English Teachers' Feedback on Students' Writing Work in the New Normal Era

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Abstract

Feedback is information from the teacher to the students regarding t'he students' error in the learning process. The purpose of feedback given by the teacher could improve students' abilities in learning. In learning writing, feedback from the teacher is needed by the students to improve their writing skills. Writing is a complex process. Arranging several words into a sentence and arranging several sentences into a paragraph is not an easy thing to do. In addition, in writing a sentence, the correct words are needed so that the reader can easily understand the intent written by the author. Thus, this study aims to find out what types of feedback given by the teacher to students in this new normal era, and what types of feedback can improve students' writing skills. This research used qualitative descriptive research. For data collection, researchers used the interview notes, study document, and observation. This study took two English teachers and eight students. In this study, the researcher interviewed English teachers and students regarding the feedback the teacher gave during this new normal era. The researcher found that the teachers used two types of feedback, i.e. oral and written feedback, to correct students' writing assignments. In addition, the researcher found that all students experienced improvement after they were given feedback by the teacher. Most students' perception about feedback given by the teachers, oral feedback is very effective and can improve their writing quality.

Keywords: Writing Feedback; Teachers' Feedback; Writing Skills

INTRODUCTION

Being an English teacher is a tough task. They are demanded to facilitate students meaningful learning processes. Teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Republic of Indonesian Low of 2005 on teachers and lecturers). Therefore, they must be able to provide learning activities with insightful processes, and after that they must give feedback based on the results of learning. It is in line with Bakla (2020) and Best (2011) who state that feedback can be as a students' motivation to improve their learning. Also, feedback can be as a students' reflection to commit learning activities better than before (Biber at al., 2011). In learning English for example, teachers are required to provide feedback to students, because this feedback is very helpful for students in learning processes (Bitchener, 2018; Bitchener et al., 2010). Also, feedback is considered as one of

factors helping students to commit further teaching-learning activities, and to improves students' learning strategies (Bakla, 2020).

Giving feedback for students is aimed at enhancing students' learning strategies and even their language skills based on the kinds of feedback given by the teachers (Chukharev-Hudilainen & Saricaoglu, 2016). Giving feedback is important because students are going to see what language features are committed errors (Elola & Oskoz, 2016). In formative assessment, feedback is key factor because formative assessment gives information to teachers and students on how students are doing related to classroom learning goals (Brookhart, 2008). To monitor students' learning, teachers provide students with feedback that can be used by instructors to improve their teaching and by students to improve their learning strategies. On the other hand, Paul (2011) expressed that feedback is to decide and to identify students' errors. The existence of feedback from the teacher can make it easier for students to find their mistakes in learning activities. In addition, feedback has powerful influences on learning and achievement, but this impact can be either positive or negative (Hattie and Timperley, 2007).

When teachers provide positive feedback to their students, students feel automatically more interested to learn further, and make them easier to understand lessons conveyed in classes (Hamre and Pianta 2001; O'Connor & McCartney, 2007). Meanwhile, negative feedback makes students lack motivation in learning for reason of being afraid of teachers (Brockner, Derr, & Laing, 1987; Weidinger, Spinath, & Steinmayr, 2016). It is also in line with Hattie and Timperley (2007) who depict that feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) in relation to aspects of one performance or understanding. Through any kind of feedback, teachers can provide corrective information, peers can provide an alternative strategy, books can provide information to clarify an idea.

In this study, feedback is defined as a response, stimulus, instruction from the teacher to students which aim to increase students' motivation in learning and to achieve learning goals. To achieve learning goals, the role of teachers in providing feedback is needed (Ellis, 2010; Elola & Oskoz, 2016). Teachers' feedback is important thing for the students in teaching and learning process. A good feedback for students determines the classroom quality about what the students need to carry out then (Evan et al., 2010). So, they can understand where they are in the learning and what to do next (cognitive factor). Once they feel understand about what to do and why, and students can develop a feeling that they have control over their own learning (motivational factor). Moreover, in teaching writing process, feedback is needed because it can be decrease students' error in writing, and it can help them create good sentences or complete paragraphs.

Teachers' feedback in writing is essential for students because it can make easier to analyze their mistake or error in their writing (Fan & Xu, 2020). In writing classes, writing is the most difficult skill to learn and to master because it requires certain skills such as how to find the ideas and express them into sentences (Ferris, 2010; Gao & Ma, 2019). In addition, Rechards and Renandya (2002) state that "there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty is not only on generating or organizing the ideas, but also distribute the ideas into meaningful writing". It is supported by Brown (2004), who states that "we also fully understand the difficulty of learning to write "well" in any language, even in our own native language. Every educated child in the developed countries learn the rudiments of writing in his or her native language, but view learn to express themselves clearly with logical, well-develop organization that accomplishes an intended purpose".

In senior high school, teachers provide students feedback after finishing writing activities in the class. Students are asked to write a complete text such as letters, short

message, descriptive text, recount text, procedure text, explanation text, and storytelling. After the students finished doing their work, teachers collected the students' worksheet. The teacher corrected the work by circling error words, adding or omitting some wrong and ungrammatical words. After that, the teacher gave the assignment back to students in order to know their errors in their writing. In practice. Students feel uneasy to complete their texts because they lacked abilities in fulfilling writing stages such as planning, drafting (writing), revising (redrafting), and editing (Seow, 2002: 316).

When they practice writing in the classes, the three stages should be carried out. Then, teachers conducted the phase of responding (sharing), evaluating, and post-writing. Teachers also plan appropriate classroom activities to support specific writing skills at every stage. In fact, when the teacher gives students various tasks, they hardly follow the writing stages in their writing. They often copied texts from the other students who are good sense. Then, they just rearranged jumbled sentences given by the teacher or taken from the textbooks. Therefore, this study aims to investigate the types of feedback given by the teacher to students in this new normal era, and what types of feedback can facilitate students dominantly to improve their writing skills.

METHOD

This researcher employed qualitative research. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswll, 2009). In this study, the researcher took senior high school X Bayan as the location of the research. The researcher used observation, interview, and documents to collect the data from the subject Moreover, the subject of the research was EFL teachers and the students in eleventh grades and tenth grades. To collect the data from the subject, the researcher did observation on how the EFL teacher gives feedback to the students in classroom action. In addition, the researcher interviews the teachers and the students to get data more valid.

This research aimed to investigate the English teachers' teachers' feedback on students' writing work in the new normal era in the senior high school of Bayan north Lombok. The subjects of the study were the English teachers in senior high school of Bayan and the students' perception on feedback given by the teachers on their writing work. The data in this study were interview notes and comments made by the researcher and transcription of two subject study. The data sources were in English teachers' teachers' feedback and students' students' perception of feedback given by the teachers in their writing work.

In this study, the researcher used data condensation, data display, and drawing conclusion and verification to analyze the data from the subject (Miles, Hubarman, & Saldana, 2014). After getting data from the subject, the researcher tries to condense the data and discard unwanted data. Then the researcher displays the data in a table to make it easier for the researcher to draw conclusions. The conclusions that the researcher draws are included in the form of a paragraph.

RESULTS AND DISCUSSION
Research Findings

The researcher made observations in the classroom related to the way the teacher gave feedback to the students. Then the researcher interviewed the teachers and students regarding the teacher's feedback during this new normal era. The researchers found that there are 2 types of feedback that the teachers usually give in this new normal era i.e. written feedback and oral feedback.

The teacher gives written feedback to the students' writing work using coded and uncoded feedback. The coded feedback that the teacher gives to the student worksheets uses circle, underline, dash, correct mark, score 1-100, letter X, and signature on student worksheet. The teacher provides code feedback on the writing of students who have an error to correct the errors marked by the teacher on their worksheet. Besides, in using uncoded feedback, the teacher gives corrections in students' words or sentences error. The teacher gives the correct answer to the students' error in writing assignments with an arrow to easier for the students to see the correct answer and directly write the correct answer on the students' error in writing.

In this study, the researcher found that the oral feedback that the teacher gave to students in the new normal in correcting students' writing was divided into 2 points i.e. practicality and target of feedback. Practicality, the teacher used oral feedback to give explanations clearly to the written feedback he has given on the students' worksheets. The teacher chooses 3-5 ' writing work to be corrected directly in front of the class and gives corrections using the whiteboard. So, the other students could understand about feedback that given by the teacher and find the correct answer. Deeper, the researcher observed with teacher in the classroom. The teacher calls 4 students to write their assignment on the whiteboard in given oral feedback. After the students finished writing their assignment the teacher gives feedback in front of the class.

Target of feedback, the teacher explains the students' mistakes at the level of the classroom. The teacher gives feedback in front of the class which aims to make it easier for students to understand the written feedback that has been given in their work. The researcher took perception from the teacher and the students about the feedback that can improve students writing work in the new normal era. In this new normal era, the teachers said most students who care about their assignments are minimal. After being given feedback and motivation by the teacher, most of the improvements experienced by the students are significant. The teacher knows the improvement experienced by students by paying attention to each task that has been given. The students' perception about the feedback given by the teacher in this new normal era was they feel improvement when the teacher provides oral feedback than written feedback. The students felt written feedback was ineffective for the students. They do not understand the written feedback that the teachers gave in their worksheets.

Discussion

In this section, the researcher intends to discuss the important findings related to the some theories deliberately. This study aims to investigate what types of feedbacks are provided by teachers and what types of feedback are dominantly able to improve students' writing skills. Based on the research findings, the research found the oral visual and written feedback. Oral feedback helps students to make correction directly, and students do not need long time to think the correction (Sheen, 2010; Lyster, 2010). In this study, English teachers provide written feedback on the students' worksheets showing errors. In terms of oral feedback, oral feedback is given by using the whiteboard. The teacher focused on providing oral feedback is on the language features made by the students in their assignments. Teachers elaborate features of language that students did errors. For instance, students made errors in phrase order, grammatical structures, and logical order. It is essential for students how they made errors and how to finalize their errors (Ha et al., 2021).

In feedback processes, teachers are asked students to rewrite their writing works on the blackboard for correction. Then, teachers immediately identify errors in the student's writing. When errors are made, teachers explain to them the location of the student's error

by giving a circle to the writing. It helps students to correct language features stated errors (Jang, 2013; Hyland, 2010). Afterwards, teachers gives elaboration and suggestions to correct their writing works related to the word circled on the whiteboard. Moreover, teachers allows students to identify their friend's writing on the whiteboard. Teachers also provide opportunities for students to speak their opinions regarding the writings of their friends who have errors. It aims to create students' confidence to express their opinions (Kim et al., 2020; Kepner, 1991). The strategy is assumed as good way for developing students' communication skills in writing activities (Lam, 2017).

The type of oral feedback given by teachers facilitate students to correct their writing directly (Lyster & Saito, 2010). In doing so, teachers conduct this feedback in front of the class in order that students feel easier to understand the feedback orally. In addition, the teacher explains the material in front of the class using 2 languages i.e. English and Indonesian. The teacher explains the material to students in the English language and directly translates it into the Indonesian language. It is inline with Haerazi et al. (2020) who state feedback for Indonesian students can be delivered in the form of bilingual help students understand the errors made by students. Besides, students who the teacher asks to write their assignments in front of the class feel easy to increase their confidence, even though the assignments they have written have grammar errors (Shintani et al., 2014; Stevans & Lowing, 2008). Students do not feel ashamed of their writing that has errors because teachers motivated them to be confident.

The feedback types, such as group and individual feedback, are directed to motivate students to practice writing much more (Reigel, 2008; Voelkel et al., 2020). In this study, group feedback is given when transferring writing materials, while individual feedback is given outside the class. It aims to provide a deeper understanding of students who do not understand the teaching materials. It is in line with Brookhart (2017) who declare that group feedback is better to be given the class, while the individual feedback is delivered indirectly outside the class. In doing so, teachers give group feedback to students to transfer learning material, and giving group feedback aims to make all students understand the material that the teacher has delivered. Besides, other teachers provide group feedback to students by discussing written feedback that has been written on student worksheets that have an error. The discussion model aims to help students understand the whole feedback given by teachers. Students also can ask to other students related to their writing problems. It in accordance with Wang et al. (2017) who elaborate what the teacher has written on the student worksheets is easy for students to understand, and discussing the previous feedback can increase students' critical thinking skills.

Besides, the teacher also provides individual feedback to students who have low motivation in learning. The teacher gives advice and motivation to students so that they want to learn and do the tasks given by the teacher. In a lesson, giving individual feedback to students is very important in increasing students' interest and knowledge. Individual feedback is believed to be able to give students free time to ask questions regarding what problems have not been understood by students. Because students can freely ask the teacher-related learning materials that they do not understand.

Coded and uncoded feedback are also found in this study. It is similar to the research conducted by Ferris and Roberts (2001) which found that written corrective feedback (WCF) is classified into 2 types, namely direct and indirect corrective feedback (coded & uncoded corrective feedback). In this study, the researcher found that when teachers give coded feedback they tend to use circling, underlining, or mark it at its location in a text, with or without a verbal rule reminder or error code. In addition, in this study, each teacher has a different way of giving code feedback to students. Teachers have their way of providing code feedback to students. The teacher provides code feedback by circling the

student's writing that has errors, gives underline, and gives dash, and signature on the student's writing (Haerazi et al., 2020b). In contrast to this, when giving code feedback to students, other teachers tend to use a correct mark, which indicates that the student's writing is correct. Besides that, the teacher also gives a cross out on the writing of students who have an error. Plus the teacher also gives scores and also signatures on student writing.

This is different from the uncoded feedback that the teacher gave during this new normal era at SMA X Bayan, in that the teacher gave the correct answer regarding the word, phrase, or sentence that the teacher had marked. The teacher gives the correct answer above and below the student's writing that has an error. If there is no space to fill in the correct answer, the teacher provides a tool in the form of arrows to show the location of the correct answer to the students. This is intended for students who have errors to improve their writing. Paradoxical perception of teacher and students, paradoxical perception between teachers and students, related to the problem of providing feedback from teachers which students feel is lacking in this new normal period. The teacher feels that in this new normal period, most students are very negligent of the learning provided by the teacher. In addition, the teacher feels that interest in learning in students has decreased drastically due to the Covid-19 pandemic. As a result, many students do not want to do the assignments given by the teacher. The teacher feels that there is nothing wrong with the teaching method that has been conveyed to students. All students in the class can understand the explanation given by the teacher. Even more, the teacher provides opportunities for students to ask questions regarding material that has not been understood after being explained by the teacher.

Meanwhile, some students felt that the teacher's feedback in this new normal period was very lacking. The explanation given by the teacher is very difficult for students to understand in the class. The teacher often imposes assignments on students while the students do not understand the explanation given by the teacher. Thus, students feel burdened by assignments that are often given by the teacher. In addition, teachers also rarely come to class to teach students in this new normal period. However, all students felt that there was an improvement after being given feedback by the teacher. Providing feedback from the teacher is needed to increase student knowledge and help students solve problems.

CONCLUSION

This researcher focused on the feedback given by the teacher during the new normal era. In addition, this study focused on teachers and students' perception about the feedback. The research finally came to the conclusion, according to the research findings and discussion that the researcher has described about English teachers' feedback on students' writing work in the new normal era. The teachers at senior high school X Bayan have their own way of giving feedback to students inside and outside the classroom. The teacher provides feedback on student writing using two types of feedback i.e. written feedback and oral feedback. The written feedback that the teacher gives uses two types i.e. code and uncoded. Furthermore, the teacher gives oral feedback to students by repeating the previous learning material. The teacher also provides feedback to students outside of class hours which aim to provide motivation so that students understand the learning provided by the teacher in the classroom.

In addition, other teacher provide two types of feedback to students' i.e. written and oral feedback, written feedback that the teacher gives to students only applies code feedback or direct correction. Furthermore, the oral feedback that the teacher gives to students in class only explains the learning material that aims to understand students

during class hours. Outside of class hours the teacher also provides feedback by motivating students and assisting students in doing their assignments. The teacher always pays attention to student assignments to find out the improvement experienced by all students in the class. Based on the result of this study, the conclusion can be stated that the types of teachers' feedback use by the teachers in senior high school X Bayan was written and oral feedback. In addition, the feedback that can improve students writing work based on perception from the teachers and the students was oral feedback.

RECOMMENDATION

In terms of writing feedback whether oral or written feedback, it is desirable for English teachers in their writing classes. The English teachers need appropriate learning strategies to make sure that the running learning writing activities and feedback fulfill the requirement designed in the curriculum. This study can be recommended as an alternative to be read as reflection to provide students with oral and written feedback in writing classes.

ACKNOWLEDGMENT

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