

**TEACHER'S FEEDBACK ON WRITING RECOUNT  
TEXT ON THE GRADE EIGHT STUDENTS OF MTS  
TARBIYAH ISLAMIYAH HAJORAN**

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**TEACHER'S FEEDBACK ON WRITING RECOUNT  
TEXT ON THE GRADE EIGHT STUDENTS OF MTS  
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**ABSTRACT**

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The objective of the study were investigate the types of teacher's feedback on writing which given by the teacher's and to find out how the teacher's gave feedback on writing recount text on the grade eight, to elaborate the reasons of the teacher conducting the feedback on students writing of grade eight in MTs Tarbiyah Islamiyah Hajoran. This research used descriptive qualitative method and the data were collected through documentation and interview. The data was analyzed in four steps: 1). Data Collection, 2) Data Condensation, 3) Data Display, 4) Conclusion and Drawing/ verifying. The findings There were two types of feedback found on students' writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran. They were : Direct and Indirect. First the teacher gave direct feedback by giving some signs to indicate their error words such as circle,line and crosswise then provide the corect form directly. The teacher also added the letters or words to make the clear sentence. Direct feedback which is provided in the 37 of the total feedback and has percentage as many as 79%. Second , it was indirect feedback, the indicated the students error exists without gave the correct form. It has many percentages 21% of 10 the total feedback. Based on the analysis interview, the reason why the 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 feedback 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 the improve the writing skill.

***Keywords: Teachers' feedback, Students, Recount Text, Writing.***

## **INTRODUCTION**

### *Background of Study*

English has become a need in the world of education. Harmer (2004:1) states that English seems to be one of the main languages for international communication. It is one of the skill that should be mastered by Indonesian students. Indonesian students should be ready to face the globalization era that demand students to compete with other countries, therefore Indonesian students should master the skills of English. There are four skills that should be mastered in learning English, namely listening, speaking, reading, writing. Writing is one of language skills which students can express their ideas in written form. Harmer (2004: 3) states that writing is considered as a crucial skill to be learnt especially for English as a Foreign Language Learner. It is generally assumed that writing is difficult and complex. But, as students writing is a part of daily academic activities.

In writing, there is a term called genre. Genre writing as a new approach to teaching and learning truly combines two things - the product of the writing and the way or technique or strategy of how the product is produced (Dirgeyasa :2016). In writing also, there were many kind of genre. Pardiyo (2007:2) divided genre into some kinds, the were descirption, narration, recount, news item, exposition, discussion, and procedure text, report text, and review.

Based on Competency Standard in 2013 curriculum, the students are expected to be able to analyze the social function, structure, and language features of recount text. Besides, they must be able to develop recount text in the form of work report, history and personal experiences.

As contained in junior high school curriculum of 2013, study of writing skills is adressed to attainment of student in ability to express various meaning correctly through product in writing a text about a topic related to real experience or daily activity by using

variety of written language. In the curriculum, recount text is one the genres that must be achieved by the students at grade eight. Formally , recounts are sequential texts that do little more than sequences a series of events. Every story, no matter how simple, needs an orientation. In other words, recount is an activity of retelling story about experiences in the past in sequent.

The challenge in curriculum 2013 is that students are expected to be independent. Independent in this context refers to students-centered where students are required in participating more in learning process. Therefore, the curriculum 2013 expects the students to be able to write their experiences in English well. This new curriculum had a students -centered approach and in the learning process of 2013 curriculum students should develop their skills (Syaefudin : 2008).

But, it is common that English learners usually make mistakes and errors in writing. Mistakes mean the students make a mistake in their writing accidentally for example the students write a sentence in a recount text using simple present tense, in fact the recount text is used simple past tense. Errors mean the students make a mistake in their writing intentionally because the lack of knowledge, for example sometimes the students know what they will write in Bahasa, but in English, they did not. They cannot arrange their ideas into a good sentence to make the readers understand about what they have written. Mistakes and errors are not only the problems that faced by students but also by the teacher. Teacher is the one who has to focus on their practice of the student's writing. The mistakes and errors can be fixed by provides students with feedback from the teacher. Because that feedback is not always to critic and to assess students' work but it can help the students to make good sentences or paragraphs and good feedback can motivate and encourage students in their writing.

Thorsteinsen (2010:3) states that feedback is a response given by teacher in the learning process. It can be written and spoken. Feedback can be positive effect when the students learn from the teacher's feedback. Teacher gives feedback to their students mistakes in order to help the students improved their writing and speaking skills. Chandler in Erkkila (2013:9) states that after examining the effect of students' revision of their own writings based on teacher given feedback and it was found out that over a period often weeks the accuracy of writing improved significantly more with those students who were required to correct their own errors that with those were not. Thus, feedback can help students to get better writing. It is because the students know their mistake and learn to do better in their writing.

But the fact is giving feedback to students can make their students can revise their writing to the better one. In fact, some high proficiency students can understand more, in contradiction, low proficiency students can get difficulties in understanding about their teacher's feedback. Because of this reality, teacher has to analyze about the students proficiency to make them understand about the feedback.

From the explanation above, this study will interest in analyzing the teacher's feedback on student's writing recount text at MTs Tarbiyah Islamiyah Hajoran at grade eight students. This study was investigated what types of feedback were used by the teacher and how the teachers giving feedback and its reason.

## **REVIEW OF LITERATURE**

### **1. Writing**

Writing is one of language skills to convey thoughts, ideas, desires, and feelings, which performed through written forms. Nunan (2003) states that writing is the way of

thinking to create (invent) some ideas, express the sentences into a good writing, and arrange those idea into statements and paragraph clearly.

From all the defenition above, it can be concluded that writing is systematic process as the result of thinking,drafting, and revising that needs to be mastered as a set of competencies and to practice a lot. And also writing is a connected text that has a function as a communication between a reader and a writer. By mastering writing, it will be easier the students to communicate other people in daily life, not only in the school but also people around the world .

## **2. Teacher's Feedback**

Feedback is a process that can help students in the learning process. Thorsteinsen (2010) stated that the response given to a person who is in the process of learning. The person who receives the response has perfomed a task, for example written or orally, and the intention is to develop the person's skillfulness and ability. Feedback is a judgement about the performace of another with the intentions to close a gap in knowledge and skills (Askew et al 2006:9). Therefore, feedback has become important in the learning process.

Harmer (2007:147) states that there are two types for giving written feedback. They are:

### **1. Direct Written Feedback (Responding)**

Direct feedback is the feedback given by the teacher to provide the correct form of the error or mistakes that students made. Responding , teacher gives comments on the students error, after that, teacher gives comments on the students error, after that, teachers gives recommendation towards the erros that students made. (Hamer 2007).

## 2. Indirect Written Feedback (Correcting)

Harmer (2007) considered the use of coded or symbols make the correction much neater, less threatening and more helpful than random marks and comments. Indirect feedback are divided into two parts. First, coded indirect feedback means the teacher underlines the students' error or mistakes, then the teachers writes the symbol above the targeted errors or mistakes and the teacher gives the composition for the student to think what error the students made as the symbol can help the student to think (Elashri, 2013).

## 3. The Reason of Teacher in Giving Feedback

Teacher use direct and indirect written feedback to respond the errors in students' writing. Harmer (2007) stated that there are three reasons for giving direct feedback. There are :

1. Direct feedback is used when teachers do feel the error question is complex and beyond student's ability to self-correct
2. Direct feedback is used when teachers do not want to make the students confuse about the correct words.
3. Direct feedback is used when teachers want to make the students have more vocabularies and they will be better on their next writing.

Whereas indirect feedback is used when teachers want to engage students in problem-solving and develop their independent editing skills. (Harmer : 2007).

## 4. The Students' Response about Teacher's Written Feedback on Student's Writing

Students will have different responses to their written feedback of the teacher on their writing. Sommer (1998 :152) as cited in (Mouna, 2018)

stated that there is some students response to the teachers written feedback on their writing.

- a. Some students read their teachers written feedback carefully, understand what is needed, re- read what they have written and then make changes in light of their teachers comments
- b. Other students do not read their papers from the beginning to the end. Instead they read only the parts with feedback

### **5. Proses of Giving Feedback in Teaching Genre**

On this part, the researcher explains the process of giving feedback in teaching genre. The feedback focuses on genre which in the present data. As the researcher has explained on the part of writing, there are many kinds of genre that should be learnt by the students. Such as narrative, recount, report, descriptive, newsitem, anecdote, analytical etc. The researcher will show the process of giving feedback that focuses on recount text. When handing back students' written work (on paper), to give feedback on word process documents.

First, analyzing. When the students have given the work, the teacher will analyze the mistake first depends on the kinds of feedback content that will be done and the needs of the characteristics of recount text.

Second, responding. One way of considering feedback is 'responding' to the students' work. It is better than assessing or evaluating what the students have done. When the teacher responds, she/he say how the text appears and how successful teacher think it has been-and how it could be improved.

Third, coding. It means that coding is done to make the students can be easier marked the mistake of their work. So the teacher uses codes to put these code in the body of their



writing itself or in a corresponding margin. This makes correction much neater, less threatening, considerably more helpful than random marks and comments.

Below is the table of the kinds of symbol according to Harmer (2001)

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I reciev <u>e</u> d <u>j</u> our letter.
W.O.	Wrong word order	We know <u>well</u> this city. Always I am happy here.
T	Wrong tense	If he <u>will come</u> , it will be too late.
C	Concord. Subject and verb do not agree	Two policemen <u>has</u> come. The news <u>are</u> bad today.
WF	Wrong form	We want <u>that</u> you come. That table is <u>our</u> .
S/P	Singular or plural form wrong	We need more informations.
∧	Something has been left out	They said <del>∧</del> was wrong. He hit me on <del>∧</del> shoulder.
[ ]	Something is not necessary	It was too much difficult
?M	Meaning is not clear	Come and rest with us for a week. The view from here is very suggestive.
NA	The usage is not appropriate	He <u>requested</u> me to sit down.
P	Punctuation wrong	Whats <u>your</u> name <u>?</u> He asked me what I wanted <u>?</u>

When the teacher will use these codes the teacher will mark the place where a mistake has been made and use one of the symbols in the margin to show what the problem is. The students will be in position to correct the mistake by seeing the symbols.

The last is finishing the feedback process. The teacher gives the feedback because she/ he wants to the students' recount text before to be improved or achieved to be better. When the teacher has responded the first draft then the second draft of students recount text has been revised, it is expected to produce the learning goals. The students can see the difference before and after is given feedback.

### *Research Methodology*

This research was conducted by using descriptive qualitative research. Thakur (2008:172) . The data of this study were collected from documents and the result of student's written worksheet in writing recount text by observing in the class which will to analyze types of teacher's feedback will use and the process of giving feedback on students recount text at grade eight of MTs Tarbiyah Islamiyah Hajoran.

### *The Techniques of Data Analysis*

Data analysis in qualitative research is often done concurrently or simultaneously with data collection through and iterative, recursive, and dynamic process.

Miles, Huberman and Saldana (2014) suggest that qualitative data analysis consists of the procedures:

1. Data condensation. It refers to the process of selecting, focussing, simplifying, abstracting, and/ or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents and other empirical material. By condensing, we are making the data stronger.

At this stage, the researcher focused and decided the important data that was related to the question in the problem formulation. It was taken from the data interview which related to the researcher questions namely on the types of written

feedback and the reasons why the teacher used the types of feedback and also student's response to the written feedback.

2. Data display. To draw conclusion from the data. Miles, Huberman and saldana suggest that a good display of data, in the fom of tables, charts, networks and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of data collection. At this stage, the data showed the kind of feedback which used by teacher in MTs Tarbiyah Islamiyah Hajoran.
3. Conclusion drawing/verification. The conclusion is the answer of the question and it should be verified to know whether it is appropriate or not with the fact. So in this stage, the reseacher described the data as the final findings of the research.

## **FINDINGS**

1. The Types of Teacher's Feedback On Writing Recount Text on The Grade Eight Students of MTs Tarbiyah Islamiyah Hajoran.

To investigate the types of teacher's feedback on writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran, the students and teacher in writing activities were documented by pictures and students worksheet. There four meetings in the English teaching and learning process focusing on writing that were observed and taken as the data of this research. Then, the teachers feedback were investigated, whether they are included into types of teacher' feedback especially in written feedback proposed by Harmer (2007:147) states that there are two types for giving written feedback. They are: Direct Written Feedback (Responding), Indirect Written Feedback (Correcting).

To get the result, the total number of teacher's feedback on writing recount text were calculated. The researcher counted how many types of teachers feedback were given to students. The last step was counting the percentage of each types of teacher's feedback.

Based on Harmer (2007:147) was found on student's writing recount text that has been given feedback by the teacher at grade eight students of MTs Tarbiyah Islamiyah Hajoran. So here the teacher used 2 types of teacher's feedback in the school. They were direct feedback, and indirect feedback. And it was found the total of teacher's feedback especially in writing feedback used by the teacher in her correction on students' writing recount text. Teacher provided as many as 47 of her feedback to the 16 students' worksheet. First, it can be seen that the teacher provided 37 direct feedbacks. The teacher also used as many as 10 indirect feedbacks to indicate the error.

## 2. The Process Of Teacher's Feedback On Writing Recount Text On The Grade Eight Students Of Mts Tarbiyah Islamiyah Hajoran.

In order to get more detail data about teacher's feedback on writing recount text on the grade eight students of Mts Tarbiyah Islamiyah Hajoran, the researcher interviewed an English Teacher his named Robiah Hasibuan, S.Pd on Sept 1<sup>th</sup> 2020. The interview has 10 questions. The list of interview question can be seen on appendix (79).

There were some questions that can answer the two problem of this research. That was to explain the process of giving feedback on writing recount text on the grade eight students of Mts Tarbiyah Islamiyah Hajoran. The researcher can get the answer of perception of the teacher about his process of giving feedback. It was gotten from the questions and answer.

The finding of this research, the researcher asked:

1. Researcher (R) : *Apa jenis written feedback yang sering ibu gunakan?*

What kind of written feedback do you use most often?

English Teacher (ET) : *Saya paling banyak menggunakan direct feedback, alasannya adalah agar siswa lebih mudah mengerti tentang kesalahannya dan dapat memperbaiki kesalahannya lebih mudah, tetapi ketika kesalahannya hanya terletak di grammar maka saya biasanya hanya melingkari kata yang salah tersebut.*

I mostly use direct feedback, the reason is that the students can more easily understand the mistakes from the feedback, it will make them better on their next writing and it also can make them have more vocabularies and they can fix the mistakes more easily, but when the error is only in grammar then I usually just circle the wrong word

The result of interview showed that the teacher mostly used direct written feedback because by using direct written feedback, it will make the students more understand about their mistakes and it can be easier for them to revise their writing.

2. Researcher (R) : *Bagaimana cara ibu dalam menggunakan written feedback tersebut kepada siswa?*

How do you use written feedback to students?

English Teacher (ET): *Terkadang saya menuliskan secara langsung kata yang benar diatas kata yang salah tetapi jika saya hanya memiliki waktu yang terbatas maka saya hanya akan melingkai atau memberi garis jawaban yang salah agar siswa juga mampu menganalisis bagian mana yang salah dari tulisan mereka.*

Sometimes, I wrote directly the right word on the top of the wrong word but if I only have a little time to check it so I only will circle the wrong answer so that the student can analyze which part of their writing.

The result of interview showed that some times, the teacher gave the feedback by giving the right answer or wrong of the students writing on the top of wrong word.

The result of finding above, it 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. From the interviewed, it can be found that the teacher mostly used direct feedback. The direct feedback occurred because it is a simple and easy way to correct the student's 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 direct written feedback is the most effective way to help the students in mastering specific targetted 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**

The purpose of this section was to find out the types of teacher's feedback that used by the teacher on students writing and to find out the how the the process of giving feedback on writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran. Based on the analysis of the research finding of observation (worksheet), it was interferred that most dominan feedback used by the teacher is direct feedback which provided in the 37 of the total feedback and has perecentage as many as 79%.

Based on the interview also, teacher stated that she mostly used direct feedback because it was effective way to help the students in mastering specific targetted on the structural writing over a short term process.

According to Harmer (2007), direct written feedback provided by indicating the students' writing error with the correct form. In the students writing, teacher provided the direct feedback by indicating the error word in different ways.

From the research findings, the researcher found that the teacher often used circle sign or line mark to show the error word and put the correct word above or under the word. It made the students understand about their error clearly. Students also could revise it well because teacher has already put the correct form. Beside, teacher also used the other sign to show the error word. When teacher would like to delete unnecessary word, she indicated the error word by using circle sign then put the crosswise sign also. The other different ways of teacher's direct feedback was also provides by adding some letter or word directly to complete the sentence.

The second type of feedback used by the teacher is indirect feedback. It has many percentage 21%. In this case, teacher gave the indirect feedback by indicating the student error using circle without provided the correct form.

### *Conclusion*

Based on the findings and discussion in the previous chapter, the following conclusions are drawn : 1. There were two types of feedback found on students' writing recount text on the grade eight students of MTs Tarbiyah Islamiyah Hajoran. They were : Direct and Indirect. First the teacher gave direct feedback by giving some signs to indicate their error words such as circle, line and crosswise then provide the correct form directly. The teacher also added the letters or words to make the clear sentence. Direct feedback which is provided in the 37 of the total feedback and has percentage as many as 79%. Second , it was indirect feedback, he indicated the students error exists without gave the correct form. It has many percentages 21% of 10 the total feedback. From the

data, it can be concluded that the teacher applied two kinds of written feedback but the teacher mostly used direct feedback.

2. From the teachers interview, it can be found that the reason why the teacher of MTs Tarbiyah Islamiyah Hajoran used direct written feedback. The teacher gave direct feedback by giving some signs to indicate their error word, 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.

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