

**EXPLORING TEACHERS' WRITTEN CORRECTIVE FEEDBACK ON
STUDENTS' WRITING ASSIGNMENT AT JUNIOR AND SENIOR HIGH
SCHOOLS: A DESCRIPTIVE STUDY AT SMP NEGERI 22 PADANG
AND SMA NEGERI 12 PADANG**

A Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B. Ed.) in English Language Education*



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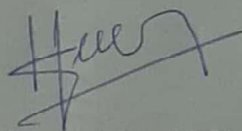
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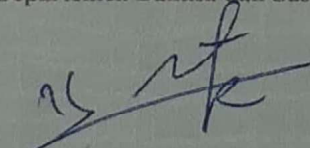


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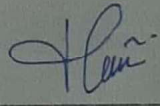
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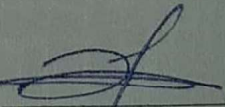
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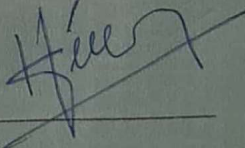
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ABSTRACT

Hijriani, Dini (2024). Exploring Teachers' Written Corrective Feedback on Students' Writing Assignment at Junior and Senior High Schools: A Descriptive Study at SMP Negeri 22 Padang and SMA Negeri 12 Padang. Thesis, Padang: English Language and Literature Department. Faculty of Language and Art. Universitas Negeri Padang

This study aimed to find out the types of English teachers' written corrective feedback on students' writing assignment, the techniques used by English teachers when giving written corrective feedback, and the challenges faced by teachers when giving written corrective feedback. This study was a descriptive research. A total of four English teachers from SMP Negeri 22 Padang and SMA Negeri 12 Padang were selected by maximal variation sampling. Students' writing assignment and interview text were used as instruments to collect data. Students' writing assignment were used to find out what types of written corrective feedback and techniques teachers used when giving feedback on students' writing assignment, while interview text were used to find out what challenges teachers faced when giving written corrective feedback on students' writing assignment. Based on the result of the study, it was found that there were only two written corrective feedback used by English teachers at SMP Negeri 22 Padang and SMA Negeri 12 Padang. They were direct corrective feedback and indirect corrective feedback. Then the techniques used by English teachers when giving written corrective feedback were adding, deleting, substituting, circling, commenting, crossing out, questioning, moving around, and underlining. Then, the challenges faced by English teachers when giving written corrective feedback were limited time, students' attitude, students' proficiency, and students' handwriting.

Keywords: *feedback, written corrective feedback, writing*

ABSTRAK

Hijriani, Dini (2024). Mengeksplorasi Umpan Balik Korektif Tertulis Guru terhadap Tugas Menulis Siswa di Sekolah Menengah Pertama dan Sekolah Menengah Atas: Studi Deskriptif di SMP Negeri 22 Padang dan SMA Negeri 12 Padang. Tesis, Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui jenis-jenis umpan balik korektif tertulis yang diberikan guru bahasa inggris pada tugas menulis siswa, teknik yang digunakan guru bahasa inggris dalam memberikan umpan balik korektif tertulis, dan tantangan yang dihadapi guru ketika memberikan umpan balik korektif tertulis. Penelitian ini merupakan penelitian deskriptif. Sebanyak empat orang guru bahasa inggris dari SMP Negeri 22 Padang dan SMA Negeri 12 Padang dipilih dengan menggunakan sampel variasi maksimal. Tugas menulis siswa dan teks wawancara digunakan sebagai instrumen untuk mengumpulkan data. Tugas menulis siswa digunakan untuk mengetahui jenis umpan balik korektif tertulis dan teknik yang digunakan guru ketika memberikan umpan balik pada tugas menulis siswa, sementara teks wawancara digunakan untuk mengetahui tantangan apa yang dihadapi guru ketika memberikan umpan balik korektif tertulis pada tugas menulis siswa. Berdasarkan hasil penelitian, ditemukan bahwa hanya ada dua umpan balik korektif tertulis yang digunakan oleh guru bahasa inggris di SMP Negeri 22 Padang dan SMA Negeri 12 Padang. Kedua jenis umpan balik korektif tersebut adalah umpan balik korektif langsung dan umpan balik korektif tidak langsung. Kemudian teknik yang digunakan guru bahasa inggris dalam memberikan umpan balik korektif tertulis adalah menambahkan, menghapus, mengganti, melingkari, mengomentari, mencoret, mempertanyakan, memindahkan, dan menggarisbawahi. Lalu, tantangan yang dihadapi guru bahasa inggris ketika memberikan umpan balik korektif tertulis adalah waktu yang terbatas, sikap siswa, kemampuan siswa, dan tulisan tangan siswa.

Kata kunci: *umpan balik, umpan balik tertulis, menulis*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the most common language skills that ESL and EFL students are taught at all educational levels especially junior and senior high schools students is writing. This skill is very crucial for students since it is one of the communication tools. It cannot be isolated from the process of language acquisition because it allows students to communicate their ideas, thoughts, and feelings in writing. When learning to write, they receive instruction on how to clearly describe their ideas in sentences and paragraphs and how to convey their ideas through effective writing. Furthermore, writing is difficult for students to learn because it is regarded as a highly demanding talent and a complicated recursive process incorporating multidimensional information such as grammar, genre, vocabulary, topic, spelling, and others.

However, when students are assigned to write a writing assignment, the majority of them encounter a variety of writing issues. The researcher found this information while conducting a seventh semester teaching practice course at SMA Negeri 12 Padang. It was found that many students made mistakes when doing writing assignments. The errors occurred due to students' lack of vocabulary, lack of awareness of how to write correct words, lack of understanding of grammar and many more. In this case, the researcher made an effort to consistently provide comments

to the students' writing tasks, as did the other English teachers. Therefore, the researcher is interested in taking this topic as a research topic because the researcher wants to explore further about what types of feedback English teachers use to check students' writing assignments.

This is corroborated by research from Novariana et al (2018), who researched senior high school students' writing problems, discovered that there are internal and external problems caused by the students. The internal ones are also about students' disinterest in learning English, difficulty selecting appropriate words for writing, a lack of vocabulary, difficulty in arranging words in the correct sequence, difficulty in spelling the words, and problem in writing with appropriate grammar. Then, there are the external issues of a lack of experience and no feedback on their writing. These are the reasons why students' writing has errors. Whatever the reasons for the students' writing errors, Harmer (2007) remarked that it is critical for the teachers to acknowledge that all students make mistakes as a natural part of the process of learning.

It is the duty of English teachers to ensure that students can avoid the same mistakes repeatedly when students make faults in their writing. One thing that the English teachers may do to help students prevent making the same mistakes is to provide corrective feedback. Feedback is a tactic employed by English teachers to assist the students who are struggling academically. They do this by providing responses such as encouragement, suggestion, and correction on students' writing results in order to ensure students comprehend about their assignments.

Moreover, as stated by Lewis (2002), feedback serves as a tool for educating students about their growth and encouraging their progress. The feedback provided by English teachers is crucial in assisting students in enhancing their writing. Students who receive feedback on their writing will also be far more motivated to write more and produce better writing. In this case, English teachers and students need time from correcting, instructing students to focus, and apply the feedback. To ensure that the feedback has a positive impact on students' writing, English teachers should provide their students with the chance to comprehend and learn from the feedback.

There have been some previous studies dealing with this written corrective feedback, such as conducted by Wicaksono (2017) who researched about kinds and amounts of written correction in senior ESL classroom. According to his study, teachers primarily used direct correction to fix grammar and only used uncoded written correction when discussing the paper's subject. Then he said that the type of written correction selected might have been impacted by the instruction provided by the teachers. Then, Triristina (2018) also investigated about the sort of remedial comments that teachers employed their students for their writing. Twelve tenth graders from a private senior high school made up her research group. Throughout her study, she discovered that the teachers utilized direct corrective feedback more frequently in students' writing. She then proposed that future studies may look at new ways to deliver

feedback as an approach to motivate students and enhance their writing abilities.

Moreover, Mujahidah, Sundari, & Andayani (2020) also did a study about written feedback at vocational high school. The goal of this study was to identify the kinds of written correction that an English teacher provides, the rationale behind these kinds of written correction, and the value that these kinds of feedback had for the students. The results showed that the English teacher used computerized feedback, unfocused feedback, and direct feedback to address the mistakes of the students.

In addition, some studies of written correction suggested that written corrective feedback needs to be explored to see how it is used for linguistic structures. Roza, Saun, & Fitrawati (2016) explored about the different kinds of written correction on grammatical errors utilized by the English teachers at a junior high school, as well as challenges associated with written corrective feedback from the English teachers' perspective. The results of this study indicate that only three forms of corrective feedback direct, indirect, and metalinguistic feedback using error codes were utilized by the English teachers. Furthermore, issues with written corrective feedback included error repetition, students' competence, students' behavior, costly in time, inefficiency of previous error feedback practice, and clarity of students' writing.

The distinction between the previous studies and this study is that this study employs not only the types of written corrective feedback provided by the English teachers but also the techniques and challenges

that teachers encounter when giving written feedback on students' writing assignment. However, prior study on written corrective feedback has only examined one school level, such as junior, senior, vocational high schools, or adult classroom. It means that there is a gap to conduct research on written corrective feedback at two different educational level like junior and senior high schools.

From the previous explanation, the researcher will conduct the research to explore English teachers' written corrective feedback, teachers' techniques, and teachers' challenges when providing written corrective feedback on students' writing assignment. Furthermore, in this research, the researcher chose two schools to see a comparison of deeper insights into the practice of written corrective feedback by English teachers on students' writing assignments at junior and senior high schools.

B. Identification of the Problem

According to the background of the problem above, numerous potential issues might be discovered. For more deeply explanation, it will identify as follows:

1. Exploring the effect of teachers' written corrective feedback on students' writing assignment.
2. Exploring the impact of teachers' teaching experience when providing written corrective feedback on students' writing assignment.
3. Exploring students' perception about teachers' written corrective feedback at junior and senior high schools.

4. Exploring teachers' written corrective feedback, teachers' techniques, and teachers' challenges when providing written corrective feedback at junior and senior high schools.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher set a limit to focus on exploring teachers' written corrective feedback, teachers' techniques, and teachers' challenges when providing written corrective feedback on students' writing assignment at junior and senior high schools. This study will be conducted at SMP Negeri 22 Padang and SMA Negeri 12 Padang.

D. Formulation of the Research Problem

Related to the limitation above, the formulation of this study can be stated as, "What are English teachers' written corrective feedback, teachers' technique, and teachers' challenges when providing written corrective feedback on students' writing assignment at SMP Negeri 22 Padang and SMA Negeri 12 Padang?"

E. Research Questions

In this research, there are several research questions that would be answered as follows:

1. What are the types of written corrective feedback provided by English teachers on students' writing assignment at junior and senior high schools?

2. What are the techniques of English teachers when providing written corrective feedback on students' writing assignment at junior and senior high schools?
3. What are the challenges of English teachers face when providing written corrective feedback on students' writing assignment at junior and senior high schools?

F. Purpose of the Research

The following are the purpose of this study, as determined by the research questions above:

1. To explore the types of written corrective feedback provided by English teachers on students' writing assignment at junior and senior high schools.
2. To explore the techniques of English teachers when providing written corrective feedback on students' writing assignment at junior and senior high schools.
3. To explore the challenges of English teachers face when providing written corrective feedback on students' writing assignment at junior and senior high schools.

G. Significant of the Research

The findings of this study are likely to give positive contributions for several ideas. Theoretically, this research contributes to teaching writing in providing written corrective feedback. It is to enrich the application of different types of written corrective feedback theory toward

teaching writing. Practically, the findings of this study can become the model of how teachers guide the students in writing activity by applying written corrective feedback on its use so that it can improve the students' writing.

H. Definition of the Key Term

1. Writing is a process that begins with planning (thinking about what to write), drafting (arranging words and sentences), revising (improving and perfecting the writing), and editing (correcting grammar and spelling errors).
2. Feedback is information or responses that English teachers give to students' writing assignment.
3. Written corrective feedback is a feedback in written form where a teacher responds to students' writing assignment by providing comments and corrections.
4. Teachers' challenges are the obstacles and difficulties that teachers experience when providing written corrective feedback on students' writing assignment.
5. The teacher's technique in providing written corrective feedback is an approach or strategy used by English teachers to provide information or corrections regarding students' writing assignment.