The Rules Of Feedback In Writing Class

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Abstrak

Memproduksi tulisan dalam Bahasa Asing merupakan perjuangan bagi pembelajar bahasa asing di Indonesia kebanyakan. Perbedaan berbagai aspek kebahasaan, mekanika, dan penggunaan bahasa menjadi sumber kesulitan dalam menulis. Namun, pembelajar bahasa dituntut untuk menguasai empat keterampilan dalam bahasa Inggris, termasuk menulis. Cara memfasilitasi siswa dalam menyusun sebuah tulisan adalah melalui proses Belajar Mengajar. Guru sebagai orang yang memiliki tanggung jawab untuk meningkatkan pembelajaran harus menciptakan cara yang memotivasi siswa untuk menghasilkan karya tulis. Salah satu cara untuk memfasilitasi siswa adalah dengan memberikan umpan balik atas tulisan siswa. Guru diminta menggunakan berbagai macam umpan balik untuk membimbing siswa menghasilkan tulisan yang baik.

Kata kunci : tulisan, bahasa asing, umpan balik

Abstract

Producing a writing in Foreign Language is struggle for foreign language learners in Indonesia mostly. The difference on various linguistic aspects, mechanics and language usage are the source of the difficulties in composing a writing. However, language learners are required to master the four skills in English, included writing. The way to facilitate the students in order to compose a writing is through Teaching and Learning process. The teacher as the person who has responsibility to enhance the learning have to create the way to motivate the students to produce a writing. One of the way to facilitate the students is by giving feedback on students' writing. The teacher are asked to use various kinds of feedback to guide the students to produce a good writing.

Keywords: writing, foreign language, feedback

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INTRODUCTION

English learning in Indonesia stands for productive and receptive skill. Productive consists of speaking and writing, while recptive consists of listening and reading. Those skills are different each others. It has different component to be understood in order to master it.

Writing is assumed as the most difficult skills to be acquired. Several studies Fatimah & Suharto,2017;Vitri,2018) found that the language learners are struggle to produce writing in foreign language. It is different with speaking, even these are the productive skills. Speaking can be acquire easier than speaking due to the innate capacity have by the individual. People have somtehing on the brain and need a medium of transfer to express it. Meanwhile writing is quite different. It has more complicated process than it (Brown cites in Fatimah & Suharto,2017).

In further, it is semmed as one of the most difficult skill to be acquired by the foreign language learners due to involvement of some components, such as linguistic aspects, cognitive aspects and sociocultural aspects (Barkaoui,2007). However, it is highly needed to be mastered due to the communication purpose for certain business. It is more complicated to produce writing in foreign language realizing on the grammatical use on the language. Vitri (2018) found some grammatical errors produced by the students in writing class. The error is not only in term of grammatical errors, but also in some other writing components.

There are several reasons cause the difficulties in acquiring the writing skills in foreign language, namely : (1) lack of students' motivation and teacher's interest, (2) lack of vocabularies, (3) lack of diction usage, (4) the knowledge on the grammatical knowledge, and (5) the limitation on feedback (Adas and Bakir,2013).

However, being able to produce a good writing is necessary to do. Since writing is not only a matter of transfering the ideas, but also involving some others component. To write means the writer involves the creative process in finding, resulting, and shaping proposition, analysis system, feedback, and revision (Zainuddin, 2004). Producing writing in a foreign language is not only a matter of transfering the ideas in a new code (O'Maggio,19786), but it is more on the ability to use the structures, the lexical items, and other components.

Dealing with the situation, the teacher should take a role in motivating the learners to help the learners to enhance the learning. The teacher socialize the learning environment to the students by facilitating the learning process. In case of teaching and learning writing, the teachers' feedback is necessary to do (Maryam,et.al,2016).

Giving feedback to the students' writing is an essential component of the teaching writing (Agbayahoun,2016). In similar, the students' access to get the teacher's feedback in producing writing is needed. Several researchs (Shirotha,2016; Faroha et.al,2016; Agbayahoun,2016; Nurhayati,2017, Vitri,2018) found that feedback is significantly affect the students' writing performance. It affects the students' motivation in producing writing, acknowledging the students' understanding in writing components, reducing errors,etc. Generally, feedback plays the important role for the language learners in producing a meaningful writing whether in the second language, even the native language.

Writing

It is a must for the language learners to master the ability in writing., even in the foreign language.

Writing is one of skills in English that should be mastered by foreign language students. Writing is the way of thinking to compose some ideas, express the sentences into a good writing, and arrange those ideas into statements and paragraph clearly (Nunan,2003). It is progressive activities involve several processes to make it done. Bryne (2007) says that writing is judged as the most difficult skills to be learnt since it is a productive skill in language learning.

Writing is one of the English four basic skills. It is a productive skill since it requires the learner or language user to produce written texts. Writing is an activity to form the graphic symbols such as letters and numbers which are composed in certain rules into a meaningful words, sentences, paragraph, and so on (Byrne ,1984).

However, writing is not only about creating letters or symbols. It is also about using the letters and symbols to hold communicative purpose. This argument is supported by Troyka in Handayani et al. (2013: 1). He states that writing is a way to communicate to the reader in purposes. It means that writing is the ideas, feeling, or thought from the writer which are created and expressed into written forms. The purposes are to deliver messages, to give information to the readers, and to create literary works in written forms.

The Process of Writing

According to White and Amdt (1991 writing consists of several stages which are connected recursively. The stages include generating, focusing, stucturing, drafting, evaluating and reviewing ideas. Tompkins (1991) dividss the process of writing several general steps such as pre-writing composing and post-writing.

Pre-writing is the beginning stage of writing process. It is a "getting ready to write" stage. The traditional notion stated that writers have thought out their topic completely ridiculous.If writers wait for the ideas to be fully developed, they may wait forever. Instead writers begin tentatively talking reading and writing to see what they know and what direction they want to go (Tornpkins, 1994). Pre-writing is as crucial to writers as a warm-up is to athletes.

Murray (1982) believed that 70% or more of writing time should be spent in pre-writing. During the pre-writing stage, the witer will get through the activities beginning from choosing a topic, meaning that he/she will have the idea in their mind about the material which will be written. Then, based on tho purpose of the writing, he/she will have to consider in what form the witing will be and to whom their writing will be presented to. Generating ideas will be the next activities that are really needed by the writer when organizing the ideas for writing.

In the process of writing, students write and refine their compositions through a series of drafts. During the drafting stage, students focus on gctting their ideas down on paper. Writers do not begin writing with their cornpositions that are already composed in their minds. They begin with tentative ideas developed throrrgh pre-writing activities. The drafting stage is the time to pour out the ideas with little concern about spelling, punctuation, and other mechanical errors

(Tornpkins, 1994). According to Dheram (1995), drafting is concemed wifh how ideas can be organized and how reading can be led to a conclusion with a sense of a completion. ln the process of drafting, the writer tries to write without worrying about mechanical or spelling errors.

During the revising stage, which is also the post-writing stage, a writer refines ideas in his/her compositions. Students often terminate the writing process as soon as they complete a rough draft, believing that once their ideas are jotted down the writing task is complete. The word revision nrriurs seeing again and on this stage, the writer sees his/her composition ,r;rirrrr with the assistance of the teacher or a competent person. The revising stage rnay include several activities. The first is re-reading the rough draft is made by the students that usually made in the forn of note. The second is sharing the rough draft to the writing groups or with the teacher in order to have an opinion about what have the sfudents write. Finally, revising may be based on feedback received from the audience or the teacher.   The writers rewrite the compositions of their writing based on the notes and feedback that have been given.

ln addition to revising, editing. that is putting the piece of writing into the final form, can be conducted. Until this stage, the focus has been primarily on the contents of the students writing (Tompkins, 1994). Once the focus changes to mechanics, students make their writing flow smoothly try having corrections on spelling and other mechanical errors. The main aim in editing is to make the students'writing can be optimally readable by the reader.

Principles of Teaching Writing

Teaching writing should be underlied based on the principles. Sokolik (2003) states four principles of teaching writing. The principles are understanding students' reason for writing, providing many opportunities for the students to write, making feedback helpful and meaningful, and clarifying how the students' writing will be evaluated.

The first principle is understanding students' reason for writing. It is about the importance of both teacher and students' goals. Teacher needs to understand and convey goals to the students so that the students can apply the writing skills that

they learn. The second principle is providing many opportunities for the students to write. Since writing is in part a physical activity, the teacher should give more practice for the students in the learning activities and the practice itself should provide different types of writing. By practicing more, the students can construct correct English words and also sentences.

The third principle is making feedback helpful and meaningful for the students. In writing, students need feedback from their teacher. Teacher should give clear feedback to the students in which the students understand the vocabulary or symbol that is used by the teacher. If it is necessary, teacher can discuss the feedback with the students in the class so that the students can see the errors on their writing. In this way, the students can learn from their mistakes and be more aware of making errors.

The last principle is clarifying how the students' writing will be evaluated. The teacher should give an evaluation which is clear for the students such as how important creativity or originality of ideas is; how important following a

particular written format is; how important grammatical accuracy is; how important that the assignment include recently taught material is; and how important accuracy is in spelling and punctuation. Besides, the teacher needs to make a scoring rubric so that the students know what kind of aspects and requirements that will be assessed in writing.

Feedback

Various terms have been used in identifying errors and providing feedback in the SLA literature. Some of the most frequently used terms are: corrective feedback, negative evidence, negative feedback, treatment and repair. Feedback is general refers to that specific information teachers provide to their students related to the task or learning process. The purpose is to fill in the gap between what the students understand at the moment and what is aimed to be finally understood (Hattie & Timperley, 2007).

Ur (1996) defines feedback as information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance. According to Chaudron (1998), as asserted by Tatawy (2002), the term 'corrective feedback' is used on a variety of ways. Tatawy (2002) elaborated that in Chaudron's view, the term 'treatment of error' refers to teachers' reaction to an error which tries to inform the learner about the fact of error. This treatment may be observed by student, or some treatment may be made very explicit to elicit a revised response from the student. Lightbown and Spada (1999) defined corrective feedback as an indication to the learners

that his or her use of the target language is incorrect.

Ellis (2009) gives a brief explanation of all different corrective feedback (CF) types that are being used.

1. Direct Corrective Feedback
   The teacher provides the student with the correct form.

2. Indirect Corrective Feedback
   The teacher indicates that an error exists but does not provide the correction.
   a. Indicating + Locating the error This takes the form of underlining and use if cursors to show omissions in the student's text.
   b. Indication Only
      This takes the form of an indication in the margin that an error of errors has taken place in a line of text.

3. Metalinguistic Corrective
   Feedback The teacher provides some kind of metalinguistic clue to the nature of the error
   a. Use of Error Code
      Teacher writes codes in the margin (e.g. ww= wrong word; art= article)
   b. Brief Grammatical
      Description Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.

4. The Focus of The Feedback
   This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above option.
   a. Unfocused Corrective Feedback

b.   Focused Corrective Feedback

5. Electronic Feedback

   The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage

6. Reformulation

   This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.

   Ashwell (2000) indicated that teachers believe that correcting the grammar of the student writers' work will help students improve the accuracy of subsequent writing. Research evidence on error correction in L2 writing classes showed that students who receive error feedback from teachers improve in accuracy over time (Ferris & Roberts, 2001). There is also research evidence which proves that students are eager to receive error feedback and they think that it helps them improve their writing skill in the target language (Chandler, 2003; Ferris & Roberts, 2001; Leki, 1990).

   Furthermore a distinction has to be made between direct and indirect feedback, as the different effects of these two types of feedback is what is aimed to be investigated.

Direct Feedback

   Direct Feedback means the teacher provides the students with the correct form of the errors students made (Lalande, 1982 and Robb et al. 1986). Guenette (2007) defines direct feedback as teacher's correction of errors. Direct error correction identifies both the error and the target form (Van Beuningen, 2008).

   Direct corrective feedback has the advantages that it provides learners with explicit guidance about how to correct their errors (Rod Ellis). Ferris and Roberts (2001) suggest that direct corrective feedback is probably better than indirect corrective feedback with students having low levels of proficiency in writing. The study by Sheen (2007) indicated that direct corrective feedback can be effective in promoting acquisition of specific grammatical features. According to Lee (2004) direct or explicit feedback occurs when the teacher picks out errors and gives the correct forms (Lan Anh, 2008).

Indirect Feedback

Indirect feedback indicates that an error exists but does not provide the correction. According to Lee (2004), indirect correction refers to situations when the teacher marks the errors that have been made but does not provide the correct forms, requiring the learners to diagnose and correct their errors. The students were asked to find and correct the errors they made (Zaman & Azad, 2012), while the teacher provides the correct form in direct error correction (Ellis, 2009A).

   Lanlande (1982) suggested that indirect feedback is indeed more effective in enabling students to correct their errors. Teacher indicates the errors by underlining, highlighting or coding the errors and then let the learners do the corrections (Guenette, 2007).

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Uncoded feedback implies situation when the teacher marks the errors with circles underlines or puts a tally in the margin to offer learners a chance to diagnose and correct errors (Lan, 2008, pp 126-127). For editing a paper with indirect feedback, the student is required both to identify the type of error and to self-correct the error whereas in direct feedback what the student does is only to transcribe the teacher's corrections onto the paper (Ferris, 2003).

Peer feedback

According to Richards and Schmidt (2002: 390), peer feedback can be defined as an activity of the students receiving feedback from other students. The students receive their friends' work and then review it and give comment or suggestion on it.

Meanwhile, Lundstrom and Baker (2009: 31) say that peer feedback is an activity which is not only requiring the students to give feedback to each other but also to use the language itself in meaningful interaction. He argues that the students who are doing peer feedback are getting exposed to new ideas from others. Not only getting new ideas, peer feedback can also be defined as the

way to get perspectives from other people in the same age and the same level.

Through peer feedback the students are encouraged to work collaboratively and get around the problem of students' reacting passively to the teachers' responses. As Harmer (2004: 115) states that peer feedback is a valuable element in the writing process. It is supported by Caulk (1994) in Rollinson (2005). He states that peer can give something which is not yet given by the teacher. The feedback of the peer is more specific than that of the teacher which is more general. Hence, peer feedback can complement the teacher's feedback.

METHOD

The research employed meta analysis method. Meta-analysis is a quantitative, formal, epidemiological study design used to systematically assess previous research studies to derive conclusions about that body of research. Outcomes from a meta-analysis may include a more precise estimate of the effect of treatment or risk factor for disease, or other outcomes, than any individual study contributing to the pooled analysis. The examination of variability or heterogeneity in study results is also a critical outcome. studies ensures that meta-analytic research is desirable and the large body of research now generated makes the conduct of this research feasible.

The research access some previous research on feedback on the teaching and learning writing for foreign language learners. The study focused on the previous three years journal on writing.

FINDINGS AND DISCUSSION

The study is intended to get the description on several studies of the use of feedback in writing foreign language. It gained the information on the kinds of feedback used, the beneficial and also the possibility to implement the feedback in writing class.

It is mostly found that there are four kinds of feedback used in writing class possibly. Maryam et.al (2016) classifies four categories of feedback might used by the teacher to support the writing learning process, namely: teacher's feedback, direct feedback, indirect feedback, and teacher's conferencing. Fatimah &Suharto (2017) adds the other possibility feedback to be used in writing class is peer feedback.

Those kinds of feedback showed possitive beneficial to help the students in assigning the foreign language writing. However, the different feedback brings different strengths and weaknesses. Mostly strategy are in the form of written feedback.

It is found that the teacher use of feedback is significantly improve the students' writing performance (Maryam et. Al,2016:Faroha et.al,2016:Nurhayati,2017; Rahmawati,2017; Fatimah &Suharto,2017; Shirotha,2016; Zainuddin,2004; Latifah et.al,2016). Furthermore, the use of indirect feedback in writing class is more suggested than the use of direct feedback. Nurhayati (2017) states that the process involved in inrirect feedback stimulate the students to have a better understanding in specific writing. The self-editing process asked them to be more careful in composing the writing. Another thing, the indirect feedback is also possitively build the students' grammatical sensitivity. The process-approach involved in applying the feedback offers the satisfaction on the students' confidence in producing a writing.

However, on the other hand direct feedback seems positively help the students to save their time in revising the writing draft (Maryam,et.al,2017). The students are intentionally given a correct form of the wrrors in writing. Furthermore, the involvement of the peer in giving feedback is better help the students' understanding. It raises up the students' confidence in revising and composing a writing draft (Fatimah & Suharto,2017).

These kinds of feedback seems the one-way process given in the learning. However, it cannot be neglected that a good teaching and learning process involve two-way interactions between teachers abd the students, even in providing feedback. Masryam,et.al (2017) states that teacher conferencing feedback provides the two-way interaction in learning. The written feedback given by the teacher on the students' wriitng is discussed between the teacher and the students. The students are given opportunity to tell and share the errors to get the students' explanation on it. It helps them to compose and to produce a good writing. It also raise the students' confident in composing the writing.

CONCLUSIONS

The study covers some conclusion on the rules of feedback in writing class, such as:

1. The feedback given by the teacher help the students in understanding the aspects of writing in foreign language context. It helps them to gain the knowledge on writing.
2. The way the teacher in providing feedback affects the students' perception in facing the

writing class. It is suggested to the teacher to know the students' situation and the characteristics.

3. The constructive feedback is more suggested to be applied by the teacher in teaching the writing class in foreign language context.

4. Feedback is significantly affects the students' writing performance.

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