

LECTURER'S FEEDBACK ON STUDENTS' WRITTEN PERFORMANCE

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Abstract: *The purpose of this researcher wanted to know how English lecturers gave feedback towards student's task in writing subject. There are two strategies that could be used in giving evaluative feedback. In writing subject, it is very important to see the written feedback that had been given by the lecturers to their college students. Thus the researcher wanted to know how the English lecturers gave written feedback to their students and which strategies they used. Based on the content feedback there are seven indicators which should be searched: focus, comparison, function, valence, clarity, specificity, and tone. The research design of this research is descriptive. This research has been done in the subject English Paragraph Writing of the first year students in the academic year 2022/2023. The sampling technique of this research is random sampling technique which are the data had been taken from three classes. The data are taken from documents which are 21 from 105 documents. The researcher found that English lecturers used evaluative and descriptive feedback strategies. In evaluative written feedback, the lecturer gave score based on the numbering and letters from students written tasks. Then, in descriptive written feedback lecturers gave feedback based on the content of student's written based on the indicators.*

Keywords: *Lecturers Feedback , Student's Written Performance*

INTRODUCTION

Writing is one of productive skill that should be mastered by the students especially for students in English education. This skill can be used to express ideas or opinion about something. In teaching learning process, to know students ability in writing, the lecturer asks them to make

a paragraph or essay as their performance in writing. That activity of writing may be called students written performance. Performance is an action to see students' achievement in learning process. It means that this action can be an evaluative process about teaching learning process.

In motivating the students, the

lecturer needs to give them feedback from what they have done. The written task that has been made by the students should be checked by the lecturer and giving correction through writes the comments or notes about their problem in writing or structure. Therefore, the students can do personal correction from the teacher comments on their written task.

Writing is not an easy subject and task for the students. Through lecturer do feedback from their writing task, they can do self-correction and they can assess their ability by themselves. Thus they can motivate themselves to improve their ability in writing and read much to get more information.

Finally, the researcher interested to do this research to motivate and give feedback to them. Hopefully through this feedback they can motivate and improve their ability in writing.

REVIEW OF RELATED LITERATURE

Related Theory

Writing

Writing skill needs complex process. The students should read some books,

journal or articles before they start to write. They cannot develop their ideas if they do not read more any kinds sources before they start to write. This the same Ghaith (2002) explains that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. The writers' ideas can be seen when they write them on the paper. They can share information to others and give benefit to others.

The Nature of Feedback

In writing activity, students need lecturer to assist them to correct what they have written. This activity gives lecturer a challenge to encourage students writing skill. The way to do the challenge is giving response toward students' work, which called feedback. Moss, et al in Pirhonen (2016) define that feedback helps students to learn. It means that feedback is lecturer's advice about students' performance for helping students to know about their mistakes and guides them to the right direction in learning process. In writing performance, students need the lecturer to give comment, advice, additional information, correction, and grade for their writing. How the lecturer provides

the writing performance, students need the lecturer to give comment, advice, additional information, correction, and grade for their writing. How the lecturer provides the feedback be divided into two terms, evaluative feedback and descriptive feedback.

The Types of Feedback

According to Pirhonen (2016) there are two types of feedback, based on forms of feedback: oral feedback and written feedback. Leng (2013) reported that written feedback provides a potential value in motivating students to revise their draft and in improving their writing. According to Hargreaves et al in Pirhonen (2016) stated that feedback divided into two strategies: evaluative and descriptive. Evaluative feedback is one of feedback strategy that is used rewards toward students' work as an appreciation or praise. Meanwhile, descriptive feedback intends to tell what needs that should be improved by the students. It was supported by Pirhonen (2016) defined that descriptive feedback strategy is more complex for example the ways of telling students that they are correct or incorrect. Providing feedback by using descriptive feedback strategy has main purpose, which the

students understand what the lecturer means by the feedback that has given and know about their task are correct or incorrect. Thus, it explains that descriptive strategy relates to how is the content of feedback that is given by the lecturer. Content is important part that should be noticed by the lecturer. There are two ways to know content of feedback based on Brookhart (2008). The first way is "what to say in your feedback (focus, comparison, function, and valence" and the second way is how to say things (clarity, specificity, and tone).

METHODOLOGY OF STUDY

The research was descriptive research. Based on Gay, et al (2000:275) stated that descriptive study determines and describes the way things are. The researcher used descriptive research because the researcher wanted to know about how the lecturer provided feedback in writing subject. The purpose of this research was to know lecturer's feedback toward students' written performance in English Paragraph Writing subject on students in the First year of English Department at STKIP PGRI Sumatera Barat. The source of data for this research was a document,

which was chosen by the researcher from writing book that contained students' written performance. To get the data the researcher used random sampling. In conclusion, the data got from students' midterm paper as written performance in English Paragraph Writing subject.

The data contained 105 papers from three classes (2017A, 2017B, 2017C). Based on Arikunto (2006:107) stated that if the population less than 100, it is better to take all of population. Meanwhile, if the population more than 100, the researcher will take 10%-15% or 20%-25%. In the other hand, the researcher chose 20% with total data 21 from 105 papers. The researcher took seven papers for each class. In this research, the researcher used document analysis as the instrument.

Based on Ary, et al (2010:457), document analysis is a research method that applied written or visual materials for the purposes of identifying specified characteristics of the materials. According to Gay, et al (2012:468-476) there are some steps to understand, describe and classify qualitative data; reading and

memorizing, describing and classifying and interpreting

RESULT AND DISCUSSION

Which one the sub indicator that match with the feedback that existed in the paper that decided by the researcher 21 documents that have been analyzed, the researcher got finding. In focus indicator, the dominant sub indicator that used was process feedback than task and personal the dominant sub indicator that used was criterion-referenced than self-referenced, which criterion-referenced compared the students paper with the standard of learning.

For function indicator, the sub indicator that mostly used is descriptive than judgmental. Because, the researcher explained the feedback clearly by sentence for each points. Last, from valence indicator the sub indicator that mostly used is negative feedback. However, it does not mean that negative for underestimate with the students but negative feedback that helps students to know what they have been wrong and give suggestion and solution what should writer do to repair the paper.

For clarity, specificity and tone the lecturer provided it clearly and specifically for the students. It explained verbally by the researcher.

Descriptive feedback are the feedback that most specific than evaluative, the feedback provide the correct and incorrect from of task. the lecturer used descriptive feedback to improve students' task and performance. In addition by describing their mistakes the lecturer wants the students aware and repair the mistakes. According to Pirhonen (2016) defined that descriptive feedback strategy is more complex for example the ways of telling students that they are right or wrong. Descriptive feedback is more useful for students in teaching learning process because the lecturer use specific information that explained their task. In the students written performance, the lecturer provided descriptive feedback in sentence form and also explained it clearly to make writer easy to understand about what lecturer meant.

The feedback that provided based on the content with seven indicators above has different amount how many it provided. And

it is also explained verbally by the researcher based on the feedback in the paper. The researcher categorized the feedback into the appropriate sub indicators. It related to the theory that has been explained in the chapter II. Which one the sub indicator that match with the feedback that existed in the paper that decided by the researcher

CONCLUSION AND SUGGESTION CONCLUSIONS

Performance is an action to see students' achievement in learning process. It means that this action can be an evaluative process about teaching learning process. Written performance is a performance in writing activity. In performance activity, the important thing that should be provided by the lecturer is feedback. According to Moss, et al in Pirhonen (2016) define that feedback helps students to learn. Without feedback, it would be rather difficult to know what one has been doing right and where it is needed for improvement.

Evaluative feedback is one of feedback strategy that is used rewards toward students' work as an

appreciation or praise. The rewards that provide can be in some forms such as letter grades, numbers, check marks, symbols, or comments such as good, excellent, great, etc. Hence, descriptive feedback strategy is complex information that provides to students that they are right or wrong.

SUGGESTION

Feedback can be viewed as an important process for the improvement of writing skills for students. Giving feedback at the same time helping students improve and learn as writers. It was explained by Leng (2013) reported that written feedback provides a potential value in motivating students to revise their draft and in improving their writing. In this research there are two feedback strategies that provide evaluative and descriptive feedback.

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