

A TEACHER'S WRITTEN FEEDBACK ON STUDENTS' WRITING
(A Case Study at One Senior High School in Bandung)

A THESIS

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Written by:

Yessi Widyasari

1201329

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A Teacher's Written Feedback on Students' Writing

Oleh
Yessi Widyasari
S.Pd UNP Padang, 2012

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PAGE OF APPROVAL

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By:
Yessi Widyasari
1201329

Approved by:



Prof. Emi Emilia, M.Ed., Ph.D.
NIP.196609161990012001
Main Supervisor



Bachrudin Mustafa, M.A., Ph.D.
NIP.196009191990031001
Co. Supervisor

This Thesis has been approved by
the Head of Study Program of English Education



Prof. Emi Emilia, M.Ed., Ph.D.
NIP.196609161990012001

DECLARATION

I declare that this thesis entitled "A TEACHER'S WRITTEN FEEDBACK ON STUDENTS' WRITING" is completely my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Bandung, July 2014

Yessi Widyasari

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ABSTRACT

This study aims to investigate a teacher's focus and strategies when providing written feedback on students' writing. This study also aims to identify the students' preferences for both the focus and strategies used by the teacher. This qualitative case study involved a teacher and nine students at one senior high school in Bandung. The students were categorized into high and low achievers. The data were obtained from three sources, including observations, document analysis, and interviews. The data were analyzed based on the theories of teacher's focus (Fathman & Whalley, 1990) and strategies (Hendrickson in Ferris, 2003) in providing written feedback. The findings of this study show that the teacher tended to focus on form, particularly grammar, when giving the feedback for both the high and low achievers while she also paid attention to the content of their writing. Moreover, the findings reveal that indirect feedback strategy, especially symbols and codes, was more frequently employed by the teacher for the two groups of the students. In addition, the findings indicate that both high and low achievers preferred form-focused feedback, especially grammar, to content-focused feedback. Furthermore, the findings suggest that the two groups of the students showed the preference for the indirect feedback strategy, particularly symbols, instead of the direct feedback. In conclusion, there was no difference in the teacher's written feedback focus and strategies between the high and low achievers. Moreover, the two groups of the students had the same preferences for the focus and strategy which matched to those employed by the teacher. In addition, two problems were encountered in this study, including the teacher's inconsistency in using the error codes and the students' unfamiliarity with the codes. Therefore, it is suggested that teachers of writing limit the error codes to specific error patterns, teach the students the meanings of the codes explicitly, and implement the codes consistently. In addition, it is suggested that teachers know the students' level of ability as well as the implementation and effects of the written feedback on the students' writing; therefore, the focus and strategies can be adjusted on what mostly contributes to the development of their writing skills.

Key words: *form-focused feedback, content-focused feedback, direct feedback, indirect feedback*

ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi fokus dan strategi guru ketika memberikan *feedback* tertulis terhadap tulisan siswa. Penelitian ini juga bertujuan untuk mengidentifikasi kecenderungan pilihan siswa terhadap fokus dan strategi yang digunakan oleh guru. Studi kasus kualitatif ini melibatkan satu orang guru dan sembilan siswa di satu sekolah menengah atas di Bandung. Siswa-siswa tersebut dikategorikan sebagai *high achievers* dan *low achievers*. Data diperoleh dari tiga sumber, yaitu observasi, analisis dokumen, dan wawancara. Data tersebut dianalisis berdasarkan teori dari fokus guru (Fathman & Whalley, 1990) dan strategi yang digunakan guru (Hendrickson in Ferris, 2003) dalam memberikan *feedback* tertulis. Temuan penelitian ini menunjukkan bahwa guru cenderung fokus pada *form*, khususnya *grammar*, ketika memberikan *feedback* terhadap *high achievers* dan *low achievers* walaupun guru tersebut juga memperhatikan *content* dari tulisan siswa. Selain itu, temuan juga menunjukkan bahwa *indirect feedback*, khususnya simbol dan kode, adalah strategi yang paling sering digunakan guru dalam merespon tulisan kedua kelompok siswa tersebut. Kemudian, Temuan juga mengindikasikan bahwa *high achievers* dan *low achievers* cenderung kepada *form-focused feedback*, khususnya *grammar*, daripada *content-focused feedback*. Selanjutnya, temuan juga mengindikasikan bahwa dua kelompok siswa tersebut menunjukkan pilihan terhadap *indirect feedback*, khususnya simbol, daripada *direct feedback*. Kesimpulannya, tidak ada perbedaan dari segi fokus dan strategi yang digunakan guru dalam merespon tulisan *high achievers* dan *low achievers*. Berikutnya, kedua kelompok siswa tersebut mempunyai pilihan yang sama yang sesuai dengan fokus dan strategi yang telah diaplikasikan oleh guru tersebut. Kemudian, penelitian ini menunjukkan dua masalah, yaitu guru tidak konsisten dalam memberikan kode terhadap kesalahan tulisan siswa dan siswa tidak terbiasa dengan istilah-istilah yang ada pada kode tersebut. Oleh karena itu, guru disarankan untuk membatasi jumlah kode terhadap pola-pola kesalahan yang bersifat spesifik, mengajarkan arti dari kode-kode tersebut secara eksplisit kepada siswa, dan mengimplementasikan kode tersebut secara konsisten. Selanjutnya, guru diharapkan untuk memahami tingkat kemampuan siswa sekaligus implementasi dan efek yang ditimbulkan oleh *feedback* tertulis terhadap tulisan siswa sehingga fokus dan strategi dari *feedback* guru bisa disesuaikan dengan tipe-tipe fokus dan strategi yang memberikan kontribusi terbesar terhadap perkembangan kemampuan menulis siswa.

Kata kunci: *form-focused feedback*, *content-focused feedback*, *direct feedback*, *indirect feedback*