

**TEACHER FEEDBACK ON STUDENTS' WRITING IN
WRITING CLASS AT IAIN IMAM BONJOL PADANG
IN ACADEMIC YEAR 2014/2015**

THESIS



By

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*Submitted as a partial fulfillment of the requirements
to obtain a degree in Master of Education*

**ENGLISH EDUCATION STUDY PROGRAM
GRADUATED PROGRAM
STATE UNIVERSITY OF PADANG
2017**

ABSTRAK

Ranti Firdaus. 2017. Umpan Balik Dosen Dalam Tulisan Mahasiswa Jurusan Bahasa Inggris di IAIN Imam Bonjol Padang. Tesis. Program Pascasarjana Universitas Negeri Padang

Penelitian ini dilakukan berdasarkan pada fenomena umpan balik dosen yang ada dalam tulisan mahasiswa jurusan Bahasa Inggris di IAIN Imam Bonjol Padang. Penelitian ini bertujuan untuk menemukan dan menganalisa umpan balik dosen yang ada dalam tulisan mahasiswa, kemudian cara mahasiswa dalam menuliskan umpan balik berdasarkan umpan balik dosen dan alasan kenapa mahasiswa tersebut masih ada masalah setelah mendapatkan umpan balik. Penelitian ini tergolong pada penelitian deskriptif kualitatif. Instrumen yang digunakan yaitu dokumen dan wawancara. Dokumen disini yaitu tulisan pertama siswa dan tulisan kedua siswa. Sampel dalam penelitian ini diambil secara purposive sampling yaitu 26 tulisan mahasiswa di jurusan bahasa Inggris IAIN Imam Bonjol Padang tahun akademik 2014/2015 sebagai sampelnya. Umpan balik diberikan dosen dalam tulisan pertama mahasiswa dan dianalisa apa saja tipe umpan balik yang diberikan tersebut. Kemudian mahasiswa merevisi tulisannya untuk ditulis kembali dalam tulisan keduanya. Berdasarkan tulisan pertama dan kedua ditemukan bahwa mahasiswa telah menuliskan umpan balik mereka dalam proses merevisi. Temuan penelitian ini menunjukkan bahwa semua mahasiswa mendapatkan umpan balik dalam tulisan mereka berbentuk tipe saran, pujian, dan kritikan. Mereka memahami saran dan kritikan tersebut namun tipe saran paling dapat dimengerti oleh mereka. Penelitian ini juga menunjukkan bahwa mereka telah memperbaiki susunan dan makna tulisan mereka berdasarkan umpan balik namun mereka masih memiliki kesalahan tulisan. Beberapa alasan kenapa mereka melakukan kesalahan dalam mengganti tulisan berdasarkan umpan balik dosen; 1). Mahasiswa hanya memperbaiki tulisan yang di koreksi dosen, 2). Siswa berasumsi bahwa menuliskan itu mudah dan mereka menghilangkan beberapa informasi ketika mereka sedang menuliskan. Penelitian ini dapat disimpulkan bahwa umpan balik adalah perlakuan yang bagus dalam proses revisi namun banyak mahasiswa yang tidak bisa merevisi tulisan mereka secara benar dan lengkap sesuai umpan balik yang diberikan dosen yang disebabkan beberapa faktor yang mempengaruhi mereka



ABSTRACT


Ranti Firdaus. 2017. Teacher Feedback on Students' Writing in Writing Class at IAIN Imam Bonjol Padang. Thesis. Graduated Program. State University of Padang

This research was conducted based on the phenomena of teacher written feedback on students' writing in English department at IAIN Imam Bonjol Padang. It was aim to find out and analyzed teacher written feedback on students' writing, students' ways in changing writing based on teacher written feedback and the reason why the students have problem after getting written feedback. This research was classified into descriptive qualitative research. The instruments which were used consist of documents and interview. The documents were students' first and second writing. The sample was taken by purposivesampling which result 26 students' writing as the sample at English deparment of IAIN Imam Bonjol Padang in academic year 2014/2015. Teacher written feedback was applied on the students' first writing and it was analyzed what types of written feedback were given by the lecturer. Then, the students revised it to rewroteon their second writing. Based on both of the writing, it was found that the students changed their writing in revising process. The finding of this research showed that all students got teacher written feedback that are praise, suggestion and criticism type. They understood teacher's criticism and suggestion but suggestion is most understable for them. This research also showed that the students have constructed their form and meaning of writing based on teacher written feedback but they still have writing error. There are some reasonswhy the students did error in changing writing besed on teacher written feedback; (1) the students only correct their writing which was corrected by the lecturer, (2) the students have assumption that changing writing is easier and they deleted some information when they were changing their writing. It can be concluded that teacher written feedback is better treatment in revising process but most students were not able to revise their writing correctly and completely based on teacher feedback which is caused samo factors influence them.

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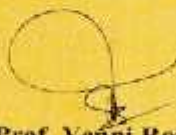
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Padang, Februari 2017

Saya yang menyatakan,


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ACKNOWLEDGEMENT

Alhamdulillah, all praise, honor, gratitude and glory to the Almighty Allah SWT, the most merciful, who has given the writer strength and guidance in completing this thesis, entitled **Teacher Written Feedback on Students' Writing in Writing Class at IAIN Imam Bonjol Padang in Academic Year 2014/2015**. This thesis is submitted to English language program, graduate program, Universitas Negeri Padang as one of the requirement to be fulfilled the degree of master of education.

In this opportunity, writer express deepest gratitude and appreciation to Prof.Dr.Jufrizal,M.Hum and Dr.Ratmanida,M.Ed as advisors who have given great deal of contribution guidance, valuable advices, meaningful knowledge, constructive brilliant ideas, time and help in completing this thesis.

The writer would like to express gratitude and appreciation to Prof.Dr.Hermawati Syarif,M.Hum, Dr.Hamzah,M.A and Prof.Dr.Azwar Ananda,M.A as contributors who have given comments, suggestions, contributions and constructive feedback for thesis improvements. The writer also express gratitude and appreciation to Besral, M.Pd as chairman in English Department of IAIN Imam Bonjol Padang who has permitted to conduct the research.

Then, a deep gratitude for writer's parents, sisters and brother who have given their loves, cares, and motivation to the writer. The writer also says thanks to all friends for their cares, support and helps who can not mention one by one in making this thesis.

Finally, this thesis is expected to give a significant and useful contribution for the development of English Education in the context of teaching learning as foreign language.

Padang, Februari 2017

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CHAPTER I

INTRODUCTION

A. Background of The Problems

Writing is an activity of presenting thought or ideas correctly. It describes writer's knowledge and ability to their writing. The writers can express their ideas systematically because the writers have many times to prepare and arrange some ideas appropriately. The reader can also read writing more than one time and understand writer's ideas clearly. So, writing is also an effective communication system in universal communication.

Besides, writing is an important skill in language learning. Writing is learned by English students because it is a basic skill for academic purpose at English Department. Students learn writing and do more than one process in long time for academic purpose at English department. Related to Vallete (1985: 81), writing skill requires more capabilities than other language skills and need special preparation. Because of that writing is essential in language learning process.

In learning process, writing activity has a complex process that should be complete process. The stages in writing process that should be followed by the students are planning, drafting, reviewing, revising, editing, proofreading, publishing and illustrating their writing (Harmer, 2001:258). Besides, a writer has to pay attention to several inter connector aspects such as vocabulary, grammar, punctuation and organization of writing text.

Related to writing process, the students should pay attention to the process of writing more than the product of writing because processes indicate students' ability in writing. There are several processes in each stage of writing which are drafting, composing and revising process. In pre-writing, the students have to write good drafting and good composing in free writing as well as good revising process in post writing. If the students get error writing in free writing process, they can revise again after getting correction in revising process. So, students' problems can be identified in each process that they have done.

In revising process, the students have to revise their writing. The students revise their writing based on feedback which was gotten from teacher or friend. Then, they can re-write again after getting feedback. The teacher usually gives written feedback on students' writing and then the students re-write based on teacher feedback in revision process. So, the students can revise their writing based on feedback which was getting from teacher or other evaluator. Based on feedback was applied by teacher on students' writing, the students know to how the way to revise their writing. This way can be applied in revising process to improve students' activities.

Teacher written feedback plays an essential role in a student's writing process. It helps students "identify their own strengths and weaknesses, which, in case of the latter, will make students know how to go about improving themselves and become effective writers" (Penaflorida, 2002, p. 364). According to Ferris (2002), teacher feedback, if addressed effectively, can also

contribute to students' overall second language acquisition. Thus, teacher written feedback makes students understand their mistake.

In other word, teacher feedback on students' writing is undeniably a key component and a crucial part of the process of writing. It is supposedly the guide which students follow throughout the process of writing and the means which enable them to produce readable end product. According to Nation (2009:137), teacher gives written feedback to students' writing that is used to progress students' ability writing. Thus, teacher written feedback should be applied in revising process because it makes good process and end product of writing.

Therefore, teacher written feedback is an appropriate way for helping students to do better and understand about their mistakes. The students can understand their mistake by themselves in light teacher feedback. It gives positive impact to students' writing process and improves their writing skill. Ur (2000:242) stated that feedback is information about students' work in learning that usually aims to improve their work quality. For example, teacher gives comment like "revise it again" and some corrections on students' writing. It improves students to do it better.

The explanation above is supported by Pupung Purnawarman, 2011; Eunjung Park, 2006; Nancy Shzh-Chen Lee, 2011; Tahera Akhter, 2007; Omer Hassan A. Mahfoodh, 2011; Dinham's journal 2008; Jhon Bitchener, 2005 who found feedback was helpful and effective to improve, motivate and suggest the ESL students to achieve the goal of writing. They have applied feedback in

some places, they believe that written feedback improve students' writing skill. Those researches explain that teacher feedback more effectively improve students writing skill. Even with those that do, there exists a lack of consensus over such matters as what aspects teacher feedback should focus on, which forms of feedback are preferable to students, etc.

Teacher written feedback has been applied by the lecturer on students' writing in undergraduate program of English department IAIN Imam Bonjol Padang. But, most of English students still have writing problems after receiving written feedback. This research searches what are teacher written feedback in this field area and how the students revised based on teacher written feedback when they were revising writing. Although numbers of studies has been conducted about teacher written feedback in writing process, but they did not explained the changing writing based on teacher written feedback in revising process.

Based on preliminary study that the researcher had done at English department students of IAIN Imam Bonjol Padang, most of EFL students still have problems in writing especially in writing class. They did writing task after had gotten feedback by teacher on their writing. Students could not respond well their teachers' feedback, for example some students say "yes" or "ok" to response their teacher feedback but they do not know its functions. Because of that some EFL students are vague about their writing.

Then, most of the students did not respond their teacher feedback effectively. Most of them did not understand what the feedback means. The

lecturer gives written feedback such as “circle or underline” on students’ writing for correcting the grammatical mistakes. Then, students change their content of writing while they were correcting their grammar error in revising process.

In other side, the students are still confused to correct their writing. When teacher’s feedback indicates students’ content error of writing, the students confused about it. Unfortunately, they changed content and got new problems including inappropriate vocabulary and grammatical aspect such as tenses and modal were mostly ignore on their writing. This habitual does not help students to understand what they need to do. Although, the lecturer gives comments for the content, but the students ignore the grammatical aspect on their writing and vice versa.

Another problem is the students’ writing incomplete ideas of writing text after got the feedback. They cut part of main ideas which make it into simple sentences after receiving the teacher feedback. The students cut a few ideas because of their vocabulary or grammatical error. The students reduce their ideas which have two page sheets to be one page sheet. They cut it to be one based on teacher written feedback, it makes their writings are lack of ideas to develop content of writing.

Based on interview with lecturer at English department (2/5/15) in preliminary study, the lecturer said that the students still have problems although teacher feedback had given on their writing. The first problem is the students’ awareness to target language. They are influenced by first language in

writing. So, after revising process, the students still represent their first language on students' writing.

Second, students' background knowledge is not enough for revising writing. Although EFL students have studied English writing since their school at junior high school but they have inadequate knowledge to realize their ideas in writing text. So, although teacher gives feedback on students' writing, they still have problems in their writing aspect like grammar, vocabulary, etc.

Third, some of students are lazy to do writing process well. They are not seriously in writing process because they do not pay attention in each writing process and often absent in several meetings. It makes the writing process does not run well although teacher gives teacher written feedback on their writing. Then, they do not revise their writing based on teacher's instruction in written feedback. Therefore, they do not change their writing problem correctly.

In this research, researcher investigated the students' process in constructing writing based on teacher feedback. Theoretically, teacher written feedback is essential to improve students' writing process but there are some problems faced by the students after getting teacher feedback in practically. In this research, the researcher explained students' revising process deeply because the revision process can be determined the students' problems in changing writing. Here, these phenomenon occurred in undergraduate students of English Department IAIN Imam Bonjol Padang context where teaching learning EFL students.

B. Identification of the Problem

Based on the background of the problems above, there are some problems that are appropriate to be researched. First, teacher feedback is not appropriate ways for students in revision process because the students do not respond those all teacher feedback well. Teacher written feedback is important aspect in revising process. So that, if the students do not respond it well, it will impact students' writing product.

The second problem is unchanging meaning and form of writing after revising process. In revising process, they change content but they get new problems in vocabulary and grammatical aspect such as tenses and modal which mostly ignored on their writing. If they change form of writing, their idea is not complete. They only change their writing based on teacher correction as teacher written feedback. The students make ambiguity writing and do another writing problem in revising process. It means that the students are not decrease problem from first draft writing to result writing, even they still do error in other case on their writing.

Third, students' assumption in revising writing based on their teacher written feedback is easy correction. Some students tend to pay attention to grammatical only and they ignore content of writing or vase versa. It seems that they though the teacher written feedback is only grammar mistakes correction and do not pay attention to another writing aspects to construct their writing. In this case, the students do not complete their correction.

Another case, the students cut some ideas on their writing after receiving teacher written feedback. They take out some ideas and delete appropriate supporting ideas. It makes lack of writing ideas that should be increase by the students on their content of writing. So, deleting idea is crucial problem in revising process.

C. Limitation of the Problem

Based on identification of the problems above, there are several problems were found in the field related teacher written feedback, but this research focuses on teacher written feedback, and changing writing process done by the students. Before explaining the changes of writing, the researcher explained teacher written feedback types on first writing because the students changed their writing based on teacher written feedback on their first writing. the reseacher only explained the changes of writing which were given teacher written feedback in formal and meaning changes. The changes of writing is devided into two categories; formal changes (spelling, tense, number and modality, abbreviations, punctuation and format) and meaning changes (deletions, additions, substitution, distributions, permutation). This research also explained students' problem faced when they changed their writing in revising process. The students' changing problem could be seen in two categories; formal changes and meaning changes. This research was limited on second year of English Department of IAIN Imam Bonjol Padang academic year 20014/2015 students whom had revised their writing based on teacher written feedback on their first writing.

D. Formulation of the Problem

The problem of this study was formulated in the following question:
How do the English Department students change their writing based on teacher written feedback?

E. Research Questions

1. What are the types of teacher's written feedback on students writing?
2. How do the students revise their writing based on their teacher's written feedback?
3. What types of teacher's written feedback that are most understandable by the students?
4. Why do students still make mistake after getting the teacher's written feedback?

F. Purpose of the Study

1. To explain the types of teacher written feedback on students' first writing.
2. To explain how the students revise and make changing in their second writing based on their teacher written feedback on first writing
3. To explain in which type the students more understandable in revising process
4. To explain the reasons why the students still do mistakes after revising process on second writing.

G. Significance of the Problem

The result of this research gives contribution to the teaching English language learning especially in writing skill. The lecturer can help students to improve their awareness in writing foreign language. Then, the research hopes that this study gives contribution to English teacher to investigate the students' writing skills and evaluate the teaching and learning process. And then, teacher knows EFL students' action to their teacher's feedback in writing process. It is not only on teaching learning developing writing skill in EFL context but also in L2 classroom. Besides, it can be seen the students' reasons why the problem occurred on their writing after getting teacher written feedback. In other significance, it can be seen the students' reason why the problem occurred on their writing after getting teacher written feedback. This is useful for English lecturer as information in developing students' quality in writing. And for the other research, this research can be used as source for further research related to teacher written feedback.

H. Definition of Key Term

Teacher Feedback: Roles and responsibilities normally taken by formally trained teacher, tutor or editor in commenting on and critiquing each other's draft in both written

Writing Class :A class does writing process that consist of English students (EFL) in English Department of IAIN Imam Bonjol Padang

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusion

The teacher feedback is role and responsibility normally taken by teacher or tutor in commenting and giving critiques in each other's draft both written. It is needed by students in learning writing. The teacher can apply written feedback on students' first writing before revising process. It is an appropriate way for helping students to do better and understand their mistake on their first writing.

Teacher written feedback had been applied by the lecturer on students' writing at English department of IAIN Imam Bonjol Padang. There are many teacher written feedback on students' writing for example "main idea is ok", "check your sentences", "lack detail" and "error tense". All teacher feedback can be classified into three types which are praise, criticism and suggestion. The lecturer prefers suggestion and criticism than praise to apply on students' writing. All students changed writing based on teacher's suggestion and criticism because praising type did not called them to revise their writing.

Dealing with how the students revised their writing, they changed their first writing to second writing in formal changes and meaning changes. Based on the formal changes, the students changed spelling, tense, number, modality, punctuation format of writing but did not change abbreviation of writing because they did not get teacher written feedback for changing

abbreviation. The students also changed the meaning of their writings by addition, deletion, substitution, permutation, distributing and consolidation but some students did not change the meaning of writing based on teacher written feedback which called them to change the meaning of writing. It means that the students have changed their writing in formal and meaning changes but it still incomplete yet.

Based on the revision process of writing based on teacher written feedback, the students paid attention to lecturer's suggestion in formal changes and meaning preserving changes. In writing process, the researcher also found many criticisms were responded incorrectly and were not responded by students in revising process. In meaning preserving changes, there are eleven criticisms and six suggestions were not responded by students revising process. It means that the suggestion is more understood by the students in revising in meaning and formal changes. Based on interview with the students, they said that they had understood their teacher's suggestion and criticism on their first writing but they prefer teacher suggestion than criticism. It can be concluded that the suggestions and criticisms were useful and understandable by the students in revising process.

Furthermore, the students' problems in changing writing are caused by some factors. First, the students only corrected for written comments. Second, students' assumption is easy in revising writing based on teacher written feedback without pay attention to deleting information. They deleted some information because they changed writing based on teacher written feedback

easily without pay attention to the result of writing is correct or not. Even, they thought complete revision related to teacher written feedback. Those factors made students still have writing error after revising writing although the lecturer gave them teacher written feedback on first writing before revising process.

In short, the teacher written feedback is better treatment for English students in writing class although they still have some mistakes. The criticism and suggestion type of teacher written feedback are more understandable than praise in revising process. Actually, teacher's criticism and suggestion were useful in revising process although the suggestion is most understandable by students in formal and meaning changes. In other word, the students understood teacher's suggestions and criticisms but they were not be able to revise their writing correctly and completely because some factors made students got problems in revising process.

B. Implication

There are some implications related to the occurrence of teacher written feedback on students writing. This research had found that teacher written feedback is useful for the students in understanding their mistakes and guided them in changing their writing mistakes. When the students were revising their writing in revising process, they see back their first writing which was given teacher written feedback. So, the students can check writing again

whether their second writing is complete or not based on teacher written feedback.

Based on research finding in this research, it seems that the teacher feedback was applied by the lecturer on students' writing of English Department at third semester of IAIN Imam Bonjol Padang. All teacher written feedback were classified by researcher into three types of teacher feedback. They are praise, criticism and suggestion types. Criticism and suggestion type were useful by the students to understand their mistake. Even, the students revised writing which given teacher written feedback (suggestion and criticism) only. It is implied that the criticism and suggestion (teacher written feedback) are needed by students in revision process.

Although the students had known all their mistakes based on teacher written feedback, but their writing is still error on second writing. Most students did not check the correct tense, number, spelling, format and punctuation clearly after revising writing. In other side, the students only revised their writing based on the direct correction which was given by the teacher. But, the students did not revise their writing error based on indirect teacher written feedback. So, lecturer or teacher can apply written feedback on students' writing in direct and indirectly.

C. Suggestions

Based on conclusion and implication of the research above, there are some points that can be suggested. First, the lecturer or teacher should give

more explanation before giving written feedback. The lecturer also reminds the students that the teacher written feedback not only direct instruction but also indirect instruction. So, the students can learn how good writing based on direct and indirect feedback.

Second, the lecturer or teacher should give more suggestion and criticism than praise as feedback on students' writing because the suggestion and criticism are more useful for constructing formal changes and meaning changes of writing. The lecturer should combine suggestion and criticism in giving written feedback on students' writing. So, it will be better feedback for students for revising writing.

The teacher reminds the students to improve their competence in target language (English) because most students still have error after revising their writing mistake which were given teacher written feedback. Before revising writing, the lecturer should remind the students to improve their skill in target language. Besides, the writing need the complex skills (reading, speaking, and listening skill), the teacher must explain the complex skill in writing that should be understood by the students to improve their writing skill in target language.

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