STUDENT'S RESPONSES TOWARD TEACHER'S FEEDBACK IN TEACHING ENGLISH WRITING

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui respon siswa terhadap umpan balik guru dalam pengajaran menulis bahasa Inggris. Pesertanya adalah sembilan siswa kelas dua di Sekolah Menengah Kejuruan yang memiliki kategori tinggi, menengah, dan rendah dalam menulis bahasa Inggris berdasarkan infromasi dari guru bahasa Inggris mereka. Studi kasus kualitatif ini menggunakan wawancara untuk mengumpulkan data. Hasilnya menunjukan bahwa siswa menyukai umpan balik deskriptif, umpan balik selama pembelajaran,umpan balik lisan, umpan balik tertulis, dan umpan balik setelah pembelajaran. Siswa mengatakan umpan balik deskriptif dan umpan balik yang berisi motivasi dapat membantu mereka dalam memperbaiki tulisan mereka. Kemudian, sebagian besar siswa mengatakan setelah mereka menerima umpan balik dari guru mereka, siswa mampu mengetahui dan mengevaluasi kesalahan mereka dengan umpan balik yang diberikan oleh guru, tetapi beberapa siswa mengatakan guru perlu memberikan secara konsisten dalam memberikan umpan balik agar siswa mampu untuk selalu memperbaiki tulisan mereka. Oleh karena itu, untuk memberikan umpan balik yang baik terhadap siswa, disarankan kepada guru untuk memberikan umpan balik deskriptif dan umpan balik yang memotivasi dalam lisan dan tertulis. Sebagai tambahan,guru harus konsisten untuk memberikan umpan balik dalam pengajaran menulis bahasa Inggris.

Kata kunci: Pengajaran Menulis Bahasa Inggis, Respon Siswa, Umpan Balik Guru

ABSTRACT

The aimed of this study was to know student's responses toward teacher's feedback in teaching English writing. The participants was nine students of 2nd grade in Vocational High School that had category of high, middle, and low in English writing based on information from their English teacher. This qualitative case study used interview to collect the data. The result shows that the students like descriptive feedback, feedback during learning, oral feedback, written feedback and feedback after learning. Students said descriptive feedback and feedback that contains motivation could help them to improve their writing. Subsequently, most of the students said, after they received feedback from their English teacher, students are able to know and evaluate their mistake with the feedback that provided by the teacher but some of the students said the teacher need to provide consistently in provided feedback, in order to students are able to always improve their writing. Therefore, to provide good feedback to students, it is suggested to the teacher to provide descriptive feedback and motivational feedback in oral and written. In addition, teachers must be consistent to giving feedback in teaching English writing.

Keywords: Teaching English Writing, Student's Responses, Teacher's feedback

INTRODUCTION

English is an important language to be learned by everyone. It is the most commonly oral communication within the world. The goal of language teaching in Indonesian is directed towards the student's attainment of communicative competence that expedited through oral and written communication known as four language skills there are listening, speaking, reading, and writing. Listening and reading are categorized as receptive skills, speaking and writing are categorized as productive skills.

According to Oshima & Hogue (2007), "Writing is never a one-step action; it is an ongoing creative act. It means creative writing is important to learn" (p. 15). Meanwhile, feedback from the teacher

is one of the tools that make the students to be better in writing. As Shute (2008) postulated in Teacher Feedback in The Classroom, feedback as information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning (Voerman, 2014, p. 13). Based on the explanation, feedback is important to the teachers and the students. For the teachers, they get information on teaching outcomes. For the students, they get information on learning outcomes. Feedback also useful to help students identify weaknesses and goodness's of self that cannot be known by the students through self-evaluation.

Feedback can build motivation for students meanwhile the problem is when the teacher is less precise in provide feedback such as; the teacher only give circles, a red mark, or underlines to student's writing errors without explaining anything. Consequently, the student could be confused in determining the error and difficult to improve their writing. Students also tend to be inactive and have no motivation in learning writing because they find the difficult. In addition, Student's response is something that is done as a reaction to the teacher during teaching and learning process. The previous study by Alamis (2010) an analytical method that investigated students' reaction and responses to teachers' written feedback of University of Santo Tomas Manila, Philippines. The second previous study by Adi (2013) a case study that investigated students' reactions and responses to the teachers' written feedback. Based on it, the researcher wants to know student's responses toward teacher's feedback in teaching English writing that classify in three categories of responses which wasn't discussed in the previous study. Therefore, in this study, the researcher will discuss it that conducted to investigate in Vocational High School with interview. The importance of the study hopefully can give benefits to students and teacher. Firstly, student can get better feedback from their teacher. Secondly, student's responses can be evaluated for the teacher to be better in giving feedback to students. Thirdly, an achievement of teaching and learning goals create a good relationship between teachers and students. The main of research question was asked: How is the student's responses toward teacher's feedback in teaching English writing?

LITERATURE REVIEW

As Muray et al., (2006) explained in Students' Perspective Toward Teacher's Written Corrective Feedback on Students' Writing in Paragraph Writing Class, writing is an activity put and constructs some ideas or opinions onto paper. In learning language, writing is one of the skills that considered difficult students (Anggraini, 2018). Meanwhile, teaching English writing is related to composition skills such as paragraph and topic. As Knoblauch & Brannon (2015) postulated in Basic Writing Students' Responses Towards The Implementation of Free Writing Activity, a basis response is an action that aims to provide information from a person's thoughts to answer the questions, commands or request of others, either both verbal or non-verbal. It means a response is an act or feeling produced in answer to a stimulus (Taum, 2017, p.9). The researcher will be focused on investigating the type of responses, as Rosenberg & Hovland (1960) explained in *Sikap Manusia Teori dan Pengukurannya*, divided response into three components, namely; affective, cognitive, and conative (Azwar, 2012, p. 20).

1. Affective
This response is related to emotional, attitude and someone insight about something. It occurs when someone was being interested something.

2. Cognitive
This response is related to knowledge, skill, and someone information about something.

3. Conative
This response is related to real behavior that includes actions or deeds.

Feedback is a fundamental aspect of everyday teaching. Teachers provide feedback to students in everyday with the aim of contributing to students' learning. Wiggins (2012) stated that, "to be useful, feedback must be consistent. Clearly, performance can only adjust their performance successfully if the information feedback to them is stable, accurate, and trustworthy". Based on the explanation, the teacher must be more consistent in giving feedback. In 2015, Department of Education and Communities divided feedback into several parts namely; oral feedback and written feedback, evaluative

feedback and descriptive feedback, feedback during and after learning, informal feedback and formal feedback, peer feedback and self-feedback. In **oral feedback** usually happens during a task. This feedback is less formal therefore this feedback does not always give a good impression but it can be a very powerful and effective tool as it can be given easily in the 'teachable moment' and in a timely way, therefore this feedback can stimulate students' thinking about their learning. In **written feedback** inclines to be provided after a task. Written feedback needs to be; firstly, written must to timely. Secondly, written in a manner that is understandable for the student. Thirdly, written must be able to be followed, in order to the student can make revisions.

Evaluative feedback is provided in the form of a grade or short comment, such as "well done" it can give information about learning but doesn't convey the information and guidance the students to improve their writing. This feedback can make good students feel better which means students become complacent and the less able students feel worse and make students feel they will never be able to succeed. **Descriptive feedback** is effective feedback to provide students with detailed and specific information about improving their learning outcomes. The definition of descriptive feedback has three correlations to learning namely; expected to guide where am I going, addresses faulty interpretations and lack of understanding therefore guide how am I going, and provides students with evident and manageable 'next steps' based on an assessment of the work at hand and an image of what 'good work looks like' therefore, they can begin to take on the responsibility of self-assessing and self-correcting.

Feedback during learning is more effective and productive for students in learning. **Feedback after learning** can allow makes the students not used the feedback to improve their work. Therefore the teacher gives the same comment again to the student. Department of Education and Communities (2015) stated feedback during and after learning should have three-part namely; firstly, centered on what is being studied (learn intention) and the way students must do it (success criteria). Secondly, give information to reach the criteria. Thirdly, give students strategies, in order to help students to improve.

Informal feedback used method 'check-ins', that is extremely necessary to give effective feedback. This feedback happens when the teacher visits the students and they do the task. It is to make sure that they are on the correct track. **Formal feedback** is often provided through structured conferences with specific goals. As for guide, for student-teacher conferences namely; firstly, check out student earlier. Secondly, the teacher uses a checklist or feedback form for creating revisions. Thirdly, centered no more than three items that need to work and show a way to improve them. Fourthly, provide time for the student to ask questions and conveys the input.

Peer feedback is a positive aspect to make students see other student work which can also deepen understanding of the learning goals. This feedback make each student have to criticize the other students work but the teacher needs to be model and role play to make students understand how to give feedback in a constructive way, explicitly teach students how to provide effective feedback to each other, hold students accountable for the comments, suggestion and feedback they give to one another. Peer feedback is always present in teacher monitoring. **Self-feedback** is reflection or evaluation for students. "During the provision of feedback, teachers have the opportunity not only to provide direction for the students but to teach them, through explicit modeling and instruction, the skills of assessment and goal setting, leading them to become more independent" (Department of Education and Communities, 2015, p. 4).

Broohart (2008) stated that, there are three important things in writing good feedback for the students. Firstly is clarity, so that they understand and can accept what the teachers are delivered.

Secondly is specificity, the word chosen to be written into the feedback should be specific not too broad or narrow because each feedback has an effect on the student's responses. Thirdly is tone refers to the expressive quality of the feedback message, and it affects how the message will be "heard". Tone message delivered by word and style. Teachers must choose words that support student progress.

METHOD

Based on the purposes of the research, this research is a qualitative case study which investigated student's responses toward teacher's feedback in teaching English writing. The instrument used in this research was interview. Creswell (2012) stated the interview is when the researcher asks the question to participants with open-ended questions and open-ended responses, hence the participants can answer with their experience that is not limited by the perspective of the researcher or previous research findings. The researcher chose nine students to interview from 37 students. Besides, the researcher chooses nine students who had different abilities namely; the category of high, middle and low in the class based on information from their English teacher. Each category consists of three students. Therefore in this interview, the researcher found student's responses toward teacher's feedback that related to affective response, cognitive response, and conative response. To obtain the data of this research, the researcher did these steps:

1. The researcher came to classes of 2nd grade in Vocational High School by asking permission and knowing the teacher's lesson plan first.
2. The researcher interviewed the students, the interview process was held in the class. The interview process was recorded in voice recorder, notes, and took a picture.
3. The researcher analyzed the result of interview.
4. The researcher makes a conclusion.

To analysis the data the researcher had two steps namely: Firstly, the researcher interviewed the students with three questions. Secondly, the researcher analyzed and grouped the response into types of responses based on Rosenberg & Hovland (1960) that cited in Azwar (2012). To complete and clarify all of the problems statements in this research, the researcher interviewed nine students from 2nd grade in Vocational High School. This section was divided into three questions that related to affective response, cognitive response, and conative response.

RESULT AND DISCUSSION
Result
From the result of the students' interviewed found kinds of feedback that students like namely; descriptive feedback, feedback during learning, oral feedback, written feedback, feedback after learning. From nine students that interviewed, all students said they like descriptive feedback. They were said in descriptive feedback there was information that could help students to be better in writing and the teacher explained detail mistakes made by students, therefore, students understand and able to learn from their mistakes and from teacher's feedback.

Subsequently, there were six students said they like feedback that provided during learning, two students said they like feedback that provided during and after learning and one student said he like feedback that provided after learning. Students said the reason they like feedback during learning, because, if the teacher provided feedback after learning could make students confused and tired in studied. Meanwhile, students like feedback after learning because they want to quickly the end in English learning.

Subsequently, five students said they like oral feedback, three students said like written feedback, and one student said they like oral and written feedback. Students like oral feedback because, in oral feedback, the teacher usually provided motivation to students subsequently the teacher provided a little explanation related to the material and the teacher more clearly to provide information. Meanwhile, if the teacher was giving written feedback, some of the students said they misunderstood in evaluated their errors because the teacher was only provided a circle to his writing. Some of the students said they like written feedback because written feedback was easier to understand by them. All students also said they like formal and informal feedback as long as feedback that provided by the teacher was detailed.

Besides, students also said the feedback that could help to improve their writing was the teacher who provided detail feedback and the teacher who provided motivational feedback. Besides, most of the students said the feedback they were received from the teacher had motivated their writing such as, previously lazy to write, became not lazy to write, previously did not understand in English writing, became understand in English writing. However, some of the student said their English teacher needs to consistently in provided feedback in order to students are able to always improve their writing.
Discussion

The affective response found most of the students like oral feedback. It means oral feedback in teaching English writing is a good way to improve student's writing. The findings are relevant with theory Department of Education and Communities (2015), oral feedback is very powerful and effective tool. Therefore, this feedback can stimulate students' thinking about their learning.

The cognitive response found all students answered the feedback that could help to improve their writing were the teacher who provided detail feedback and the teacher who provided motivational feedback. The findings are relevant with theory Broohart (2008), there are three important things in writing good feedback for the students namely: clarity, specificity, and the last is tone refers to the expressive quality.

The conative response found students are able to know and evaluate their mistake with feedback that provide by their English teacher, meanwhile, some of the students said their English teacher need to consistently provided feedback, in order to, students are able to always improve their writing. It means students hope their English teacher consistent in provided feedback. The findings are relevant with theory Wiggins (2012), "to be useful, feedback must be consistent. Clearly, performance can only adjust their performance successfully if the information feedback to them is stable, accurate, and trustworthy".

CONCLUSION

From the interview, the researcher concludes that, in the affective response *students like descriptive feedback, feedback during learning, oral feedback, written feedback and feedback after learning.* Students like descriptive feedback because in descriptive feedback there was information that could help students to be better in writing and the teacher explained detail mistakes made by students, therefore, students understand and able to learn from their mistakes and teacher's feedback.

Most of the students like oral feedback because in oral feedback the teacher usually provided motivation for students and the teacher more clearly to provide information. Some of the students also like written feedback because written feedback was easier to understand by them. Besides, Students said they like feedback during learning, because, if the teacher

provided feedback after learning could make students confused and tired in studied. Meanwhile, students said like feedback after learning because they want to quickly the end in English learning. Meanwhile, *all students did not like evaluative feedback* because students want the teacher explained detail mistakes from their writing in order to students understand and able to learn from their errors. However, *all students like formal and informal feedback as long as feedback that provided by the teacher was detail.*

The cognitive response found that all students believed the teacher who provided detail feedback to student's writing and the teacher who provided motivational feedback could help to improve their writing. The conative response most of the students said, after they received feedback from their English teacher, students are able to know and evaluate their mistake with feedback that provide by their English teacher, meanwhile, some of the students said the teacher need consistently in provided feedback, in order to students are able to always improve their writing. From the interview the researcher offered the suggestion to the teacher namely to provide motivational feedback and descriptive feedback in oral and written. Besides, the teacher suggested to consistent in provide feedback, and chose the right words or phrases that can make students understand.

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APPENDIX
Student's Interview

Questions:
1. What kinds of feedback do students like? Why?
2. In your opinion, how should the teacher give feedback to help the students understand to improve their writing?
3. Do the feedback which is by the teacher have provided motivation? Why?

Adapted from (Adi, 2013).