

The Role Of Feedback In Improving Writing Skill

Putri Fadillah Batubara ¹⁾, Wika Arta Mefia ²⁾, Ahmad Rizki Ardi Pratama ³⁾, Yani Lubis ⁴⁾

¹⁾English Language education Faculty of Tarbiyah

²⁾Department of English Language Education, State Islamic University of North Sumatra.

Email: ¹⁾Putrypadila22@gmail.com, ²⁾Wikaartamefia38@gmail.com, ³⁾yanilubis@uinsu.ac.id,

⁴⁾Ahmadrizkyardi150@gmail.com

ARTICLE HISTORY

Received [10 Juni 2023]

Revised [30 Juni 2023]

Accepted [07 Juli 2023]

KEYWORDS

role of English, Improving Learning Quality, articulation.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



ABSTRAK

Helping students improve the quality of learning is one of the important goals of feedback in the teaching and learning process, especially in writing activities. In this literature study, the aim was to examine how teachers can provide effective feedback in writing classes. To achieve this, several expert opinions and previous research on feedback for writing skills have been collected and compiled into several strategies that can be used by teachers to provide effective feedback in writing activities. From this study, it was found that effective feedback from teachers can help students identify their level of proficiency and weaknesses in writing. By considering students' writing needs and goals, the feedback provided can help students evaluate their own achievements and correct weaknesses to improve their writing skills. Teachers can choose certain types of feedback based on the purpose of the writing and the needs of the students. Therefore, it is expected that the teacher can provide effective feedback to increase students' motivation in improving their writing skills. Furthermore, further research is expected to provide information about oral and written feedback in writing activities.

ABSTRACT

Membantu siswa meningkatkan kualitas pembelajaran merupakan salah satu tujuan penting umpan balik dalam proses belajar mengajar, khususnya dalam kegiatan menulis. Dalam studi literatur ini, tujuannya adalah untuk mengkaji bagaimana guru dapat memberikan umpan balik yang efektif dalam kelas menulis. Untuk mencapai hal tersebut, beberapa pendapat ahli dan penelitian sebelumnya tentang umpan balik untuk keterampilan menulis telah dikumpulkan dan disusun menjadi beberapa strategi yang dapat digunakan guru untuk memberikan umpan balik yang efektif dalam kegiatan menulis. Dari penelitian ini, ditemukan bahwa umpan balik yang efektif dari guru dapat membantu siswa mengidentifikasi tingkat kemahiran dan kelemahan mereka dalam menulis. Dengan mempertimbangkan kebutuhan dan tujuan menulis siswa, umpan balik yang diberikan dapat membantu siswa mengevaluasi pencapaian mereka sendiri dan memperbaiki kelemahan untuk meningkatkan keterampilan menulis mereka. Guru dapat memilih jenis umpan balik tertentu berdasarkan tujuan penulisan dan kebutuhan siswa. Oleh karena itu, diharapkan guru dapat memberikan umpan balik yang efektif untuk meningkatkan motivasi siswa dalam meningkatkan keterampilan menulisnya. Selanjutnya, penelitian selanjutnya diharapkan dapat memberikan informasi tentang umpan balik lisan dan tertulis dalam kegiatan menulis.

INTRODUCTION

Teaching English as a foreign language in Indonesia can be complicated and complex because many language rules are different from Indonesian. However, many language learning experts offer solutions and strategies to overcome problems in learning English. One effective strategy is to provide feedback to students. Feedback is an important part of the teaching and learning process that can help improve the quality of learning. According to Hattie (2009), feedback is one of the strongest influences on achievement. Therefore, teachers must consider the importance of providing feedback to students as part of their teaching (van der Kleij, 2019). Feedback is information that students receive about their language learning and can include language production such as speaking, writing, reading, listening, as well as learning skills, attitudes, and effort. Feedback should provide information about student

achievement of learning goals so that students can find out what needs to be improved and strive to achieve these goals.

However, not all teachers know how to provide effective feedback to help students improve their writing skills. Previous research by Junining (2014) shows that feedback in writing classes tends to focus on grammar corrections, spelling, and editing rather than on purpose, audience, and type of text. Therefore, formative feedback that emphasizes the purpose, audience, and type of text will be more effective in improving students' writing skills. However, corrective feedback is also important to help students avoid mistakes in organizing ideas in good and acceptable English rules. This study aims to provide effective strategies for providing feedback to students to improve their writing skills without neglecting certain types of feedback.

THEORETICAL BASIS

Learning English as second language is different from the first language. Therefore some problems may arise from the learning process. The different system may be considered as the cause of the problems in the process. And errors often come since learning is fundamentally a process that involves the making of errors. Linguist have different description if error. Apart from teacher feedback, there is also feedback from classmates and corrective feedback (Kerr, 2020). Feedback from classmates or peer feedback can be effective because it focuses on students and is more easily accepted by students. However, feedback from classmates tends to focus only on grammar and ignores content and writing organization. Corrective feedback is the most common type of feedback given by teachers. This type of feedback is important to help learners understand the second language, because errors and mistakes are common at all stages of learning (Lee, 2017). Errors occur when students are unable to demonstrate their competence, while errors indicate inadequate student competence. Yunus (2020) states that correcting student mistakes and providing feedback to students are routine and normal activities in exploring students' potential in language acquisition. By making corrections, students are expected to be more aware of the types of errors or mistakes they make and improve their performance in writing.

- Library research can be carried out using several strategies proposed by George (2008), namely as follows:
- Make several lists containing relevant terms or phrases, books, expert opinions, and journals related to the topic.
- Conduct systematic browsing to find the information needed.
- Identify relevant indexes and databases to find specific articles in popular and scientific publications.
- Do a quick read of all the sources to determine which are the most useful and to get pointers to additional specific resources.
- Repeat steps 3 to 5 periodically until all types of sources needed are collected to answer the research question

RESEARCH METHODOLOGY

According to Khatibah (2011), library research is a structured activity to collect, analyze, and conclude data using certain methods or techniques to find answers to a problem. George (2008) explains that literature research involves identifying and locating sources that provide factual information or personal/expert opinions about research questions. Therefore, it can be concluded that library research can be carried out by collecting, identifying, and deciding on certain information or expert opinions on certain issues. When conducting library research, a researcher must focus his mind on each stage of research to ensure that the types of information and opinions needed to answer research questions are properly collected.

RESULT AND DISCUSSION

writing skills

According to Nunan (2003b) and Zemach and Rumisek (2005), writing involves complex mental processes in finding ideas, organizing them, and conveying them clearly to readers. For students who learn English as a second or foreign language, grammatical, discourse, sociolinguistic, and strategic competencies are needed to be able to become good writers, as revealed by Ken Hyland (2007). There are several approaches to teaching writing, including product, process, and genre approaches, which are chosen by the teacher according to the needs and goals of students. A good paragraph must have a clear arrangement of ideas, consist of topic sentences and related supporting sentences, and fulfill the five important elements of writing, namely purpose, readership, clarity, unity, and coherence (Folse et.al,

2010).

Feedback

According to Kerr (2020), feedback is information provided to students about their language learning abilities, especially in terms of language production. Through feedback, students are expected to be aware of their own strengths and weaknesses, appreciate their achievements, and correct their deficiencies in acquiring language skills. Feedback from the teacher has an important role in writing classes. As a reader, the teacher must read and respond to students' writing with the aim of encouraging the development of students' writing skills. Therefore, according to Hyland (2003), feedback should emphasize the process of writing and revising texts, so that texts are not seen as separate entities, but as part of other texts that students will write. This can help students to be more engaged in the potential of the text and understand the context of the writing as well as give a sense of the audience and purpose of their writing.

According to Lee (2017), feedback can be given during the learning process (formative) and at the end of learning as part of the evaluation (summative). During the learning process, the teacher can provide feedback so that students know what to do to make good learning progress. Park (2006) recommends three types of teacher written feedback in second language writing classes, namely form-focused feedback, content-based feedback, and integrated feedback. Feedback focuses on form regarding writing mechanics, such as grammar, spelling, and more, while content-based feedback focuses on content and organizational features. Integrated feedback is a combination of the two previous types of feedback, indicating that the feedback should be focused on both the content and the grammar of the student's writing. Hyland and Hyland (2006) add that research shows that second language writers highly value teacher written feedback and many students ask for feedback on their grammar. Therefore, it is suggested to provide feedback in a good form to improve students' writing skills.

Apart from teacher feedback, there is also feedback from classmates and corrective feedback (Kerr, 2020). Feedback from classmates or peer feedback can be effective because it focuses on students and is more easily accepted by students. However, feedback from classmates tends to focus only on grammar and ignores content and writing organization. Corrective feedback is the most common type of feedback given by teachers. This type of feedback is important to help learners understand the second language, because errors and mistakes are common at all stages of learning (Lee, 2017). Errors occur when students are unable to demonstrate their competence, while errors indicate inadequate student competence. Yunus (2020) states that correcting student mistakes and providing feedback to students are routine and normal activities in exploring students' potential in language acquisition. By making corrections, students are expected to be more aware of the types of errors or mistakes they make and improve their performance in writing.

Strategies of giving effective feedback

While feedback can help students improve their writing skills, too much feedback can have the negative effect of reducing students' motivation to revise their writing. Junining (2014) explains that students may lose interest in editing or revising their assignments if they feel that they are given too much feedback. Therefore, it is important for teachers to provide feedback wisely. Kerr (2020) recommends several strategies for providing effective feedback, which are based on research and experiences in teaching writing in the classroom. Writing is a process of how writers organize their ideas in a structured manner in a certain grammar and form, so that attention is not only on grammar or content. We also discuss writing as a product and process, where teachers can guide students in writing. Teachers should focus their feedback not only on the final result of the written product (product approach), but also on how students achieve certain learning tasks (process approach). Hyland (2002) argues that teachers can assist students with various strategies for reconstructing their writing. Teachers can encourage students to discuss, analyze, and evaluate the feedback that has been given, and discuss why the feedback was given and how the feedback is intended to influence their writing (Barkaoui, 2007), so that students can know what needs to be done regarding the process. write. In the writing product approach, the teacher can indicate learning targets with respect to grammar, vocabulary, and the organization of certain texts that have been written by students.

According to a study by Yunus (2020), students prefer detailed and explicit feedback rather than only receiving marks or grades on their writing. Students expect the teacher to provide clear corrections and explain the mistakes they make so they can understand the types of errors and how to overcome them. In the author's experience in providing feedback in writing classes, students often have difficulty understanding errors or underlined errors in their writing. However, when they were asked questions that

mentioned the error or mistake, most students were able to understand why the sentence was wrong and made necessary revisions. Therefore, it is important to provide specific and detailed feedback on students' writing to help them improve their writing skills.

Effective feedback is appropriately challenging

Effective feedback is about improving student learning based on what they have learned recently. Teachers can provide more focused feedback on things students can improve on, such as modifying their knowledge to improve the quality of their writing. In accordance with Kerr's (2020) suggestion, teachers can encourage students to increase their efforts in writing by considering previous feedback and rules that apply in writing. This is expected to improve students' writing skills as a whole. According to Ferris & Hedgcock (2014), teachers should not take over students' writing. Conversely, the teacher can provide feedback on the content, structure, and mechanics of writing, but the final decision rests with the student. This will help students to improve their ability in writing without losing motivation. Teachers must give students the opportunity, support, and encouragement to continue practicing writing, while still considering the feedback provided even though they have not fully mastered the required writing skills (Barkaoui, 2007). By focusing students on the writing process and the mechanical aspects of writing, their writing skills will continue to improve. Effective feedback must balance praise and constructive criticism. Several studies, such as that reported by Wen (2013), show that providing positive and negative feedback on students' writing can significantly improve the quality of their writing. The teacher must provide information about the strengths and weaknesses of student writing. Positive feedback can be given in the form of praise for the good performance of students which can encourage them to maintain that performance. According to Mayasari et al. (2017), positive feedback can be given by showing the rules that students fulfill in their writing. This tells students that they have performed their assignments according to an acceptable standard. On the other hand, negative feedback, as suggested by Sprouls (2011), should point out behaviors or tasks that are not done correctly and provide suggestions for improvement. Students should be guided to see which parts of their writing are not up to standard and given the opportunity to find solutions on their own.

CONCLUSION AND SUGGESTIONS

Conclusion

Feedback is an important aspect in improving the quality of learning. To provide effective feedback to students, the teacher must consider several factors, such as the type of writing approach used, learning objectives, and the balance in giving feedback. The right proportion of feedback can help improve students' writing skills, both in terms of writing outcomes and the writing process. Therefore, further research on the advantages and disadvantages of written and oral feedback can help improve students' writing skills.

Suggestions

From this study, it was found that effective feedback from teachers can help students identify their level of proficiency and weaknesses in writing. By considering students' writing needs and goals, the feedback provided can help students evaluate their own achievements and correct weaknesses to improve their writing skills. Teachers can choose certain types of feedback based on the purpose of the writing and the needs of the students. Therefore, it is expected that the teacher can provide effective feedback to increase students' motivation in improving their writing skills. Furthermore, further research is expected to provide information about oral and written feedback in writing activities.

BIBLIOGRAPHY

- Barkaoui, K. (2007). Rating scale impact on EFL essay marking: A mixed-method study. *Assessing Writing*, 12(2), 86–107. <https://doi.org/https://doi.org/10.1016/j.asw.2007.07.001>
- Derewianka, B. (1998). A grammar companion. In NSW, Newton: PETA. http://proxynet.snu.ac.kr/6a60485/_Lib_Proxy_Url/www.silvereye.com.au/documents/sample_pages/prod4665.pdf
- Ferris, D. R., & Hedgcock, J. S. (2014). *Teaching L2 composition: Purpose, process, and practice (3rd ed.)*. Routledge.
- George, M. W. (2008). The Elements of Library Research; What Every Student Needs To Know. In *Journal of AHIMA / American Health Information Management Association*(Vol.