TEACHERS' FEEDBACK ON STUDENTS' DEVELOPED TEXTS AT MAN SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for degree of Sarjana Pendidikan (S. Pd) in teaching English



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ABSTRACT

Zakaria, Rafiga Karima. (2022). *Teachers' Feedback on Students' Developed Texts at MAN Sidoarjo*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya, Surabaya. Advisors: Dr. Siti Asmiyah, M. TESOL and Fitriah, Ph.D

Keywords: feedback, teachers' feedback strategy, types of feedback, developed texts, English writing

Feedback is one of the important aspects in English writing. Teachers need to give feedback on students' work to improve their writing. This research aims to identify teachers' strategy in providing feedback on students' developed texts and the type of feedback that teachers use. To explore this issue, this research used a qualitative design by interviewing three English teachers and administering questionnaires to students in order to confirm the data from the interview session. The study also analyzed students' texts to identify the types of feedback that the teachers gave. The finding showed that the teachers applied feedback strategy when evaluating students' developed texts. The strategies they use are by giving immediate feedback, providing detailed and small amounts of feedback, using written and oral feedback, and providing individual and group feedback. The study also identified that teachers used four different types of feedback: direct corrective feedback, praise, suggestion, and criticism. Therefore, the result of this research can be useful for English teachers to obtain more information about feedback strategy as well as the types of feedback they may adopt to approach different types of texts.

ABSTRAK

Zakaria, Rafiga Karima. (2022). *Teachers' Feedback on Students' Developed Texts at MAN Sidoarjo*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya, Surabaya. Advisors: Dr. Siti Asmiyah, M. TESOL and Fitriah, Ph.D.

Kata kunci: feedback, feedback strategi guru, jenis feedback, teks yang dikembangkan, teks bahasa inggris

Feedback adalah salah satu aspek penting dalam penulisan bahasa Inggris. Guru perlu memberikan feedback pada tulisan siswa untuk meningkatkan kemampuan menulis siswa. Penelitian ini bertujuan untuk mengidentifikasi strategi guru dalam memberikan feedback pada teks yang dikembangkan siswa dan jenis feedback yang digunakan guru. Untuk mengeksplorasi masalah ini, penelitian ini menggunakan desain kualitatif dengan wawancara tiga guru bahasa Inggris dan memberikan kuesioner kepada siswa untuk mengkonfirmasi data dari sesi wawancara. Studi ini juga menganalisis teks siswa untuk mengidentifikasi jenis feedback yang diberikan guru. Hasil penelitian men<mark>unjukkan bahwa</mark> guru menerapkan feedback strategi ketika mengevaluasi teks yang dikembangkan siswa. Strategi yang guru gunakan adalah dengan memberikan feedback dengan segera, memberikan feedback yang rinci dan sedikit, menggunakan feedback tertulis dan lisan, dan memberikan feedback individu dan kelompok. Studi ini juga mengidentifikasi bahwa guru menggunakan empat jenis feedback: direct corrective feedback, praise, suggestion dan criticism. Oleh karena itu, hasil penelitian ini tersirat dapat bermanfaat bagi guru bahasa Inggris untuk memperoleh informasi lebih lanjut mengenai feedback strategi serta jenis feedback.

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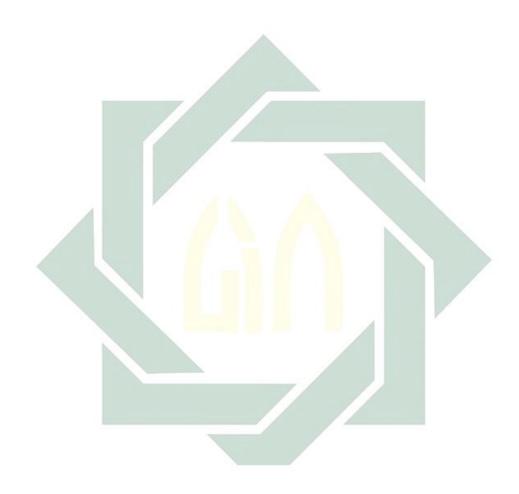
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- **Appendix 1** Interview guideline (teachers' strategy in giving feedback on students' developed texts)
- **Appendix 2** Analysis guideline (types of feedback that the teachers give on students' developed texts)
- **Appendix 3** Questionnaire for students



LIST OF ABBREVIATION

ELT : English Language Teaching



CHAPTER I

INTRODUCTION

This research investigated teachers' strategy in giving feedback for different English text types. This section presents the background of the research, the research questions, and the objectives of the research. It also includes the significance of the study, the limitation as well as definition of key terms.

A. Background of the Study

Feedback is one of the most important aspects in teaching and learning a language. Especially in the teaching writing context, feedback is one of the tools for helping learners to enhance their ability to write. It can assist learners develop their writing skills and decrease the number of mistakes they make. Narciss defines feedback as the post-response comment that gives students information about their states of learning or performance so that it can help them in determining if their states conform to the learning objectives given. Thus, one of the strategies to improve students' performance is to provide them feedback. With the given feedback, it can help them to improve their performance and analyze their learning process.

In learning a language, students may have problems in mastering the writing ability. Writing is known as the hardest ability to master in the context of English as a second language and a foreign language. This is because students are required to convey their thoughts and feelings into words or sentences. Writing is not just about transferring ideas into a written form. It needs the ability to use appropriate vocabulary, grammar, punctuation to transform the ideas or information meaningfully. Chakraverty and Gautum assert that writing necessitates comprehension. It requires a significant amount of time spent thinking and reflecting on a topic. It needs the writer's analysis and classification of any prior experience. The writers need an adequate language to express these ideas through a cohesive and coherent discourse after a difficult process.² Thus, it is very normal if many learners get difficulties in writing.

¹ Narciss, S. Feedback Strategies for Interactive Learning Tasks. (In J. M. Spector, M.D, 2008), 127.

² Chakraverty, A., & Gautum, K, "Dynamics of Writing". Forum. Vol. 38 No. 3, 2000. 7.

Richards & Renandya expressed that writing is difficult not only because of the requirement to produce and arrange ideas using suitable vocabulary, phrase, grammar, and paragraph organization, but also because of the need to put those thoughts into a legible text.³ According to their ideas, it seems common that students may have some degree of difficulties in writing. The common problems of writing in English are punctuation, spelling, grammatical, vocabulary and so on. However, it is necessary to make certain efforts in order to improve students' writing abilities such as teachers who tend to give students feedback. As mentioned before, in this case feedback has played a crucial role especially in teaching writing. This is because with the given feedback, it assists learners grasp the material they are studying and provides clear instructions on how to enhance their learning.

Research on feedback in the context of writing has been continuously conducted. In fact, it has been raised as popular issues coloring ELT research from 2004 up to 2019 (e.g. Zainuddin,⁴ Yi Chun Pan,⁵ Lulzime,⁶ Andianto,⁷ Hwee Hoon,⁸ Moussa et. al.⁹). This popularity has highlighted that research on feedback of students' writing in ELT is still current issues to be discussed. Some studies concentrated on the impact of teachers' feedback on students' writing. Other researchers have focused on the effectiveness between corrective feedback and peer feedback. Meanwhile, the other investigated the teach-

³ J. C. Richards - W. A. Renandya, Methodology in Language Teaching: An Anthology of Current Practice, (Cambridge: Cambridge University Press, 2000), 315-320.

⁴ Zainuddin, "The Effect of Giving Feedback to Students' Writing", *TEFLIN*. Vol. 15 No. 2, 2004, 117-126.

⁵ Pan Yi Chun. "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing", *TEFLIN Journal*. Vol. 21 No. 1, 2015, 57-77.

⁶ Lulzime Kamberi. "The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners". *Procedia – Social and Behavioral Sciences*. Vol. 70. No. 01, 2013.

⁷ Andianto. "The Effectiveness of Peer Feedback Technique to Teach Writing Viewed From Students' Creativity". Vol. 3 No, 1, 2014.

⁸ Lee, Hwee Hoon., Leong, Alvin., Song, Geraldine. "Investigating Teacher Perceptions of Feedback", *ELT Journal*. Vol. 71 No. 1, 2016.

⁹ Ahmadian, Moussa., Yazdani, Hooshang., Mehri, Ehsan. 2019. "The Effectiveness of Learners' Preferred and Unpreferred Written Corrective Feedback: A Think-Aloud Study", *Journal of Asia TEFL*. Vol. 16 No. 2, 2019, 448-467.

ers' perception on giving feedback. Therefore, more research on feedback, particularly that of ELT context is still relevant up to now. This research, hence, takes up this current issue in the context of English writing in Indonesian ELT.

These studies on feedback toward English writing in ELT have covered different regions as well as subjects with certain area in Indonesia and overseas such as in Taiwan¹⁰, Iran¹¹, FYROM or (Former Yugoslav Republic of Macedonia)¹², and Turkey¹³. The studies range from senior high school up to university level with different areas in Indonesia and overseas. For researchers from overseas it took place at the university level only. All of these studies took place at the formal institution. There are also studies at the university level that cover not only the English department but also some subjects such as physics graduate students.

These previous studies have been used in different ways in conducting the research. Most studies are using qualitative while the other one is quantitative method. Certain ways of collecting the data have also been used in the existing studies covering questionnaires to students, interviews with students and teachers and tests to the students.

Studies on the feedback in English writing have also been widely carried out. Moussa et. al. have mainly focused on learners' preferred and not preferred written corrective feedback.¹⁴ Andianto investigated the effectiveness of peer feedback technique and teacher feedback technique.¹⁵ Meanwhile Lulzime focused on analyzing the effect of different kinds of teacher feedback on students'

¹⁰ Pan Yi Chun. "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing", *TEFLIN Journal*. Vol. 21 No. 1, 2015, 57-77.

¹¹ Ahmadian, Moussa., Yazdani, Hooshang., Mehri, Ehsan. 2019. "The Effectiveness of Learners' preferred and Unpreferred Written Corrective Feedback: A Think-Aloud Study", *Journal of Asia TEFL*. Vol. 16 No. 2, 2019, 448-467.

¹² Lulzime Kamberi. "The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners". *Procedia – Social and Behavioral Sciences*. Vol. 70. No. 01, 2013.

¹³ Seker, Meral., Dincer, Ayca."An Insight to Students' Perceptions on Teacher Feedback in Second Language Writing Classes", *English Language Teaching*. Vol. 7 No. 2, 2014.

¹⁴ Ahmadian, Moussa., Yazdani, Hooshang., Mehri, Ehsan. 2019. "The Effectiveness of Learners' preferred and Unpreferred Written Corrective Feedback: A Think-Aloud Study", *Journal of Asia TEFL*. Vol. 16 No. 2, 2019, 448-467.

¹⁵ Andianto. "The Effectiveness of Peer Feedback Technique to Teach Writing Viewed From Students' Creativity". Vol. 3 No, 1, 2014.

journals.¹⁶ Teachers' reasons for using oral feedback as well as students' perceptions of teachers' oral feedback, were the focus of Erfiani and Kisman's research.¹⁷ On the other hand, Meral & Ayca have investigated students' perception of teacher feedback.¹⁸ Previous studies by Lulzime revealed that feedback is a helpful tool in both learning and teaching a foreign language and most students prefer teacher feedback over peer feedback.¹⁹ Other studies also found that feedback on all aspects of writing will help students develop their foreign language skills.²⁰

Other researchers focusing on feedback have also investigated and are relevant up to now. Muhammad,²¹ Yi-Chun,²² Hwee Hoon et. al.²³ have focused on the teachers' feedback. Muhammad mainly focused on teacher's feedback to student writing which observing senior high school and the respondent is student within the school,²⁴ while Yi-Chun focused on the impact of teacher error feedback on the accuracy of English foreign language student writing while observing Physics graduate students at a university in Taiwan. Specifically three male first year students were the respondents.²⁵ While Hwee et al. mainly focus on the teacher's perception of feedback in the language center of

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¹⁶ Lulzime Kamberi. "The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners". *Procedia – Social and Behavioral Sciences*. Vol. 70. No. 01, 2013.

¹⁷ Irawan, Erfiani., Salija, Kisman. Teachers' oral feedback in EFL classroom interaction (a descriptive study of senior high school in Indonesia). *ELT Worldwide*, Volume 4 Number 2 (2017).

¹⁸ Seker, Meral., Dincer, Ayca. 2014. An Insight to Students' Perceptions on Teacher Feedback in Second Language Writing Classes. *English Language Teaching*, 7(2). Doi: 10.5539/elt.v7n2p73

¹⁹ Lulzime Kamberi. "The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners". *Procedia – Social and Behavioral Sciences*. Vol. 70. No. 01, 2013.

²⁰ Seker, Meral., Dincer, Ayca. 2014. An Insight to Students' Perceptions on Teacher Feedback in Second Language Writing Classes. *English Language Teaching*, 7(2). Doi: 10.5539/elt.v7n2p73

²¹ Zainuddin, "The Effect of Giving Feedback to Students' Writing", *TEFLIN*. Vol. 15 No. 2, 2004, 117-126.

²² Pan Yi Chun. "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing", *TEFLIN Journal*. Vol. 21 No. 1, 2015, 57-77.

²³ Lee, Hwee Hoon., Leong, Alvin., Song, Geraldine. "Investigating Teacher Perceptions of Feedback", *ELT Journal*. Vol. 71 No. 1, 2016.

²⁴ Zainuddin, "The Effect of Giving Feedback to Students' Writing", *TEFLIN*. Vol. 15 No. 2, 2004, 117-126.

²⁵ Pan Yi Chun. "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing", *TEFLIN Journal*. Vol. 21 No. 1, 2015, 57-77.

university level, this study was participated by nine teachers.²⁶ These previous studies mainly focus on the feedback on student's writing and teacher's response to feedback.

Those previous research above however only focused on the context of feedback in English writing without specifying which text types. Yet, previous studies didn't clearly explore and specify the teachers' strategy in giving feedback for different kinds of English writing text. This leaves space for other researchers to explore more on teachers' feedback for different English writing texts. It can be assumed that different kinds of English writing text, the feedback that teachers give can be different too. For instance, when students write a report text, the feedback that the teacher gives may be similar to when the teacher gives feedback in news items. It can be different too, because the previous studies did not clearly show and specify the text types. Therefore, this study aims to investigate teachers' strategy in giving feedback for different kinds of English text types developed by students at MAN Sidoarjo.

MAN Sidoarjo is selected as an object for doing this research because it is one of the good and popular schools in Sidoarjo. This school has an A for the accreditation and also has a good academic background. Moreover, students of MAN Sidoarjo also often win competitions not only at district level but also provincial level and national level. Moreover, English teachers in MAN Sidoarjo also have various good activities in English class and it can engage students to write or speak during their English lesson. Thus, the teacher also provides students with feedback during their English class. Doing research in the school about strategy in giving feedback as well as types of feedback for different English text types is a good way to have a better understanding and enrich theory of feedback as well as the strategies and types of feedback that teachers used for different kinds of English text types.

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²⁶ Lee, Hwee Hoon., Leong, Alvin., Song, Geraldine. "Investigating Teacher Perceptions of Feedback", *ELT Journal*. Vol. 71 No. 1, 2016.

B. Research Questions

The purpose of the research is to obtain answers to the following research questions.

- 1. What strategies do the teachers use in giving feedback on students' developed texts at MAN Sidoarjo?
- 2. What types of feedback do the teachers give on students' developed texts at MAN Sidoarjo?

C. The Objective of the Study

Departing from the background of the study, this research aims to:

- 1. investigate strategies of teachers in giving feedback on students' developed texts at MAN Sidoarjo.
- 2. explore types of feedback that the teachers give on students' developed texts at MAN Sidoarjo.

D. The Significance of the Study

The finding of this research is hoped to give some benefits to the teachers, students and other researchers as follows.

1. Theoretical Significance

In order to bring a better understanding and enrich theory of feedback as well as the strategies and types of feedback that teacher used for different kinds of English writing text types, particularly in Indonesian context.

2. Practical Significance

The finding of this study hopefully can be considered as beneficial information for teachers in the process of teaching and learning of writing. In addition, it can also be useful for English teachers to obtain more information about strategies in giving feedback as well as the types of feedback for different kinds of English writing text types.

3. Significance for Students

The researcher expects that the finding of this study will aid students in improving their ability in learning English, especially in writing skill. The feedback provided by the teacher will help the students in increasing their writing process.

4. Significance for Further Research

The findings of the study are hoped to be helpful for other researchers who want to conduct research especially in the same field as this study. Therefore, this research can be useful for additional previous studies to other researchers dealing with teachers' feedback for different English text types. Moreover, future researchers may investigate more with tremendous participants in different settings, different skills as well as different topics related to English Language Teaching.

E. Scope and Limitation

The following are the scope and limitations of this study.

To make the research not go too broad, this research focuses on teachers' strategy in giving feedback in which the researcher applied based on Brookhart theory. According to Brookhart, there are four strategies of feedback such as timing, amount, mode, and audience. This study also focuses on the types of feedback that the teachers give on different text types developed by students. The types of feedback are categorized based on Hyland & Hyland and Ellis and Ellis theory. This research also has limitations, this study took place at MAN Sidoarjo in which the researcher investigated three English teachers who taught tenth grade up to twelfth grade. The researcher only takes five kinds of students' developed texts which are recount text, descriptive text, narrative text, analytical exposition text and explanation text.

²⁷ Brookhart, Susan. *How to Give Effective Feedback to Your Students*. Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008.

²⁸ Ken Hyland & Fiona Hyland, *Feedback on Second Language Students' Writing* (Language Teaching, 2006), 86.

²⁹ Rod Ellis, "A Typology of Written Corrective Feedback Types". English Language Teaching Journal. Vol. 63, 2009, 97-107

F. Definition of Key terms

To make the readers understand easily about the terms used in this study, the researcher defined as follows.

1. Feedback

According to Ur, feedback is a source of information on the strengths and shortcomings of students' writing in order to help them improve.³⁰ Meanwhile Kluger & Denisi defined feedback as a comment provided to someone related to her or his performance.³¹ This research defines feedback as a comment from an English teacher at MAN Sidoarjo regarding students' writing in different English text types developed by students at MAN Sidoarjo.

2. Feedback Strategy

According to Narciss, a feedback strategy is a sequence of plans which consist of plans and certain statements including at least what feedback content should be provided for, what goals or purposes, as well as in which form and modes of feedback.³² In this research, feedback strategy refers to the statements and steps the teacher uses when giving feedback on students' developed texts at MAN Sidoarjo. These strategies are categorized in terms of timing, amount, mode and audience of giving comments to students' developed texts.

3. Type of Feedback

There are plenty of types of feedback in teaching and learning. Each expert has their own classification. Hyland & Hyland categorize feedback into the three types such as praise, criticism, and suggestion.³³ In addition, according to Ellis, types of feedback are direct, indirect feedback, metalinguistic, fo-

³⁰ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), 242.

³¹ Kluger, A. N., & Denisi, A. "The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-analysis, and a Preliminary Feedback Intervention Theory", *Psychological Bulletin*. Vol. 119 No. 2, 1998, 254-284.

³² Susanne Narciss, "Feedback Strategies", Encyclopedia of the Sciences of Learning. 2012

³³ Ken Hyland & Fiona Hyland, *Feedback on Second Language Students' Writing* (Language Teaching, 2006), 86.

cused and unfocused corrective feedback, electronic feedback and reformulation.³⁴ In this study, type of feedback is some feedback classification covering praise, criticism, suggestion and direct corrective ones that occurs in teaching and learning process at MAN Sidoarjo, especially on the students' developed texts.

4. English Developed Text Types

According to Biber, text types are groups of texts that are similar in linguistic form regardless of genre.³⁵ In this research, English developed text types means the categories of text based on their linguistic features and generic structure such as narrative, descriptive, explanation texts and others developed in English by students at MAN Sidoarjo.

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³⁴ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

³⁵ Biber, D. "A Typology of English texts", Linguistics. Vol. 27 No. 1, 1989, 3-44.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter briefly reviews the theories regarding the topic of this study as well as previous studies in the area of feedback, types of feedback, feedback strategies, feedback and the development of writing in ELT, and English text types.

A. Theoretical Framework

1. Feedback

Hattie and Timperley describe feedback as information about one's performance or knowledge offered by a representative such as a teacher, colleague, book, parent, self, or experience.³⁶ Based on Hyland and Hyland, feedback is the response to a student's work in relation to a given task.³⁷ The response can be in the form of written, oral, electronic or even combination of all or any of these. Furthermore, Ur asserts feedback is information given to students regarding their performance on a task, usually with the purpose of helping them improve their performance.³⁸ This in line with Brookhart, Brookhart defines feedback as an information such as correction, advice, guidance, and progress that is provided by teachers to their students about his performance in a given material, in order to raise up the performance.³⁹ Therefore, it can be inferred that feedback is a comment from the teacher that is needed by students to improve students' work becoming better.

Giving feedback is frequently viewed as one of the most important aspects that need to be done by the teacher. Emilia states that a teacher should try to help students to achieve excellence by giving them feedback.⁴⁰ Therefore,

³⁶ John Hattie - Helen Timperley, "The Power of Feedback", *Review of Educational Research*. Vol. 77 No. 1, 2007, 81.

³⁷ Ken Hyland & Fiona Hyland, *Feedback on Second Language Students' Writing* (Language Teaching, 2006), 83.

³⁸ Ur, P. *A course in Language Teaching* (Cambridge University Press. 17th Edition, 2009), 242.

³⁹ Susan Brookhart, *How to Give Effective Feedback to Your Students* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 2.

⁴⁰ Emilia, E. Teaching Writing: Developing Critical Learners. (Bandung: Rizqi Press, 2010), 133.

teachers' feedback is essential in the writing process for students. Moreover, feedback is an important component of effective learning. It can assist learners to comprehend the topic being studied and provides them helpful instructions on how to improve their performance. Thus, with the feedback provided, it should help students learn more effectively.

2. Types of Feedback

Generally speaking, feedback from the teachers is important since it is intended to help the learners to develop his or her writing to be better. There are many ways for the teacher to give feedback to the students. Hyland & Hyland categorize feedback into the three types such as praise, criticism, and suggestion. ⁴¹ Therefore, as stated by Hyland & Hyland feedback includes praise, criticism, and suggestion.

1. Praise

Praise is an act of giving a compliment to someone regarding their trait, attribute, ability, etc. ⁴² Brophy defines praise as the comment to express agreement or amazement. ⁴³ In addition, Dev and Dreikurs, Grunwald, & Pepper add that praise is provided after achievement of an assignment or an urge action to express adoration. ⁴⁴ Furthermore, praise is a simple way teachers can use to provide a good comment with their students. In the other words, it also can assist to increase learners' motivation in the learning process. Thus, it is believed that praise for a student's accomplishments is important, especially for less able learners. It also may help to raise students' self-esteem. ⁴⁵ Therefore,

⁴¹ Ken Hyland & Fiona Hyland, *Feedback on Second Language Students' Writing* (Language Teaching, 2006), 86.

⁴² Fiona Hyland – Ken Hyland, "Sugaring the Pill Praise and Criticism in Written Feedback". *Journal of Second Language Writing*. Vol. 10, 2001, 185-212.

⁴³ J. Brophy, "Teacher Praise: A Functional Analysis". *Review of Educational Research*. Vol. 51, 1981, 5-32.

⁴⁴ P. C. Dev, "Intrinsic Motivation and Academic Motivation: What does their relationship imply for the classroom teacher". *Remedial and Special Education*. Vol. 18, 1997, 12-19.

⁴⁵ Fiona Hyland – Ken Hyland, "Sugaring the Pill Praise and Criticism in Written Feedback". *Journal of Second Language Writing*. Vol. 10, 2001, 185-212.

it can be concluded that praise is a compliment to a student's effort that can be expressed by spoken or written.

2. Criticism

Hyland asserts criticism as a critical remark or gesture of dissatisfaction. However, criticism is often viewed as a negative comment by the teacher in expressing their dissatisfaction of students' work. Furthermore, Connors & Lunsford reveals that if students receive too much criticism, their motivation and self-confidence may be ruined. Therefore, how the teacher selects an appropriate language use and style in giving criticism also need to be considered. So, criticism can be concluded as a negative comment regarding students' work but it is also helpful and good for the students to improve their performance.

3. Suggestion

Suggestion refers to an action that contains an expression for improvement.⁴⁸ It can be said that suggestion has a positive connotation since it has a clear and accomplishable action for improvement. Suggestion is also commonly referred to constructive criticism.⁴⁹ Studies from Ferris⁵⁰ and F. Hyland⁵¹ found out that students expect to receive constructive critique rather than simply platitudes. Therefore, it can be concluded that suggestions seem crucial for students. It can help them to understand their mistakes so that they can improve their writing.

In addition, Roy and Lelia add another category which is corrective feedback.⁵² According to Lightbown & Spada, corrective feedback is a teacher's

⁴⁶ Fiona Hyland – Ken Hyland, "Sugaring the Pill Praise and Criticism in Written Feedback". *Journal of Second Language Writing*. Vol. 10, 2001, 185-212.

⁴⁷ R. J. Connors – A. Lunsford, "Teachers' Rhetorical Comment on Students Papers". *College Composition and Composition*. Vol. 44 No. 2, 1993, 200-223.

⁴⁸ Fiona Hyland – Ken Hyland, "Sugaring the Pill Praise and Criticism in Written Feedback". *Journal of Second Language Writing*. Vol. 10, 2001, 185-212.

⁴⁹ Fiona Hyland – Ken Hyland, "Sugaring the Pill Praise and Criticism in Written Feedback". *Journal of Second Language Writing*. Vol. 10, 2001, 185-212.

⁵⁰ D. Ferris, "Student Reactions to Teacher Response in Multiple Draft Composition Classroom". *TESOL Quarterly*. Vol. 31 No. 2. 1997, 315-339.

⁵¹ F. Hyland. "The Impact of Teacher Written Feedback on Individual Writers". *Journal of Second Language Writing*. Vol. 7 No. 3, 1998, 255-286.

⁵² Roy Lyster – Leila Ratna, *Corrective Feedback and Learner Uptake*. (Cambridge University, 1997), 39.

comment given to students so that they know their work contains some errors.⁵³ In this case, corrective feedback is given by the teacher when the students make mistakes in their writing which can be given orally or written. Ellis classifies corrective feedback into direct, indirect feedback, metalinguistic, focused and unfocused corrective feedback, electronic feedback and reformulation.⁵⁴ The following is the detailed explanation of each feedback.

1. Direct corrective feedback

A correct form given by the teacher to explain the students' mistakes in their writing is known as direct corrective feedback. So, when giving direct corrective feedback, the teacher provides correction by showing and replacing the errors with the correct answer. According to Ferris, the teacher frequently crosses out a superfluous word, adds a missing word, and writes the proper form above or near the incorrect one.⁵⁵ In line with this, the teacher can correct the mistakes that appear on students' writing by giving underline, put highlight, or give a circle and provide them with the correct version.⁵⁶ As a result, because the teacher displays the errors and guides the students in correcting them, the students will be more aware and know easily of their mistakes.

2. Indirect corrective feedback

Indirect corrective feedback is quite different from the direct ones. In this type of feedback, the teacher shows the mistakes but does not provide the correct form to the students. Ferris and Roberts asserts indirect feedback is when the teacher points out the mistake in a student's writing but does not provide the right answer. Thus, the teacher can give pupils' writing by underlining,

⁵³ Patsy M. Lightbown & Nina Spada. *How Languages are learned*. (Oxford, UK: Oxford University Press, 2006), 171-172.

⁵⁴ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

⁵⁵ Diana Ferris. "Does Error Feedback Help Student Writers? New Evidence on the Shortand Long-Term Effects of Written Error Correction" In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* (Cambridge Applied Linguistics, 2006), 83

⁵⁶ Lee. "Understanding Teachers' Written Feedback Practices in Hong Kong Secondary Classrooms". *Journal of Second Language Writing*, Vol. 17, 2008, 69-85

crossing or circling the errors without offering the correct form.⁵⁷ It can be said that the learners should think about the correct ones by themselves.

3. Metalinguistic corrective feedback

Metalinguistic corrective feedback occurs when the teacher provides metalinguistic clues to the student's error (e.g. ww = wrong word; art = article).⁵⁸ Thus, to avoid confusion, the pupils will be given a list of the codes.⁵⁹ So, it can be said that this type of feedback includes a specific comment using some codes on the mistakes made by the students.

4. Focused and unfocused feedback

A comment on a student's writing that only focuses on specific mistakes to be corrected and ignores the other mistakes is known as focused feedback. For instance, the teacher tends to focus on one topic about grammatical mistakes, hence the teacher will only correct the grammar in the student's writing. In contrast, unfocused feedback tends to address some types of mistakes in a student's writing such as grammatical mistakes, spelling mistakes, wrong word, missing word etc. Thus, because the teacher points out all errors, the unfocused feedback might be overwhelming for the students.⁶⁰

5. Electronic feedback

Electronic feedback is provided electronically using electronic tools such as word processing software or any other electronic software. The teacher gives a link to a concordance file with examples of the correct form. ⁶¹ So, the teacher uses electronic technology to provide feedback on students' writing.

⁵⁷ Ferris & Roberts. "Error feedback in L2 writing classes. How explicit does it need to be?" *Journal of Second Language Writing. Vol 10, 2001, 161-184.*

⁵⁸ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

⁵⁹ Sanavi, R. V., & Nemati, M. (2014). The Effect of Six Different Corrective Feedback Strategies on Iranian English Language Learners' IELTS Writing Task 2. *SAGE Open*. ⁶⁰ Ibid.

⁶¹ Milton, J. 2006. 'Resource-rich Web-based Feedback: Helping learners become independent writers' in K. Hyland and F. Hyland. *Feedback in Second Language Writing: Contexts and Issues*. Cambridge: Cambridge University Press

6. Reformulation

According to Sachs and Polio, in reformulation the teacher revises the pupils' writing in order to make the language sound as native-like as possible while keeping the original information intact.⁶² Thus, the teacher still keeps the whole idea while reshaping the writing to be more native-like.

3. Feedback Strategies

According to Brookhart, there are four strategies of feedback in general such as timing, amount, mode, and audience. ⁶³ Firstly, timing, it is about choosing when to give feedback and how often it will be given. It can be immediately given or delayed depending on the circumstance and condition of the classroom. Second is the amount, it is a decision about how much correction to be given towards student tasks. Teacher feedback should be right only on the target of the learning points. It means that it does not enlarge out of its scoop.

The third strategy of feedback is mode, Brookhart states that the way of delivering feedback is called as "mode" and there are two kinds which are written and orally.⁶⁴ Written can be implemented by reviewing, commenting on a student's paper etc. while orally can be applied commenting promptly, explicitly, recalling, and so on.

The last strategy of feedback is audience; it is whether to provide feedback to learners individually or in groups. Brown (cited in Ibrahim et. al.) asserts that it might be better to give feedback about frequent mistakes to a bunch of students instead of individual students.⁶⁵ This action may assist other students to avoid similar mistakes next time. In contrast, to reduce frustration and

⁶² Sachs, R. and C, Polio. 2007. Learners' use of two types of written feedback on an L2 writing task. Studies in Second Language Acquisition 29: 67-100 in Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

⁶³ Brookhart, Susan. *How to Give Effective Feedback to Your Students*. Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008.

⁶⁴ Brookhart, Susan. *How to Give Effective Feedback to Your Students*. (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 15.

⁶⁵ Ibrahim Mohammed Al-Faki, Ahmed Gumaa Sidiek, (2013), The effect of timely interference of English language teachers on the improvement of learners' oral performance. *International Journal of Applied Linguistics & English Literature*, Vol. 2, No. 6.

to motivate students, Harmer suggests that we should not constantly correct them in front of the class.⁶⁶ Therefore, Bookhart asserts individual feedback is preferable than group since it can provide students with information for individual improvement.⁶⁷ Above all, it is important to initially understand the characteristics of students first.

4. Feedback and the development of writing in ELT

In English Language Teaching, writing is one of the language skills that students should learn. Bryne states that writing is more than the production of the graphic symbols. It requires a conscious effort in which one can put his or her ideas or thoughts into written form.⁶⁸ He also adds that writing is how one can produce well-arranged sentences in particular order and involves encoding messages in which is understood by both writer and reader. This is in line with Ur asserts that writing is an expressive process, the conveying message to readers. Learners can share their ideas, opinions, thoughts, or feelings in written form.⁶⁹ Thus, it means that in writing, it expresses ideas, opinion, feeling and so on into the written form in which the writer should organize their ideas into words, phrases, sentences, as well as paragraphs so that their writing is understandable and readable.

Harmer states that writing is a complex activity which has some processes to be followed. Those processes are planning, drafting, reviewing, and editing.⁷⁰ The complexity in the writing makes writing considered as a difficult skill to be mastered. According to Rockowitz, the problems of writing are: writing necessitates the development of ideas, the mastery of vocabulary, and a thorough understanding of grammar.⁷¹ He adds that developing ideas is the

⁶⁶ Harmer, J. *The Practice of English Language Teaching*. (Cambridge University Press, 2001)

⁶⁷ Brookhart, Susan. *How to Give Effective Feedback to Your Students*. (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 17.

⁶⁸ Byrne, Donn. *Teaching Writing Skill*. (London: Four Strong Printing Company, 1983), 23.

⁶⁹ Ur, P. A course in Language Teaching. (Cambridge University Press. 17th Edition 2009), 163.

⁷⁰ Harmer, Jeremy. *How to Teach English*. (London: Pearson Education Limited Longman, 2007), 112.

⁷¹ Rockowitz, M. GED. (New York: Baron Educational Series, 2007), 175.

most important point. It is because if the writers don't have ideas; it means that they cannot write anything. The writers will choose the right dictions to convey what they mean. Furthermore, in order to reach its goal, the ideas should be arranged in a specific structure. Different purposes of a text will demand different structure and lexicon grammatical features.⁷² Thus, in order to be understood easily, when we write, we should pay attention and follow the generic structure of English text types.

For most people, writing is commonly seen as a complex skill to master. Murcia maintains that writing is frequently regarded as the hardest ability to learn since it necessitates a higher level of mastery of language than other skills. As mentioned before, writing is seen as a difficult skill by students to be mastered. Therefore, English language teachers are supposed to be able to provide feedback in order to solve the challenges and difficulties in writing. The feedback that is provided by the teachers may lead students to improve their writing skill. Feedback on students' writing is also considered as an essential component in English language teaching. Muncie (as cited in Faroha et al) states that teachers' feedback on students' writing is a compulsory notion that the feedback itself can help students to increase their ability to write. Therefore, students' will be able to recognize and comprehend their errors in writing in order to improve their writing.

5. English text types

Text itself consists of words and sentences which are arranged together in a paragraph. The text may be stories, news, experiences, etc. Knapp and Watkins (as cited in Maria and Katerina, 2017) sees text types as a product or

⁷² Brown, D. H. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. (New York: Addison Wesley Longman, Inc., 2001)

⁷³ Murcia, Celce, Marianne and Elite Olshtein. *Discourse and Context in Language Teaching*. (New York: Cambridge University Press, 2000), 181.

⁷⁴ Faroha, Dian Nisfu., Muslem, Asnawi., Fajrina, Dian. "Teacher's Feedback on Students' Writing". *Research in English and Education (READ)*. Vol. 1 No. 1, 2016, 34-43.

things for instance report, exposition, and stories.⁷⁵ Paltridge defines the phrase 'text types' refers to patterns of discourse arrangement that can be found in a variety of genres, including description, narrative, instruction, and explanation.⁷⁶ In writing classroom context, there are several types of text that are commonly used, those different texts of writing are often known as text types at school. Each of that text has its own characteristics as well as structures. There are some kinds of English texts that should be learned by students from junior high school up to senior high school.

As stated by Rini, there are different types of text, such as spoof text, analytical text, review text, hortatory text, descriptive text, news item, report text, narrative text, procedure text, recount text, argumentative text, discussion text and explanation text.⁷⁷

1. Descriptive text

One of the types of text that students must grasp not only in secondary level but also in senior high school is a descriptive text. It is used to inform readers or listeners about a certain thing, person, animal, place, or event. Kane expresses that the senses—how something tastes, looks, and sounds—are central to description. Generally it is concerned with visual experiences, but descriptions also address other types of perceptions. Therefore, the descriptive text is a type of text that describes a sensory experience, such as the shape, sound, or flavor of something. The aim of the descriptive text is clear: to portray, depict or reveal an individual or an item, whether abstract or concrete.

2. Recount text

A recount text is one of texts that recount past incidents in chronological order. Its goal is to entertain or inform the reader. Recount text usually has a title which usually summarizes the text. The basic recount text consists of three sections such as setting or orientation, it covers who has been involved, how

⁷⁷ Ayu, R. Mahir Menulis Paragraf Bahasa Inggris. (Jakarta: Pustaka Mina, 2008)

⁷⁵ Knapp, P., & Watkins, M. Context-text-grammar: Teaching the genres and grammar of school writing in infants and primary classrooms. (Sydney: Text Production, 1994)

⁷⁶ Paltridge, Brian. Genre and the Language Learning Classroom. 2001

⁷⁸ Kane. The Oxford Essential Guide to Writing. (New York: Barkley Books, 2000), 352.

they occurred, where the incident happened, and when the event existed. Secondly are events which describe what occurred in sequential order, and the third is re-orientation which includes optional event closure/ending.

3. Procedure text.

According to the Concise Oxford English Dictionary procedure means a series of actions conducted in a certain action or manner.⁷⁹ It can be said that procedure text explains how something is done through a series of actions or steps. According to Priyana, he asserts that the word "procedure text" refers to text that describes how to do something.⁸⁰ It is possible to draw a conclusion from the two definitions given above that procedure text portrays a process on how something is completed in a series of steps.

4. Narrative text

Setiawan asserts a narrative is a type of text that informs readers a narration about a legend in order to amuse and entertain them.⁸¹ According to Pardiyono, narrative is a story that talks about past activities or incidents in order to teach the reader a lesson. Thus, it can be summarized that narrative text is a narration of a story through a series of events. It usually has a problem that is addressed and it is possible to include a message for the reader. There are four elements that should be considered in writing narrative text, they are: orientation, complication, resolution, and the last is coda/re-orientation (optional).

5. Report text

According to the Concise Oxford Dictionary report means an account of a situation or incident presented after investigation or consideration, as well as a piece of information about that situation or occurrence.⁸² Based on the definition above, it is possible to conclude that in a language context, report text is

⁷⁹ Concise Oxford English Dictionary. Twelfth Edition. (United States: Oxford University Press, 2011), 1143.

⁸⁰ Priyana, Joko. *Scaffolding English for Junior High Students Grade 11*. (Jakarta: Pusat Perbukuan Departemen Pendidikan, 2008), 147.

⁸¹ Djuharie, Otong Setiawan. Mengerti Bahasa Inggris. (Bandung: CV. Yrama Widya, 2007), 436.

⁸² Concise Oxford English Dictionary. Twelfth Edition. (United States: Oxford University Press, 2011), 1220.

a text to provide information about an event or situation, after holding of the information and through variety consideration. General classification and description are classified as the generic structure of report text.

6. News item text.

A news item is a piece of writing that informs readers about recent issues. The events are reportedly notable or newsworthy. There are three kinds of elements that should be included in the structure of a news item, they are: main event, it is the summary of the event. The second is elaboration, it contains the elaboration of what happened, to whom, in what circumstance. And the last is a resource of information or source; it includes a comment by participants, witnesses, authorities and experts that are involved during the event.

7. Argumentative text

Argumentative text is about a text that involves students to explore a topic. Its function is to convince the reader to agree, to believe or to take a course of action. In other words, argumentative is used to prove a statement or position.

8. Spoof text

A spoof text is a text that describes a potentially true story that has happened long ago along with an unexpected and humorous finale. The goal of the text is to present an event with a witty story twist. As stated by Djuharie, spoof text has three generic structures namely orientation, second is events, the last is twist, and it provides the funniest part of the story. It tells readers about something unpredictable that makes them laugh and smile.⁸³

9. Analytical exposition

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Analytical exposition explains about the writer's perspective about the phenomenon around. The social purpose is to attract the reader that the take up ideas are noteworthy. The purpose is to show to the readers that something is important. The generic structure covers thesis, argument, and reiteration.

⁸³ Djuharie, O. S. *Genre dilengkapi 200 soal uji pemahaman*, cetakan 1. (Bandung: Yrama Widya, 2007), 43.

10. Hortatory exposition

Hortatory exposition is a type of spoken or written text which explains why something should or should not happen or be done to the listeners or readers. The purpose is to convince readers that a certain situation or action should or should not be done in a particular way. The generic structure of this text is namely thesis, argument, and recommendation.

11. Explanation text

This text is a text which explains how natural, social, scientific, and cultural things occur. Explanations text say "why" and "how" concerning the emergence of phenomena. It is frequently encountered in textbooks such as science, geography and history. The structure of explanation text is general statement, explanation and closing.

12. Discussion text

A discussion text is a text that has a goal to convey at least two ideas about a topic. Different thoughts or arguments about anything are conveyed through discussion text. The arguments or ideas may support or against the topic. The purpose of this text is to present information and opinion from multiple perspectives on a topic. The generic structure is issue, argument for and against, then conclusion.

13. Review text

Review text is a text with a social function, such as summarizing, analyzing, and responding to literary works. Some literary works that can be reviewed are novels, books, and movies. The purpose of review is to evaluate or rate a work of art or even in front of a public audience. Orientation, evaluation, interpretative recount, evaluative summation are the generic structures of review text.

Those thirteen texts above are being learned during middle and high school level. Hence, since students have learned about various types of texts they are expected to have mastered their writing skill to write different kinds of English texts.

B. Previous Study

There are several studies focused on teachers' feedback. The first previous research was conducted by Yi Chun Pan from National Pingtung Institute of Commerce, Taiwan. 84 The impact of teacher error feedback on learners' skill in writing correctly was explored in this study. This study included three male first-year Physics graduate students from a university in northern Taiwan. To collect the data, they were assigned to write one hundred words to describe the greatest invention in human history. Within days of receiving the teacher's grammatical feedback, students must revise their writing again depending on the feedback provided by the teacher. Additionally, the teacher also provides oral interaction to help students gain a good understanding about grammar matters. Four weeks later, without prior notice the students were given another chance to revise their paragraphs. This study revealed that there is no relation among errors feedback from the teachers and students' development in linguistic accuracy. It proposes that simply providing students with feedback on their mistakes may not be enough to help them absorb linguistic material. Providing a combination of adequate English exposures in writing and reading, and giving learners more opportunity to develop the language may lead to better grammar.

The second previous research was done by Andianto from Muhammadiyah University of Metro. ⁸⁵ This study investigated three main focuses, the first is whether peer feedback is more helpful than teacher feedback, second is learners who have a great level of creativity can write good writing rather than those who have low level of creativity. And the third is whether there is a relation among teachers' methods in teaching and the creativity of students. This study took place at SMA Muhammadiyah 1 Metro. Cluster random sampling was applied to choose two classes from a total of six classes at tenth grade. This study used an experimental method. Each of the two classes is separated into

⁸⁴ Pan Yi Chun. "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing", *TEFLIN Journal*. Vol. 21 No. 1, 2015, 57-77.

⁸⁵ Andianto. "The Effectiveness of Peer Feedback Technique to Teach Writing Viewed From Students' Creativity". Vol. 3 No, 1, 2014.

two categories which are students with highs and lows creativity. The finding showed that: first, teacher feedback is less effective than peer feedback. Second, learners with a high creativity level can write better than those with a small level of creativity. And last is there is a relation among teaching technique and students' creativity in teaching writing, where peer feedback is appropriate for learners with a good creativity and teacher feedback is appropriate for those who have less creativity. To sum up, the success of teaching techniques depends on the creativity of learners.

The third previous research was done by Zainuddin. This study explored whether there is a significant effect when teachers provide feedback on learners' writing. The data were collected using a pretest posttest which involved two groups of students of the English Department of Islamic University of Indonesia-Sudan. Thus, the ones who were given the feedback are the first group, while the other group were not received the feedback. The result revealed that feedback can improve students' writing. Therefore, this study suggested that teachers should give feedback on students' texts.

The fourth previous research conducted by Pratama. This study has focused on written corrective feedback used by the lecturer on the students' research proposal in Academic Writing in Research Course at English Education Department of UIN Sunan Ampel Surabaya. The method applied in this research was descriptive qualitative and a checklist as the instrument. The data was collected by analyzing 10 students' research proposals. In order to gain more information, an interview with the lecturer was also conducted. The result revealed that the lecturer used four types of written feedback when correcting students' research proposals. These are indirect corrective feedback, direct corrective feedback, and unfocused feedback as well as focused feedback. Among all of those types of written corrective feedback, the lecturer is more likely to

⁸⁶ Zainuddin, "The Effect of Giving Feedback to Students' Writing", *TEFLIN*. Vol. 15 No. 2, 2004, 117-126.

⁸⁷ Bayu Aga Aprilian Pratama, A Thesis: "Written Corrective Feedback on Student's Research Proposal in Academic Writing Course at English Teacher Education Department of UIN Sunan Ampel Surabaya" (Surabaya: UIN Sunan Ampel Surabaya, 2018)

apply direct corrective feedback. In addition, the lecturer revealed that giving direct corrective feedback is quite beneficial because the learners can immediately see the mistakes they make in their writing.

The fifth previous research was done by Kamberi. 88 This study has focused on investigating the impact of several kinds of teacher feedback on the journal made by the students in an English foreign language class. Students from the Language Culture and Communication Faculty took part in this study. The research was conducted during 15 weeks in one semester, specifically in 2011. To collect the data, a semi structured interview with learners was done to support the result of the analysis student's document. The result of this study revealed that feedback is essential in teaching and learning a foreign language. This study also showed that when compared to peer feedback, most of the participants in this study favored teacher feedback. Students also chose direct corrective feedback as their preferred feedback.

The sixth previous study was done by Faroha, Muslem and Fajrina. ⁸⁹ This study has focused on kinds of written feedback that teachers applied on the students' writing as well as the reason why the teachers' use that kind of feedback. The participants of this study were four English teachers and 20 students' in the second grades of SMAN 11 Banda Aceh. This research used descriptive qualitative. Documentation as well as interviews were used in collecting the data. The researchers collected five students' writing tasks randomly from four classes. The researchers also did interviews with four English teachers there. This study revealed that there were two kinds of written feedback that involved students' writing namely written feedback and indirect written feedback. These feedbacks were commonly used by the teacher because it made the teachers easier to measure the level of students' writing. In short, teachers' written feedback is important to make students realize the mistake that they made in their writing.

⁸⁸ Lulzime Kamberi. "The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners". *Procedia – Social and Behavioral Sciences*. Vol. 70. No. 01, 2013.

⁸⁹ Diah Nisfu Faroha, Asnawi Muslem, Dian Fajrina. "Teacher's Feedback on Students' Writing". *Research in English and Education (READ)*. Vol. 1 No. 1, 2016.

This study has focused on teacher's written feedback in teaching narrative text. The subjects of this study were from X-2 class which consists of 35 students. A qualitative descriptive was applied in this study. In gathering the data, the researchers collected students' written works, field notes, and observation checklists. The results showed that written feedback provided by the teacher can help students to write narrative text. It is due to written feedback that the teacher gave is easily understood by the students. It includes how students compose narrative text's generic structures and language aspects, such as the tenses they use in their writing, as well as word choice and diction. As a result, it allows learners to recognize and understand their errors easily.

The eighth previous study was done by Rismawati. ⁹¹ This research has focused on analyzing the kinds of feedback provided by the teacher and how the student's reaction to the given feedback. This was qualitative study with the participant as one English teacher who taught the 7th grade of SMP Negeri 2 Juwiring. Learners in class A which consist of thirty students in total were also the participants of this study. In conducting the research, the data was obtained by the researcher through observation and interviews. The researcher did four observations in class A with every forty minutes in each period in order to know how the teacher provided the comment on learners' writing assignment. The researcher also interviewed one English teacher to know what kinds of feedback that the teacher gave. The finding revealed that the teachers provided corrective feedback in which the teacher gave it orally and written. Direct and indirect feedback was also given. Furthermore, the response of the students on the given feedback were asked, accepted, and ignored the feedback given.

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⁹⁰ Dinik Rahayu, Theresia Kumalarini. "Teacher's Feedback in Teaching Writing of Narrative Texts to the Tenth Grade Students of SMAN 3 Nganjuk". *Research on English Language Teaching in Indonesia (RETAIN)*. Vol. 1 No. 3, 2013.

⁹¹ Siti Rohmah Amadise Rismawati. A Thesis: "Feedback Given by the Teacher on Students' Writing At the Seventh Grade of SMP Negeri 2 Juwiring" (Surakarta, Universitas Muhammadiyah Surakarta, 2018)

To conclude the overall previous research, this research is different from those previous studies. Previous studies have focused on teacher's written feedback (see Faroha et. al. 92, Rahayu and Kumalarini 93, Pratama 94), the effect of teacher error feedback as well as whether giving feedback has a significant effect or not (see Yi-Chun 95, Zainuddin 96) and analyzing various types of feedback (see Kamberi 97, Rismawati 98). This research focused on teachers' feedback for different English text types. It was conducted in MAN Sidoarjo with the aim to investigate teachers' strategy in giving feedback for different English text types developed by the students. Furthermore, the research also explored types of feedback that the teacher used in giving feedback for different English text types developed by students at MAN Sidoarjo.

⁹² Diah Nisfu Faroha, Asnawi Muslem, Dian Fajrina. "Teacher's Feedback on Students' Writing". *Research in English and Education (READ)*. Vol. 1 No. 1, 2016.

⁹³ Dinik Rahayu, Theresia Kumalarini. "Teacher's Feedback in Teaching Writing of Narrative Texts to the Tenth Grade Students of SMAN 3 Nganjuk". *Research on English Language Teaching in Indonesia (RETAIN)*. Vol. 1 No. 3, 2013.

⁹⁴ Bayu Aga Aprilian Pratama, A Thesis: "Written Corrective Feedback on Student's Research Proposal in Academic Writing Course at English Teacher Education Department of UIN Sunan Ampel Surabaya" (Surabaya: UIN Sunan Ampel Surabaya, 2018)

⁹⁵ Pan Yi Chun. "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing", *TEFLIN Journal*. Vol. 21 No. 1, 2015, 57-77.

⁹⁶ Zainuddin, "The Effect of Giving Feedback to Students' Writing", *TEFLIN*. Vol. 15 No. 2, 2004, 117-126.

⁹⁷ Lulzime Kamberi. "The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners". *Procedia – Social and Behavioral Sciences*. Vol. 70. No. 01, 2013.

⁹⁸ Siti Rohmah Amadise Rismawati. A Thesis: "Feedback Given by the Teacher on Students' Writing At the Seventh Grade of SMP Negeri 2 Juwiring" (Surakarta, Universitas Muhammadiyah Surakarta, 2018)

CHAPTER III

RESEARCH METHOD

The section below is about the research plan and followed by data and source of data, data collection techniques, as well as instruments and data analysis techniques.

A. Research Design

The aim of this study is to investigate the strategy of teachers in giving feedback and types of feedback that the teachers give on students' developed texts at MAN Sidoarjo. Looking at the purpose of this study, the researcher decides to apply descriptive qualitative research. As stated by Fraenkel and Wallen, qualitative data analysis entails synthesizing information obtained from a multitude of sources, including interview, observation, and content analysis, into a cohesive explanation of what the researcher has discovered or observed. This highlights that qualitative research may explore the participants in their real condition using multiple forms and sources of data. The researcher described teachers' strategy to gain the data by interviewing the teachers. This study also explores types of feedback that the teachers use on students' developed texts and the researcher obtains the data by analyzing students' work. Therefore, qualitative design will suit the aims of this study.

B. Research Setting

This study took place at MAN Sidoarjo, located in Jl. Stadion No. 2 Sidoarjo – Jawa Timur. Conducting this study at MAN Sidoarjo is appropriate since the teachers assign the students to write English text types and also provide them with the feedback. The participants of this study are English teachers at MAN Sidoarjo. There are eight English teachers there and the researcher took three English teachers who taught tenth grade up to twelfth grade in order to know how the teachers were giving feedback for different types of English text types. The criteria of these three teachers is they are teaching English in

⁹⁹ Fraenkel, Jack R & Norman E, Wallen. *How to Design and Evaluate Research in Education*. 2nd edition. (New York: McGraw hill Inc., 1993), 92.

MAN Sidoarjo, the teacher also applying the feedback strategy and giving students feedback especially in English writing texts.

C. Data and Source of Data

Returning back to the research questions about the strategies the teachers use and the types of feedback they give on students' developed texts at MAN Sidoarjo. The data are the strategies of feedback from the teachers. The data of teachers' types of feedback are from the English texts developed by students. The researcher interviewed the teachers by giving some questions regarding the strategies the teachers use in giving feedback. Also, this study analyzed the students' works on the types of feedback that the teacher gives on students' developed texts. The developed texts for high school level according to the curriculum 2013 are descriptive text, announcement text, recounts text, narrative text, explanation text, procedure text and so on. So, the researcher analyzed types of feedback based on the texts that students write during their English class.

D. Data Collection Technique

To gather the data of strategies the teachers use in giving feedback as well as the types of feedback on students' developed texts at MAN Sidoarjo three data collection techniques are applied. Firstly is by interviewing the teachers. As stated by Creswell, the researchers conducted face-to-face interviews. On, the teachers were interviewed face to face individually at different times and days. In this context, the researcher designated these three English teachers as the participants of this study by T1, T2, and T3. To do the interview, this study applied semi-structured interview to flexibility in raising the questions. So, the researcher had the opportunity to clarify or develop questions based on participants' responses. The second is by distributing questionnaires to students. The students of MAN Sidoarjo were given a sequence of questions

¹⁰⁰ John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. (New Jersey: Pearson Education, 2008), 240.

regarding strategies of feedback that the teacher uses. To distribute the questionnaire, the researcher distributed it through Google form and spread the link of it to the students through their English group classes on 27 April 2021. The link was closed for response on 07 May 2021. Thirty eight students completed the questionnaires. The other data was obtained from students' developed texts which are recount text, descriptive text, narrative text, analytical exposition text, and explanation text. There were seventy three texts with five different text types were identified. All of the data collection was done in April 2021.

E. Research Instrument

The instruments of this research are as follows.

1. Interview guideline

To gather the data, an interview guideline was used by the researcher. So, the researcher interviewed the teachers related to strategies in giving feedback on students' developed texts. Before doing the interview, the researcher designed an interview protocol to structure the interview and enable the researcher to focus on the research problem. In the interview protocol there are twenty six questions and the content is about teachers' strategy in giving feedback. The researcher modified the questions from Brookhart theory. In general, the questions are about: the time when the teachers give feedback, the corrections they give on students' work, and the way the teachers deliver the feedback, etc. See appendix 1 for detailed interview questions.

2. Analysis guideline for students' works

After collecting students' developed texts, the researcher used some theories of types of feedback to identify the types of feedback on students' developed texts. The researcher analyzed types of feedback that the teacher used on students' developed texts according to the theories. The theories that the researcher used in this study is from Hyland & Hyland and Ellis. Hyland & Hyland categorize feedback into three types such as praise, criticism, and suggestion. The researcher also used Ellis' theory which are direct, indirect feedback, metalinguistic, focused and unfocused corrective feedback, electronic feedback

and reformulation. Table of types of feedback that included expressions showing feedback also used to classify the feedback that the teacher used in students' developed texts (see appendix 2). The analysis result is used to answer the second research question.

3. Questionnaire

Questionnaires were also distributed to the students to strengthen the answer of the interview about the strategy of feedback that the teachers used in their English texts. The questionnaire consists of eleven close-ended questions about the time when the teachers give feedback, the correction they give on students' work, and the way the teachers deliver the feedback, etc. There are four options of the questionnaire starting from 'always' which indicate that the participant strongly agrees with the statements and the last option is 'never' which indicates that the participant disagrees with the statements. The researcher developed the questions from the interview questions based on Brookhart theory about feedback strategy (see appendix 3).

F. Data Analysis Technique

This study examined interview data, questionnaires and students' works. The researcher analyzed the data from a questionnaire based on Google form chart calculation. After the link was closed for response, the researcher began to interpret the result of the questionnaire data narratively by blending the data from the interview session and questionnaire.

To analyze the data from interviews and documents of students' work, this study follows steps from Ary et al. He suggests there are three data analysis steps for qualitative methods namely: familiarizing and organizing, giving code and reducing, as well as interpreting the data and representing.¹⁰¹ The researcher applied these three steps of analyzing the data qualitatively as well as the conclusion of the data. The stages are as follows:

1. Familiarizing and Organizing

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¹⁰¹ Ary, Donald. Et al. *Introduction to Research in Education (Eight Edition)*. (United States of America: Wadsworth, 2010), 481.

In this step, the researchers were to re-listen, re-read and re-review all of the data in order to have an in-depth understanding. The researcher arranged the interview and document analysis data into a written list. This is aimed to make it easier for the researcher to analyze it.

2. Coding and Reducing

After that, the researcher gave the label or code the data. As stated by Ary et al this phase involves identification of category and theme recognition, as well as data refinement. 102 In this case, the researcher identified the data by giving code or labeling the data. In giving the code the researcher needs to be familiar with the interview. Then, the researcher listened to the recording. After that, the researcher transcribed all of the interview data. Next, the researcher read the transcripts and identified the keyword related to strategy in giving feedback by giving codes on the important points. For example, the strategy of feedback in terms of timing will be highlighted in green. For instance, the teacher's answer is "When I know students make mistakes, I will immediately give them correction soon, so that the students know the mistakes that they made". In this case, the researcher will put highlight green on the expression "I will immediately give them correction soon" to show that the expression was included as the data of timing feedback. Strategy of feedback relating to mode is yellow such as in the expression of "mostly I used written feedback". Feedback strategy related to the audience is highlighted with blue such as in the expression of "the feedback is individually then there also in group" and the amount of feedback will be highlighted red for instance in the expression of "if there are many mistakes, then the feedback is also in detail" to ease the analysis.

In order to answer the second research question about types of feedback, the researcher obtained the data from document analysis of students' work. So, in this case, the researcher analyzed and gave labels or short phrases that represent types of feedback in each of the students' work. After that, the researcher

¹⁰² Ary, Donald. Et al. *Introduction to Research in Education (Eight Edition)*. (United States of America: Wadsworth, 2010), 483.

classified the types of feedback by putting it into a table of analysis guidelines along with the expression given by the teachers. The researcher reduced the data that has no relation with teachers' strategy in giving feedback and types of feedback in different text types. The researcher used information related to teachers' strategy in giving feedback and types of feedback in different text types. The researcher gave a different mark for each indicator. By doing this, it makes it easier to identify specific information emerging from the data. Sample of document analysis is presented in the following table 3.

Expression Types of Feedback showing According to Hyland & Hyland According to Ellis **Texts** feedback Praise Criticism Suggestion Direct Indirect Etc... Narrative text Explanation text Analytical exposition text Etc...

Table 3. 1. Rubric for Organizing Data

3. Interpreting and Presenting

In this stage, the researcher interpreted all of the data from interview and document analysis to answer the two research questions. The researcher described the result of strategy that the teacher uses in giving feedback as well as the types of feedback that the teacher uses for different English text types.

4. Conclusion

Finally, the researcher concludes all ideas and findings of the research into the final conclusion.

G. Checking Validity of Findings

To validate the findings of this study, the researcher needed some techniques to ensure that results of this research are accurate. As stated by Creswell, there are three methods for validating the finding. They are: triangulation technique, member checking technique, and auditing technique. Therefore, in this study, the researcher applied triangulation techniques. Moreover, triangulation is a technique that uses two methods in collecting the data. In this research, the researcher applied interviews and questionnaires to collect data. So, the researcher obtains the data not only by interviewing the teachers but also distributing questionnaires to the students. At this point, the triangulation process was done through checking the information from students' questionnaires and the result of an interview with the teachers. As a result of doing the triangulation technique, this study is more accurate and credible.

¹⁰³ John W. *Creswell, Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition, (Boston: Pearson Education, Inc., 2010), 259.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The findings and discussion of the data on teachers' strategy in giving feedback and types of feedback are presented in this section. The information was obtained through conducting interviews with three English teachers of MAN Sidoarjo and distributing questionnaires to the students. The data also comes from the students' written texts along with the feedback from the teachers on it.

A. Research Finding

In this study, there were two research questions: (1) the strategies the teachers use and (2) the types of feedback the teacher gave on students' developed texts at MAN Sidoarjo. The findings are organized in accordance with the two research questions.

1. Feedback strategy used by the teachers on students' developed texts.

The findings of the interview analysis revealed that the teachers used a variety of strategies on students' developed texts, namely: the timing of feedback, amount of feedback, mode of feedback and audience of feedback. The data are presented as follow:

a. Timing of feedback

Timing in feedback strategy is dealing on when and how often the teachers give the feedback. Feedback that the teacher gave also can be immediately or delayed. Teachers revealed that they gave immediate feedback on students' texts. This is done when the students' have submitted their writing assignment. T3 stated that "those who submitted sooner, I gave the feedback immediately." In this case, T3 gave immediate feedback when students already submitted their texts. Such an immediate feedback is also reflected by T1 who reported that "they went home to make a text homework and the feedback given is on the next meeting." Here, at first T1 explained the concept knowledge of texts, after that students were asked to create a text based on the concept knowledge given

as homework and the feedback given is on the next meeting in which after the students submitted their texts.

Furthermore, Teacher 2 (T2) stated that "after the students submitted their text, I give them the feedback and return it to them." From those three teachers' statements, it can be concluded that teachers tend to give feedback on students' writing texts immediately. Their answers basically are the same about timing strategy, that is by giving immediate feedback after the students finished and submitted their texts. This data of immediate feedback reflected by the teacher is confirmed by the data from the questionnaire. Seventeen students (44,7%) chose the option 'often', ten students (26,3%) chose the option 'sometimes' and eight students (21,1%) votes the option 'always' to the question asking if the teachers give feedback immediately on their writing texts.

Data from teachers' interviews and students' questionnaires both highlight that in terms of timing the teachers at MAN Sidoarjo use immediate feedback.

b. Amount of feedback

Regarding amount in feedback strategy, it is about a decision on how much correction given towards students' tasks. The data show that the teachers seem to have different opinions. Teachers 1 and 2 believe that choosing the amount of feedback depends on the mistakes made by students in their texts. On the other hand, teacher 3 confirmed that she chose to give a small amount of feedback but she also provided feedback in general at the end of the lesson.

T1 expressed that when choosing how much correction to be given it depends on the mistake that students made. It can be seen from his statement that "in accordance with the mistakes, if there are many mistakes, then the feedback is also in detail." In addition, he also added that:

"[m]aking a text is not easy and I never underestimate it. So, I always appreciate it no matter how much or even there are many mistakes."

Moreover, T2 informed "it depends on what students' write. If their writing contains many errors, I also give many correction, so it depends on it." However, in contrast with these two teachers, T3 has a different opinion about the amount of feedback. She asserted that:

"[t]he feedback given does not have to be a lot. The important one is that we should conveyed the feedback clearly. Because it's already good when students want to write. If we often correct it in detail, the students will definitely be lazy. So, I will give more appreciation regardless of the results of their writing."

Thus, the two teachers (T1 and T2) prefer to give feedback according to the errors that appeared on students' writing texts. Meanwhile the other teacher chose to give a small amount of feedback but still provide feedback in general such as at the end of the lesson T3 always gives evaluation feedback of what mistakes that should be paid attention to. T3 is more likely to give motivation and appreciation to students about their writing. It can be seen from T3 statement who said:

"I'm more likely giving motivation to students, what do you want to write, just write it down. Don't be afraid to make mistakes because when we make mistakes, we can learn from it."

This data of the amount of feedback represented by the teachers is confirmed by the data from the questionnaire. Fifteen students (39,5%) picked the option 'often' while thirteen students (34,2%) chose the option 'sometimes' and five students (13,2%) chose the option 'always' to the question if the teachers gave detailed feedback on their texts. On the other hand, the questions that the teacher gave the small amount of feedback were voted by sixteen students (42,1%) who chose the option 'sometimes' and the other twelve students (31,6%) chose the option 'often'.

Interview data with the teachers and students questionnaire both highlight that in terms of amount the teachers at MAN Sidoarjo often give detailed feedback and sometimes give small amounts of feedback.

c. Mode of feedback

Mode is the way how we deliver the feedback, it can be written or orally. In this case, the teachers have different points of view in choosing the mode of feedback on students' texts. In T1's point of view, written feedback is an essential tool when correcting students' work. He points out if we give written feedback, the students can review it anytime. It can be seen from the result of the interview with T1 who said:

"[m]ostly I used written feedback, so later it can be a note for students so that they can read it and they will realize which mistakes need to be corrected. If only orally, it will disappear and the students won't remember it."

Besides that, oral feedback is also used as a reinforcement for students. T1 states that sometimes he used oral feedback to give students a reward that their writing is good by stating "good job", "you're diligent student", "I appreciate of your product", and so on. T1's way of giving oral feedback is that we should avoid negative words. So, all of the statements must be positive because they will be remembered by students. If we speak with a negative statement, the student will recognize them ever after.

On the other hand, the other two teachers have similar ways to choose the mode of feedback. T2 expressed that it depends on the texts that students' write,

"[i]f necessary orally, yes I will give it orally. Same goes to written feedback. It depends on the product of the texts that students made. For example, if I asked them to write hortatory text usually I give the feedback orally. Because the students have to present it in front of the class with their group, so the feedback is in oral."

In addition, T3 revealed that:

"[e]nglish texts have different characteristic, such as the generic structure, language feature, and grammar. Therefore, I just follow the characteristic when giving the feedback. For instance in news item, not only written but also I used oral feedback."

Teachers revealed that the way of implementing written feedback is by writing some comments or corrections on students' texts. While for oral feedback, it is done directly by speaking. Moreover, all the three teachers also have the same answer regarding the mode of feedback that the teachers applied when correcting students' texts. They claimed that they used different modes of feedback for different texts. It is due to English texts having their own differences in terms of grammar, the elements of language, as well as the structure of the text. So, the mode of feedback depends on what texts and the final product that students made. Teachers' way of implementing written or oral feedback is also the same.

This data of mode feedback described by the teachers is confirmed by data from the questionnaire. The result is thirteen students (34,2%) chose the option 'often', twelve students (31,6%) chose the option 'sometimes' to the question asking if the teachers used oral feedback. The other question is if the teacher give written feedback on students' texts, it is chosen by fifteen students (39,5%) who chose the option 'often', eleven students (28,9%) picked the option 'sometimes' and six students (15,8%) who chose the option 'always'. Furthermore, fourteen students (38,8%) chose the option 'sometimes' while thirteen students (34,2%) chose the option 'often' to the statement "the teacher uses different ways in giving the feedback (e.g. the teacher give written feedback or oral feedback)". It means that their teachers occasionally used different ways of feedback mode.

Data from both teachers' interviews and students' questionnaires indicates that in terms of mode of feedback the English teachers of MAN Sidoarjo used two kinds of mode which are written and oral feedback.

d. Audience of Feedback

Strategy of feedback relating to the audience is about whether the teacher provides the feedback to students individually or in groups. In this case, the teachers revealed that they used two techniques to provide the feedback. They gave it individually and in groups. T1 asserts that "the feedback is individually

then there also in group." He also added that when providing group feedback usually it's for the mistakes that are made by many students. In addition, T2 expressed that she also used individual and group feedback "when giving individual feedback I directly write on their texts by correcting the wrong part or just simply giving underline." Thus, T2 thought that when giving individual feedback, the students will feel cared for by the teacher. Moreover, T3 said that:

"[b]esides the individual feedback, during the learning process the feedback that I gave also in group. Usually this group feedback is for the common mistakes that made by the students. So, for example if we talk about news item, I directly give feedback orally by saying 'anak-anak, direct indirect sentence nya masih banyak yang salah nih. Jadi yang betul seperti ini...'"

In addition, the teachers explained the advantages of providing feedback individually and in group. In T1's opinion, giving individual feedback will be remembered by students as we give them some notes on their texts and they will understand easily. On the other hand, group feedback usually used to give clarification that the students made common mistakes on certain parts so he thinks that it is less focused especially if there is a student who doesn't pay attention to the given feedback. Similarly, T3 also pointed out that

"if individually I can directly showed the mistake to the student so that the student can learnt from it and I as a teacher also know specifically in detail that he or she makes mistake in here and there."

While for group feedback, T3 mentioned that since it's the whole class group mostly it is to strengthen students' understanding of common mistakes.

In conclusion, these three teachers provide individual and group feedback to their students. For individual feedback they just have to write the feedback in students' texts. While group feedback, it tends to strengthen students' understanding about the common mistakes by them so that later on they will not repeat the same mistakes. This data of audience feedback reflected by the teachers is also confirmed by the data from the questionnaire. The teacher gave

feedback individually and was chosen by fifteen students (39,5%) who voted the option 'often'. While the statement "the teacher give feedback in a group" is 42,1%. It indicates that nineteen students choose the option 'often' to the question the teachers give feedback in group.

Both data from interviewing the teachers and questionnaire to the students highlights that relating to audience feedback, the teachers of MAN Sidoarjo provide individual and group feedback.

2. Types of feedback that the teacher gives on students' developed texts

There are seventy three texts with five different text types that the researcher collected. These are descriptive text, recount text, narrative text, explanation text and analytical exposition text. The steps to explore the teachers' types of feedback given on students' texts are: at first the researcher asked permission to collect students' writing assignment, then the researcher analyzed teachers' feedback on each of students' texts, next the researcher classifying the feedback given and putting it into the tables of document analysis guideline. To classify the types of feedback used by the teacher, the researcher used Hyland & Hyland and Ellis theory. The data displayed that the teachers applied four types of feedback in students' texts namely direct corrective feedback, suggestion, criticism and praise. The detail explanation of these feedback are presented below:

a. Direct corrective feedback

The first type of feedback is direct corrective feedback. Here, the teacher corrected the errors made by the students directly. In most cases, the teacher gave the correction on students' grammatical mistakes, the word choice, and spelling. It is done because the majority of students' mistakes in their texts are on grammatical errors, word choice problems, and spelling. The expressions of direct corrective feedback used by the teacher are "delete 'of the group'", "you

¹⁰⁴ Ken Hyland & Fiona Hyland, *Feedback on Second Language Students' Writing* (Language Teaching, 2006), 86.

¹⁰⁵ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

can say 'inspired from'" or "add s". Table 4.1 presented as follows are more expressions of corrective feedback:

Table 4.1 Direct corrective feedback given by the teachers

| Text | Direct corrective |
|----------------------------|--|
| Recount text | You can say 'inspired from' |
| | It should be 'was' because it happened |
| | in the past |
| Explanation text | The word 'must' can be deleted |
| | You can use 'themselves' |
| | Delete 'are' |
| Narrative text | Better you use 'follow' |
| | Add 'ed' |
| | Use stared |
| Analytical exposition text | It's 'even though' |
| 4 | Add subject 'I' |
| | It should be 'he' |
| Descriptive text | Add 'es' |
| | To make it understandable change it to |
| | 'there are a lot of shady trees around |
| | there' |

From the four types of feedback used by the teacher, direct corrective feedback is mostly used by the teachers. It is identified as 115 times the teachers used direct corrective feedback. However, the majority of students' errors are in their grammatical, word choice and typo in writing some words. It happens because sometimes the students are confused at writing the sentences or even choose inappropriate vocabulary. Thus, it seems like the teacher used direct corrective feedback because it can help students to know the correct version of their mistakes directly.

```
my school."

my school is The state Islamic senior tight school. It is at

Jaian Jenggolo no. 2 sidoarjo. It has big building. There are

36 classes, Head master oppice. Administration oppice.

Meeting room, Concelling room, Laboratorium, Medical room,

Cauteen. Sport yard, 15 bath rooms, Mosque, Teacherroom,

and Library.

M's located

my classes is lockated beside class of the scince 7, on the up state

The mosque is lockated beside library.

The cauteen 16 in front of the basket ball yard.
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Figure 4.1 an example of corrective feedback on student's descriptive text

The way teachers gave corrective feedback is usually correct students' mistake on their texts directly. It can be seen from figure 4.4, it indicates that the teacher expressed the direct corrective feedback by giving comment "without es". It indicates that the correct form of the word "my classes" is "my class". The teacher also put an underline on the word "lockated" and directly correct it because the student made incorrect spelling of that word, so it should be "located".

b. Praise

Praise is a compliment comment that shows the teacher is satisfied with the students' writing texts. It also represents the texts that are written by the student as well. Thus, there are no errors in terms of grammar, the content of the texts is clear to understand, and the texts' organization is also good. In giving the praise, the teachers gave several expressions with different words in praising the students' writing texts such as "good job". "Your paragraph is good", and "well done". The detail praise expression given by the teacher is as follow:

Table 4.2. Praises given by the teachers on students' texts

| Text | Praise |
|------------------|------------------------|
| Explanation text | Good explanation |
| | Your paragraph is good |
| | Very good |

| | • |
|--------------------|---|
| | Well done |
| Narrative text | Good effort you put in writing this story |
| | Nice story |
| | Interesting story |
| | Good story |
| Analytical exposi- | Good job |
| tion text | Good paragraph |
| | Good topic to be discussed |
| | |
| Descriptive text | Good text |
| | Your text is good |
| | Your writing is very good |
| | Good enough |

These statements were used by the teachers to express that they were pleased with the students' written work. It means the students' ability to write assigned texts meets the criteria for a good text in their writing class. There are no errors made by students in their texts. Therefore, the teachers give one of these expressions above to show the students that the teachers feel satisfied with their work. Hence, there are 64 feedbacks classified as praise feedback on students' texts.

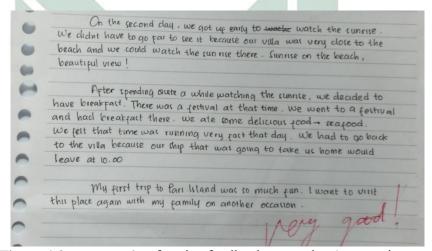


Figure 4.2 an example of praise feedback on student's narrative text

The figure 4.2 above shows that the very good student's explanation text is used to give a compliment in the form of praise. It is given by the teacher when the students' texts are well. It means the students' texts are good and are suitable with the criteria of a good text. It also indicates that there are no major

mistakes such as in grammatical features, structure of the texts as well as the content of the texts is suitable.

c. Suggestion

The third feedback is a suggestion. It is a feedback that contains some expressions given by the teacher in order to make students understand their mistakes so that they can improve their writing. So it is hoped that from the suggestion given, it will make students improve their writing to be better. In this research, the teachers also used suggestion feedback. It is used because students' writing still contains some errors. The errors like grammatical problems, the word choice, the structures, or the content that isn't well organized. To give suggestions, the teachers used different expressions depending on the mistakes that the students made. For instance, the teachers express with "You can put this together with the second paragraph", "add more information about his achievements" or "You can actually use a simple present here". The other expressions are as follow:

Table 4.3
Suggestions given by the teachers

| Text | Suggestion |
|-----------------------|---|
| Recount text | Use preposition <i>on</i> because the following word is a month |
| | You can put this together with the second paragraph |
| Explanation text | Add some paragraphs to explain how the rain happen. |
| | Give space in the first line in every paragraph |
| Narrative text | Give explanation who said these conversa- |
| | tion. |
| | Study more about tenses ya |
| | You can give your opinion here |
| Analytical exposition | It's not necessary to put this paragraph here |
| text | |
| Descriptive text | Pay attention to your hand writing in order |
| | to be readable |
| | Add the title on your text |

Table 4.3 above exemplifies some of thirty one expressions of suggestions as feedback and the table above is some of the suggestions used by the teachers. They give suggestions to point out that there are some problems with students' texts. The suggestion given contains some expressions for improvement about students' writing. Hence, it is different from criticism because in giving suggestions there's no negative comment. So, suggestion is necessary for learners since it can assist them understand their mistakes and improve their writing ability.

MIAW AUG

Miaw Aug a.k.a Reggie Prabowo Wongkar is my favorite gaming YouTuber. He was born in August 1988 in Manado. He is now the only gaming YouTuber with the most subscribers in Indonesia, reaching 11.7 million. The name MiawAug itself is taken



Figure 4.3 an example of suggestion feedback on student's recount

The figure 4.3 above is the example of a suggestion given by the teacher. To show the suggestion, the teacher used "use proposition *on* because the following word is a month". It means that if the sentence "he was born in 13 August in Manado" is incorrect, it should be "he was born on 13th of August in Manado" so the teacher asked the student to use the preposition *on* to talk about particular days or dates.

d. Criticism

The last type of feedback is criticism. It is often viewed as a negative comment by the teacher in expressing dissatisfaction with students' work. Thus, it indicates that students' texts still have some errors. The mistakes such as the word choice, grammatical aspects, or the sentence are confusing. The

teachers show the criticism in some expressions such as "what is this?", "unclear sentence" or "wrong word". Some more expression used by the teachers as follows:

Table 4.4 Criticisms given by the teachers

| Texts | Criticism |
|----------------------------|------------------------------------|
| Recount text | What is this? |
| | I'm confused with the sentences |
| | here |
| | What is 'the three aspects' you're |
| | talking about |
| Descriptive text | Where's the title? |
| | Which sentence it refers to? |
| Narrative text | Incorrect sentence |
| | Wrong word |
| | This sentence is not necessary |
| Analytical exposition text | Doer? What is this? |
| | Unclear sentence |
| | Where's the title? |

There are six teen expressions of criticism that appear on the students' texts. The teachers used these expressions to show the students that there are some problems with their writing texts. The major problem that criticism by the teacher is the word choice mistake. It can be seen from the expression "what is this?" or "unclear sentence". The other problem is in terms of organization of texts, it can be seen from "where's the title?". So, it can be said that the students' texts are not really good since they get criticism by the teachers.

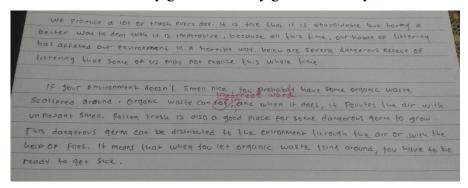


Figure 4.4 an example of criticism feedback on student's analytical exposition text

Figure 4.4 above is an example of criticism feedback. The teacher used "incorrect word" to show criticism. It is shown when there is something wrong with the student's writing. The word 'rof' on the student's text seemed to be doesn't have meaning. That's why the teacher expressed it by giving criticism feedback on it.

B. Research Discussion

This part discusses the main results of the research and connects them to the theories and previous researches that have been presented in chapter II. The discussion in this section is according to the two research questions: (1) the strategies the teachers use (2) the types of feedback the teachers give on students' developed texts at MAN Sidoarjo.

1. Feedback strategy used by the teachers on students' developed texts.

Concerning the finding of the first research question about the feedback strategies that the teachers used, the study found that feedback strategies used are about timing, amount, mode, and audience.

a. Immediate timing of feedback

Feedback is a compulsory notion that can assist students in honing their writing skill. ¹⁰⁶ Teachers reported that they gave feedback on students' texts. It is done because it can assist students to know their mistakes and they can learn from that so they will not make the same mistake in the future. However, choosing the perfect timing of feedback will establish a good level of understanding and skill development to students. As presented before, timing is about choosing whether the teachers give feedback immediately or delay feedback. Data of this study shows that in terms of timing, the teachers at the school give immediate feedback. The teachers claimed that they give feedback immediately after the students submitted their texts. This is done because it can make

¹⁰⁶ Murcia, Celce, Marianne and Elite Olshtein. Discourse and Context in Language Teaching. (New York: Cambridge University Press, 2000), 181.

students realize the mistakes while the students are still learning the same material. According to the theory by Brookhart, feedback should be given while students are still mindful of the topic, assignment, or performance in question. Since students already figure out the mistake they made through the immediate feedback. As a result, providing immediate feedback is beneficial for students' better learning. In addition, the students will know that their texts contain some errors while they are still mindful of the topic learnt.

The data of this research highlights that the teachers have appropriately done what has been proposed by Brookhart¹⁰⁸. By giving the students immediate feedback, the teachers are taking that moment when the students are still mindful about their writing assignment.

b. Small and detail amount of feedback

The second strategy of feedback is amount. Amount of feedback means a decision on how much correction to be given on a student's assignment. Findings of this research display that in terms of amount, the teachers of MAN Sidoarjo have different points of view in which they give feedback based on the mistakes on students' text and the other teacher gives small amounts of feedback. T1 and T2 reported that regarding the amount of feedback depends on the mistakes that appeared in students' texts. If students' writing contains many errors, there are also many corrections on it. In contrast, T3 has a different opinion, which is that the feedback given doesn't have to be a lot because some students probably will be lazy if they see too much correction in their texts. The important thing is the feedback should be clear and at the end of lesson she also provides explanation feedback of what mistakes that should be paid attention to. This is in line with Brookhart who revealed that the feedback given should give students an insight understanding of what to do next or what points

¹⁰⁷ Susan Brookhart. How to Give Effective Feedback to Your Students (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 10.
¹⁰⁸ ibid

that they should improve.¹⁰⁹ Thus, picking on how much correction to be given is necessary by prioritizing the important points to give the feedback. The data of this research indicates that the teachers have correspondingly done what has been suggested by Brookhart¹¹⁰. By giving a clear small amount of feedback, it can help students realize what they need to do to improve their writing skill.

c. Written and oral mode of feedback

The other strategy of feedback is mode. It is about how the teachers deliver feedback. Mode of feedback is divided into two which are written and oral feedback. Data of this study reveal that concerning mode of feedback, the teachers at the school give oral and written feedback. Teachers claimed that they applied two modes of feedback which are oral and written feedback when correcting students' texts. Furthermore, teachers also revealed that written feedback is useful for students since the teachers give some notes on their texts and they can review it anytime. In accordance with Rismawati, in her studies found out that written feedback is helpful for students because the feedback that the teacher wrote is clearly understood by students. It includes how students write the text's generic structure and language features, such as the tenses they use, and so on. 111 Hence, it will make students understand their mistakes easily. On the other hand, oral feedback is also applied by directly speaking to students. According to Brookhart who asserts that oral feedback can be given to one student, number of students, and the whole class, before, during, or after writing tasks. 112 In this case, oral feedback is instantly given by the teachers through interaction. Usually the teacher used oral feedback to give reinforcement or clarify the common mistakes to the students. After all, choosing a mode

¹⁰⁹ Susan Brookhart. *How to Give Effective Feedback to Your Students* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 12.

¹¹¹ Siti Rohmah Amadise Rahmawati. A Thesis: "Feedback Given by the Teacher on Students' Writing at the Seventh Grade of SMP Negeri 2 Juwiring" (Surakarta, Universitas Muhammadiyah Surakarta, 2018)

¹¹² Susan Brookhart. *How to Give Effective Feedback to Your Students* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 47.

of feedback also depends on the different characteristics of learners and the situation. The finding of this study highlights that the teachers also apply what has been found by Rismawati¹¹³. By giving the students written feedback, the teachers are giving some notes so that it is helpful to the students and they can understand it clearly. In addition, oral feedback is also given by the teachers. This data shows that the teachers have proposed by Brookhart¹¹⁴. By providing students with oral feedback, the teachers are taking that moment to strengthen students' understanding about the common mistakes.

d. Individual and group audience of feedback

Audience feedback is the other feedback strategy. Audience is dealing with whether the teacher gave feedback individually or in group. According to the interview data as presented, in terms of audience feedback, the teachers are giving individual and group feedback. The teachers stated that they provide individual and group feedback in correcting students' texts. Thus, the teachers use individual feedback so that it can be remembered and learned by the students since there are some notes on their texts. In addition, giving individual feedback also makes students feel like they are being taken care of by the teachers. Moreover, the teachers know the individual progress of the students as well. Hence, based on Brookhart theory, individual feedback can give students information for individual improvement. 115 Thus, the feedback addressed to individual students can make them understand and improve their individual progress. Besides, group feedback is also applied by the teachers. The teachers reported that they give feedback in groups mostly for the common mistake by students. Hence, it is applied due to strengthening students' understanding about the common mistakes by them so that later on they will not repeat the

¹¹³ Siti Rohmah Amadise Rahmawati. A Thesis: "Feedback Given by the Teacher on Students' Writing at the Seventh Grade of SMP Negeri 2 Juwiring" (Surakarta, Universitas Muhammadiyah Surakarta, 2018)

¹¹⁴ Susan Brookhart. *How to Give Effective Feedback to Your Students* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 47.

¹¹⁵ Susan Brookhart. *How to Give Effective Feedback to Your Students* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 17.

same mistakes. Based on Brown (as cited in Ibrahim et al) that it might be great to provide feedback about common mistakes to a bunch of learners instead of individual students. Thus, it can assist the other students to avoid making the same error in the future. The data of this study highlights what the teachers have applied in accordance with what has been proposed by Brookhart By giving individual feedback, the teachers will know the individual progress of the learners. Also, it can give students information for individual progress. Additionally, group feedback is also given to the students. The result of data indicates that the teachers have appropriately done what has been proposed by Brown By giving students group feedback on the common mistakes, it will make the other students won't repeat the same mistake afterwards.

2. Types of feedback that the teacher gives on students' developed texts

There are five different text types that the researcher collected from the students. According to the finding of this study, Based on these text types, the teachers had different ways in giving feedback. The researcher discovered that teachers used four types of feedback on students' texts. These are direct corrective feedback, suggestion feedback, praise feedback, and criticism feedback. Out of these four types of feedback, the most commonly given is direct corrective feedback. This finding confirmed the types of feedback proposed by Hyland and Hyland¹¹⁹ namely praise, criticism, and suggestion, also proposed by Ellis¹²⁰ which is direct corrective feedback.

116 Ibrahim Mohammed Al-Faki, Ahmed Gumaa Sidiek, (2013), The effect of timely interference of English language teachers on the improvement of learners' oral performance. *International Journal*

of Applied Linguistics & English Literature, Vol. 2, No. 6.

¹¹⁷ Susan Brookhart. *How to Give Effective Feedback to Your Students* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 17.

¹¹⁸ Ibrahim Mohammed Al-Faki, Ahmed Gumaa Sidiek, (2013), The effect of timely interference of English language teachers on the improvement of learners' oral performance. *International Journal of Applied Linguistics & English Literature*, Vol. 2, No. 6.

¹¹⁹ Ken Hyland & Fiona Hyland, *Feedback on Second Language Students' Writing* (Language Teaching, 2006), 86.

¹²⁰ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

a. Direct corrective feedback

The first type of feedback that the teachers used is direct corrective feedback. Data from this research reveal that the teachers used direct corrective feedback. This type of feedback allowed the teacher to cross out a superfluous word, add a missing word, and write the proper form above or near the incorrect one. 121 Based on the analysis done by the researcher, the teachers correct it by directly showing the correct form of student's mistakes and pointing out student's mistakes by giving signs such as underline or circling the mistakes. The example of direct corrective feedback by the teacher such as "it should be 'was'", "'have' should be changed into 'has' because the subject is 'she'", or "use 'themselves'". So, the teacher provides corrections by showing and replacing the errors with the correct answer. This research is in line with an earlier study by Pratama who found out that this type of feedback is very useful since many students can immediately discover their errors in their writing tasks. 122 Therefore, by giving direct corrective feedback to the students, it is the easiest and fastest way to help them to know that their texts contain some errors in a way the teacher also provides them with the correct answer.

b. Praise

The second type of feedback is praise. Data of this research shows that the teachers at the school give praise feedback. Based on the analysis done by the researcher, it is shown that the teachers give praise when there are no errors on the students' texts. Praise is provided after achievement of an assignment or an urge action to express adoration. The teachers feel satisfied with students' work because there are no errors in their texts and the organization of the texts

¹²¹ Dana Ferris. "Does Error Feedback Help Student Writers? New Evidence on the Shortand Long-Term Effects of Written Error Correction" In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* (Cambridge Applied Linguistics, 2006), 83

¹²² Bayu Aga Aprilian Pratama, A Thesis: "Written Corrective Feedback on Student's Research Proposal in Academic Writing Course at English Teacher Education Department of UIN Sunan Ampel Surabaya" (Surabaya: UIN Sunan Ampel Surabaya, 2018)

¹²³ P.C.Dev, "Intrinsic Motivation and Academic Motivation: What does their relationship imply for the classroom teacher". *Remedian and Special Education*. Vol. 18, 1997, 12-19.

is also good. Therefore, the teacher expressed it by giving comments such as "good job", "good effort you put in writing this story", or "well done". This is in line with Biorphy who asserts that praise is a comment that expresses amazement or agreement. In other words, praise is an expression of good comments by the teacher. The data of this study shows that the teachers have similarity to what has been proposed by Biorphy Biorphy 125. By giving praise to students, it is a simple way that the teachers can use to give a good comment on students' work. Besides, it also can help students in increasing their motivation in the learning process.

c. Suggestion

The third type of feedback is suggestion. Data of this study displays that the teachers applied suggestion feedback. The findings of the analysis revealed that the teacher used suggestions to point out that students' texts were still having some problems. Thus, the teacher gives suggestions to the students so that with the suggestion given it can assist the students' to improve their work. Study from Hyland & Hyland revealed that suggestion is an action that contains expression from improvement. ¹²⁶ In addition, the teachers express the suggestion by giving comments such as "maybe you can add one more paragraph or the third paragraph", "you can take it out from the brackets and make it into a sentence", "it's too short, add some paragraphs to explain how the rain happened". The data of this study represent what has been argued by Hyland & Hyland. By giving suggestions, the teachers intend to give students information that their texts require improvement. Therefore, suggestions from the teacher are important for students because it can lead them to improve their writing.

¹²⁴ J. Biorphy, "Teacher Praise: A Functional Analysis". *Review of Educational Research*. Vol. 51, 1981, 5-32.

¹²⁵ J. Biorphy, "Teacher Praise: A Functional Analysis". *Review of Educational Research*. Vol. 51, 1981, 5-32.

¹²⁶ Fiona Hyland – Ken Hyland, "Sugaring the Pill Praise and Criticism in Written Feedback". *Journal of Second Language Writing*. Vol. 10, 2001, 185-212.

d. Criticism

The last type of feedback is criticism. The data of this study reveal that the teachers use criticism feedback. According to the analysis, in order to recognize the mistake made by the students, the teachers' give some comments such as "I'm confused with the sentences here", "what is the meaning of this sentence?", "incorrect word", or "this sentence is not necessary". Based on the finding, criticism feedback is less used by the teachers. It appears sixteen times on students' texts. In accordance, a study by Connors and Lunsford revealed that if pupils receive too much criticism, their motivation and confidence may be ruined. 127 Hence, when giving criticism the teachers also need to be considered in selecting an appropriate language use. Data from this research highlight that the teachers used criticism to express dissatisfaction. The teacher used criticism to comment on some confusing sentences or incorrect phrases that appeared on students' texts. This is in line with Hyland & Hyland who states that criticism is a critical remark or gesture of dissatisfaction. 128 In conclusion, the teachers' way of expressing dissatisfaction of students' work is by giving criticism. Although criticism feedback is often seen as a negative comment, it is also helpful for students to enhance their writing.

To sum up, there are four types of feedback identified in this study: direct corrective feedback, praise, suggestion, and criticism. Thus, praise feedback, suggestion feedback and criticism, and the finding confirms the type of feedback proposed by Hyland & Hyland. Ellis¹²⁹ defines feedback as direct, indirect, metalinguistic, focused and unfocused corrective feedback, electronic feedback and reformulation. From the types of feedback proposed by Ellis, this study identified only one type of feedback that is direct corrective feedback.

¹²⁷ R. J. Connors – A. Lunsford, "Teachers' Rhetorical Comment on Students Papers". *College Composition and Composition*. Vol. 10, 2001, 185-212.

¹²⁸ Fiona Hyland – Ken Hyland, "Sugaring the Pill Praise and Criticism in Written Feedback". *Journal of Second Language Writing*. Vol. 10, 2001. 185-212.

¹²⁹ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

When students write, they express their ideas, opinions, and feelings. So, they should organize their ideas into words, phrases, sentences and paragraphs to be understandable. This complexity makes writing considered as a difficult skill. Murcia stated that writing is frequently regarded as the hardest ability to learn because it necessitates a higher level of mastery of language than other skills. Thus, the feedback given by the teacher should lead students to improve their writing. Teacher's feedback on student's writing is compulsory and the feedback itself should help students to increase their writing ability. It is also supported by Kamberi who revealed that feedback is essential in teaching and learning language. The feedback from the teacher can improve students' writing. So, it can be said that any type of feedback that teachers give is good for the students to improve their writing ability.

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¹³⁰ Murcia, Celce, Marianne and Elite Olshtein. *Discourse and Context in Language Teaching*. (New York: Cambridge University Press, 2000), 181.

¹³¹ Faroha, Dian Nisfu., Muslem, Asnawi., Fajrina, Dian. "Teacher's Feedback on Students' Writing". *Research in English and Education (READ)*. Vol. 1 No. 1, 2016, 34-43.

¹³² Lulzime Kamberi. "The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners". *Procedia – Social and Behavioral Sciences*. Vol. 70. No. 01, 2013. ¹³³ Zainuddin, "The Effect of Giving Feedback to Students' Writing", *TEFLIN*. Vol. 15 No. 2, 2004, 117-126.

CHAPTER V

CONCLUSION AND SUGGESTION

This part explains the conclusion according to the research findings focused on teachers' feedback strategy on students' developed texts and types of feedback that the teachers used on students' developed texts.

A. Conclusion

The result of the research focuses on teachers' feedback on students' developed texts. The conclusion comes up in two points which are teachers' strategy in giving feedback and types of feedback given by the teachers on students' developed texts at MAN Sidoarjo.

1. Feedback strategy used by the teachers on students' developed texts

The finding of this study revealed that teachers of MAN Sidoarjo applied feedback strategy in evaluating students' developed texts. The strategies applied are timing, amount, mode, and audience of feedback. In choosing the timing of feedback, the teachers gave it immediately after the students submitted their texts. While choosing the amount of feedback, the teachers provided detailed and small amounts. Another feedback strategy is mode, the teachers use two modes of feedback which are written feedback and oral feedback. Audience feedback is also applied by the teachers. The teachers provide group feedback and individual feedback.

2. Types of feedback that the teacher gives on students' developed texts

Regarding the data types of feedback given by the teachers, it is found out that there are four types of feedback given by the teachers on students' developed texts. These feedback are direct corrective, praise, suggestion, and criticism. Expressions such as 'you can say "inspired from", 'it should be "was" because it happened in the past' can be categorized as direct corrective feedback 'your paragraph is good', 'good effort you put in writing this story',

'good text' can be classified into praise feedback. Other expressions like 'study more about tenses', 'give explanation who said these conversations' are categorized as suggestions. And expressions of criticism can be seen from 'I'm confused with the sentence here', 'which sentence it refers to'. Among all these types of feedback, the most commonly given by the teacher in correcting the students' texts is direct corrective feedback.

B. Suggestion

Based on the finding of the research, the suggestions given by the researcher will be presented as follows:

- 1. Suggestion for the students, they can learn from the teachers' feedback on their writing texts so that they can write good English writing texts later on. In addition, the feedback given is also useful to improve their writing.
- 2. Suggestion for the teachers, the teachers are recommended to choose the feedback strategy appropriately so that the feedback given is delivered well to the students. Furthermore, the teachers also can vary their feedback while correcting students' texts. For instance, not only giving praise, suggestion, criticism and direct corrective feedback, but the teachers also can use other feedback types such as peer feedback or self-feedback.
- 3. For the further researcher, the researcher suggests future research for example the students' response towards the feedback strategy applied by the teacher, such as in the timing of feedback provided. Moreover, they also can explore the effect of giving certain types of feedback. In addition, different subjects, skills, research setting hopefully will also provide more information related to the focus of the study.

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