TEACHER'S FEEDBACK ON STUDENTS' WRITING ANALYTICAL EXPOSITION TEXT AT GRADE ELEVEN STUDENTS' OF SMK NEGERI 4 MEDAN

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ABSTRACT

The objectives of this study were to investigate the types of teacher's feedback in writing which given by the teachers and to find out the reason why teacher used those types of feedback on students' writing analytical exposition text at grade eleven students' of SMK Negeri 4 Medan. This research used descriptive qualitative method and the data were collected through documentation and interview. The framework undertaken is proposed by Ellis and the interview question was adapted from Thorsteinsen. The data was analyzed in four steps: 1). Data Collection, 2) Data Reduction, 3). Data display, 4). Conclusion and Drawing verification. The findings found that there were 5 kinds of feedback, namely direct written feedback, indirect written feedback, focus and unfocused feedback, and reformulation. The most dominant of teacher's feedback especially on written used in students' analytical exposition text was direct feedback. It was 56 data or 66%. Based on the analysis interview, the reason why teacher used those types of feedback on students' writing was because it could make the students' have more vocabularies and the students did not think more about what was the correct word. In conclusion, teacher's feedbacks are important to make student aware of making mistake on their writing task. The finding suggested that the English teacher should give the written feedback to students' writing task to enable them improve the writing skill.

Keywords: *Teacher's Feedback, Students' Analytical Exposition Text, Writing*

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

In writing, there were many kinds of genre. Pardiyono (2007:2) divided genre into some kinds, they were Description, Narration, Recount, News Item, Exposition, Discussion and Procedure text, Report text and Review. Based on the current curriculum (curriculum 2013), the teaching of writing is done through genres of different kinds of text that the students learn at Senior High School or Vocational School. In learning writing, there are such texts as many types of text that must be mastered. On this research, the final writing product will focus on students' writing analytical exposition text which studied by the eleventh grade students.

According to Dirgeyasa (2016:83) the analytical exposition text is a part of exposition text in general. He gives more comprehensive definition analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case. This type of text can be found in scientific books, journal articles, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science and academic community and educated people. In addition, the analytical exposition text is also defined as a text that elaborates the writer's idea about the phenomenon surrounding. The analytical exposition text has purpose to reveal the readers that something is an important case and also to persuade the reader or listener that something is the case that idea is an important matter. In writing analytical exposition text, students have to know the generic structure and the language features of that text. The generic structure of analytical exposition text is thesis, arguments and re-iteration. Beside generic structure, student must aware about language features of analytical exposition text. there are several grammatical features of analytical exposition text, such as: use the present tense, use mental verbs, use saying verbs, use causal conjunctions, use connection words, use words that express the author's attitude, and use persuasive technique.

Based on Competency Standard in 2013 curriculum, the student are expected to able analyze the social function, structure, and language features of analytical exposition text. Besides, they should elaborate the idea about

phenomenon surrounding. They should reveal the readers that something is the case or that the idea is the important matter.

However, the students ability of writing recount text was still lack showed from the students' score which was still under the minimum score (KKM) of the eleven grade at SMKNegeri 4 Medan (KKM=70).

Based on the facts, it showed that the teaching learning of English in classroom has not achieved the goals yet. The expectation which is expected actually is the students of the school can write English well based on purpose, generic structure and language features of the text especially Analytical Exposition Text. To solve this problem, the expectation the students actually need feedback such as teacher's feedback because teacher's feedback has an influence on the students writing ability. By getting feedback from the teacher, the students will know and understand about their mistakes in the writing. The students surely think about their mistakes when they get teacher's feedback. The students will know how to write well and correctly base on the elements of writing, purpose, generic structure and language features. By getting teacher's feedback is expected to able to help the students to overcome the problem that is faced in writing and the teacher can know what types and how the teacher gives feedback well.

Despite the purposes of teacher's feedback, there are still questions of what types of teacher's feedback and the reason why did the teacher do those types of written feedback. There are wide on providing feedback as they are influenced by their practices and perspectives of providing feedback.

Therefore, the researcher focuses on teacher's written corrective feedback. The researcher really interested in conducting a research with the title *"Teacher's Feedback on Students' Writing Analytical Exposition Text at Grade Eleven Students' of SMK Negeri 4 Medan".*

REVIEW OF LITERATURE

1. **Writing**

   Pardiyono (2007:2) reveals that writing is not just giving some information, messages, or ideas in an appropriate arrangement or sentences grammatically. In fact, the information, messages, or idea need to be conveyed through a form of text which is conventionally agreed by the society of the language, some criteria which are bounded are: (1) purpose of the text, (2) rhetorical structure of the text, and (3) linguistics realization or grammatical patterns of the text. Additionally, Kirby and Crovitz (2013:6) state that writing is an act creation, which makes writing instruction uniquely different from many other kinds of teaching. Writing can be a way to express our ideas, feeling, and opinion.

   Harmer (2004: 5) gives four main steps that the writer should pay attention to, there are planning, drafting, editing (reflecting and revising) and final version. The details of each steps can be described such as, (1) Planning, (2) Drafting, (3) Editing (Reflecting and Revising), (4) Final Version.

2. **Analytical Exposition Text**

   Exposition is a type of text that is very appropriate for argument. Arguing that something is the case is called analytical exposition. Analytical exposition is more like descriptive arguments.Pardiyono (2007: 155) mentions that the keyword of this text is "What do you think?" or "Do you want to argue?". It begins by making a text exposition; a thesis is first step, which are one*controversial* statement which contains one *hot topic* and a statement that shows the position of the student as the author in response to the *hot topic.*

   Dirgeyasa (2016: 130) deals that analytical exposition text is a part of exposition in general. As it commonly known the word exposition is sometimes interchangeably used with persuasive writing. It is used to present a logical argument from a particular point of view. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

3. Teacher's Feedback

Feedback is a key component of foreign language writing programs around the world, with product, process and genre approaches all employing it as a central part of their instructional repertoires (Hyland & Hyland, 2006: 15). It is a significant concern of students and teachers alike and both feel it is an important part of the writing process. It is therefore not surprising that much has been written about the issue both in teacher education and second language research literature.

4. Written Corrective Feedback

Written corrective feedback is the primary form of feedback in the writing process to improving learning progress. The important to know is the strategies in providing feedback itself to respond students writing. According to Hyland and Hyland feedback is divided into two types: oral and written feedback. Then it divided into written feedback into direct and indirect feedback.

Some experts classify the type of feedback based on the ways strategies used in providing feedback. Ferris and Roberts classify types of feedback into two namely direct and indirect feedback (Ferris and Roberts, 2001:161). The other types of feedback are focused and unfocused feedback proposed by Ellis, Sheen, Mukarami and Takashima (2008: 353). Furthermore, Ellis (2009: 18) did not only proposed the two classifications of feedback but also other classifications namely, direct and indirect corrective feedback, metalinguistic corrective feedback, and electronic corrective feedback.

RESEARCH METHODOLOGY

This research conducted by using descriptive qualitative research by Cresswell (2009). This study was conducted at SMK Negeri 4 Medan which is

located in Jl. SeiKera No. 105f, PandauHilir, Medan Perjuangan, Kota Medan. The subject of this study is the grade eleven students' of SMK Negeri 4 Medan. The instruments of collecting data weredocuments and interview. The documents in this research were collected by doing observation. The document was the students' worksheets and interviewed the English teacher and recorded it to enable her to analyze the information related to the reason why teacher use the feedback on their students' writing tasks and also the process of giving feedback. The result of interviews was analyzed by using analytical method proposed by Miles and Huberman (1994). He stated that there are four steps in analytical method, data collection, data reduction, data display and conclusion or verification.

RESEARCH FINDING AND DISCUSSION

Research findings

1. The types of Teacher's Feedback on Students' Writing Analytical Exposition Text at Grade Eleven of SMK Negeri 4 Medan

To investigate the types of teacher's feedback on students' writing analytical exposition text at grade eleven students' of SMK Negeri 4 Medan, the student in writing activities were documented by pictures and students' worksheet. There are four meetings in the English teaching and learning process focusing on writing that were observed and taken as data of this research. Then, the teacher's feedbacks were investigated, whether they are included into types of teacher's feedback especially in written feedback proposed by Ellis (2009). The types are direct feedback, indirect feedback, focused and unfocused feedback, metalinguistic and reformulation.

To get the result, the total numbers of teacher's feedback on students' writing analytical exposition text were calculated. Then, how many feedback in the form of direct, indirect, focused, unfocused, metalinguistic and reformulation were calculated. The last step was counting the percentage of each type of teacher's feedback.

Table 4.1 The Findings of the Category of Teacher's Written Feedback

Category of Written Feedback	Frequency	Percentage
Direct Feedback	56	66%
Indirect Feedback	10	12%
Focus Feedback	9	10,5%
Unfocused	2	2%
Metalinguistic	0	0
Reformulation	8	5%
Total	**85**	**100%**

From the table, it can be concluded that the teacher mostly used direct feedback. The teacher used direct feedback because it can make the students more understand about their correction. So, on the next writing, they will make it better because their teacher gave them the right words on their wrong words.

From the table above, the percentage of teacher's feedback on students writing analytical exposition text was revealed in the following figure:
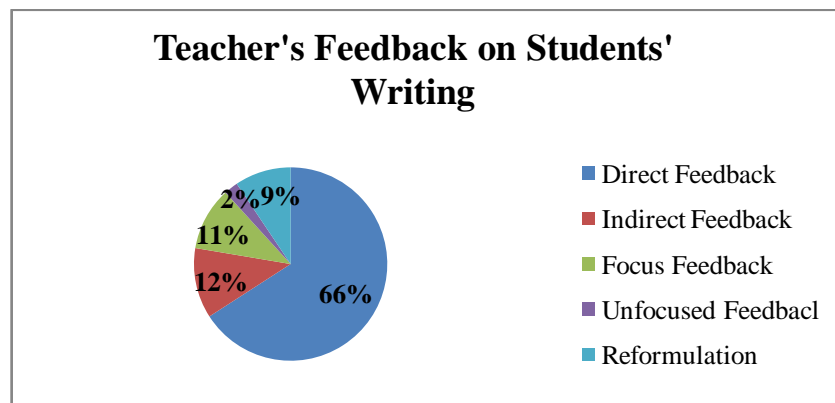

Figure 4.1 Teacher's Feedback on Students' Writing

From the diagram above, it can be concluded that the teacher mostly used direct feedback. There were 56 direct feedbacks (66%) out of 85 total feedbacks. The teacher used direct feedback because it can make the student more understand about their mistake. It this case, the teacher gave them the right word on their wrong word. Because of that, it can also make the students did not think again about what is their mistakes.

2. The Reasons Why the Teacher do Those Types of Feedback on Students' Writing

In the interview session, there was one English teacher invited. The purpose of the interview is to discover the reasons of using direct feedback mostly on students' writing analytical exposition text. The researcher provided 10 items of questions for the interview. The result of the interview showed that teacher agreed that the use of feedback can improve the student's skills, especially in writing because the students know directly the mistake or the error that they made in writing. The direct feedback occurred because it is a simple and easy way to correct the students' writing. It can be seen that the teacher directly correct the students work by giving mark and writing the proper word. According to Bitchener and Ferris (2012) the form of the direct written feedback is the most effective way to help the students in mastering specific targeted on the structural writing over a short term process. The use of the direct written feedback in the students' writing can help them to focus on the specific matters for instance; grammar, vocabulary, word order and many more.

Discussion

Types of teacher's feedback were direct, indirect, focused, unfocused, metalinguistic and reformulation. On students' writing analytical exposition text at grade eleven students of SMK Negeri 4 Medan, the teacher did not provide the metalinguistic feedback. The reason was the teacher only wrote the right answer from the word wrong so that the students can analyze the part of error writing. According to the theory of Ellis (2009), metalinguistic involves providing learners with some form of explicit comment. The explicit comment can take two forms. They are error code, location of error and work out the correction. But, accordingto the students' writing analytical exposition text, the researcher was not found the metalinguistic correction in teachers' giving feedback on students' writing.

Based on teachers' interview, the teacher has her perception about how to give feedback on students' writing analytical exposition text. It can be found that the teacher mostly used direct feedback. The reason was why because by giving direct feedback on students' writing, that kind of process feedbacks is effective in solving the students' writing problems. The teacher knew and found the mistake that students made. In addition, the teacher want to the students more understand about the mistake and did not want the students confuse about the correct word also their writing will be better because they learn from the mistakes. In this case, it also found that the teacher has limited time, the teacher only circled the error.

From the data, it can be inferred that feedback was very useful for the students by providing effective feedback or good feedback that the students got information they needed so that they can understand what to do next like as Hattie and Timperley. Teacher's feedback helped students to decide their learning goals. The students also perceived that the use of teacher's feedback. By having teacher's feedback, the students would become aware of their error with the hope they would not do the same error again as they already knew the correct one. So, their writing ability could be improved.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The aims of this study was to investigate the types of teacher's feedback on students' writing that given by the teacher and to find out the reason why the teacher used those kind of feedback on students' writing analytical exposition text at grade eleven students' of SMK Negeri 4 Medan. There were 5 types of feedback found on students' writing analytical exposition text at grade eleven students' of SMK Negeri 4 Medan. They were direct, indirect, focus, unfocused and reformulation. And from the teacher's interview, it can be found that the reasons why the teacher of SMK Negeri 4 Medan using direct written feedback. The teacher gave direct feedback by giving some signs to indicate their error words, such as circle, line and crosswise and also added the letters or words to

make the clear sentence. The reasons that the teacher gave direct written feedback because the students will know about their mistakes easily, their writing will be better and they learn from the mistakes.

Suggestion

1. For the teachershould provide the written feedback clearly to avoid students' miscommunications when they receive the result of their writing which provided corrective feedback. The students did not understand the feedback sometimes, so they did not know how to revise it.

2. For the students should pay attention related to the teacher's feedback and learn it well. So the student can understand about their mistakes and would not be disturbed when they revise their writing.

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