



*Jambi-English Language Teaching Journal*  
<http://online-journal.unja.ac.id/index.php/jelt/index>



**Teachers' Written Feedback Technique On Students' Writing Tasks  
At Prof. Dr. Hamka Islamic Boarding School  
Padang Pariaman Regency Of West Sumatera**

Niza Syaveny  
[syavenyniza@gmail.com](mailto:syavenyniza@gmail.com)  
STKIP YDB Lubuk Alung

Nora Novisa  
STKIP YDB Lubuk Alung

**Abstract**

Feedback is the information which is given by the teachers to the students' tasks. The information includes students' error or mistakes on the tasks. There are some kinds of written feedback on students' writing tasks, namely; direct, indirect, and coded writing tasks. Those clear to point out students what should do on their tasks. This research was a qualitative research focuses on teachers' writing feedback techniques on students' writing tasks. This research was done at Prof. Dr. Hamka Islamic Boarding School of Padang Pariaman regency of West Sumatera. The participants of the research were English teachers on the location of the research. The instruments of the research were observation checklist and students' writing tasks documentation. The data was analyzed through organizing and familiarizing, coding and reducing, and interpreting and representing (Ary, 2010). Based on the research finding, it was found that two English teachers used direct writing feedback with giving correct words, forms, and answer technique on students writing tasks and indirect writing feedback with indicating the error, self-edited, self-revised, and giving comment technique in correcting students' writing tasks, while the other English teacher used direct, indirect and coded writing feedback on students' writing tasks. In conclusion, direct, indirect, and coded feedbacks were used by the English teacher at Prof. Dr. Hamka Islamic Boarding School in giving the information and correcting students' writing tasks.

**Keywords : Written Feedback Technique, Students' Writing Tasks, Writing skill**

## **Introduction**

Teaching English as foreign language faces problems because the students do not accustom to use English in daily activity. The problems demand the teachers plan a series of activity which facilitate the students to practice English. For this condition, teachers had used some approaches that support their effort in facilitating students during teaching and learning process. Many ways are also considered by the teachers in supporting the activities to make the students accustom to use English, such as conduct a routine activity like giving tasks or tests to facilitate the students to do exercise and practice English independently.

Tasks or tests are given by the teachers in all English skills; listening, speaking, reading, and writing. Lee (2000:1) states that tasks are known as a classroom activity or exercise that has an objective attainable only by the interaction among participants. It is clear that the students' tasks will show their understanding of the purposes of the learning.

Generally, task needs a feedback from teacher as correction in order to make students think about some mistakes which appear in the task that they were made. In other words feedback is as input from teacher to students with the effect of providing information to the students for revision.

Ideally, feedback is given in all English language taskshower; students' writing tasks needs priority to give feedback by the teacher. Hyland (2006:15) explains that teacher's feedback in writing for second language students is a key of teaching second language writing with process, social constructivist, and academic literacy approaches all employing it as a central part of their instructional repertoires. It is supported by Lynch (2006:152), teacher's feedback in students writing is received feedback and advice from the teacher during the writing process, instead of waiting until they have completed their text. In line MacArthur *et.al* (2016:275) state that teacher's feedback in writing focuses on surface features to help students revise effectively. It means that teacher feedback is one of tool in teaching learning to help students solve their problem, teachers'help students decide fresh targets and plans to achieve their goal. By getting feedback, the students can be more evaluative about their effort in achieving the goal of the learning. In addition, Agbayahoun (2016) argues that teachers' feedback supports students' writing development and improves students' confidence as the writer. It can be seen that teachers feedback play the important role in students' writing tasks.

One ways in giving feedback is teacher's written feedback. Braecke (2007:228) points out that written feedback is usually mean that the teachers make correction which indicates error in the students' task. The feedback is expected can stimulate students to self-edit or revise their errors. Written feedback has been as purely information, a mean of channeling reactions and advice to facilitate improvements, information in feedback is a key factor in learning. It means that from the written feedback, students know their mistake and errors in the tasks, assignment, or tests that they are made, and the feedback gives the students direct instruction to fix the mistake and write the right way of the assignment. In addition, Mack (2009:33) explains that teachers' written feedback is any comments, questions or error corrections that are written on students' assignments. These feedbacks can be given in many forms including questions, error correction,

praises and comments toward student' positive change of the assignments. In conclusion, teacher written feedback aims to give correction.

There are some techniques in giving written feedback. Hyland (2006:206) defines some techniques of the teachers' written feedback is categorized into how the feedback realized in comments through mitigation and the expression of praise, criticism, or suggestion; the part played by teachers' construction of an interpersonal and pedagogic context. According to Braecke (2007:228) there are three different techniques of teachers' written feedback, it can be distinguished depending on linguistic form as follow: first, direct written feedback which is usually mean that teachers make explicit corrections, give the correct word or form or correct and incorrect sign at the students' task. Second, indirect written feedback which is indicates the error in the task without correcting sign, but the teacher makes a change in the writing, makes what is presented as an objective criticism, or requests a change. In the latter case students are expected to self-edit or revise their errors. The third is coded written feedback which is indicated by symbols *S* (incorrect spelling), *W* (wrong order), *T*(wrong tenses), *C*(concord), *WF* (wrong form),and *P* (wrong punctuation)and so forth. Then, coded is also indicated by some codes like  $\lambda$  as something has been left out, or *[ ]* as something is not necessary, and others codes can be included into the codes. Moreover, Park (2006) views that feedback can be focused on the different areas; it may be form-focused (focused on grammar correction), content-based (focused on quality and organization of content), or integrative (a combination of both).

The observation on students' documents tasks at Prof. Dr. Hamka Islamic Boarding School Padang Pariaman regency of West Sumaterashowed that the teacher used more than one technique in giving writing feedback; however the problem is the students did not understand the meaning of the correction. The problem asks the teacher to use clear technique in giving written feedback on students' writing tasks. The importance asks to do the research on analyzing of teachers' written feedback technique on students' writing tasks at Prof. Dr. HamkaIslamic Boarding School Padang Pariaman regency of West Sumatera.

### **Research Method**

The design of this research is qualitative research. According to Gay and Mills (2000:19) qualitative research carries out depth examinations of a topic or a problem over a sustained period of time, qualitative researchers may also interview research participants formally as part of the data collection. It means that qualitative research will built depth understanding about phenomenon which happens in one time. Moreover, the purpose of this research is to describe teachers' written feedback on students' writing tasks at Prof. Dr.Hamka Islamic Boarding School Padang Pariaman regency of West Sumatera.

The participants in this research were the English teachers at PMT Prof. HamkaIslamic Boarding School Padang Pariaman West Sumatera; they consisted on three English teachers. The instrument of this research was observation and documentation. The observation checklist was used in order to describe teachers' written feedback on students' writing tasks at Prof. Dr.HamkaIslamic Boarding School Padang Pariaman regency of West Sumatera, while students' writing tasks was used as

documentation of the research. The categories of teachers' technique in giving feedback on students' writing task can be seen in the table below:

**Table 1:**  
**Observation checklist of teachers' written feedback technique**

Feedback	Technique	Checklist		Note
		Yes	No	
Direct written	Give correct words			
	Give correct form			
	Give correct answer			
	Correct or incorrect sign, (checkmark, cross, underline, question mark, and circling)			
Indirect written	Indicate the error in the text			
	Expected to self-edited by the students			
	Expected to revise error by the students			
	Simply marking or locating problem			
	Adding error category			
Coded written	Marking a descriptive comment			
	Using symbols			

The sources of the data were classified into primary sources and secondary sources. The primary sources were observation checklist of teachers' written feedback and the students' writing tasks, while the secondary source was the literature study related to the research variable. In order to check credibility and validity of the data, it was used continued observation in making the rapport and member check of the data.

The data was analyzed through organizing and familiarizing, coding and reducing, and interpreting and representing (Ary, 2010). In organizing the data, it was organized the observation and documentation and familiarized the data, after that, the data was developed the concept of the data into coding and reducing the data, the last, it could be interpreted result of the data.

### **Research Finding**

The location of the research was precisely became religion study area since 1991 under the eight religious leaders of Minangkabau community behind *Yayasan Wawasan Islam Indonesia* which established school name into Pesentren Modern Terpadu (PMT) Prof. Dr. Hamka. This school was located 20 KM from Padang city; at Pasar Usang Padang Pariaman regency of West Sumatera. The students of Prof. Dr. Hamka Islamic Boarding School were coming from the various city in and out of the West Sumatera, for example Riau, Jambi, Bengkulu, and North Sumatera. The teachers in Prof. Dr. Hamka Islamic Boarding School were coming from the various universities. There are three English teachers who teach at the location of the research. The English teachers graduated from STKIP YDB Lubuk Alung and Padang State University.

Based on the result study, it was found that, the English teachers used the various written feedback technique in correcting students' writing tasks. The result can be seen in the following table:

**Table 2:**  
**Teachers' written feedback technique on students' writing tasks**

Feedback	Technique	Checklist						Note
		1		2		3		
		Yes	No	Yes	No	Yes	No	
Direct written	Give correct words	√		√		√		
	Give correct form	√			√	√		
	Give correct answer		√		√	√		
	Correct or incorrect sign, (checkmark, cross, underline, question mark, and circling)	√		√		√		
Indirect written	Indicate the error in the text	√		√		√		
	Expected to self-edited by the students		√	√			√	
	Expected to revise error by the students	√		√		√		
	Simply marking or locating problem	√		√		√		
	Adding error category		√		√		√	
	Marking a descriptive comment		√		√		√	
Coded written	Using symbols		√		√	√		

(Source: observation checklist on September, 2017)

Based on table 2, it can be seen that the English teachers used the different technique in giving feedback on students' writing tasks. Teacher 1 (YI, 28) used direct and indirect written feedback on students' writing task. The teacher did not use a coded written on students' writing tasks. The techniques on direct feedback were used by the teacher was giving correct words, giving correct form, and giving correct and incorrect sign on students writing tasks. The indirect techniques that used by the teacher were indicating the errors in the text, asking the students to revise the error, and locating the students' problems in writing. The feedback techniques used were different to each student.

The observation checklist on second English teacher showed that the teacher 2 (RC, 34) used direct and indirect techniques in giving the feedback on students' writing tasks. The direct techniques were used by the teacher were giving the correct words and giving the checkmark such as crossing, underlining, question mark, and circling, while the indirect techniques used by the teacher were indicating the error in the text, expecting to self-edited by the students, expecting to revise error by the students, and simply in marking or locating the problem. From students' documentation tasks, it can be seen that the teacher used more than one feedback techniques in the students' tasks.

Teacher 2 (YY, 36) used all of the techniques in direct written feedback. Giving the correct words, giving the correct form, giving the correct answer, and giving

the sign were chosen by the teacher in giving the feedback for students' writing tasks. Besides that, the teacher used the indirect written feedback techniques included indicating the error in the text, expecting to revise the error by the students, and locating the problem in students' writing tasks. Thirdly, the teacher used coded written technique feedback on students writing tasks. The code was used by the teacher such as *λ* for something was missing in the tasks, *T* for error or wrong tenses, and *S* for incorrect spelling used in students' writing tasks. The documentation showed that the teacher combine the techniques used in giving feedback on students' writing tasks.

Students' documentation of writing tasks (the research on September 2017) showed that the teachers corrected on form-focused of writing tasks (Park, 2006). The form-focused was corrected by giving correct words, answer, form, or such as explicit feedback on students' writing tasks.

Based on result study, it can be concluded that the English teachers used written feedback techniques on students' writing tasks. It was done in giving the correction and reinforcement for the students. In line, Silver and Lee (2007) view the teacher feedback as a crucial to point out students' strengths and weaknesses, and motivated students during the writing process. By giving kind of techniques written feedback, on students' writing tasks expects the students to correct their error in doing a writing task. Teachers' written feedback technique also gives the information and the way of communication with the students in written form.

Generally the English teachers at Prof. Dr. Hamka Islamic Boarding School used direct and indirect technique in giving feedback on students' writing tasks. The techniques used were kind of correction for the students' on their writing tasks. There are two corrections are explained by Schrum and Glisan (2010); corrections and corrections and comments. Correction only tells the students what are they doing wrong, while correction and comments mean tell the students the wrongness and giving the explanation. The observation on teachers' writing feedback techniques showed that the teachers give the correction on students writing tasks without any explanation. The corrections were given by the teacher such as correcting the words, form, answer, and giving the sign on students' wrongness or error in written tasks.

Coded writing feedback was commonly gives the code on students writing. However, not all of the students get the point of the codes were given by the teacher. For example, when the teacher used *S* code, the students felt confusing and asked more question to the teacher. The students did not know that *S* code means incorrect spelling, they argued that *S* code meant missing *S* on their spelling (observation during the research, September, 2017). It can be said that, the students get difficulties in comprehending the coded writing feedback was given by the teachers.

Writing feedback was given by the teacher on students' writing tasks actually giving the information related students error or their mistakes on the tasks. Direct, indirect, and coded writing feedback has the different purpose in order to correct the students' writing tasks. Direct written generally give the correct word, form, answer, and sign such as checking mark, on students' writing tasks, while, the indirect written feedback indicating students' error, self-edited, comment, and revise students' writing tasks. Indirect writing feedback give clear information on students' writing tasks related to their wrongness. Coded writing feedback points out the students' error and mistake by giving a code on students' writing tasks. Each code has the different meaning, for

example *S* for incorrect spelling, *P* for incorrect punctuation and so forth, but the students did not understand on teachers' code on their writing tasks.

### **Conclusion and Suggestion**

Based on the observation checklist that was done on teachers' activity in giving written feedback on students' writing tasks, it can be concluded that the teachers used direct, indirect, and coded written feedback on students writing tasks. The feedback that was given by the teachers was giving the information of students' writing tasks. In addition written feedback is also the way of communication between teacher and students in written form.

In giving the feedback on students' writing tasks, it is suggested to give the clear information on students tasks and giving the suggestion what should do by the students on their writing tasks.

### **References**

- Agbayahoun, JuvenalePatinvoh. (2016). "Teachers' Written Feedback on Students' Writing: Teachers and Learners Perspective". *Theories and Practice Language Studies Journal*. Vol 6, No. 10, pp. 1895-1904. Oktober 2016.
- Ary, Donald, et al. (2010). *Introduction to Research in Education 8<sup>th</sup> Edition*. Belmont: Wadsworth, Cengage Learning.
- Braecke, Chris. (2007). *Economocally Speaking Essays in Honour*. Philadelphia: Garant Publishers Hyland Ken. (2006). *Feedback In Second Language Writing Contexts And Issues*. New York: United States of America
- Lynch, Tony. (2006). *Communication in The Language Classroom*. China: Oxford University Press.
- MacArthur, A Charles. (2016). *Handbook writing research 8 edition*. New York: United States of America.
- Mack, Lindsay. 2009. *Issues and Dilemmas: What Conditions are Necessary for Effective teacher Written Feedback for ESL Learners?* Portsmouth: Heinemann
- Park, E. (2006). Review Article on "The Effectiveness of Teacher's Written Feedback on L2 Writing". *SNU Working Papers in English Linguistics and Language*, 5, 61-73.
- Silver, R. & Lee, S. (2007). What does it take to make a change? Teacher feedback and student revisions. *English Teaching: Practice and Critique*, 6 (1), 25-49.