

**TEACHER FEEDBACK ON STUDENT'S WRITING IN A
VOCATIONAL HIGH SCHOOL**

A Thesis

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Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan*
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of other people, except for the excerpts and summaries from which I have explained the source.

Yogyakarta, 6 January 2023



Naseha El Sakinah

DEDICATION PAGE

I dedicate this thesis to my parents, my brothers, my big family, my lecturers, my boyfriend, my bestfriend, my friends, and all those who always asking me by: "gimana skripsinya?" "kapan sidang?" "kapan selesai?" "kapan wisuda?". I made this thesis in the middle of a quarter life crisis, and Alhamdulillah, even though I was struggled desperately when I was the youngest child, I had to look after and care for my parents, especially my mother, who was a little vulnerable because she had TB disease, which in October was also exposed to me so she focused. I was divided between my thesis, housework, caring for my parents and self-medication. I've proven that a divided mind doesn't prevent me from forgetting my obligation to learn and develop into a better and more useful version of myself. This final project is the answer.

ACKNOWLEDGMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh,

Alhamdulillah Rabbil 'Aalamiin, all praise to Allah SWT, because only with His permission the author can complete this thesis. Shalawat and greetings to the prophet Muhammad SAW who has saved mankind from the era of ignorance and guiding us from the dark era to the brightest era.

This thesis was created to fulfill the requirements for obtaining a bachelor's degree in the English Department of the Islamic University of Indonesia. The author realizes that without the help, support and motivation from all parties, it would be very difficult to complete this thesis. Therefore, the authors would like to thank those who have provided assistance, support, and motivation in completing this thesis. The author would like to thank:

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6. Other parties that cannot be mentioned one by one who have provided support and encouragement to complete this thesis, I am very grateful. Finally, I believe that this thesis is still far from being perfect. However, hopefully this thesis can be useful in the future, especially in the field of education. Writing this thesis requires more strength, confidence, and courage to explore further the problems that occur in the

world of education. This thesis dives deeper into the problems that exist in the education sector on the problem of student enthusiasm for learning. For this reason, the authors hope that there will be further research that explores this field, so that in the future if similar incidents happen again, it is hoped that we as educators will be ready.

Wassalamualaikum Warahmatullahi Wabarakatuh.

Yogyakarta, 9 February 2023

The Author

MOTTO

“Try to shape you. You will regret it one day if you don't do your best now. Don't think it's too late, but keep working on it. It takes time, but nothing gets worse with practice. So practice. We may be depressed, but it's proof even if you do good.”

-Jeon Jungkook-

TABLE OF CONTENTS

APPROVAL SHEET	i
RATIFICATION SHEET	ii
STATEMENT OF WORK'S ORIGINALITY	iii
DEDICATION PAGE	iv
ACKNOWLEDGMENT	v
MOTTO	vii
TABLE OF CONTENTS	viii
ABSTRACT	x
CHAPTER I	1
INTRODUCTION	1
CHAPTER II	3
CONSTRUCTS	3
2.1 Feedback in Writing	3
CHAPTER III	4
IMPLEMENTATION	4
3.1 Feedback	4
3.2 Reflection	6
CHAPTER IV	7
CONCLUSION	7
4.1 Conclusion	7
4.2 Recommendations	7
REFERENCES	8

LIST OF FIGURES

Picture 3.1. 1 Providing job vacancy advertisement posters to students	4
Picture 3.1. 2 Providing job vacancy advertisement posters to students	5
Picture 3.2. 1 Returning student assignments with a little motivation	5
Picture 3.3. 1 Giving feedback by adding explanations	6

ABSTRACT

This report aims to describe feedback given by teachers on students' writing in a Vocational High School and students responses to teacher feedback. Thirty-two students in grade 12 majoring in travel business attended this class. The classes were conducted synchronously and asynchronously due to the COVID-19 pandemic. The results of this study indicate that the students' writing process is helped after being given corrective feedback, namely the teacher uses written feedback or feedback that is given indirectly. The feedback provided follows 3 principles, namely; Focusing on the Process rather than the Product, Ensuring Students' Positive Feelings, Expanding Students' Language and Ideas. Student responses to teacher feedback by receiving and correcting. By following these 3 feedback principles, it is hoped that teachers can provide feedback on student writing properly and build so that students further improve their writing skills.

Keywords : *feedback, teacher written feedback, students' writing*

CHAPTER I

INTRODUCTION

Expressing a thought, idea, or even feeling in a written form is an activity called writing. In the process of teaching and learning, writing is one of the processes that must be experienced by every student in order to hone students' writing skills. Students are required to have writing skills. A teacher will help guide students in the writing process at school to improve students' writing skills, students' writing skills in writing can be developed by continuing to practice.

For a student, to write with good writing standards is not something that is considered very easy. Students experience several challenges that must be faced in writing activities such as lack of mastery of vocabulary and grammar and challenges such as losing or not having ideas to start writing. In addition, one of the factors that students lack in writing is that students do not feel confident with their writing. This was expressed by students taught by me when I was a pre-service teacher. As stated by Ruegg (2014), that writing difficulties are not only caused by the inability to solve writing problems but also from one's own decision that someone is not able to solve them, so one important step in improving writing ability is to strengthen individual efficacy expectations about their writing ability.

On September 21-27, 2021, I observed a class at a Vocational High School in grade 12. When I first came to the school, I was delighted because we were welcomed and well-received by the teachers. My partner and I got a class with different majors and class 12 with a travel business major (UPW), which was quite active. During my observations, I observed school teachers' activities to manage and build students' motivation in synchronous and asynchronous online learning. I also helped with work in the school library. In addition, I learned many new things during my observation activities, such as how to make lesson plans, create guidelines, and teach using a hybrid system.

On October 5, 2021, I taught for the first time at a high school. I noticed that students in grade 12 were facing problems in writing activities. This emerged from initial research examining the writing of the students. The student's writing ability is evident in the initial test results. Students are assigned to write about the structural part of the job application letter in English. Overall, the results of students' writing indicate that students face difficulties.

From the results of the observations above, it appears that some students have experienced writing difficulties because the results in student writing still look inaccurate. This shows that there are still some students who have difficulty in writing. To overcome this problem, the teacher plays a very important role in being directly involved in the students' writing process by guiding students, one of which is by providing feedback on student assignments. In developing writing skills and motivating students to improve their writing, teacher feedback will greatly help students. The feedback used by the teacher in correcting student writing is usually in the form of direct and indirect feedback.

CHAPTER II

CONSTRUCTS

2.1 Feedback in Writing

Feedback is an element of the teacher-student approach that helps both teachers and students in the teaching and learning process, especially in the writing process to improve the ability and quality of students' writing. Through feedback, students can find out and be aware of the strengths of their writing so that they can better appreciate their achievements and are also aware of weaknesses or mistakes in their writing such as developing ideas that are still lacking or using words that are not appropriate (Wulandari, 2022). They will know which parts need to be improved by giving an evaluation of the student's writing by the teacher and asking students to revise their writing. According to Keh (1990), providing information to the author for revision, can be in the form of comments, questions, and suggestions. Comments such as informing that the writing is still not quite right, questions such as asking about the writing which is still difficult to understand and suggestions such as the input given for the writing which is still not quite right so that all information can be revised. However, the feedback given to students should not be too much or excessive, because it can discourage students and reduce enthusiasm for students in writing activities. (Ur, 1996:171). Usually, if students feel unenthusiastic, they tend to be lazy to improve their writing because for them what they do will always be considered wrong by the teacher. Therefore the feedback given must be positive and the teacher can wisely motivate and encourage students to revise their writing with the ultimate goal of achieving achievement.

In writing classes, teacher feedback plays a very important role. The teacher acts as a reader while students act as writers. By acting as a reader, the teacher must have an effective strategy in providing feedback, where the strategy focuses more on the abilities and knowledge that students can do to encourage the development of their writing. Students are expected to increase their efforts in writing based on the knowledge they have. Written feedback is the most important feedback in the writing process for students. Feedback can encourage students to think and make students more curious about mistakes in their writing which in turn lead to student responses by asking the teacher.

Teachers can provide effective written feedback appropriately by following three principles, namely; Focusing on the Process rather than the Product, Ensuring Students' Positive Feelings, Expanding Students' Language and Ideas (Wen, 2013). The principle

Focusing on the Process rather than the Product, which means this principle focuses more on all student processes while students are working on writing, not directly assessing the results of the student's writing without looking at the student's working process. Then, the principle of ensuring students' positive feelings, which means the teacher focuses on providing balanced feedback to students, namely providing negative and positive feedback in order to arouse and strengthen positive feelings in the writing improvement process. The latter is Expanding Students' Language and Ideas, in this principle the teacher guides students so they are able to develop their language and ideas.

CHAPTER III

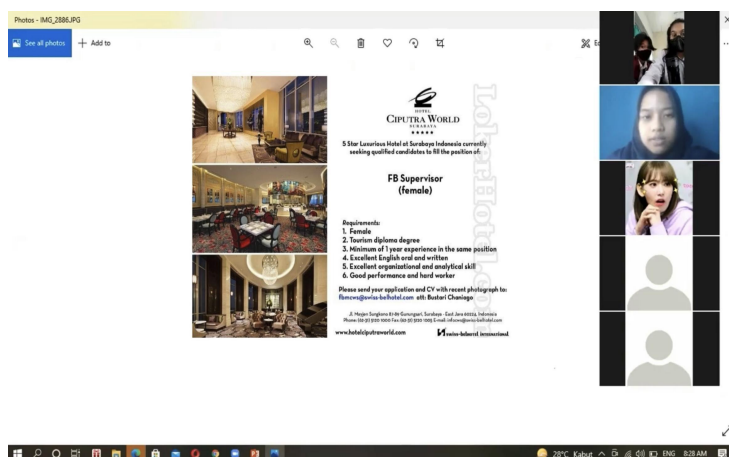
IMPLEMENTATION

3.1 Feedback

In this section, I describe the steps of learning activities and their implementation. To provide feedback to students, I use the theory from Wen (2013) which explains that there are three principles of feedback. The three principles are:

1. Focusing on the Process rather than the Product

On October 12, 2021, I started my synchronous and asynchronous teaching. I prepare students by explaining the material they will learn. The material they learn is about Job Application Letters. After I explained the material, I gave job advertisement posters as material to connect the job application letter by conducting question-and-answer activities with students.

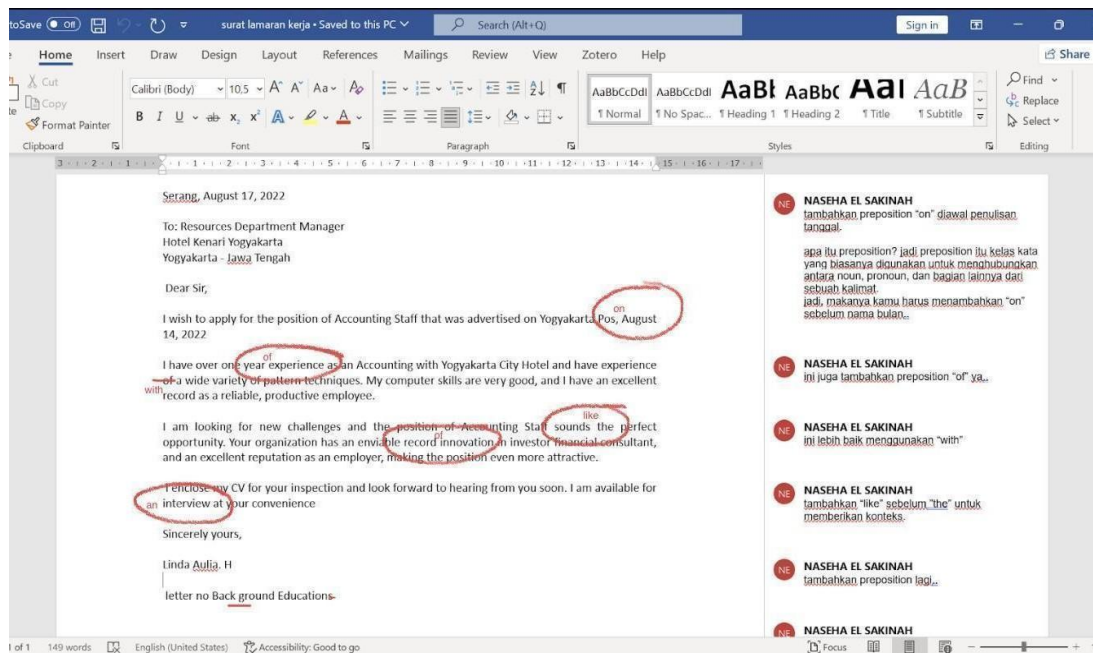


Picture 3.1. 1 Providing job vacancy advertisement posters to students

After explaining the material, I assigned students to make a job application letter. When students are working on their writing, I always monitor and check the progress of my students' writing. I also asked each student if they were having difficulties with their writing and helped them improve by giving oral feedback on their writing. However, due to time constraints, their writing was not finished, so I asked them to continue at home and submit their assignments to me via WhatsApp.

When giving indirect feedback on one of my students' assignments, I give symbols or marks to the wrong words or sentences in the student's writing. The average error found is the lack of prepositions, as shown below. In addition to signs

or symbols, I also provide some information on the feedback I give to increase student understanding.

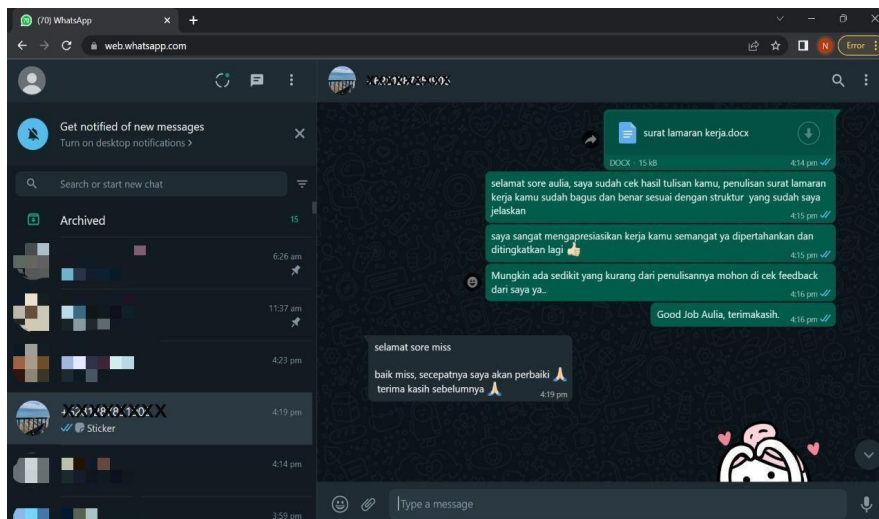


Picture 3.1. 2 Giving feedback by marking the incorrect sentences

2. Ensuring the Students' Positive Feelings

In this principle, the teacher focuses on providing balanced feedback to students. According to Wen (2013), teachers not only give negative feedback such as comments about their writing errors but also give positive feedback such as praising that some of their writing is correct to arouse and strengthen students' positive feelings in the process of improving their writing.

As in the picture below, after I corrected and provided feedback on their writing, I returned the student's writing that I had given feedback to them via personal chat on WhatsApp for them to correct the writing that was still not quite right. However, after sending student writing that has been given feedback to students, I added positive feedback in the chat column such as praising their writing which was correct and encouraging students not to feel inferior because their writing was given feedback. This aims to balance the feedback I give, and ensure that students' feelings remain positive.

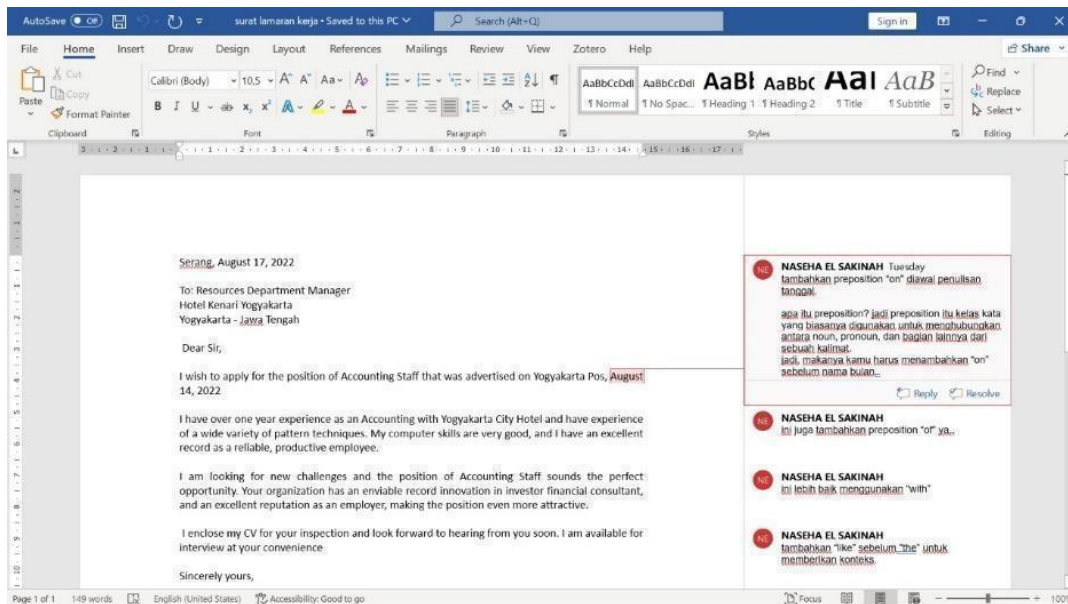


Picture 3.2. 1 Returning student assignments with a little motivation

3. Expanding the Students' Language and Ideas

In this principle, the teacher guides students to be able to expand their language and ideas. Wen (2013) states the teacher's written feedback is intended as a tool for students to restructure their work. The hope of this principle is that students can absorb all the teacher's instructions and act on the feedback that has been given by the teacher so that students can develop ideas and expand the language.

In the picture below, after I checked the students' writing results, it was found that my students seemed to be lacking in adding prepositions, so I provided feedback on their writing by adding explanations to the feedback, such as one of the first feedbacks, my students wrote the sentence "August 14th, 2022" where it is should add a preposition before the month name. The preposition that must be added is "on" so that the sentence becomes "on August 14, 2022". I also added an explanation of what prepositions are and the reasons for using these prepositions to guide students and broaden students' ideas so that students discover more knowledge and broaden their ideas, so the student can absorb all the teacher's instructions and follow up on the feedback that has been given by the teacher.



Picture 3.3. 1 Giving feedback by adding explanations

3.2 Reflection

After I experienced teaching practice as a prospective teacher, I got new experience to be a good teacher. As a teacher, I have to overcome the barriers that exist in students by optimizing basic interactions with students. I always monitor and check the progress of my students' writing by helping them improve it by providing corrective feedback on their writing such as providing feedback on their tenses that are still not quite right and providing feedback on their spelling that is still wrong. But I also praise the writing of students who have done it well and correctly. In my opinion, providing feedback on students' writing assignments can help students evaluate their writing and improve students' abilities to be even better at writing.

CHAPTER IV

CONCLUSION

4.1 Conclusion

The use of feedback on the quality of students' writing in Vocational High Schools impacted the students positively. Feedback is crucial for improving the quality of teaching and learning process, especially in writing classes. Corrective feedback was given to students' writing, specifically on the tenses and spelling. The feedback was based on three principles; focusing on process rather than product, ensuring positive student feelings, and expanding student language and ideas. The feedback used when correcting student writing is a type of indirect feedback in the form of marking and commenting on student writing, so students can easily find errors in their writing that must be corrected to improve their writing skills and quality.

4.2 Recommendations

This best practice can benefit writers, teachers, or other researchers. Teachers can benefit from this best practice as an inspiration to consider ways of providing feedback and scoring on student's work. Providing good feedback on student's work can be done through three principles; 1) Focusing on the Process rather than the Product, 2) Ensuring the Students' Positive Feelings, and 3) Expanding the Students' Language and Ideas. Educators should provide balanced feedback instead of giving negative feedback. They have to provide positive feedback, such as praising if some part of their writing is correct for improving and strengthening their positive feelings during their learning process.

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