

# An Analysis of Teacher's Written Feedback and Students' Respond of Feedback

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## Abstract:

**Background:** Teacher's written feedback is used to help the students to know their mistakes, so the students can revise their writing. good feedback gives students information they need so they can understand where they are in their learning and what to do next the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor. The objective of the research is to find out the aspects of good teacher written feedback fulfilled by teacher, the teacher's obstacles and students' response of written feedback of eight grade students in SMPN SA 3 at Lampung Selatan.

**Material and Methods:** This research was qualitative research. The data were analyzed using triangulation method. The sample in this research was 30 students of SMPN SA 3 at Lampung Selatan. In collecting the data, the interview, questionnaire and documentation review were applied.

**Result:** From the data analysis, it was found that the result of the analysis test was the teacher hardly ever fulfilled those three aspects of good written feedback completely. In addition, teacher faced many problems in giving written feedback and the students lack response of teacher's written feedback in their written task.

**Conclusion:** The teacher fulfills more the aspects of bad criteria than the good criteria and the teacher need more time to learn how to give students written feedback in good aspects. And also the teacher had three problems in giving written feedback, they were: focusing mainly on grammar, giving vogue comments, and overemphasizing the negative point. students also had problem in responds teacher written feedback because of less understanding with the feedback that teachers have given.

**Key Word:** Teacher Written Feedback, Students' Response, Teacher Problems, Written Feedback.

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## I. Introduction

English is the world's most widely studied foreign language (Richards and Rodgers (1986: 3)). Therefore, English is a language that is widely used to communicate therefore many countries learn and use English as their second or foreign language. English, as the international language, is needed and very important in the world even English is a second language in Indonesia. In order to be able to achieve these English language goals, According to BSNP 2006, communicative competences are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

Among the four language skills writing is the latest and the most difficult skill to acquire. writing is naturally acquired after listening, speaking and reading. writing is considered difficult as it requires complex competence in the rules of language. Writing is considered as a productive skill along with speaking (Harmer, 2007: 265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Writing skill is a complex activity in producing a qualified writing. It requires the ability to write grammatically correct sentences and organize them logically into paragraphs or essays (Oshima & Hogue, 2006). Writing skill has significances in improving a communicative competence of learning the language. According to Rivers (1981: 9) writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown (2000: 49) also claimed that writing is a thinking process. Therefore, writing skill is considered to be one of the productive skills that should be mastered in using a language.

Furthermore, in writing, the process of writing can be planned and given with an unlimited number of revisions before it released. Consequently, writing represents what we think. It is because the writing process reflects things, which stay in the mind. According to Harmer (2004: 5) to have good writing, the students should do it in some stages that are called the writing process. They are planning, drafting, editing/revising, and final version. Students need help by teacher to solve their problem especially in written task.

Teacher can help students to solve their problem by giving a feedback. Feedback is generally defined as the return of information about the result of a process or activity; an evaluative response: asked the students for feedback on the new curriculum It is included into correction or praise (Ellis, 1994; Harmer, 2007a). Giving feedback should suit with the skill taught. Feedback on speaking and writing is different in nature. So, the teacher should carefully design and conduct it.

Teacher's written feedback is used to help the students to know their mistakes, so the students can revise their writing. Additionally, 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 of ten weeks the accuracy of writing improved significantly more with those students who were required to correct their own errors than with those who were not. Thus, feedback can help student to get better writing. It is because the students know their mistake and learn to do better in their writing.

Brookhart (2008: 2) says that good feedback gives students information they need so they can understand where they are in their learning and what to do next the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor. Consequently, good feedback contains information that a student can use, which means that the student has to be able to hear and understand it.

Because of teacher written feedback can motivate students to make good writing and automatically check students' writing without pointing the students in front of the class. Generally, students will be shy if the teacher checks their mistakes orally in the class. Thus, by using teacher written feedback, the students will know about their mistakes. The teacher gives comment on students' writing text without being known by other students. It is supported by Razali and Jupri (2016: 64) who say, "other than helping in students' revision, teacher written feedback can also help students to be better motivated in writing.

Accordingly, the researcher was conducted a research to find out 1). What are the aspects of good teacher written feedback fulfilled by the teacher in giving written feedback? 2). What problems are faced by teacher in giving written feedback? 3). How is students' response towards teacher written feedback?

## II. Material and Methods

The researcher used the descriptive qualitative method. The goals of this study are to describe of how teacher gives written feedback, the teacher's obstacles in giving written feedback and the students' responses of feedback. The sample of this research was one class of eight grade students of SMPN SA 3 at Lampung Selatan, Indonesia. Consist of 30 students with same background knowledge in English subject.

**Procedure Methodology:** after write the information about the aim and finding the sample of subject, the researcher collecting the documentation review from the English Teacher about teacher written feedback in students' task based on the documentation review guidance. this part conducted to look how does the teacher give written feedback in students' task. After that, the researcher interviewing the English Teacher in order to get more information and accurate data about the obstacles that teacher faces in giving written feedback. The researcher also conducted the questionnaire to the students after teaching learning process, in order to get the data about their response of teacher feedback. Analyzed the data from documentation review, interview and questionnaire is the last steps for making the report of the research.

## III. Result

After 3 weeks of analyzing the data. The researcher analyzed the data that had been reduced and displayed in the form of table. The analysis was done based on data gathered by each instrument.

### a. Documentation Review

The documentation review was applied to obtain written feedback in students' written task. The documentation review also used to find out the aspect of teacher written feedback that teacher gives to the students. Based on the data reduction, the data found were displayed in the form of the table below:

**Table 1: Documentation Review Result**

No	Aspects	Criteria	
		Good	Bad
1	Clarity	0	32
2	Specificity	0	32
3	Word Choice or Tone	0	32
<b>Total</b>		0	96

Based on the table 1, it can be seen that the teacher filled the good criteria of clarity is practiced in 0 times – 32 times for the bad criteria of clarity. For the good criteria of specificity is practiced in 0 times- 32 times for the bad. For the good criteria of word choice or tone is practiced in 0 times – 32 times for the bad. It can be concluded that the teacher fulfills more the aspects of bad criteria than the good criteria.

**b. Interview**

Researcher employed an interview for the teacher to know what the problems are faced by the teacher in giving written feedback. From the result of the interview, it can be implied that the teacher had problem in giving written feedback to students. The table 2 below showed the result of the interview:

**Table 2: Teachers' Interview Result**

No.	Conclusion of Teachers' Answer
1	Feedback is a reciprocal relationship between teachers and students to acknowledge the location of the error and to motivate the student in writing.
2	Providing good feedback is when feedback is well received by students and students understand with the feedback.
3	Teachers provide feedback to students. Teachers face constraints when giving feedback to students. The teacher finds difficulties with the English language skills of the students. Students who are individualistic can also be an obstacle. Lack of time that teachers have when correcting and providing feedback is the biggest obstacle in teachers experience
4	The way the teacher overcame his problem by discussing the unknown matter. And overcome the lack of time at school by correcting at home. Then give the students time to understand the feedback given by the teacher.
5	Because of the language level of different students and the response of the students was different. The students understanding about the feedback, it can be seen when the students response the feedback from teachers.

Based on the table above it can be concluded that there were problems faced by teacher in giving written feedback. The problems were: individualistic students, the amount of time that teachers have to give deeper correction, and teacher experience in teaching.

**c. Questionnaire**

A questionnaire was applied to find out students' response of teacher written feedback. From the result of Questionnaire, it can be said that the student's response is concluded in the table below. The table 3 below showed the result of Questionnaire:

**Table 3: Students' Questionnaire Result**

No.	Conclusion of Students' Questionnaire
1	60% answered responded for teacher's feedback and 40% never responded
2	For students who never respond to feedback from teachers then they do not know how to respond to feedback. And for students who respond to the feedback, they usually respond by asking why they are wrong or where their error, and asking what is true of the feedback.
3	As many as 80% of students have problems in responding feedback from teachers, the students reasoned that they were afraid to respond because they could not use the language well, they were also hesitant to ask because the students are afraid the teacher will angry, some students did not know where their mistakes were. And about 20% of students have no obstacles because they know where their faults and more daring to ask the teacher directly.
4	Obstacles that students often feel are first students Less understanding with the feedback that teachers give, second is difficult to understand or understand because teachers often used English, third nervous in expressing opinions, and arise difficult obstacles to be disclosed, fourth is not confident and confused with the feedback.
5	50% answered yes and 50% answer no, so it was concluded that teachers sometimes give students time to respond to feedback and sometimes do not give time to respond.
6	30% do not understand, 35% understand and 35% answer the students sometimes understand with feedback given and sometimes not.
7	85% of students answered the teacher explaining the feedback they received, the other 15% said no.
8	70% of students answered their friends responded well to feedback from teachers, and 30% said no
9	Approximately 40% of students do not answer and the other students respond with different answers, students assume that the interaction between students and teachers is good but sometimes students feel burdened because teachers often used English when explaining or interacting.
10	83% of students said they felt nervous and scared when responding to feedback from teachers because they were afraid it was making a new mistake or not being able to speak English well.

After analyzing the data from the questionnaire of students' response to teacher written feedback, the researcher found that 60% of students gave to respond to teacher written feedback, while 40% did not. 80% of students have problems in responding feedback and 83% of students said they felt nervous and scared when responding to feedback from teachers.

**IV. Discussion**

In this part, the researcher would like to discuss the research findings from documentation review, interview, and questionnaire. The researcher discussed the findings regarding the research questions.

### *1. The Aspect of Good Teacher Written Feedback*

The finding showed all the aspects of good teacher written feedback by Brookhart (2008: 31). The first aspect was clarity, the second aspect was specificity, whereas, the last one was word choice and tone. Clarity is how clearness explanation in the teacher written feedback. In this aspect, the teacher should use simple and appropriate vocabularies with the students and make sure that the students understand about feedback that is given by the teacher. Additionally, specificity is how simple the word that is used in written feedback. The teacher does not allow commenting too narrow that while make students are confused. The last aspect is word choice and tone. This aspect is also important because using her/his word, the teacher must be able to support and give motivation to students to produce better writing. The teacher can ask and sharing with students and used the word that assumes that students are the active learner.

The findings were relevant with the previous research findings. Warda (2010) stated that "The Influence of Teacher Written Feedback towards Students' Descriptive Writing Ability" found that there were three aspects of good teacher written feedback. They were: clarity, specificity, word choice, and tone. The following sentences explained in detail about these aspects:

#### *Clarity*

This aspect of good teacher written feedback was practiced by the teacher 0 times in good criteria and 32 times in bad criteria. It was mentioned as good criteria when the teacher used simple vocabulary and simple sentence structure, write or speak on the students' developmental level, and check that the students understand the feedback given by the teacher. Meanwhile, it was mentioned as bad criteria when the teacher gave feedback used big words and complicated sentences, write to show what teacher's know not the students' need, and assume the students understand the feedback.

Example: "I think it is none sense"

From the example above, the teacher used the word that showed what teacher know, not what the students' needs. Students need to understand the feedback information as the teacher intend it. The clarity is whether the writing would be clear to the individual students because students have different vocabularies and different backgrounds and experience.

#### *Specificity*

This aspect was practiced by the teacher 0 times in good criteria and 32 times in bad criteria. It was called as good criteria when the teacher used a lot of nouns and descriptive adjective, describe concept or criteria and learning strategy that may be useful. Meanwhile, it was called as bad criteria when the teacher used a lot of pronouns, copyedit or correct every error, and make vague suggestions.

Example: "write more"

From the example above, the comment like "write more" at the students' task do not give the students much guidance. "More of what?" In these case, students with good intentions who want to act on teacher feedback may end up doing counter-productive things.

#### *Word Choice and Tone*

This aspect was practiced by the teacher 0 times in good criteria and 32 times in bad criteria. It can be said as good criteria when the teacher used words and phrases that assume the students are the active learner, ask the question, and share what the teacher is wondering about. While it can be said as bad criteria when the teacher used words and phrases that lecture or boss, tell the students what to do-leave nothing up to the students' choice, and assume that the feedback is the last word, and the final expert opinion.

Example: "please make into paragraph"

From the example above, the students got most of the writing task wrong because they used the step not make into the paragraph. The teacher gives comment like "please make into paragraph" in these case, an important point to keep students mind to always be positive when the teacher criticism is to take a coddling tone. It must be "your task is good, but it can be very good if you make it into paragraph".

### *2. The Problem Faced by Teacher in Giving Written Feedback*

The finding showed the problems are teacher faced in giving written feedback are Teachers have the problems when giving feedback to students. The teacher finds difficulties with the English language skills of the students. Students who are individualistic can also be an obstacle. The lack of time teachers had when correcting and providing feedback is the biggest obstacle that teachers experience because when giving written feedback sometimes it was time-consuming.

It is supported by Yang (2008: 11) some common problems usually teachers do as follows, focusing mainly on grammar, Giving Vague Comments, Overemphasizing the negative points. For being effective feedback, as a teacher should avoid problems will arise in responding to the students' writing like written feedback was time-consuming, the students sometimes made the same mistakes again so that the students felt frustration because of cryptic (symbols or circles) or confusing feedback such as questions that are unclear and general.

The findings were relevant with the previous research findings Razali (2014: 64) in his thesis "Exploring Teacher Written Feedback and Student Revision on ESL Students' Writing" found that there are some common problems usually teacher faced. The following sentences explained in detail about these problems:

*Focusing mainly on grammar*

The teacher is focusing on the grammatical and lexical errors in writing because the lack of time teacher has to correct the students' written task. Students are led to thinking that good writing equals correct grammar and may neglect or never understand more global elements of good writing such as clarity and organization of ideas.

*Giving Vague Comments*

The teachers write a few word comments on the margins or a few marking symbols like circle with red ink. This may result in vagueness and confusion without explicit explanations.

*Overemphasizing the negative points*

The teachers only point out problems rather than telling the students the good points in their composition. So, in many cases, students perceive teachers' written comments as critical and negative and feel frustrated as a result.

*3. The Students' Response of Teacher Written Feedback*

The finding showed that the students' response of teacher written feedback seen in the students' questionnaire. The result showed that 60% of students gave respond to teacher written feedback, while 40% did not. For students who never respond to feedback from teachers then they do not know how to respond to feedback. And for students who respond to feedback they usually respond by asking why they are wrong or where their error, and asking what is true of the feedback. 83% of students said that they felt nervous and afraid when responding to feedback from teacher's because they were afraid it was making a new mistake or not being able to speak English well. It can be concern for teacher to give more effective feedback to students, so the students can motivate them-self to respond teacher feedback or to improve them-self in writing.

As suggested by Bitchener (2005) students will be able to make improvements on their writing if they are exposed to oral and corrective feedback frequently. In addition, teachers should demonstrate the feedback to the students to raise their awareness about the aspects that need to be improved. And the students should be able to open up to accept what the teacher has given. Brave themselves to ask what they feel when accepting the feedback to improve their writing.

## V. CONCLUSION

The researcher concluded that the teacher was hardly ever practicing those three aspects of good teacher written feedback completely. The teacher fulfills more the aspects of bad criteria than the good criteria. The aspects of good teacher written feedback were: clarity, specificity, the last was word choice and tone. The teacher need more time to learn how to give students written feedback in good aspects. There were three problems faced by the teacher in giving written feedback, they were: focusing mainly on grammar, giving vogue comments, and overemphasizing the negative point. Around 60% of students gave response to the teacher written feedback in the case of asking the reason why his/her answers were wrong, while 40% of students did not give response to the teacher written feedback because she/he felt nervous and felt afraid to speak up. More than 80% of students have the problem in responded teacher written feedback because of less understanding with the feedback that teachers have given.

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