WRITTEN FEEDBACK OF ESAY WRITING CLASS

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Abstract

Basically, the students of English Education Department could write English well. But sometimes, they are forgetting some important aspects in writing, such as error gramatical, tenses and ect. Therefore, this research aimed to finding out the kind of written feedback used by English Lecturer, and the second was to analyze how are the function of written feedback given by lecturer. This research was a descriptive study with research subjects were students in 2017 A Class of STKIP PGRI Sidoarjo. Data were collected by analyzing essays which were the result of midtest and assigment of a writing class. Based on the research, there were four kinds of written feedback that students received on their essay and some functions of written feedback that given by lecturer. In fact, the problems associated with written feedback are student attitudes, repetition of errors and understanding of the feedback itself. Therefore, English language lecturers must optimize the use and explanation of written feedback on their writing, so that they can develop their ability in writing an essays.

Keywords : *Writing, Essay, Written Feedback*

Abstrak

Pada dasarnya, mahasiswa jurusan Pendidikan Bahasa Inggris bisa menulis bahasa Inggris dengan baik. Tetapi ter Pada dasarnya, mahasiswa jurusan Pendidikan Bahasa Inggris bisa menulis bahasa Inggris dengan baik. Tetapi terkadang, mereka melupakan beberapa aspek penting dalam tulisan, seperti kesalahan gramatikal, tenses dan ect. Oleh karena itu, penelitian ini bertujuan untuk mengetahui jenis umpan balik tertulis yang digunakan oleh Dosen Bahasa Inggris, dan yang kedua adalah menganalisis bagaimana fungsi umpan balik tertulis yang diberikan oleh dosen. Penelitian ini merupakan penelitian deskriptif dengan subjek penelitian adalah siswa kelas A 2017 di STKIP PGRI Sidoarjo. Data dikumpulkan dengan menganalisis esai yang merupakan hasil dari midest dan assigment dari kelas menulis. Berdasarkan penelitian, ada empat jenis umpan balik tertulis yang diterima siswa pada esai mereka dan beberapa fungsi umpan balik tertulis yang diberikan oleh dosen. Faktanya, masalah yang terkait dengan umpan balik tertulis adalah sikap siswa, pengulangan kesalahan dan pemahaman umpan balik itu sendiri. Oleh karena itu, dosen bahasa Inggris harus mengoptimalkan penggunaan dan penjelasan umpan balik tertulis pada tulisan mereka, sehingga mereka dapat mengembangkan kemampuan mereka dalam menulis esai.

Kata kunci *: Menulis, Esai, Umpan Balik Tertulis*

INTRODUCTION

Currently, English has been tought in early childhood to adulthood, not only in Indonesia, English is also taught widely in many countries in the world. English has important role in entering the era of globalization. The role is not only as a tool or media to communicate among nations, but increasingly widespread and as a necessity. In education,

English has a big influence because almost all textbooks in various disciplines written in English, ie from basic education to college.

Learning English at college is different from junior or senior high school. A child gets a second language easier than an adult, (Collier, 1998) said that language mastery of language depends on student's age. Children often get a second language without formal instruction and only in English country and being surrounded with English language. On the other hand, adults may be able to reach only limited language and they also need formal instruction from the teacher. Since adults have their own "character", they can react to situations that are new to the expections of themselves. Adult students are different from children, they know why and what their goal in learning languange. Therefore the teacher has to encourage them to develop their ability in learning english especially in writing.

(Brown, 2001) said that writing has two-steps. The first is find out the meaning and the second is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. There are many types of writing tought at university. One of them is essay writing. Essay is a type of academic writing that required providing definition of particular terms. Fundamentally, an essay is designed to get your academic opinion on a particular matter, (Yuwono, 2016). Besides, (Alice Oshima and Ann Hogue, 1991) said that there are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy and hand in. Among those stages above the third is significant, because in revising process, student need some feedback to develop abilty in writing. This is why feedback is needed.

(Keh, 1990) claimed that feedback is the basic element of process writing. It may have a definition of input from a reader to writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestion. Through feedback, the writer may learn the reader's confusion caused by the writer's insuffiencient information, poor development of ideas, and choice of words and tense. Student are motivated to continue a series of revisions through written feedback. To know how written feedback influence the student's ability, the writer tries to observe the student in essay writing class of STKIP PGRI Sidoarjo.

METODE

This study used qualitative approach because it focuses on the analysis or interpretation of the written material in context. (Hsieh & Shannon, 2005) said that content analysis is a research method for the subjective interpretation of the content of text data

through the systematic classification process of coding and identifying themes or patterns. The content analysis unlike statistical analysis does not measure or quantify patterns. It is based on interpreting opinions and perspectives of various subjects. Content analysis also is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. The writer are quantifying and investigate the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s) and time of which these are a part. Texts can be defined broadly as books, book chapters, essays.

The researcher chose STKIP PGRI Sidoarjo as the place to conduct this present research considering that one of English lecturer has been implemented feedback on their written works . The class was chosen based on the lecturer's suggestion that this class was most conductive and active in finishing their task. In 2017 A Class consist of 21 female students and 6 male students. According (Sugiyono, 2012) simple random sampling technique is a sampling technique from members of the population are done randomly without regard to strata in the population. In order to answer the research questions that had been mentioned before, the researcher collected the data through one instrument that is document.

Qualitative researchers might use written documents or other artefacts to obtain document (Ary, 2010). The term documents in this study were students' essay writing text. By reading the students' written works, the researcher would get a data to answer research questions of this study that was to investigate and describe the kind of written feedback and know the function of written feedback given by lecturer in STKIP PGRI students of 2017 A Class on their essay writing text.

Data analysis is a process review, disposal, and grouping data in order to create a work hypothesis and make it into conclusion, (Bakri, 2003: 162). After the data have been collected, to answer the quetions the reseacher analyzed them systematically. The writer conducted the analysis through some steps as follow:

A. Preparing and understanding the student's essay that has given written feedback by lecturer. In order to analyze the written feedback, a random selection was made of five student essays from 2017 A Class. Only five essays were chosen because of limited access to student essays. The researcher have collected some of revised essay, and this topics were logical order, comparasion and cause effect.

B. Coding and Reducing

After preparing and understanding the data, the next stage is the coding and reducing process. It is a core analysis and includes the categories of indentification and their themes and consummation (Ary, 2010). In order to give labels (coding) to the types of feedback in students' essay writing. After the transcriptions have been highlighted in previous study, the researcher would give some codes which represent the content on student's answers. The codes helped the researcher to devide the data in several categories.

C. Drawing inferences on the basis of coding or themes. In this step, the researcher has to draw conclution based on the codes and categories generated. It is important to explore the properties, dimensions and identify the relationship and uncover patterns in order to present the analysis. At last, the researcher classifying the kind of written feedback with an table and calculating the percentage with the formula.

Table 3.6.1 The Table of Written Feedback Type

No	Kinds of written feedback	Total	
		Written feedback	Precentage
1	Direct feedback		
2	Indirect feedback		
3	Indicating + location the error		
4	Written comment		
	TOTAL		100 %

$$\frac{\text{Total Written feedback}}{\text{Total of the kinds of written feedback}} \times 100 \% = \text{Percentage (\%)}$$

FINDINGS

In this findings, presents the analysis of data finding in student's essay which already have been given written feedback by teacher. The kinds of written feedback showed in a table as follow :

4.1.1 Table of Kinds Written Feedback

No	Written Feedback	Kinds of written feedback	Precentage
1		Direct feedback (DF)	27,8 %
2		Indirect feedback	11,1 %
3		Indicating + Locating the error	11,1 %
4		Written comments (criticism)	50 %

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Rawon - Soto

Indonesia has many kinds of food. Indonesia food has special taste. It cause Indonesia food has some many spices. Therefore a lot of Indonesia food that liked by foreign. However, there are two favorite foods that liked by Indonesia society. They are Rawon and Soto.
As we know. Rawon and Soto are traditional spices typical.

In conclusion, although the bandeng presto and otak-otak are same in their base ingredients, their are really different is the spices and how to make.

thesis statement

the ecosystem.

"Air pollution"

At the moment. the eart is experience a breakdown the ecosystem which as a result from an act human Such as butt many factories, fire forest with illegality, etc.
There are many

No.type: Contrast & Compare
Data: /   /

Chicken Noodle and Aceh Noodle

- General statement : Definition of Noodle
- Thesis statement : The difference of Aceh noodle and chicken noodle
- Body paragraph : 1. Definition Aceh noodle and chicken noodle
  2. Ingredients of food
  3. Cooking of food
  4. Price of food
  5. Taste of food.
Concluding : There is difference of Aceh noodle and Chicken noodle.

From the causes and the effects of broken home it's concluded that broken home is a negative phenomenon which create a lost generation in our society.

Great

Even though Soto lamongan and Soto Madura equally derived from the East Jawa but have some difference, such how to serve, sauce, spices, and additional materials. However they have a taste of delicious as typical respectively.

Nice conclusion
great

Date:

1. Title : Homeschooling   Great, dear
(A)
2. Introductory Paragraph
 > General statement : Definition of Homeschooling
 > Thesis statement : Cause and effect of homeschooling.

Written comments (praise or possitive comment)
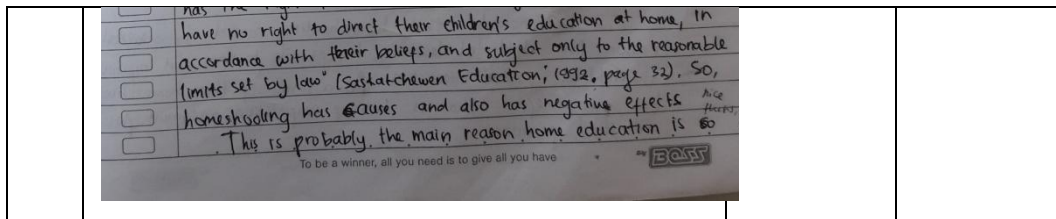
DISCUSSION

4.1.2 Table of Frequency Data Finding

The precentage kinds of written feedback found in student's essay.

No	The Kinds of Written Feedback	Total	
		Written Feedback	Precentage
1	Direct Feedback (DF)	5	27,8 %
2	Indirect Feedback (IF)	2	11,1 %
3	Indicating and the locating of error (IND+L)	2	11,1 %
4	Written Feedback	8	50 %

Based on the table above, it can be seen that the kinds of written feedback that student's of essay writing class in STKIP PGRI Sidoarjo received were four, namely direct feedback (27,8 %), indirect feedback (11,1 %), indicating and the locating of error (11,1%) and written comments (50%).

After the researcher found of the kinds of written feedback that student's of essay writing class, the researcher explained the function of written feedback. (Leki, 1991; Raimes, 1983) believe that to give feedback is one of the important methods in helping the student writers improve their writing pieces.

Then, to see how feedback can contribute to better writing, (Sommer, 1982) stated that, Comments create the motive for doing something different in the next draft, thoughtful comments create the motive for revising without comments from their teacher or from their peers, student writers will revise in a consistently narrow and predictable way, Without comments from readers, students assume that their writings have beenable to communicate the content and no need to revise their text.

From the explanation above it can conclude that the feedback is important in writing process. Especially for students who still learning in how to write well is. In the student's essay of essay writing class in STKIP PGRI Sidoarjo, there were many written feedback which contain some of suggestion, correction, criticism or even appreciation that useful for them to develop and improve their ability in writing an essay, so they could write better than before.

CONCLUSION

Based on data result and discussion ,the following conclusions are drawn:

1. It was found that the lecturer of writing class in STKIP PGRI Sidoarjo often used direct feedback in giving written feedback on students' writing. The teacher gave some signs to indicate the students" mistakes such as; underline, circle, and scratch then they put the right part or the correction around it.

2. There were 4 kinds of written feedback do student of STKIP PGRI Sidoarjo received on their essay namely: Direct feedback(DF), indirect feedback(IF), indicating+locating error (INDL) and written comments. Some written feedback contains some comments to strengthen students' positive emotion. The teacher provides praise in their feedback such as,*"great"*, *" nice thesis dear"*, *"nice conclusion, great"* etc

3. Written feedback can assist the students in developing their ability in writing an essay. It can help them to know what they are doing right, what their weaknesses are and how they can make it better. The students considered feedback will guide them for to be a good writter.

4. From five students's essay which analysed by researcher there were many written feedback which contain some of suggestion, correction, criticism or even appreciation that useful for them to develop and improve their ability in writing an essay, so they could write better than before.

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