrs. Umi: For next week, please learn Activity 4 Page 24.

“Students: Yes, Miss.

“Mrs. Umi: Hopefully it could be useful for you my students.

“Students: Aaameen.

“Mrs. Umi: Wassalamu’alaikum Wr. Wb.

“Students: Waalaikumsalam Wr. Wb.

The second observation was conducted on Saturday, 10th of March, 2018 at 7A / 7 am till 8.20 am at SMP Negeri 1 Mlarak Ponorogo.

Mrs. Umi tells with detailed, specific information to improve their learning. So that students are not confused in doing the task (homework).

“Mrs. Umi: For next week, you should describe the animals on page 30. The example is ant. You tells about ant, what is habitual of ant, what is activity of ant, how is the characteristic of ant, and etc.”

“Students: hahahahha.. (The students laughing, they think that ant too tiny to describe, they are afraid to make mistakes in arrange sentences).”

“Mrs. Umi: In compiling descriptive sentences, we use everyday sentences. You can do it if you use everyday sentences, because you have learned. Just like that. Do you understand?”

“Students: Yes, Miss.”

b. Interview

According to the subject, most of students still face same problems in English writing. And the teacher has feedback to help students to improve their ability.

According to Mrs. Umi Hidayanti as English teacher at 7A Class SMPN 1 Mlarak Ponorogo,

“In my opinion, Feedback is an input for students when he’s done something, as a teacher must provide positive feedback to motivate students.”⁷⁶

Mrs. Umi Hidayanti stated that,

“Feedback is very important to developing students’ writing ability, because the students will know what they are mistakes and they be able to repair their writing to be a good written.”⁷⁷

Related the teacher’s statement above, feedback is always needed in language learning. Students need guide to tell what the exactly error of their writing. The teacher should be patient with struggle students, because the success learning is depend on the teacher as the guide.

⁷⁶ Look at transcript of interview 03/I/02-III/2018

⁷⁷ Look at transcript of interview 03/I/02-III/2018

(T) Reported that:

“Mrs. Umi is a good English teacher. She is very patient and caring toward students. She gives us feedback and suggestion when we made mistakes. She guides us with full of patient.”⁷⁸

As interview with one of students (SS):

“Mrs. Umi is a humble, funny teacher. Mrs. Umi not only provided feedback and attention in the class. But, when the class is finished, Mrs. Umi also often approached us. If there is a student who is not as usual, Mrs. Umi would like to know what causes it.”⁷⁹

Based on interview above, the teacher is very kind so the students feel comfort and enjoying the learning process. The teacher always gives positive feedback to students. And the students always accepted every teacher’s feedback.

Based on interview conducted by:

Mrs. Umi Hidayanti stated that,

“Sometimes when in break time, I am often in the classroom. So if they have a problem, they can also convey, so we can be close to the students and problems that exist in student we can know.”⁸⁰

Based on interview above, the teacher invited students to chit chat about their problems and give feedback. The feedback can be provided in specific goals. The purpose of meeting students is to solve problems that occur to them, possibly there are problems that inhibit their learning.

⁷⁸ Look at transcript of interview 03/I/02-III/2018

⁷⁹ Look at transcript of interview 05/I/03-III/2018

⁸⁰ Look at transcript of interview 03/I/02-III/2018

Based on interview conducted by one of students (SS):

“I ever attended a county-level English competition representing seventh grade. Mrs. Umi held a meeting at least 3x in a week after school, the schedule of meeting depend on Mrs. Umi. Mrs. Umi gave me practice questions to do, after that corrected by her, if there is a difficult problem I was given feedback and tricks how to easily do the question. I am also given material which is directly explained by her individually.”⁸¹

Based on interview above, the teacher provides feedback through structured meeting with specific goals. Teacher meets with students a day or a week depending on deadlines and student needs.

c. Documentation

It was conducted on Wednesday, 9th of May, 2018 at 7A / 7 am till 8.20 am at SMP Negeri 1 Mlarak Ponorogo. The schedule on that day is a daily test.

Last week, the students have been told about the schedule is a daily test. Mrs. Umi also gives an explanation about the material that students should learn at home. So the students do the task as good as possible. The tasks are about describing the people using sentences, in activity 4c page 48. Students are asked to answer directly on the book, do not need any paper. Students are given time to work only one hour, and the worksheet of students directly corrected at that day.

When students carry out the task, Mrs. Umi checking students one by one, guide students who could not or who have not understood well. Mrs. Umi around the class ensures students do the task by themselves. Visit and see the students’

⁸¹ Look at transcript of interview 05/I/03-III/2018

worksheet one by one. Those are below the dialogue between teacher and students:

“Mrs. Umi : Nandika, is there any difficult?”
 “Nandika : Yes Miss. Please check my worksheet, is there any mistakes?”
 “Mrs. Umi : First sentence Mr. Ihsan medium height. After subject, what should be?”
 “Nandika : I am forgot Miss.”
 “Mrs. Umi : Hmmmm.. Didn’t you learn last night? After Subject is To Be, isn’t right?”
 “Nandika : Yes Miss.”
 “Mrs. Umi : So, what should be?”
 “Nandika : Mr. Ihsan is medium height. Isn’t right Miss?”
 “Mrs. Umi : Yeah.. You’re right. Please remember well, it is important thing that you should remember to continue your English.”

Mrs. Umi visits another student to make sure they are on the right track.

“Mrs. Umi : Hayo... Hariadi, you are wrong. Mr. Ihsan is a boy, not a girl. If a boy, use “He/She”?”
 “Hariadi : He Miss. Hehehe”
 “Mrs. Umi : Please check again yeah..”

Mrs. Umi said to all students to ensure that is boy or girl. Ensuring use the right pronoun He/She.

After doing a task, Mrs. Umi asked students one by one to come forward and brought their worksheet to be directly corrected.

Text 1: Andrew (Example of how to do good sentences)

“Andrew is slim, but he looks strong. He is tall, about 180. His hair is blonde. It is straight and short. He doesn’t have moustache and board. He has a small pimple at his left cheek. He wears glasses.”

Sample corrections of students’ worksheet for two students are below:

Text 2: Mr. Ihsan (Ulfa Triana Ayu Sholekah’s worksheet)

“Mr. Ihsan medium height. he is wearing batik. he is green batik and black trousers. he has thin mousthace. he is short black hair.”

Text 2: Mr. Ihsan (Teacher's feedback)

"Mr. Ihsan is medium height. He is wearing batik. It is green batik and black trousers. He has thin moustache. He has short black hair."

The below are the dialogue between teacher and students:

"Mrs. Umi: Where is the To Be Ulfa?"

"Ulfa : Hehehe.."

"Mrs. Umi: What is the To Be? After Mr. Ihsan use is/am/are?"

"Ulfa : Use is Miss."

"Mrs. Umi: So, how is the correct sentence Ulfa?"

"Ulfa : Mr. Ihsan is medium height."

"Mrs. Umi: Next sentence, why don't you use capital letter in the first letter for He, It, He, He? You should remember at the first letter in a sentence should be used capital letter."

"Ulfa : Yes Miss. I'll remember this."

"Mrs. Umi: It is green batik and black trousers. This sentence tells about thing not person. He has short black hair. Remember that after He/She/It use s/es, has. Have you forgotten?"

"Ulfa : Hehehehe. I am in a hurry."

"Mrs. Umi: Please be relaxing in doing a task! And then mousthace, the right is moustache. Okay! You have to study again pretty."

"Ulfa : Yes Miss. I'll study more. Thanks."

Text 2: Mr. Ihsan (Mukhamad Khoirul Anwar's worksheet)

"Mr. Ihsan is medium height.he short black hair, He has thin moustache. he is wearing batik. he is green batik and back trousers."

Text 2: Mr. Ihsan (Teacher's feedback)

"Mr. Ihsan is medium height. He has short black hair. He has thin moustache. He is wearing batik. It is green batik and black trousers."

The below are dialogue between teacher and students:

"Mrs. Umi : Khoirul.... Why don't you use capital letter in the first letter? You should remember that in the first letter must be used capital letter, Okay!"

"Khoirul : Hehehe. I am forgot Miss.

"Mrs. Umi : He has short black hair. Remember that after He/She/It use s/es, has. Have you forgotten?"

"Khoirul : Hehehe. I am sorry Miss. I am forgotten."

“Mrs. Umi : It is green batik and black trousers. This sentence tells about thing not person. You have to study again yeah Khoirul..”
“Khoirul : Yes Miss. Thanks.”

CHAPTER V

DISCUSSION

As it was presented in the research finding above, the data were collected from teacher and some students as the subjects of the study. From those data taken, the researcher finds out the teacher's feedback on students writing at SMP Negeri 1 Mlarak Ponorogo. The researcher found teacher's feedback on students' writing and students' progress after being given feedback from teacher.

1. Teacher's Feedback on Students' Writing at seventh grade "A" class of SMP Negeri 1 Mlarak Ponorogo

The teacher used feedback on students' writing through eight kinds of feedback. Those are, [1] Feedback during learning, [2] Feedback after learning, [3] Evaluative feedback, [4] Descriptive feedback, [5] Oral feedback, [6] Written feedback, [7] Informal feedback, [8] Formal feedback. Below is the discussion.

a. Feedback during learning

Feedback during learning occurs when the teacher carrying out learning process, such as the dialogue below:

"Mrs. Umi: Siti goes to Bendo every day." (How to make this sentence into interrogative sentence? Use (What/Do?) see from the answer before!)"

"Students: Yes, I do. Miss..."

"Mrs. Umi: So, what is the right question?"

"Students: What? Miss."

“Mrs. Umi: Is it correct that answer I do using “What”? Did you forget that answer I do not use What? So, what is the right question?”

“Students: The right question use Do, Miss..”

“Mrs. Umi: If Siti, use Do / Does?”

“Students: Does, Miss.”

“Mrs. Umi: Okay, good!”

Based on the dialogue above, the researcher concluded that the teacher gave little brainstorming and explains the material then providing feedback and suggestion to improve students’ ability. After explains the material, the teacher makes question to be answered by the student to check students’ understanding. From this activity, the teacher knows the students’ mistakes and how to fix students’ error by giving feedback.

According to Hattie and Timperley (2007), students may also develop effective error detection skills, which lead to their own self-feedback aimed at reaching a goal. Such error detection can be powerful, provided students have some modicum of knowledge and understanding about the task on which to strategize and regulate.⁸²

The main point of this feedback is the students take feedback immediately. This is often more effective to students learning experience that ask the students to remember the feedback and apply in the next task.

⁸² John Hattie and Helen Timperley, *Review of Educational Research: the power of feedback*. (Auckland: University of Auckland, 2007), 86.

b. Feedback after learning

Feedback after learning occurs in the end of learning. The teacher makes general comments of the result from study at that day.

Based on observation we can conclude:

“Mrs. Umi: For next week, please learn Activity 2 Page 24.”

“Students: Yes, Miss.”

“Mrs. Umi: Hopefully it could be useful for you my students.”

“Students: Aaameeen.”

“Mrs. Umi: Wassalamu’alaikum Wr. Wb.”

“Students: Waalaikumsalam Wr. Wb.”

From the dialogue above, we can analysis teacher’s feedback are same in every meeting in class. The teacher provides feedback after learning does not convey the information, and does not used for students to improve their ability.

Summary of research review from book of the power of feedback argue, that the teacher making same comments over and over again and wondering why the students has not transferred the information to another context. While strong students can often do this, struggling students find it more difficult.⁸³ The aim of feedback is to influence the students that must remember it, transfer it in another task, and apply it in the next task which this learning could apply.

⁸³ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 2.

c. Evaluative feedback

The teacher gave applause or reward for the student who has been done a good job. After explaining the material, the teacher gives exercise for students, and chooses one of the students to write down the answer in board. Such as:

“(+) Siti usually eats rice twice a day.”
 “(-) Siti does not usually eat rice twice a day.”
 “(?) Does Siti usually eat rice twice a day?”

The teacher’s appreciate such as:

“Mrs. Umi: Good, actually you can do it! (Bagus, sebenarnya kamu bisa gitu lho..)”

Based on the observation, the students will feel appreciated and will add spirit of the students learning after being given a positive feedback from the teacher. It could make students feel better and less able students feel worse.

Summary of research review from book of the power feedback argue, that the impact of feedback on learning achievement has been found to be low when it is focused on praise, rewards, and punishment.⁸⁴ Research shows, that praise should be appropriate with fact if the feedback is to be meaningful. Excessive praise will be harm, and it will cause disappointment. If teacher gives excessive praise, students are feared to feel great, arrogant and do not want to learn because they already feel able. Actually, giving praise is very good for the spirit of students, it

⁸⁴ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 2.

can increase their motivation. However, if teacher gives excessive praise, it is feared could be bad for students.

d. Descriptive feedback

Descriptive feedback as its own meaning which is descriptive is explained. According to Hattie & Timperley (2007), they argue that feedback is more effective when it provides information on correct rather than incorrect response and when it builds on changes from previous trails.⁸⁵ The aim of this feedback is to answer three major questions, these are “Where am I going?”, “How am I going?”, “Where to next?”.⁸⁶ And it was covers all about descriptive feedback.

As in dialogue below:

“Mrs. Umi: For next week, you should describe the animals on page 30. The example is ant. You tells about ant, what is habitual of ant, what is activity of ant, how is the characteristic of ant, and etc.”

“Students: hahahahaha...” (The students laughing, they think that ant tiny too describe, they are afraid to make mistakes in arrange sentences).

“Mrs. Umi: In compiling descriptive sentences, we use everyday sentences. You can do it if you use everyday sentences, because you have learned. Just like that. Do you understand?”

“Students: Yes, Miss.”

Based on dialogue above, the researcher concludes that descriptive feedback provides students in specific information to improve their learning. The teacher directing students to the right track, so the students are not confused in doing a task.

⁸⁵ John Hattie and Helen Timperley, *Review of Educational Research: the power of feedback*. (Auckland: University of Auckland, 2007), 85.

⁸⁶ *Ibid*, 88.

e. Oral feedback

Oral feedback means feedback that conducted by an oral of the teacher. This feedback usually occurs during a task. As in dialogue below:

“Mrs. Umi : Nandika, is there any difficult?”
 “Nandika : Yes Miss. Please check my worksheet, is there any mistakes?”
 “Mrs. Umi : First sentence *Mr. Ihsan medium height*. After subject, what should be?”
 “Nandika : I am forgot Miss.”
 “Mrs. Umi : Hmmm.. Didn’t you learn last night? After Subject is *To Be*, isn’t right?”
 “Nandika : Yes Miss.”
 “Mrs. Umi : So, what should be?”
 “Nandika : *Mr. Ihsan is medium height*. Isn’t right Miss?”
 “Mrs. Umi : Yeah.. You’re right. Please remember well, it is important thing that you should remember to continue your English.”

Based on dialogue above, the researcher concludes that oral feedback is very useful to improve students’ ability. It can be made effective tool in teaching easily. The teacher indirectly stimulates students’ thinking about their learning. As Hattie & Timperley (2007) argue that this feedback includes about how well a task is being accomplished or performed, such as distinguishing correct from incorrect answers, acquiring more or different information, and building more surface knowledge.⁸⁷

⁸⁷ Ibid, 91.

f. Written feedback

Different with oral feedback, written feedback conducted after a task by written comments, circle sign, or underline in the wrong answer and the teacher justify the wrong answer into right. As the students' worksheet below:

Text 2: Mr. Ihsan (Ulfa Triana Ayu Sholekah's worksheet)

"Mr.Ihsan medium height. he is wearing batik. he is green batik and black trousers. he has thin mousthace. he is short black hair."

Text 2: Mr. Ihsan (Teacher's feedback)

"Mr. Ihsan is medium height. He is wearing batik. It is green batik and black trousers. He has thin moustache. He has short black hair."

To be effective written feedback, the teacher should be made a good communicate with students to tell what suggests next step. It is not only written comment in their worksheet, but the teacher should explain how well the student has acted on the teacher's feedback. It is to be good when the student and teacher have more time to discuss together as good as possible to improve the students ability, and gives a chance to the student to make revisions then the teacher check it again into a good written.

g. Informal feedback

Informal feedback similar to oral feedback, both of feedback conducted during a task. The teacher checks students' worksheet directly and one by one.

Mrs. Umi visits students to check their work, the below are dialogue between teacher and students:

“Mrs. Umi : Hayo... Hariadi, you are wrong. Mr. Ihsan is a boy, not a girl. If a boy, use “He/She”?”
 “Hariadi : He Miss. Hehehe”
 “Mrs. Umi : Please check again yeah..”

Mrs. Umi said to all students to ensure that is boy or girl. Ensuring use the right pronoun He/She.

Based on dialogue above, feedback occurs when the teacher visits students as they are doing a task to make sure they are on the right track. As the theory, “Check ins” are vitally important to providing effective feedback.⁸⁸ It is to be effective feedback and the students can understand quickly because the teacher steer and suggest in the right direction of learning.

h. Formal feedback

Formal feedback is given in specific goals. The teacher meets with students in a day or a week depending on the project and deadlines. According Locke & Latham (1984), they argue that specific goals are more effective than general or nonspecific ones, primarily because they focus students’ attention, and feedback can be more directed. The goal and associated feedback are also more likely to include information about the criteria for success in attaining them than more general goals.⁸⁹

Based on interview conducted by Mrs. Umi Hidayanti:

⁸⁸ Department of Education and Communities, *Strong start, Great teachers- Phase 3: Type of Feedback*. (Public School New South Wales: 2015), 3.

⁸⁹ John Hattie and Helen Timperley, *Review of Educational Research: the power of feedback*. (Auckland: University of Auckland, 2007), 87.

“Sometimes when in break time, I am often in the classroom. So if they have a problem, they can also convey, so we can be close to the students and problems that exist in student we can know.”⁹⁰

Based on interview conducted by one of students:

“I ever attended a county-level English competition representing seventh grade. Mrs. Umi held a meeting at least 3x in a week after school, the schedule of meeting depend on Mrs. Umi. Mrs. Umi gave me practice questions to do, after that corrected by her, if there is a difficult problem I was given feedback and tricks how to easily do the question. I am also given material which is directly explained by her individually.”⁹¹

Based on interview above, we can conclude that the meeting between teacher and student only focus on the goals and students need. They make good time to discussion and teacher provides feedback for student’s progress to fulfill the goal.

⁹⁰ Look at interview transcript number 01/I/02-3/2018

⁹¹ Look at interview transcript number 03/III/03-3/2018

BAB VI

CONCLUSIONS

A. Conclusion

Feedback has an important power in teaching and learning proses. Feedback is justification about reactions to a product, a person performance of a task in the purpose of improvement. In this context, feedback is a fundamental element of a process approach to writing. Feedback gives a lot of influence to enhance the language skills of students.

Based on the data found in this research, the researcher can conclude kinds of teacher's feedback on students' writing are:

1. Feedback during learning. This feedback occurs when the teacher carrying out learning process, the students take feedback immediately.
2. Feedback after learning. This feedback occurs in the end of learning. The teacher makes general comments of the result from study at that day.
3. Evaluative feedback. The teacher gave applause or reward for the student who has been done a good job. The students will feel appreciated and will add spirit of the students learning after being given a positive feedback from the teacher.

4. Descriptive feedback. Descriptive feedback provides students in specific information to improve their learning. The teacher directing students to the right track, so the students are not confused in doing task.
5. Oral feedback. This feedback conducted by an oral of the teacher. This feedback usually occurs during a task.
6. Written feedback. This feedback are conducted after a task by written comments, circle sign, underline in the wrong answer and the teacher justify the wrong answer into right.
7. Informal feedback. This feedback similar to oral feedback, both of feedback conducted during a task. The teacher checks students' worksheet one by one.
8. Formal feedback. This feedback is given in specific goals. The teacher meets with students in a day, or a week depending on the project and deadline.

B. Suggestion

After analysis the result of the research, the researcher would like to give some suggestions.

1. Feedback is good to improve the ability of students' writing. Based on researcher research, the researcher concludes that kinds of teacher's feedback to be one way to fix the students' problem in fulfill target of language. The researcher suggests the teacher should be patient and painstaking to give feedback in confronting students' problem. And a good teacher should be able to analyze what problems faced by students. It is hope

in SMPN 1 Mlarak Ponorogo can give support for students who struggle in English lesson, for example give extracurricular English lesson especially in writing skill. As we know writing is the important thing of English skills. When we can write English, of course we can read and understand the English well.

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