

TEACHER'S FEEDBACK ON WRITING PROCEDURE TEXT

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Abstract

This study is to investigate the types of teacher's feedback on writing which given by the teacher's and to find out how the teachers gave feedback on writing procedure text on junior high school, to elaborate the reasons of the teacher conducting the feedback on students writing of junior high school. It is used descriptive qualitative method. The findings were two types of feedback found on students' writing procedure text students of junior school. They were: Direct and Indirect. Direct feedback which is provided in the 37 of the total feedback and has percentage as many as 79%. Second, it was indirect feedback, it has many percentages 21% of 10 the total feedback. And 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 words.

Keywords: Teachers' feedback, students, procedure text, writing.

1. INTRODUCTION

English has also very important roles such as for business, politics, economics, culture, tourism of local government, science and technology and education. In education territory, English has been taught to students at Primary Schools, Junior High Schools, Senior High Schools, and Universities. 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. 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. Feedback is a judgement about the performance 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. In communication context, either written or spoken, someone often discusses and explains how something works or how something is done. The procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. Procedure writing or text will show and explain how it works or how it is operated. The key words of this type of text is “what needs to be done?” or “what should I do?” or “How something is done?” or “How something works?” or “What to do next?” (Pardiyono, 2007); (Oshima, 2005).

2. DISCUSSION

It is important to give feedback to the students' writing because it can make a positive effect on students writing. According to Evangelinou and Yiannakis as stated in (Nair and Mertova : 2013) The function of feedback is:

1. To help students make sense of what they have done Help students

clarify and take ownership of the need to learn as defined by the intended learning outcomes they are working towards achieving

2. Enhance students want to learn by increasing their self-esteem and confidence whenever possible, and by helping them to believe that they can achieve the intended learning outcomes.

3. Motivate students to move forward into their next episode of leaning by doing and making their next work better.

In addition, feedback and writing cannot be separated because writing needs feedback to make a better one. Feedback is given to students' writing because by feedback students can know which one that correct and incorrect so that the students can make a good writing. Lewis (2002: 3) states that feedback is like the way of telling students about the progress they make.

a. Types of Written Feedback

The written feedback is defined as comments, questions or error corection on students writing (Mack, 2009). According to Srichanyachon (2012), teacher's written feedback can be served as

a powerful tool motivate students in the writing process if done well. From the explanations, it can be concluded that teacher's written feedback has an important role in writing. Harmer (2007:147) states that there are two types for giving written feedback. They are:

1. 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 errors that students made. (Hamer 2007). Responding is an effective feedback on the students writing because it discusses the problem rather than judges the students work. The form of direct feedback as claimed by Bitchener and Ferris (2012) is the most effective way to help the students in mastering specific

targeted on the structural writing over a short term process. Moreover, Ellis (2009) claims that direct feedback provides the explicit guidance about the errors given by teacher to students and it helps those who are not able to do self-correcting by themselves.

2. Indirect Written Feedback (Correcting) 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 helps the student to think (Elashri, 2013). Harmer (2007) considered the use of coded or symbols make the correction much neater, less threatening and more helpful than random marks and comments. Below is the table of the kinds of symbol in written feedback according to Harmer (2001)

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I r <u>e</u> ceived <u>yo</u> ur 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 <u>news</u> are 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 <u>∧</u> was wrong. He hit me on <u>∧</u> 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 <u>suggestive</u> .
NA	The usage is not appropriate	He <u>requested</u> me to sit down.
P	Punctuation wrong	Whats your name He asked me what I wanted?

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, news item, 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. The process of giving feedback on students' work especially in genre 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 procedure 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 said how the text appears and how successful teacher think it has been-and how it could be improved. The students will show a first draft of their work: then the teacher response on the work will be to say how it is progressing and how the teacher thinks they might improve it.

To investigate the types of teacher's feedback on writing procedure text on the students and teacher in writing activities were documented by pictures and students' worksheet. There were meetings in the English teaching and learning process focusing on writing that were observed and

taken as the data of this study. 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 procedure text were calculated. And 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 were given to students. The last step was counting the percentage of each types of teacher's feedback.

N	Types of Written Feedback	Frequency	Percentage
1	Direct written feedback	37	79%
2	Indirect written feedback	10	21%

TOTAL	47	100%
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There were two types of feedback found on students' writing procedure text on the junior high school. 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. From the teachers interview, it can be found that the reason why the teacher in junior high school 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.

3. CONCLUSION

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.

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