TEACHER'S STRATEGIES IN PROVIDING FEEDBACK ON 11TH GRADE STUDENTS' WRITING AT SMA NEGERI 2 PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

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Declare that the thesis I have compiled with the title, **"Teacher's Strategies in Providing Feedback on 11th Grade Students' Writing at SMA N 2 Purwokerto"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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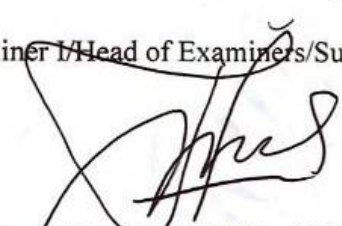
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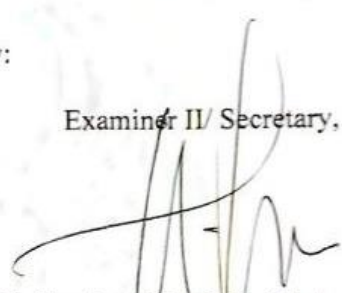
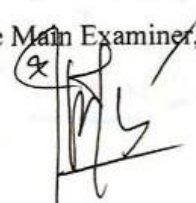Purwokerto, January 24th, 2023

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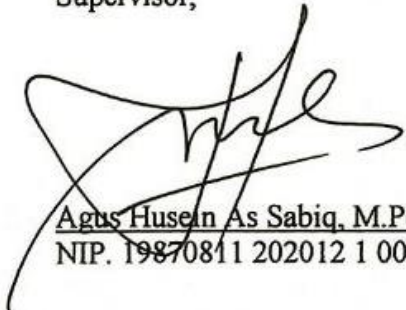in

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MOTTO

"There is power in kindness"

"The highest result of education is tolerance." – Hellen Keller

DEDICATION

I dedicate this thesis to my family, friends, and all the people in my life who genuinely hope, support, and pray for the best for me to finish my education and succeed in the future. I sincerely appreciate it. Thanks a million.

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First and foremost, I thank Allah SWT for being with me and enabling me through His grace and guidance to finish this thesis entitled *"Teacher's Strategies in Providing Feedback on 11th Grade Students' Writing at SMA N 2 Purwokerto"*.

This thesis was submitted to State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto as a partial fulfillment of requirements for *Sarjana Pendidikan* (S.Pd.) degree. Additionally, sincerest gratitude and appreciation are expressed to everyone who contributed to and supported the writing process of this thesis, particularly:

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Finally, while far from perfect, it is hoped that this study will provide benefits and increase knowledge for the readers. Therefore, criticism and suggestions would be gratefully accepted.

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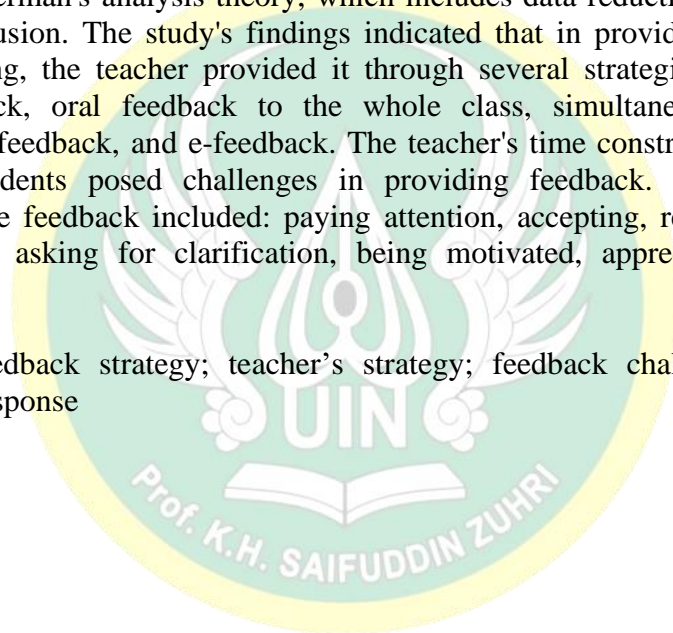Purwokerto, December 23rd, 2022
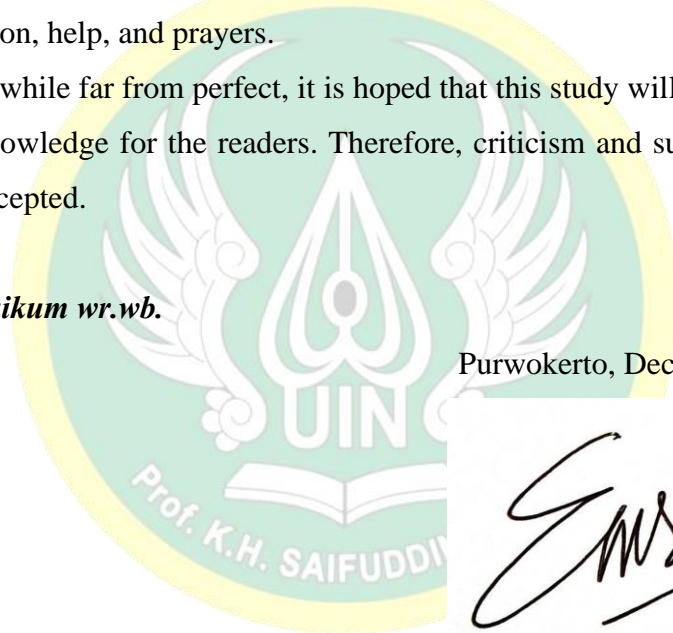
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TEACHER'S STRATEGIES IN PROVIDING FEEDBACK ON 11ᵀᴴ GRADE STUDENTS' WRITING AT SMA NEGERI 2 PURWOKERTO

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Abstract: Feedback on students' writing is an essential element to enhance writing quickly. This study aimed to analyze the teacher's strategies in providing feedback, find out the teacher's challenges in providing feedback, and explore students' responses to feedback on their writing. This study's subjects were the English teacher and students of XI MIPA 1 and XI MIPA 2 at SMA N 2 Purwokerto. Using a qualitative approach, data of this study was collected through observations, interviews, and documentation techniques. Meanwhile, the data analysis utilized Miles and Huberman's analysis theory, which includes data reduction, data display, and data conclusion. The study's findings indicated that in providing feedback on students' writing, the teacher provided it through several strategies, i.e., teacher-written feedback, oral feedback to the whole class, simultaneous oral-written feedback, peer feedback, and e-feedback. The teacher's time constraints and a large number of students posed challenges in providing feedback. Lastly, students' responses to the feedback included: paying attention, accepting, responding to the feedback-giver, asking for clarification, being motivated, appreciating, and not following up.

Keywords*:* feedback strategy; teacher's strategy; feedback challenge; students' response

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CHAPTER I
INTRODUCTION

A. Background of the Study

Basically, students struggled a lot in writing because most of them only write to fulfill writing class assignments. As EFL learners, they will rarely write in English outside of writing class, and it makes them less practice writing. Based on Novariana et al. (2018), the lack of practice being a factor which has the highest percentage. It confirms that the lack of practice is the most external factor affecting students' writing problems.

It is a fact that Indonesian students still often face various problems when producing a piece of good writing. Some of the common writing problems include grammatical problems, limited vocabulary, word choice, organization, and idea development of writing (Ariyanti & Fitriana, 2017; Irmalia, 2016; Marue & Pantas, 2019; Nanda et al., 2016; Novariana et al., 2018; Toba et al., 2019). Furthermore, Aka (2018) found that writing mechanics became the second most writing mistake students often did after grammar. Based on several previous research, it can be concluded that lack of vocabulary and grammar mastery became the most common problem for students in writing followed by other problems such as writing mechanics, word choice, generating ideas about a topic, writing organization, and so on.

Ideally, a good writing is one that is coherent, logical, and the flow feels natural. As stated by Blass & Vargo (2018), a good writing should be coherence, it means that the ideas or sentences are arranged well and logically. The author needs to describe the chronological coherently. The order of the sentences that represent the author's ideas and the way he/she moves from one idea to the next feels natural when it is read. To produce a good writing, it requires a long process and input that encourages the writer's progress. Likewise, students in producing writing will always need input from other people, especially teachers in order to improve their writing performance. Therefore, feedback plays important role for students' writing in the writing learning process.

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In general, feedback is defined as information about a number of points which provided on someone's performance (Hattie & Timperley, 2007; Irawan & Salija, 2017; Yusof, 2013). The information provided is a form of response from the feedback provider. Feedback in teaching and learning activity is considered as an essential process that provides information about an actual performance related to its objectives (Molloy & Boud, 2014). In this case, feedback can be given to the performance of both student and teacher. As stated by Yusof (2013), teachers interpret feedback from students as input to improve their teaching. Likewise, students can interpret feedback from the teacher as input to enhance their ability in the learning process.

Several studies (Asmayana, 2015; Elyza & Dauyah, 2017; Kamilia et al., 2020; Setiani, 2019) show that feedback on students' writing has a significant impact. Students can become more aware of the errors they make in writing and correct them so that they can develop their writing skills. However, in practice, most teachers do not provide optimal feedback or do not provide any feedback at all. Meanwhile, students' writing skills still need to be improved. According to the analysis of students' needs in writing skills conducted by Ma'rufah et al. (2021), it was discovered that grammar become the most important aspect that needs to be improved. Seeing those realities, it increasingly shows the importance of providing feedback on students' writing.

SMA N 2 Purwokerto is chosen as the research site because the students often practice writing, especially in English language and literature classes. In addition, there are many interesting wall magazines that contain student writings which shows that they are accustomed to producing writings on various topics. This is what attracted researcher to conduct research at SMA N 2 Purwokerto.

The preliminary study shows that learning writing at SMA N 2 Purwokerto requires students to write such as summarizing and compiling several texts. The feedback given to students' writing orally in the classroom is related to idea or topic, grammar, vocabulary selection, and sentence structure. It is hoped that the strategy of providing feedback by teachers in this study could be replicated by other teachers in the writing learning process. Considering the aforementioned

explanation, the researcher is motivated to carry out a study titled "Teacher's Strategies in Providing Feedback on 11th Grade Students' Writing at SMA N 2 Purwokerto.".

B. Conceptual Definition

1. Teacher's Strategies

The teacher's strategies in providing feedback, especially on student writing, can be defined as the ways that the teacher implements to provide information so that the student's writing is in accordance with the goals or writing criteria.

2. Feedback in Writing

Feedback in the language teaching and learning process is defined as information given to students about the language that they have produced either through speaking or writing (Turner, 2020). Feedback in writing is described as input from a reader on someone's writing with the purpose of giving the writer information for correction (Keh, 1990).

3. Writing Skill

Writing refers to a language skill that can be learned and master with practice and hard work (Langan, 2010). Writing is a language skill to produce a piece of written language that consists of writer's ideas, thoughts, and feelings.

C. Research Questions

1. What are the teacher's strategies in providing feedback on students' writing?
2. What are the teacher's challenges in providing feedback on students' writing?
3. How do the students respond to feedback on their writing?

D. Aims and Significances of the Study

1. Aims of The Study

a. To analyze the teacher's strategies in providing feedback on students' writing.

b. To find out the teacher's challenges in providing feedback on student writing.

c. To explore students' responses to feedback on their writing.

2. **Significances of The Research**

a. Theoretical Significance

The findings are expected to advance present and future education by enriching knowledge regarding to feedback on students' writing.

b. Practical Significance

1) For English teacher, the findings of this study can be utilized as a reference in designing the strategies for providing feedback.

2) For other researchers, the findings of this study can assist them in discovering more about the teacher's strategies for providing feedback, the challenges that the teacher faced, and students' response. Additionally, it might serve as a resource for study on similar subjects to develop the education field.

E. Previous Studies

To demonstrate the authenticity and novelty of this study, the researcher has reviewed several previous studies on similar topics and mentioned their differences with this current study. First, a research conducted by Nazmillah (2021) entitled *A Study of Teachers Strategy on Providing Feedback in Writing Class (A Descriptive Qualitative Study at the Department of English Education UIN Syarif Hidayatullah Jakarta).* The main objective of this previous research was to find out the teacher's view about the role of feedback on students' writing. It also to described feedback implementation in the English Education Department writing class. Through descriptive qualitative method, it was found that feedback in students' writing activities in the writing class played a very important role. Teacher provided feedback with a combination of direct and indirect feedback and a combination of verbal and written feedback. Its implementation is adjusted to the conditions and objectives of the writing class.

This previous research and the current research differ in the purpose of the research conducted. The current research focuses more on describing the teacher's strategies and challenges of teachers in providing feedback as well as student responses to the feedback they received.

Second, research with the topic of teacher feedback on students writing was also carried out by Rismawati (2018). This previous study which entitled *Feedback Given by The Teacher on Students' Writing at The Seventh Grade of SMP Negeri 2 Juwiring* aimed to detail the kinds of teacher feedback on seventh grade students writing and responses given by the students. This previous research was qualitative research with observation and interviews as data collection methods. This study findings indicated that the teacher applied oral and written feedback which is included in corrective feedback. The teacher provided it directly and indirectly to students' writing. Student responses included asking, accepting, or ignoring the feedback. The differences are this research explores further the challenges faced by teacher when providing feedback on students' writing and how students respond to that feedback.

Last, another study with similar focus was carried out by Loan (2019) entitled *A Case Study of Teacher Feedback on Thai University Students' Essay Writing*. This study thus reported on the practice of teacher feedback in terms of its forms, locations, types and purposes with a consideration of several influential factors in an essay writing class. The results showed the students' active engagement in responding to the teacher feedback, and this tends to assert the crucial roles of teachers' knowledge of students' learning experiences, English proficiency levels, feedback preferences and classroom settings on the success of written corrective feedback. Meanwhile, the purpose of this current research is not only to analyze the teacher's strategy in providing feedback to student writing, but also to find out what challenges the teacher face in providing feedback. In addition, students' responses to students' writing were also explored in this study.

F. Organization of The Paper

This paper consists of several chapters organized as follows:

Chapter I, which titled introduction. This is an introductory chapter which contained the background of the problem, conceptual definition, research questions, objectives and significance, previous relevant studies, and organization of the paper.

Chapter II, which presented the literature review. This chapter contained a description of the theoretical framework relevant to the thesis topic. It described theories regarding writing skills, feedback and strategies for providing it on student writing and student responses to the feedback.

Chapter III, which described the methodology of this research. This chapter contained in detail the research method used, research design, research site and participants, subject and object of the research, data collection techniques and analysis techniques.

Chapter IV, the chapter which is the content of this paper. This chapter provided in-depth findings and discussions to answer the research questions regarding the teacher's strategies for providing feedback on student writing, the challenges faced by the teacher, and student responses to the feedback they receive.

Chapter V, which presented the conclusion and suggestions. It contains conclusions, limitation of the study and suggestions. Conclusions briefly present all research findings related to the research questions. The limitations section explains the limitations of this study. Meanwhile, the suggestions section offers further suggestions for the readers.

CHAPTER II

LITERATURE REVIEW

A. Writing Skill

When we talked about writing, it can refers to a language skill (Syatriana, 2016). Langan (2010) said that it is more appropriate defining writing as a skill that can be learned rather than a "natural gift". It is believed that anyone could learn and master it with lots of practice and hard work. Writing is categorized as a productive skill besides speaking. It requires writer to produce instead of receiving language (Spratt et al., 2005). According to Novariana et al. (2018), writing plays an important role as a medium for conveying one's ideas, thoughts, opinions and feelings. Based on that, the researcher defines writing as a language skill to produce a piece of written language that consists of writer's ideas, thoughts, and feelings.

In fact, writing is a process. Putting thoughts into words is a challenge for writers in the writing process. However, it can be finished through a series of stages (Langan, 2010). To do effective writing, Harmer (2004) proposed several stages in producing a finished writing. Those stages are:

1. Planning

   Planning is a preparation made before doing something. During the planning process, writers should ask themselves who their readers are and what the purpose of their writing is. This may involve ta king detailed notes and gathering ideas. Generally, beginners don't go through the planning process while writing. In fact, planning helps writers form more focused thoughts and produce more cohesive writing.

2. Drafting

   In drafting stage, in a piece of paper the writers gather and put all ideas, thoughts or opinions which still in very rough form. In this stage, an editing is also needed. Writer needs to check the text that is written to be the first version of writing then assumed as a draft.

3. Editing or Revising

Editing is the process of revise then improve the first draft. It is an important stage of writing. Drafts are prepared and written to be edited or revised. Authors can reread the draft and edit the areas that need improvement. The editing stage can also be done by asking for help or input from others.

4. Final draft or final version

This is the last stage in writing process. Final draft refers to the final or product of a writing. To produce the final draft, the writer has edited their previous draft and made any changes of it. As a result, it differed from the original draft and the plan due to adjustments made during the editing process.

Next, to produce a good writing, a writer should consider these five elements of writing (Blass & Vargo, 2018):

1. Purpose

The purpose element refers to the aims or reasons why the writer writes. To keep focused writing about a topic, the writer needs to make sure and understand their goals of writing. In academic writing, there are three common objectives: informing the reader, persuading the reader, and entertaining the reader.

2. Audience

The writer must keep the audience in mind when writing. Audience here refers to the reader. A good writer knows who his/her audiences are before starting their writing and always keep them in mind while writing each paragraph. When writing, author can use the viewpoints such as first person, second person or third person.

3. Clarity

This element refers to the clarity of the author in explaining the points of his/her writing. The writer can use descriptive words and clear pronoun references.

4. Unity

The writer must ensure that the supporting sentences are related to the main sentence. This is what is called unity.

5. Coherence

A good writing should be coherence. It means that the ideas or sentences are arranged well and logically. The author needs to describe the ideas coherently.

B. Feedback on Students' Writing

1. Feedback

Feedback is conceptualized as information provided by an agent (e.g., teachers, peers, books, parent, self, experience) regarding aspects of one's performance or understanding (Hattie & Timperley, 2007). In a language learning process, feedback is information given to students towards the language produced both through speaking and writing (Turner, 2020). Spratt et al. (2005) defined feedback as information given to the students about their learning. In writing class, focus of feedback can be related to students' writing skills, behavior and attitudes while learning, or their learning development. Feedback in writing is described as input from a reader on someone's work with the purpose of giving the writer information for correction (Keh, 1990).

Meanwhile, the form or mode of feedback includes oral, written, or a combination of both. Students will receive a review, response, suggestion or even correction from the feedback-giver. The phrase 'feedback-giver' indicates that feedback can be provided by various sources of feedback. According to Nation (2009), three sources of feedback especially in teaching writing are teacher, peer, and students themselves while self-assessment. In this study, researcher focuses on feedback from teachers and peers which provided in oral, written, or a combination of both.

Feedback which come from teacher is one that can be found easily in a teaching process. Based on Sritrakarn (2018), in teaching writing process, teacher feedback includes the teacher's responses to the students' writing. Asmayana

(2015) stated that teacher feedback is seen as a way of conveying information and input regarding students' problems while compiling their writings. Teachers frequently correct students' errors and make comments in their writing during the teaching-learning activities. Teacher feedback is an important and effective way to improving writing teaching and learning (Lee in Briesmaster & Etchegaray, 2017). According to Parr and Timperley (in Odah, 2021), the teacher's feedback will ascertain learners' advancement, the teacher's pedagogical and evaluation motives and preconceptions, the degree of students' engagement in the learning procedure, and the revision reactions predicted from learners. Then, Nation (2009) explained that previewing a piece of writing is an essential thing to examine the ideas expressed, the flow of writing and its coherence, also to correct errors. In other words, the feedback given to students' writing not only to correcting and checking errors. Improving students' knowledge, understanding and writing abilities are teacher's goals when providing feedback on their writing (White, 2016). Based on those interpretations, it is possible to conclude that teacher feedback refers to information provided by the teacher on students' writing through reviewing, responding, correcting, or providing suggestions that aim to enhance their writing knowledge and skills.

Feedback in a teaching and learning process is also possible to come from peers. Teachers can involve students as sources of information by asking them to provide feedback on each other's work. Students exchange their writings and then review and comment on each other's writings (Nunan, 2003). When feedback comes from peers, where students have to review each other' work, they automatically become more active. According to Harmer (2004), this will be beneficial to develop their cooperative skills. In this case, students are required to try to play a role in reviewing and commenting or even revising their classmates' work. They are engaged to know what needs to be corrected (Maxom, 2009). Then, they will also look for ways to communicate so that the feedback they provide is easily understood by their colleagues. However, teacher guidance is still needed by students to find out which parts of their colleagues' work that need feedback. In line with Harmer (2004), in order to be successful, teacher

instructions are important to students in understanding what should they look at when reviewing their colleagues' work. Therefore, peers as a source of feedback create students' views that teachers and colleagues are not evaluators but collaborators (Harmer, 2004).

2. Strategies in Providing Feedback

The term 'strategy' refers to a series of actions taken to achieve a specific objective (Gill & Kusum, 2017). A strategy, according to Narciss (2012) is a goal-oriented sequence of planned and coordinated actions that must be selected and organized based on a thorough analysis of task requirements and constraints. In education, strategy is described as a plan, method, or series of activities designed to achieve certain educational goals (Irikawati, 2017). A strategy for providing feedback is thus a coordinated plan, method, or activities to provide information as a response to one's work or performance (Irikawati, 2017; Narciss, 2012). In conclusion, the teacher's strategies in providing feedback, especially on student writing, can be defined as the ways that the teacher implements to provide information so that the student's writing is in accordance with the goals or writing criteria.

According to Ezeugo (2019), there are several strategies that teachers can implement to provide feedback:

a. Providing feedback in writing or printed

This is one of the most widely used forms of feedback to students. Written feedback is defined in the literature as any comments, questions, or error corrections that are written on students' assignments (Mack, 2009). It is considered as a useful tool that can be used to promote students' revision and to foster the learning-to-write process (Hattie & Timperley, 2007). Moreover, students can refer to the feedback again and again, and continue to learn from it (Race, 2010). Feedback in written or printed form that can be adopted by teachers includes:

1) Providing hand-written comments on (or about) pupils assessed work.
2) Providing word-processed overall comments on each students' assessed work.

3) Model answers given to pupils along with their marked work.

4) Using assignment return sheets.

5) Giving overall class reports on an assignment in word-processed form.

6) Providing written codes on pupils assessed works with explanations given in an entire class session.

7) Providing written numeric scores, percentage score, grades, positions on students work

8) Giving written comments like excellent, good, fair and poor.

b. Providing face to face feedback

The Face-to-Face Feedback (FFF) strategy is the provision of direct feedback that directs direct interaction or dialogue between the giver and recipient of feedback. According to Nash (n.d) (as cited in Ezeugo, 2019), the result of FFF strategy: "is a two-way feedback strategy that aims to support a collaborative dialogue on feedback between student and tutors". Meanwhile, several ways that can be applied in providing face-to-face feedback include:

1) Giving feedback orally to the whole class

2) Providing face to face oral feedback to individual students.

3) Providing face to face oral feedback to small groups of students.

4) Conferencing to provide suggestions and comments along with individualized goal setting.

c. Providing electronic feedback

Electronic feedback can be considered as an alternative to provide feedback. In classroom, electronic feedback can be another form of mediation to help students improve their writing; it can have strong potential as a learning and assessment tool especially in this technological age in the twenty-first century (Ezeugo, 2019). Positive benefits include saving teachers' time, providing prompt feedback particularly on language issues, and fostering learner autonomy (Li et al. 2015; Wang et al. 2012; Warschauer & Grimes, 2008). The technologies used in electronic feedback gives the students opportunities to receive corrections outside the routine school hours as well as teacher's ability to reach out to many students at the same time. It

thus enables the students to develop more concentration on their learning (Gikandi, Morrow, & Davis, 2011). There are a number of possible ways to adopt for providing electronically assisted feedback (Ezeugo, 2019):

1) E-mailed comments on students assessed work.

2) Giving overall comments on batches of pupil's work using computer conferences.

3) Computer-delivered feedback.

Furthermore, according to Brookhart (2008), there are several dimensions to considered in applying the feedback strategy, namely timing, mode, audience and amount.

a. Timing

Timing is about decision when the feedback is given. It can be immediate or slightly delayed (Brookhart, 2008; Shute, 2008). The intention of providing immediate or merely slightly delayed feedback is to assist learners use it. It should be provided while students are still thinking about the subject, task, or performance in question (Brookhart, 2008). It should be provided especially while they still have a purpose to strive on the learning objective. In practice, feedback is valuable when provided as immediately as possible (Bergquist & Phillips, 1975). As exemplified by Brookhart (2008), returning test or assignments the next day is an example of a good feedback timing strategy. However, it may not always be given immediately. For instance, in the circumstances where the teacher wants to provide immediate feedback but feels too busy or overwhelmed to do so, then it can be given slightly delayed. Despite it is a delayed feedback, it is usually defined against immediate feedback, and such feedback may occur shortly after the completion of some tasks but not as promptly as immediate feedback. (Shute, 2008). A tip that may work is trying to make a genuine effort to seek feedback responsibilities and has been shown to be effective for some teachers according to Brookhart (2008).

b. Mode

Mode refers to the form or way of feedback provided. How feedback is delivered to the recipient is one thing to consider during the feedback process (Brinko, 1993). The purpose of selecting a mode is to deliver the feedback message in the most appropriate manner (Brookhart, 2008). Brinko (1993) also stated that it is more effective when feedback delivered in various modes. As proposed by Brookhart (2008) and Nation (2009), feedback can be provided orally, written, or a combination of both.

In education field, oral feedback can refer to a consultation between educators and students even during its process. Feedback that is provided through spoken mode enables a conversation between the writer and the source of feedback (Brookhart, 2008; Nation, 2009). Nation (2009) stated that in teaching writing process, oral feedback directs the conversation between the source of the feedback and students as the writer. According to Brinko (1993) it is more effective when feedback allows for response and interaction. Conversations with the student can yield some of the best feedback (Brookhart, 2008). Since it requires students to focus on the explanation given, Nation (2009) argues that oral feedback may also be more effective in getting the writer's attention rather than written feedback.

Meanwhile, the written mode allows the feedback-giver to deliver feedback messages in written (Nation, 2009). Written feedback allows for stored notes that can be used as reminders and a tool for measuring someone's writing progress (Nation, 2009). According to Wirantaka's (2019) results, written feedback can be delivered in the form of symbols, notes, and error correction. The detailed description of each form according to Wirantaka (2019) is as follows:

Symbols in his findings involved circle, cross, underline, bracket, and question mark. Circles are commonly used to indicate incorrect words, letters, or characters. The cross represents the words that should be modified or eliminated. Underlines are used to indicate grammatically incorrect phrases. Brackets are used to mark a paragraph, specifically a sentence or sentences

that students should edit. Question marks are generally used when teachers are unsure about the meaning of specific sentences.

Then, "note" advised students about how to enhance their writing. The teacher instructed them how they could improve their writing. "Start here!", "Elaborate!", and "Good!" are a few notes which are simple to understand. Unfortunately, some feedbacks such as "Really?", "Explain!", "What do you mean?" and "What is the key idea?" are less helpful since students struggle to respond to them. When they receive such notes, they usually have no idea how to enhance their writing.

Last, error correction also served as a form of feedback in which the teacher provided feedback through correcting the errors in students' writing. Correction of errors in student writing can be carried out directly (by offering the correct form) or indirectly (by utilizing various markers) (Lee, 2008; Setiani, 2019; Triristina, 2018). Direct correction can be referred to as explicit correction, where the teacher points out errors specifically and revises them with the correct answers (Irawan & Salija, 2017). Hadiyanti (2013) illustrated that identifying the students' writing errors is followed by the teacher surrounded it with corrections. Direct corrective feedback can appear in a variety of ways, including by crossing out irrelevant words, phrases, or morphemes, adding missing words or morphemes, and writing the right form over or close to the incorrect form (Ellis, 2009). Whereas, when the teacher intends to merely show the students about the error parts of their writing without giving correction, this is often referred to as indirect corrective feedback (Setiani, 2019). The students' writing is corrected using symbols, codes or marks. There is no further explanation or guidance on how students should edit their writing. Riyani (2009) suggests that students need to identify their own errors to be able to revise them into the correct form.

c. Audience

The term "audience" refers to the people who get feedback (recipient). The purpose is to provide precise feedback to the relevant students and to emphasize to students through feedback that their learning is valuable

(Brookhart, 2008). Feedback on students' writing might be provided to individuals, group/whole class, or small groups (Brookhart, 2008; Nation, 2009). Individual feedback implies that it is provided to each student individually. Dealing with individual student might allow the teacher to identify difficulties as well as provide feedback (Nation, 2009). According to Brookhart (2008), feedback on the specifics of individual work is best provided to the individual student. Conversely, where there are similar issues in the class, providing feedback to the whole class can save a significant amount of time (Brookhart, 2008; Nation, 2009). It can also function as a mini-lesson or review session (Brookhart, 2008) where students can learn from each other's errors at the same time.

d. Amount

The number of points to focus when delivering feedback on students' writing is referred to as the amount. When offering feedback to students, the number of feedback points must be considered (Brookhart, 2008). The purpose is for students to receive enough feedback, not too much, to comprehend what should they do (Brookhart, 2008). According to him, an appropriate decision in determining the amount of feedback is when commenting on at least as many strengths as weaknesses.

The points that become the concern in providing feedback are divided into high order concerns (HOCs) and lower order concerns (LOCs) (Keh, 1990; Lillis & Swann, 2003). HOCs are usually concerned with the concept and structure of writing (Lillis & Swann, 2003). It concerns on the ideas, organization, and the content of the writing (Keh, 1990). For example, whether the ideas in writing make sense or not, whether the sequence is logical or not, and so on. Meanwhile, LOCs are more concerned with "correctness," or things like writing mechanics, language, style, and formatting, rather than with meaning (Keh, 1990; Lillis & Swann, 2003).

While teachers are deciding on a feedback strategy, they are also deciding what it is that they want to say to the student i.e., focus, comparison, function, valence (Brookhart, 2008).

a. Focus

The focus of feedback is essential; according to Hattie & Timperley (2007), there are four major categories. They are feedback about the task, feedback about the process, feedback about self-regulation, and feedback about the self as a person.

First, feedback could pertain to a task or product. It refers to accuracy, neatness, behaviors, and perhaps other task completion criteria (Brookhart, 2008; Yusof, 2013). Moreover, information about errors and whether something is correct or incorrect is included in feedback about the task (Brookhart, 2008; Hattie & Timperley, 2007). It comprises information regarding how well a task is completed, such as distinguishing accurate from incorrect answers, obtaining more or different information, and increasing surface knowledge (Hattie & Timperley, 2007). Therefore, it can be considered as the most typical focus and frequently referred to as corrective feedback. When it comes to inaccurate point on students' writing, feedback about the task may be more impactful. A disadvantage of task-level feedback is that it fails to always generalize to other tasks (Hattie & Timperley, 2007) since it is specialized to the task at hand (Brookhart, 2008). Despite task feedback helps to greater learning for the task at hand, it does not benefit to further learning as much as process feedback (Brookhart, 2008).

Second, feedback about the process is more focused on the processes that underpin, connect, as well as extend tasks (Hattie & Timperley, 2007). It informs students on how they addressed the work, the relation between what they performed and its quality, and alternate strategies that might also be beneficial (Brookhart, 2008). Thus, it provides a deeper comprehension (Yusof, 2013). Several successful students are capable of translating feedback about on task become feedback on process. In other words, when given feedback, they can connect the task's requirements and their own strategy to the results (Butler & Winne, 1995, as cited in Brookhart, 2008). Therefore, this is a very effective strategy for addressing the students' needs and

assisting them in developing the ability of "learning how to learn." (Brookhart, 2008).

Third, students control and oversee their own learning through a process known as self-regulation (Brookhart, 2008). It involves the interaction of self-confidence, management, and commitment (Hattie & Timperley, 2007). Students are encouraged to seek out, accept, and make accommodations for feedback (Hattie & Timperley, 2007). According to Hattie & Timperley (2007), its success relies on the learner's capacity for self-evaluation, their desire to put up effort in acquiring and using the feedback information, the level of confidence in the accuracy of the comment, the attributions about success or failure, or the competency in asking for assistance. Feedback on self-regulation is therefore presumably useful to the extent that it raises self-efficacy (Brookhart, 2008).

Fourth is feedback about the self as a person. It refers to personal feedback, generally expresses thoughts about the student, and typically contains little information regarding the tasks at hand (Hattie & Timperley, 2007). It's typically not a good option to compliment students ("Smart girl!") for couple of reasons (Brookhart, 2008). Firstly, it is not constructive since it lacks knowledge that may be applied to further learning. Secondly, and more pernicious, feedback about the individual may contribute to students' beliefs that intellectual ability is unchangeable. According to Dweck (2007, as cited in Brookhart, 2008), this assumption destroyed the correlation between student effort and success. Feedback on the process, on the other hand, encourages the notion that success is related to particular strategies and efforts that students can control rather than inherent ability (Brookhart, 2008).

b. Comparison

Comparisons are also used in providing feedback. It is one that needs to be considered in deciding the content of feedback. The three comparisons according to Brookhart (2008) are criterion-referenced, norm-referenced, and self-referenced.

The main type of comparison to use for valuable feedback is criterion-referenced, which involves comparing students' work to criteria or learning target. The learner uses this feedback to determine what their next objective ought to be. Feedback based on specific criteria aligns with the learning model employed in most classrooms. It is recommended for teachers to begin their classroom with a learning objective.

Feedback might sometimes compare students' work to their previous performance. The feedback content refers to students' writing in the past. It is known as self-referenced feedback. Self-referenced feedback is beneficial for explaining the process or strategies that students use. It is especially beneficial for struggling students who need to recognize that they can improve.

Brookhart (2008) defines norm-referenced feedback as well. He does not suggest this kind of comparison since it does not provide the student with helpful information. Norm referenced compares student performance to those of other students. Worse, norm-referenced feedback creates both winners and losers and reinforces the fatalistic perspective that student aptitude, rather than purposeful work, is what matters.

c. Function

In determining the content of feedback, it also need to consider the function. It is related to the usefulness of the feedback content provided. Based on Brookhart (2008), two feedback functions which illustrated are descriptive and evaluative.

The descriptive function is in terms of how and in which direction feedback is directed to students' writing (Hua et al., 2011). Feedback has a descriptive function when it describes how close the student's work is to the learning objectives and/or explains what can help to achieve it (Brookhart, 2008). Describing student writing, both regarding their strengths and weaknesses, is an example good decision about the feedback function (Brookhart, 2008). Hence, feedback with a descriptive function seems to be

more informative and assists students in enhancing the quality of their writing.

Meanwhile, the evaluative function may also be found in the process of providing feedback. It could be further illustrated in terms of praise and criticism (Hua et al., 2011). Feedback functioned as an evaluation when it is given through comments of praise or criticism though. In practice, this can also be related to positive feedback and negative feedback (Hua et al., 2011). Since these are only comments of praise and criticism without any corrective information suggested to the learner, the benefits of providing feedback with the evaluative function are not as great as the descriptive function. Therefore, according to Brookhart (2008), the purpose of selecting a function when providing content feedback is important to avoid evaluating or "judging" student work in a way that will stop students from trying to improve.

d. Valence

Lastly, valence is one that can be considered in determining the content of feedback. By determining valence, teachers can use positive comments that describe what students have done well. Apart from that, it is also to provide suggestions to them on what can be done for improvement.

According to Brookhart (2008), feedback must be good. Being good in providing feedback does not mean saying that the work is good while it is not. It refers to expressing how the students' writing strengths correspond to the standards for good work and how these strengths demonstrate what the student is acquiring. Being positive entails identifying areas for improvement and offering strategies the student can take to address them. Observing what is incorrect without providing suggestions for correcting is unhelpful.

Positive evaluation feedback from an evaluative perspective includes rewards, appreciation, and so on. Whereas, negative evaluative form covered punishment, criticism, and so forth. All feedback, however, are positive on the descriptive side. When it is descriptive and nonjudgmental, even criticism is meant to be useful. When criticizing, the feedback-giver

must also be constructive by offering suggestions, as illustrated by Brookhart (2008).

C. Students' Response on Feedback

Feedback must be well received in order to be meaningful. The manner in which a recipient receives and responds to feedback has a significant impact on the result of the teacher-student relationship and future learning possibilities (Hardavella et al., 2017). Therefore, effective communication is essential for an effective feedback interaction. Several student attitudes suggested by Hardavella et al. (2017) included:

1. Being a good listener

Recipients are suggested to be good listeners when getting feedback. Instead of instantly preparing a response, defense, or attack, students should genuinely listen to what the giver is saying.

2. Asking for clarification

Asking for clarification shows that students respond to the feedback given. It can be done when they don't hear clearly the first time or are in doubt. They can politely ask to be repeated, then restate it in their own word.

3. Accepting the feedback as a learning opportunity

The recipient suggests assuming that the feedback is constructive until proven otherwise, then consider and use the truly constructive elements. Thinking about one's own actions in the context of the feedback provider's comments is helpful for the recipient to make appropriate changes.

4. Learn from mistakes and get motivated

Responding is also when students are asking for suggestions on how they can modify their work. Feedback recipients can try to meet expectations and immediately overcome unwanted behavior.

5. Think positively and be open to helpful hints

To get more out of a feedback session, recipients need to perceive comments positively (for consideration) rather than disparagingly (for self-

protection). The recipient may disagree with the criticism if the facts are untrue, but this must be done in an appropriate manner.

6. Show appreciation

   Recipients are advised to be respectful during discussions and thank the giver of the feedback. Being polite and respectful will encourage future feedback.

7. Being Proactive

   It is recommended to try some of the suggestions given. Students as the recipient can make revisions based on suggestions received on their writing. This might show the feedback-giver that the feedback given was helpful.

CHAPTER III
METHODOLOGY

A. Research Design

This research is field research using a qualitative approach. The qualitative approach is a research method aiming to understand reality in depth (Johnson & Christensen, 2014). In line, said that qualitative research focuses on the perspectives, experiences, and ways participants create an understanding of their life. The in-depth information was acquired by conversing with people directly and observing how they behaved and acted within their context (Creswell, 2003).

Based on the research types, this research can be considered phenomenological. It is a qualitative research method applied to explore and reveal how one person or group interprets a phenomenon (Johnson & Christensen, 2014). This research revealed and described the teacher's strategy in providing feedback on 11th grade students' writing at SMA N 2 Purwokerto. Furthermore, it also revealed the challenges the teacher faced in providing feedback and the student's response to the feedback in their writing.

B. Research Site and Participants

This study was conducted at a high school in Banyumas Regency, Central Java, specifically at SMA N 2 Purwokerto. The site is a writing teaching and learning in English classrooms, and the feedback is concerned. The participants were 11th grade students, specifically XI MIPA 1 and XI MIPA 2., specifically XI MIPA 1 and XI MIPA 2. SMA N 2 Purwokerto has been chosen as the research site because the students often practice writing, especially in English language and literature classes. In addition, there found many interesting wall magazines that contain student writings which shows that they are accustomed to producing writings on various topics.

C. Object and Subject of the Research

1. Object of The Research

The object of this research is feedback provided on students' writing. More specifically, the object of this research covered the teacher's strategies in providing feedback, as well as the challenges faced by the teacher. In addition, students' responses to feedback also became the object of the study.

2. Subjects of The Research

Moleong (2004) describes research subjects as people who are used to providing information about the situation and conditions of the research place. Based on this understanding, the subject of this study included the English teacher and the 11th grade students.

D. Data Collection Techniques

1. Observation

The researcher observed the writing learning process of XI MIPA 1 and XI MIPA 2 at SMA N 2 Purwokerto, especially the feedback session. It has been done five times to collect data during the writing class so that the facts in the class can be described. The first observation was done on July 27th, 2022. The second observation was on July 28th, 2022. The next observation was conducted on August 3rd, 2022, August 4th, 2022, and the last was on August 16th, 2022. According to Creswell (2003), it can be done by taking notes on the behavior and activities of an individual or group in the research site. Observation sheets have been compiled and used to obtain data from classroom observations regarding teacher's strategies for providing feedback, and student responses to the feedback they receive.

2. Interview

Semi-structured interviews were also conducted with the English teacher and six students of XI MIPA 1 and XI MIPA 2. It was a face-to-face interviews (Creswell, 2003). The research instrument is in the form of interview guidelines arranged and used to collect the required data. Data regarding the teacher's strategies in providing feedback was obtained through

interviews with the English teacher, and the six students were also interviewed to clarify this. Interviewing the English teacher was conducted to collect data regarding the challenges she faced while providing feedback on students' writing. Meanwhile, interviews conducted with students also intended to obtain data about how they responded to the feedback provided.

3. Documentation

According to Creswell (2003), the qualitative researcher may collect documents during the process of research (may be public or private documents). Documentation was done by collecting documents such as students' book that contains their writing, lesson plan, and writing task instructions. In addition, documentation pictures of the feedback provision process in class have also been collected as supporting data. The documents were further study and analysis so that details data about the teacher's strategies for providing feedback were obtained.

E. Triangulation

Raco (2010) highlighted that there was never a single data collection technique for qualitative research that is optimal in finding the purpose of the research. Therefore, triangulation is a technique that can be used to help validate or determine the accuracy and credibility of research results. According to Murdiyanto (2020), triangulation in a credibility test is a method of comparing research data from diverse sources, data collection techniques, and varied times. In this research, technique triangulation and source triangulation have been applied.

1. Technique Triangulation

In order to check the data's credibility, technique triangulation was applied by tracking the data back to the same source using different techniques. In applying the technique triangulation, this study used observation, interviews, and documentation techniques.

2. Source Triangulation

Source triangulation in checking data credibility was done by verifying the data obtained from several sources. Testing the credibility of the data obtained from the English teacher has been carried out by verifying it with the students.

F. Data Analysis Technique

Data analysis is the process of systematically organizing and processing research data and then interpreting it to produce new theories (Raco, 2010). This study used Miles and Huberman's (1994) data analysis technique to analyze the research data and interpret it with the previous theory. The three stages of the data analysis method proposed by Miles and Huberman are data reduction, data display, and data verification.

1. Data Reduction

Data reduction refers to data analysis through sorting, simplifying, conceptualizing, and converting raw data to be presented and concluded. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary and organizes data so that conclusions can be drawn and verified (Miles & Huberman, 1994). The data in this study were the result of observation, interview guidelines, and documentation studies. After sorting, classifying, and conceptualizing the raw data, it was abstracted into a description.

2. Data Display

Miles & Huberman (1994) stated that data is a set of structured information that allows drawing conclusions. Based on Iskandar (2008), in presenting data, researchers must be able to arrange systematically or simultaneously so that the data obtained can explain or answer the problem being studied, for that researcher must not be hasty in drawing conclusions. The data resulting from the reduction process was then presented in an in-depth discussion. It is part of the contents of the paper.

3. Data Verification

The conclusion drawn is also a further analysis of data reduction and data display so that data can be concluded, and researchers still could receive input (Iskandar, 2008). Miles & Huberman (1994) stated that a conclusion might only appear once data collection is over. At this stage, any data that supports the explanation of the components were clarified again with the source of the data. The data collection was stopped when the clarification results strengthened the conclusions on invalid data.

CHAPTER IV
TEACHER'S STRATEGIES IN PROVIDING FEEDBACK
ON 11TH GRADE STUDENTS' WRITING
AT SMA NEGERI 2 PURWOKERTO

In this section, the data found in the field will be elaborated. These findings were obtained through observations, interviews, and documentation. It started by observing writing learning in class XI MIPA 1 and XI MIPA 2, especially the feedback session. Then it proceeds with interviewing the English teacher and students. Last, documents such as students' writing assignments, a lesson plan document, and writing assignment instructions were collected and analyzed. It was discovered that the students were studying 'suggestion.' It was mentioned in the lesson plan and corresponded with the finding of observations. The teaching material prepared by the teacher contains input and instructions for writing assignments. Students writing activities were based on the instructions given by the teacher. They were expected to be able to write sentences that offer suggestions. Next, several sub-discussions according to the research questions will be further discussed.

A. Teacher's Strategies in Providing Feedback on Students' Writing

After the previous brief explanation of the research setting, it will then focus on discussing the teacher's strategies for providing feedback on students' writing. To analyze the teacher's strategies, the writing teaching and learning process was observed. Then, it continued by interviewing the English teacher and students and analyzing the students' writing.

In practice, the teacher provided the feedback through several strategies, i.e., teacher-written feedback, oral feedback to the whole class, simultaneous oral-written feedback, peer feedback, and e-feedback. Each strategy's implementation was observed based on the feedback strategies and feedback content choices theory proposed by Brookhart (2008). Generally, while teachers choose a feedback strategy, they also determine what they want to communicate to the student (Brookhart, 2008). Strategies for providing feedback on students' writing were as stated:

"Biasanya, saya memberikan feedback lisan dan tertulis atau kombinasi keduanya. …. Feedback tertulis di tugas yang dikumpulkan di LMS (Learning Management System) juga ada…. Kemudian, sekali waktu guided writing saya minta siswa untuk melakukan peer feedback" [Usually, I provide oral and written feedback or a combination of both. …. Written feedback on assignment which collected in the LMS (Learning Management System) has also been provided…. Then, once during guided writing, I asked students to do peer feedback.] (Interview with the teacher on August 25th, 2022)

The following is a detailed discussion of each strategy for providing feedback found in the classroom.

1. Teacher-Written Feedback

Teacher-written feedback indicated that the teacher acts as the source of the feedback. As one of the agents in feedback provision, a teacher can address corrective information (Hattie & Timperley, 2007). The teacher played an essential role in delivering information and correcting students' writing. It definitely requires extensive knowledge. According to the interview, students perceived feedback from the teacher was more comprehensive rather than peers.

"Koreksi silang juga pernah, sekali, waktu itu. Tapi feedbacknya tidak selengkap yang dari guru." [Peer-correction has also been done once. But the feedback is not as complete as from the teacher.] (Interview with student D on August 29th, 2022)

That more comprehensive feedback demonstrated that the teacher has performed as a knowledgeable feedback agent. As emphasized by Brinko (1993), effective feedback comes from sources that are perceived as knowledgeable, credible, and well-intentioned. The finding showed that their teacher is knowledgeable enough to be the source of feedback. Therefore, this is not surprising that most of the feedback on students' writing comes from the teacher.

The teacher provided written feedback to the students writing in individuals and pairs as the audiences. It was found that individual feedback was provided when it was an individual assignment, not a group. Meanwhile,

feedback targeted at pairs can be found in pair writing tasks, such as writing conversation assignments (see Appendix 8).

Then, it was found to be provided slightly delayed. As stated in the following excerpt:

> *"Namun, ada kalanya saya tidak bisa langsung memberikan feedback saat rapat. Misalnya, ketika waktunya habis, saya meminta siswa mengumpulkan buku mereka dan mengoreksinya di luar kelas, terkadang di meja saya di ruang kantor."* [However, there are times when I can't give feedback right away at the meeting. For example, when the time is up, I ask the students to collect their books and correct them outside the classroom, sometimes in my desk in the office room.] (Interview with the teacher on August 25th, 2022)

From the excerpt, the teacher has made special efforts to continue to provide feedback on student writing even though it is slightly delayed. In line, a tip that has worked for some teachers is to make a special effort to pursue feedback responsibilities (Brookhart, 2008). Since providing immediate feedback in class is not practicable (in this case, due to the time limits resulting feedback session cannot reach all students), the teacher decided to provide written feedback outside lesson time. It was found that the writing tasks which have received feedback were returned to the students the next day. Similarly, the teacher in Achyani & Pusparini's (2014) study also instructed the students to collect their writing work to be corrected and return it at the end of the school day. As Brookhart (2008) exemplified, returning tests or assignments the next day is an example of a good feedback timing strategy. Although given slightly delayed, it can be concluded that the teacher continues to consider ways to be able to give feedback on students' writing.

In its implementation, it was provided by the teacher through written mode. It was discovered that the teacher provided the feedback in the form of error corrections, a grade, and a "checked" stamp (see Figure 1 below). Errors in student writing are corrected by the teacher both directly and indirectly.

Figure 1. Teacher Written Feedback on Student's Writing

As Figure 1 shows, the written mode leads to error correction in which the correct answer is written around it as a revision, defined by Lee (2008) and Setiani (2019) as direct corrective feedback. Following Ellis (2009), in its implementation, the correct forms of errors were given by omitting, adding, and rewriting. For instance, let us look at the sentence *"Retno: "No, the atmosphere is bored, full and crowded."* in Figure 1. It shows the teacher adding the correct form *"ing"* above the word *"bored",* which means the correct form is *"boring".* Providing the correct form may help students know how they should correct the errors. Thus, direct correction is preferable if students are unsure of the correct form

(Ellis, 2009). In contrast, it is judged that it can prevent students from becoming autonomous learners and might not support long-term learning (Setiani, 2019). It might make sense, considering that students only receive the correct form without actively participating in the correction process. Still, it can be used as an option in the strategy of providing written feedback.

Meanwhile, in providing indirect corrective feedback, the teacher used a variety of marks, including circles, underlines, crosses, or question marks (see Appendix 8). She provided it to show students the presence of their writing errors. For example, in the first sentence in Figure 1: *"The recess bell ring"*, it can be seen that the teacher crossed out the word 'recess' without further explanation or correction. In this case, she intended to point out the error and that the word *'recess'* needs to be removed. To be able to revise it, students were required to interpret themselves the corrections she provided. As stated by Riyani (2009), students need to identify the errors to help them revise them into the correct form. Unfortunately, in some instances, students could not analyze it on their own. Therefore, direct correction is sometimes more beneficial since it can minimize students' confusion when they are unable to comprehend the meaning of error codes provided by the teacher (Setiani, 2019). However, students in Hu (2019) were more apt to prefer indirect feedback for mechanical issues such as spelling, punctuation, and capitalization. Therefore, providing indirect correction is still a good strategy, especially for long-term learning, since it requires students to identify their errors actively.

Moreover, a grade and a 'checked' stamp were also given to students writing. After providing error correction, the teacher gave a grade/score. Sometimes, the teacher also stamped to show that she has checked their writing. Lee (2008) even deems that scores/grades were highly important to give on students' writing. By providing grades, students can see where they are (Brookhart, 2008). In contrast, according to Lipnevich & Smith (2008) research, grade presentation (particularly low scores) can decrease self-efficacy. Thus, the possible solution is combining comments and grades with

praise while providing feedback. It will have a stronger influence on students' performance, with praise adding to and modifying their effects.

In providing written feedback, the teacher only focused on the task or product. She focused on providing information about the correct and incorrect parts of students writing. The points that are the focus of feedback include LOCs and HOCs, i.e., grammar, word choice, writing mechanics, and ideas. Generally, written teacher feedback under study covers content, organization, vocabulary, grammar, and mechanics (Zhan, 2016). Since this finding is in the form of writing expressions (i.e., offering suggestions), this does not include organization.

However, the teacher was still provided the feedback by referring to the writing standards, such as linguistic elements and text structure. This is in accordance with the type of comparison to use for valuable feedback, criterion-referenced, which is comparing students' work to criteria or learning targets (Brookhart, 2008). This criterion refers to the standard that follows the certain basic competencies that students must achieve.

> *"Saya tentunya mengacu ke kriteria good writing dari setiap KD atau topik ya, misal language features atau unsur kebahasaannya dan, struktur teks yang seharusnya itu bagaimana. Dengan kita membandingkan pekerjaan mereka dengan kriteria tersebut, maka siswa jadi tahu apakah mereka sudah mencapai learning goals di hari itu atau belum."* [I, of course, refer to the criteria of good writing from each basic competence, for example language features and what the structure of the text should be. By comparing their work with these criteria, students will know whether or not they have achieved the learning goals that day.] (Interview with the teacher on August 25th, 2022)

It shows that information related to the learning objectives needs to be conveyed to students before starting writing activities. Brookhart (2008) proposed that teachers can start their classes with learning objectives to inform students what they need to achieve. Students might use this feedback to determine what their next objective ought to be. The teacher said that comparing students' writing with these criteria is so that the target of learning

to write can be achieved. Due to this, the teacher always starts class by explaining the learning objective, as suggested by Brookhart (2008).

Based on the above strategy, feedback that shows whether they are progressing or stuck and what they need to improve has an evaluative function. Written feedback from the teacher only focused on the incorrect part without explaining the reason behind the error. However, students admit that corrections or comments make them more aware of mistakes and take care to avoid them in later writings. In addition, grades or scores on the students' writing were also found. Giving student writing scores/grades was deemed highly important (Lee, 2008). Similarly, students in Zulaiha et al. (2020) said that good grades give them positive energy, but they want to know why they did well or not well. In this case, comments, especially written comments, will help them understand their strengths and weaknesses.

In conclusion, teacher written feedback is provided to students individually and in small groups. It was given slightly delayed outside of class hours because of the limited time to provide it immediately in class. In the written mode, the teacher provided it through correction (directly and indirectly) and giving grades and a 'checked' stamp. Since it focuses only on the task, the amount of feedback given is related to points of grammar, word choice, writing mechanics, and ideas. However, feedback that focused on LOCs was the most dominant in student writing. Although it is a surface correction, it can still be used by students to produce better writing.

2. Oral Feedback to The Whole Class

Based on the findings, oral feedback to the whole class was defined as teacher's strategy in providing feedback on students' writing directly through speaking in which the audience is the whole class. The finding revealed that the teacher decided to provide it immediately when she found common errors most students make in their writing. Thus, it can be assumed that only the teacher might very well provide this feedback.

> *"Namun, kalau saya menemukan kesalahan umum yang hampir semua siswa melakukan, maka saya umumkan di depan kelas, ... tujuannya untuk menjelaskan ke semuanya agar tidak melakukan*

kesalahan yang sama di tugas writing selanjutnya." [However, if I found common mistakes that almost all students make, I announce them in front of the class, …. it aims to explain at once to everyone (the whole class), so they don't make the same mistakes in their future writing.] (Interview with the teacher on August 25th, 2022)

During the observation, it was seen that the teacher provided feedback in front of the class. By explaining the common errors, students became more attentive and careful not to make the same errors in the next writing. Likewise, a teacher in Irawan & Salija's (2017) research stated that giving feedback to the whole class intended to prevent students from making errors repeatedly.

Figure 2. Oral Feedback to The Whole Class

The teacher provided oral feedback to the whole class after all students had received feedback on their writing. Then, it started with the teacher walking to the front of the class and verbally informing all the students about the common errors. Nation (2009) argued that oral feedback may also be more effective in getting the writer's attention than written feedback. The following extract shows the teacher's strategy in providing oral feedback to the whole class.

T   : "Thank you for completing this task, guys. Overall, you have understood this material well. But most of you still often forget the punctuation while writing. Terutama 'question mark' dan

'titik', dua itu yang masih suka ketinggalan. Kira-kira kenapa itu?"

Ss : "Lupa, Mrs."

T : "Nah... Don't forget to pay attention on your punctuation. Okay?"

Ss : "Yes, Mrs."

(Observation on July 27th, 2022)

It was revealed that the teacher provided it through a combination of appreciations, descriptions, questions, and motivation. Appreciation was found as the first step in providing feedback. The teacher gave appreciation to students for completing the writing assignments well. Similarly, in Rismawati (2018), the teacher appreciated the students who were doing better in writing. Appreciating students, especially their work, can be stated as positive feedback since it can encourage students to work better (Nunan, 1998, as cited in Kardena, 2020). Then, it is continued with the teacher describing the error made by most of the students, that is, punctuation in writing. It saves more time than providing it to each student individually (Brookhart, 2008). Afterward, students were also directed to identify possible causes of errors they made. It was done by the teacher asking questions to all students. Questioning help teacher analyzes students' knowledge, discover the gaps, and enhance the development of students' knowledge (Asmayana, 2015). At the end of the feedback session, the teacher motivated students to pay more attention to the use of punctuation in their writing.

The findings also revealed that the teacher's focus points in providing oral feedback to the whole class were included in the LOCs. Meanwhile, HOCs related to written content are more appropriate if provided to specific students. As stated by Brookhart (2008), feedback on the specifics of individual work is best given to the individual student. However, making HOCs the whole class feedback points is possible. One way is to make one of the student's writings a model to be given feedback in front of the whole. As suggested by Nation (2009), teachers can ask permission for some students to

discuss their writing orally with the whole class so that they see what the teacher is looking for and values in a piece of writing. Teachers can also ask students to comment and interact with them at points in the writing (Nation, 2009). That indicates it serves as a mini-lesson, as proposed by Brookhart (2008), where students can learn from each other's errors at the same time.

From the discussion above, it can be concluded that another teacher's strategy is to provide oral feedback to the whole class. The teacher gave it immediately by focusing on task regarding the errors made by the most students. The feedback was provided with standard writing as a comparison. Points to focus on were included as LOCs, namely punctuation. It was given through appreciation, description, questions, and motivation which indicated that teacher provided it in a positive way. In addition, this teacher's strategy can save time and serve as mini-lessons.

3. Simultaneous Oral-Written Feedback (SOWF)

Another strategy that is considered more effective by the teacher is providing simultaneous oral-written feedback. The combination of two modes of feedback, spoken and written, allows the information to be provided orally and written simultaneously. Combining oral and written feedback is considered an effective type of feedback on students' writing (Jordan, 2004; Rezazadeh et al., 2018). Therefore, the teacher prefers to apply oral and written feedback simultaneously.

> *"Namun, masih lebih sering kombinasi lisan dan tulisan karena saya lebih suka memberikan umpan balik secara offline…. Ini juga lebih efektif dan efisien karena umpan balik lisan dan tertulis saling mendukung dan mengklarifikasi"* [However, it's still more often a combination of oral and written because I prefer to give feedback offline…. It is also more effective and efficient because oral and written feedback support and clarify each other.] (Interview with the teacher on August 25th, 2022)

The teacher stated that a combination of oral and written feedback is more effective because these could support and clarify each other. When students' writing is marked, an oral explanation from the teacher can support

and cause the information conveyed clearer. In line with this finding, Nazmillah (2021) found that oral feedback can complement written feedback by confirming teacher corrections on students' writing. Indeed, oral comments can be clearer, more detailed, and thus more understandable to students than written comments (Jordan, 2004). In Irawan & Salija (2017), the teachers praised the students first, then pointed out and corrected the error. Practicality, the teacher used oral feedback to give explanations clearly to the written feedback he gave on the students' worksheets (Fadli & Irawan, 2021).

Figure 3. Teacher Provides Simultaneous Oral-Written Feedback

The finding revealed that the teacher provided the feedback immediately to individuals and pairs. It was provided to individuals or pairs depending on the task category, whether individual or group work. If discussed face-to-face feedback, conferences with individuals can open up opportunities to explore errors in student work as well as provide feedback (Nation, 2009). It was discovered that teacher feedback was provided by coming closer to each student. This decision helps the teacher to identify the needs, strengths, and weaknesses of each writing, which are certainly different. Thus, the feedback message given will suit the needs of each student.

> *"Kalau tugas individu maka saya keliling dari meja ke meja. Feedback ini diberikan untuk masing-masing siswa, satu per satu. Karena masing-masing siswa berbeda, jadi jika kita tidak dekat*

dengan mereka maka kita tidak akan tahu siapa yang masih membutuhkan bantuan atau siapa yang sudah bisa. Jadi, saya pikir saya harus mendatangi mereka, satu per satu." [If it is individual task, then I went around to give the feedback for specific students, one by one. Because each of them is different, so if we don't get closer to them, we won't know who still needs help or who already understands. So, I guess I need to go to them, one by one.] (Interview with the teacher on August 25th, 2022)

It was immediately provided right after students finished their writing. Indeed, it will be more effective if feedback is provided as soon as possible (Brinko, 1993; Brookhart, 2008). At that moment, the student's thoughts are still centered on their writing assignment or writing lesson.

According to the students' explanation in the following interview excerpt, simultaneous oral-written feedback was carried out by the teacher explaining orally to students as well as showing the parts of their writing that needed to be given feedback using marked.
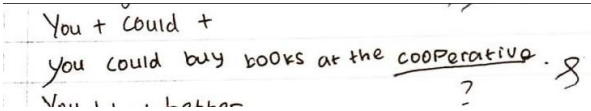
"Biasanya yang saya terima di tulisan saya itu bentuknya seperti dilingkari, digaris bawah, dicoret. Tapi sebetulnya sambil dicoret-coret itu gurunya sambil menjelaskan juga secara langsung." [Usually what I receive in my writing is circled, underlined, crossed out. But, while marking it, the teacher also explains it directly.] (Interview with the student E on August 29th, 2022)

In the excerpt above, the teacher also claimed that simultaneous oral-written feedback is efficient for providing feedback on students' writing. Because this is a combination of oral and written modes, feedback on student writing was given in a more varied way. Based on observations, simultaneous oral-written feedback included questioning, describing, correcting, providing suggestions, motivating, giving a grade, and/or giving a 'checked' stamp.

The questioning was observed as the teacher's initial strategy for starting a discussion while providing feedback, as proposed by Black & Jones (2006). The questions addressed are useful for analyzing students' understanding and gathering information about their writing. Thus,

questioning also plays a role in encouraging students to be able to explain their writing ideas (Black & Jones, 2006).

Table 1. Example of Questioning in Providing SOWF
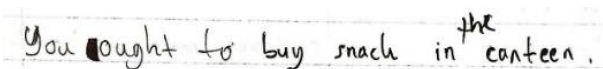
No.	Feedback
1.	Teacher: **'You could buy books at the cooperative?'** **What does cooperative mean here? Koperasi?** Sepertinya ada kata yang lebih tepat deh. Coba nanti dicari lagi ya vocabulary yang lebih tepatnya.

Source: Observation on July 27th, 2022

Moreover, questioning helps the teacher analyze students' knowledge, discover the gaps, and enhance the development of students' knowledge (Asmayana, 2015). It can be seen in Table 1 that one form of questioning is when the teacher asks for clarification about students' writing and analyzes the extent of their knowledge so that gaps can be closed.

Next, describing while providing feedback has also been found in both classrooms. It referred to the way of providing information on students' writing. It can be related to the concept of descriptive feedback. Descriptive feedback on Irawan & Salija (2017) occurs when the teacher inform students about their good achievement regarding their performance. Lee (2008) viewed teacher feedback as a crucial variable as it helps to pinpoint students' strengths and weaknesses.

Table 2. Example of Describing in Providing SOWF
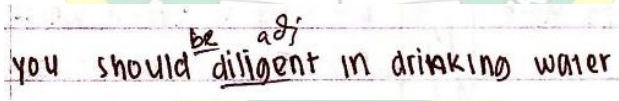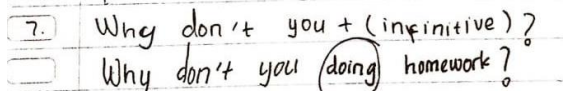
No.	Feedback (Describing)
1.	Teacher: "**Ok good**, **yang ini formulanya sudah benar** but **remember to put article 'the' before noun**."

Source: Observation on July 27th, 2022

Similarly, as presented in Table 2, the teacher provided information on students' writing by describing their strength and weaknesses, as well as informed what they should do next. The teacher showed the student's writing strength by saying that he has written the sentence with the correct formula. Meanwhile, the weakness was described in the sentence *"but remember to put article 'the' before noun",* which simultaneously directs the student to the next step. Describing student writing, both regarding their strengths and weaknesses, is an example of a good decision regarding the feedback function (Brookhart, 2008). It is more informative and assists students in enhancing the quality of their writing.

Then, correcting was also provided through the written mode. Errors correction was given directly (offering the correct form) or indirectly (using various marks) as proposed by Lee (2008), Setiani (2019) & Triristina, (2018). As in the following table:

Table 3. Example of Correcting in Providing SOWF

No.	Feedback (Correcting)	Types
1.	Teacher: "The word 'diligent' stands as adjective, so we must add 'be' here"	Direct correction
2.	Teacher: "Nah ini, setelah why don't you benar pakai Ving? Seharusnya gimana? 'Why don't you' itu always followed by apa?"	Indirect correction
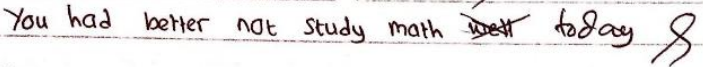
Source: Observation on July 27th, 2022

From Table 3, direct correction can be referred to as explicit correction, where the teacher points out errors specifically and revises them

with the correct answers (Irawan & Salija, 2017). Besides marking with an underline, it was discovered that the teacher also gave the correct form. An explanation of the exact concept was also provided. According to Triristina (2018), it would be interesting if the teachers not only paid more attention to the errors made by the students but also the causes of the errors in writing. Then, the teacher also provided indirect correction, where the correct form was not provided. The teacher only marked it with a circle. There was no further explanation or guidance on how students should edit their writing. Riyani (2009) suggested that students need to identify their own errors to be able to revise them into the correct form.

The next form that is frequently applied when providing feedback is giving suggestions. Generally, suggestions were provided after the student's writing had been corrected. Examples of providing suggestions can be seen in the following table:

Table 4. Example of Giving Suggestion in Providing SOWF

No.	Feedback (Giving Suggestion)
1.	Teacher: "Are you sure advising someone to not study math well? **I think you could change the word 'well' with 'today', for example**. It sounds better, right?"

Source: Observation on July 27th, 2022

From the table, it can be seen that the teacher provided suggestions after criticizing and correcting errors. Brookhart (2008) suggested that when criticizing, the feedback-giver must also be constructive by offering suggestions. She asserted that observing what is incorrect without providing suggestions for correcting is unhelpful. Hyland and Hyland (2001, as cited in Liu & Wu, 2019) encourage L2 teachers to strive for a balance among the three functions of feedback: to praise, to criticize, and to suggest. According to Razali & Jupri (2014), suggestions were the type of feedback that led to

student revisions. It was indicated by the students that were tended to do more revisions based on suggestions.

Each student's writing has different strengths and weaknesses as well as points to focus on. The teacher emphasized that besides focusing on the weaknesses, she also focused on the student's writing strengths.

> *"Disamping berfokus pada kekurangan, saya juga berfokus pada kelebihan tulisan siswa. Saya lihat dan jelaskan kelebihannya pada poin apa dan apa saja yang perlu dikoreksi* [Besides focusing on the weaknesses, I also focused on the strengths of the students' writing. I identify and explain the advantages at what points and what needs to be corrected] (Interview with the teacher on August 25th, 2022)

The amounts or feedback points were categorized into LOCs and HOCs as proposed by Keh (1990) and Lillis & Swann (2003): grammar, word choice, sentence structure, writing mechanics, and ideas. The document analysis showed that grammar, word choice, and writing mechanics became the three most focused areas in student writing, followed by the idea and sentence structure. It shows that feedback is provided by comparing it to writing criteria or what is called criterion-referenced.

Furthermore, the teacher also motivated her students. It was provided by appreciating students' efforts in completing their writing.

> *"Saya biasanya kasih apresiasi secara langsung ketika sedang memberi feedback. Pokoknya seperti apapun bentuknya harus diapresiasi, bentuk penghargaan kepada mereka karena paling tidak mereka sudah berusaha mengerjakan."* [I usually give appreciation directly when I'm giving feedback. The point is that whatever form it takes, it must be appreciated, a form of appreciation to them because at least they have tried to do it.] (Interview with the teacher on August 25th, 2022)

Appreciation was given by the teacher in the words such as *'good work!', 'nice', 'good job'*, and so on (see Appendix 6). According to Maxom (2009) if the student's work contains some good aspects, tell them so. Razali & Jupri (2014) also found that this type of comment is usually associated with positive feelings, and students prefer it, especially praise.

Last, a grade and a 'checked' stamp on the students' writing was also found in providing simultaneous oral-written feedback. It was found to be the final step in providing feedback. Mostly, the teacher combined it with verbal praise such as *'good', 'good work'*, etc.
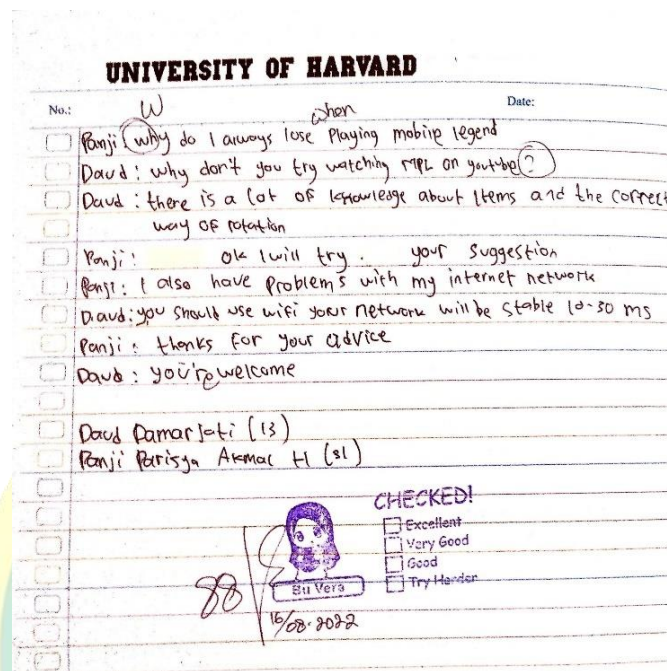
Figure 4. Grade & 'Checked' Stamp on Student's Writing

The 'Checked' stamp was presented to let the students know their work was checked and responded to—meanwhile, grading aimed to give quantitative value to their work results. Giving student writing scores/grades was deemed highly important (Lee, 2008). Students in Zulaiha et al. (2020) revealed that good grades give them positive energy, but they want to know why they did well or not well. In this case, comments, especially written comments, still needed to help them understand their strengths and weaknesses (Zulaiha et al., 2020). However, grading was also used to provide students with information about their progress and achievement (Liu & Wu, 2019).

From the explanation above, it is shown that the feedback given by the teacher to student writing has a descriptive and evaluative function. The

descriptive function is shown by feedback which served to identify the strengths and weaknesses of their writing with an explanation of the reasons. Students expressed that they felt the benefits of feedback more when they were given an explanation or reason for each error. They think it is better than just getting a correction without an explanation. In addition, giving grades and praise shows that feedback has an evaluative function.

It also indicated that the teacher was being positive in providing feedback. According to Brookhart (2008), being positive refers to expressing how the students' writing strengths correspond to the standards for good work. Even if it is necessary to give criticism, it will be provided in a sentence that does not make students feel too wrong, accompanied by suggestions afterward.

> *"Kalaupun perlu untuk diberikan kritik, maka akan saya sampaikan dengan kalimat yang tidak membuat dia merasa terlalu salah dan akan saya beri saran di belakangnya."* [Even if it is necessary to give criticism, then I will convey it in a sentence that does not make him feel too wrong and I will give suggestions for improvement.] (Interview with the teacher on August 25th, 2022)

Criticizing what needs to be corrected without providing suggestions for correcting is unhelpful. When criticizing, the feedback-giver must also be constructive by offering suggestions, as illustrated by Brookhart (2008). The teacher being positive through identifying errors as well as offering suggestions students can use to revise it, not only one-word praise. The type of feedback that led to student revisions was suggestions, which indicated with students tend to do more revisions based on suggestions (Razali & Jupri, 2014).

Simultaneous oral-written feedback can also encourage two-way interaction in the feedback process. This result supports Hu (2019) which proposed simultaneous oral-written feedback as an option for teachers to provide appropriate feedback and which can involve students' participation in it. He revealed that students preferred this type of feedback because they want to be present and active when the teacher marks their writing. When the

teacher marked their writing, they were actively involved in the process, that is, they could ask for explanations in real-time when they found confusion (Hu, 2019). Oral feedback gives students a direct opportunity to ask questions about the feedback, reducing the chance of misinterpretation (Lillis & Swann, 2003). The same thing was found during observation, where students could directly respond to the feedback given on their writing.

In conclusion, simultaneous oral-written feedback (SOWF) is a teacher's strategy to provide feedback on students' writing in a combination of spoken and written modes. It was provided immediately by the teacher to individuals and pairs. It includes various ways i.e., questioning, describing, correcting, providing suggestions, motivating, giving a grade, and/or giving a 'checked' stamp. In addition, simultaneous oral-written feedback can also encourage two-way interaction where the teacher and students can interact directly in the feedback process.

4. Peer Feedback

From the observations, peer feedback is one of the teacher's strategies for providing feedback. It involves students actively responding to each other's writings. As suggested by the expert, for students' individual errors, teachers can employ peer correction, which means the students correct each other's work (Maxom, 2009).

The teacher asked her students to exchange their work with each other. According to Maxom (2009), students become involved with each other to find out what needs to be corrected. Students exchanged their writings and gave each other comments on the contents. In providing feedback on peer writing, students get directions from the teacher to be able to respond and find errors. As revealed by the teacher in the following excerpt:

> *"Tapi tetap ada arahan dari saya. Jadi kadang mereka dalam memberi feedback itu tanya dulu "kalau seperti ini bagaimana, mrs?" baru setelah itu mereka yang memberi tanda sendiri, entah pakai garis bawah, dilingkari, disilang, dan sebagainya."* [But still no direction from me. Sometimes, when they give feedback, they first ask *"kalau seperti ini bagaimana, mrs?"* after that, they make their own

marks, whether using underscores, circled, crossed out, and so on.] (Interview with the teacher on August 25th, 2022)

Based on the excerpt, it was revealed that students still received direction from the teacher in providing feedback for their peers. In determining an error, a number of students were found asking their teacher first before giving feedback when they were unsure of their understanding. It is line with Harmer (2004) that the teacher needs to show how to find errors. After that, they were freed to give their own marks, whether they are underlined, circled, crossed, and so on.

Figure 5. Peer Feedback on Student's Writing

Based on Figure 5, students corrected their colleagues' writing by providing indirect and direct corrections. The indirect correction was shown by students marking their partner's errors with circles. The direct correction was indicated by the correct form inserted around the errors. The correction refers to writing standards for offering suggestions, including the linguistic elements and text structure.

The findings showed that the students corrected on LOCs level points, especially on grammatical accuracy. In line, Turner (2020) stated that learners tend to focus on their peers' grammatical accuracy. According to Hyland (2003), learners' lack of linguistic experience may cause them to focus on sentence-level issues rather than ideas and organization. Moreover, peer feedback is likely to be most effective when it is integrated into classroom practice as a normal and regular activity rather than as a one-off (Turner, 2020). It demonstrated how applying peer feedback can be challenging, especially the first time. It can be assumed that peer feedback will be more effective if knowledgeable students provide it. On the other hand, peer feedback can be time-consuming. It supports Brookhart's (2008) that peer editing of writing can be fun for all, or it can be a waste of time. It can be useful, but Hyland (2003) suggested that students might need instruction to be able to respond appropriately. Then, it can be said that the findings about the teacher's direction in peer feedback illustrated that her strategy was in line with that suggestion.

However, peer feedback was considered helpful for all learners (Spratt et al., 2005). It is most likely due to one of its benefits, in which students can actively participate (Hyland, 2003), which allows them to learn from one another, particularly the more proficient ones (Kusumaningrum et al., 2019). Moreover, according to Spratt et al. (2005), training them in the abilities required to become autonomous can be beneficial. Students were facilitated to practice identifying writing errors and communicating them clearly.

5. E-Feedback

E-feedback or electronic feedback can also be concluded as a teacher's strategy in providing feedback that involved electronic assistance, especially devices such as computers, laptops, or cell phones. Nowadays, cell phones are more often used to assist learning. Such as in Janah et al. (2022), the teacher was found to apply technology (specifically Google classroom) in the learning process in EFL class, which was included to provide feedback.

On the other hand, Sallamah & As Sabiq (2020) revealed that the comment column's feature in the Instagram post could provide an opportunity for teachers and students to give corrective feedback to improve their writing skill.

Similar to the previous research, this finding revealed that the teacher utilized technological sophistication to respond to the students' writings online. She once asked students to submit their assignments on *LMS* (Learning Management System). It is a guided writing assignment in which students are asked to write according to instructions or guidance from the teacher. It was stated in the following interview excerpt:

> *"Ada juga feedback di file tugas yang dikumpulkan dengan bantuan LMS, seperti saat tugas guided writing waktu itu. Saya meminta siswa mengirim tugas via LMS, kemudian saya komen di filenya saya coret-coret."* [There is also feedback in the assignment files collected with the help of the LMS, such as when a guided writing assignment was at that time. I asked students to submit assignments via the LMS, then I corrected them by giving mark.] (Interview with the teacher on August 25th, 2022)

In providing e-feedback, the teacher focused on the results of the task and compared it with the writing criteria as in other strategies. Meanwhile, the points that were given feedback included lower and high-order concerns, such as word choice, grammar, writing mechanics, and ideas. However, the teacher only highlighted the errors in student writing without providing further comments or suggestions. As in the Figure 6.

Figure 6. E-Feedback on Student's Writing

In fact, pointing out what needs to be corrected without providing suggestions for correcting is unhelpful. When criticizing, the feedback-giver must also be constructive by offering suggestions, as illustrated by Brookhart (2008). Moreover, the type of feedback that led to student revisions was suggestions, which indicated with students tend to do more revisions based on suggestions (Razali & Jupri, 2014).

Possibly, it happened because the teacher viewed this kind of electronic-assisted feedback as ineffective. Providing feedback online is more complicated for her because there are many tools to reach out. Therefore, it is also assumed to be the cause of delayed feedback and the inability to reach all students. In contrast, Yusof (2013) viewed that providing feedback through technology (such as a computer) seems to have better effects on learning achievement than traditional.

B. Teacher's Challenges in Providing Feedback on Students' Writing

The findings revealed that time limitations and the number of students become challenges the teacher faced in providing feedback on students' writing. The teacher revealed that the limited time was inversely proportional to the number of students. She often struggles to provide feedback to all students in such a limited time.

> *"Dari sisi saya sebagai guru, kendala paling utama itu terkait dengan waktu dan banyaknya siswa. Menurut saya waktu yang sangat terbatas berbanding terbalik dengan jumlah siswanya. Saya kadang seperti dikejar-kejar waktu ketika memberikan feedback kepada siswa yang tentu jumlahnya tidak sedikit. Padahal untuk dapat memberikan feedback yang baik dan efektif terhadap siswa yang jumlahnya begitu banyak, tentu saya memerlukan waktu lebih banyak juga."* [As a teacher, the challenges are related to time and the number of students. In my opinion, the limited time is inversely proportional to the number of students. Sometimes I feel like I'm being chased by time when I give feedback to many students. In fact, to be able to give good and effective feedback to so many students, of course I need more time too.] (Interview with the teacher on August 25th, 2022)

The teacher stated that extra time was required to provide each student with appropriate feedback. Giving feedback to each student, especially, is a time-consuming process. In line with Turner (2020), individualized oral feedback may be possible in some contexts, but it is highly time-consuming. Other researchers have examined this challenge. The time-consuming nature of giving feedback (Lee, 2011; Loan, 2019; Winstone & Carless, 2020) is made more challenging by the large number of students in the class (Ackerman & Gross, 2010). On the other hand, previous studies have shown that this can increase teachers' workloads (Paris, 2022) and that excessive time spent on feedback is not always effective (Collin & Quigley, n.d.). Then, it can be suggested to the teacher not to wait until the end of the task or assignment to give feedback or to leave too much time before giving feedback.

> *"Dua kombinasi itu sih yang jadi tantangan bagi saya untuk memutar otak bagaimana cara agar siswa tetap mendapat feedback meski waktunya terbatas."* [Those two combinations are a challenge for me to think about how to keep students getting feedback even though the time is limited.] (Interview with the teacher on August 25th, 2022)

Additionally, it became challenging for the teacher since she needed to come up with the best strategy to be able to provide feedback on every student's writing, even in a limited time. In practice, when it is not possible to provide feedback on every student's writing, the teacher will collect them and provide written feedback outside of class. The document study's findings also revealed that on August 17th, 2022, the teacher provided written feedback to the students who were unable to receive feedback in class. It may be considered that the teacher is trying to ensure that every student receives feedback on their writing.

In summary, the challenge faced by teachers in providing feedback is the limited time and a large number of students. The two become interrelated. Teachers need to think about the best strategy to be able to provide feedback to students fairly, even in a limited time.

C. Students' Responses to Feedback on Their Writing

When providing feedback, there will be responses from the recipient. Based on the observation, the students responded variously to the feedback received. When feedback was provided, students' attitudes were included:

1. Pay attention

It was discovered that most students were attentive as a form of their response to the feedback given. That is when the provision is in person (i.e., face-to-face). Especially during simultaneous oral-written feedback provided, besides focusing on listening to the teacher's explanation given orally, students also paid attention to the part being marked. This finding is in line with Hardavella et al. (2017) that in receiving feedback, the recipient needs to be a good listener. She asserted that if the recipient is approachable, feedback-givers may feel more at ease in delivering the feedback. Thus, information can be conveyed properly.

Furthermore, it was assumed that students responded this way because they considered the importance of feedback. Based on the following

interview excerpt, information regarding correctness or incorrectness are helpful in learning writing.

> *"Feedback bagi saya itu penting untuk belajar writing. Saya jadi lebih tahu yang benar bagaimana atau yang masih keliru bagian mana saja."* [Because for me feedback is quite helpful to improve my writing skills. I know which part is right or which is still wrong.] (Interview with student D on August 29th, 2022)

> *"Memperbaikinya juga jadi lebih mudah dan saya bisa menghindari kesalahan yang sama kedepannya. Menurut saya, itu bisa membuat saya jadi lebih ada kemajuan."* [Revising also became easier and I can avoid the same mistakes in the future. I think it can make me more progress.] (Interview with student F on August 29th, 2022)

Understanding the correct and incorrect parts helps students revise their writing more easily. As Riyani (2009) stated, through teacher feedback, students can actively self-correct their writing. It required them to comprehend the essence of the feedback given (Riyani, 2009). Focus during feedback sessions might direct students toward self-revision strategies. In short, student responses that focus on the feedback provided can benefit them as well in producing better writing.

2. Accepting

This finding also reveals that students accept the feedback provided on their writing. There was no refusal of the information, corrections, or suggestions provided (see Appendix 7). Hardavella et al. (2017) also stated that students should genuinely listen to what the giver is saying instead of instantly preparing a response, defense, or attack. In the case of face-to-face feedback, it was indicated by students nodding their heads and saying words like *'Okay', 'Baik, Mrs.', 'Oh begitu ya Mrs.'* and so on. Meanwhile, written feedback that does not include direct interaction cannot reveal student responses.

However, in teacher feedback context, students may think they do not need to refuse the feedback provided. They might assume that it must be accepted since the teacher has been deemed to be a knowledgeable source of feedback. Simply, the teacher has better linguistic knowledge to make

corrections (Setiani, 2019). Similarly, Liu & Wu (2019) found that students overall regarded teachers as the most credible feedback source. Another possibility is related to the giver's position, which is their teacher. According to Brinko (1993), the authority of the feedback source can significantly influence perspective, acceptance, and intention to respond to feedback. Therefore, student response to teacher feedback was discovered in the form acceptance.

3. Respond to the feedback-giver

Furthermore, students were also encouraged to be active during the feedback provision. The finding revealed that active students responded by answering questions or reacting to the feedback giver (teacher) (see Appendix 6 or 7). As previously discussed, the feedback-giver frequently asks questions to gain an understanding of the intent or point of students' writing. Students then respond by giving an explanation.

> *"Kadang juga gurunya tanya-tanya maksud kalimat saya itu bagaimana. Jadi nanti saya jelaskan sebisa saya supaya guru mengerti maksudnya."* [Sometimes the teacher also asks what my sentence means. So, I'll explain it as best I can so that the teacher understands what it means] (Interview with student F on August 29th, 2022)

It showed that the recipient responds to the source, which in turn responds to the recipient, who responds to the source, and so on (Brinko, 1993). The two-way interaction that arose when giving feedback made the message reach students appropriately. It reinforces Brinko's (1993) theory that feedback is more powerful when it allows for response and interaction. It is possible to conclude that students' responses to feedback play a crucial role in establishing two-way interactions that can lead to effective feedback.

4. Asking for clarification

The finding revealed that students were often asking for clarification from the feedback-giver. For instance, during the face-to-face feedback provision, students promptly asked the giver questions when doubts were raised during the process of understanding the feedback message. In addition,

asking for clarification was also carried out by the student to ascertain whether their understanding of the feedback message or a concept informed was correct. These finding can be seen in Appendix 6 Number 3.

Likewise, Hardavella et al. (2017) stated that asking for clarification can be done when the recipient does not hear clearly the first time or are in doubt. They can politely ask to be repeated, then restate it in their own word (Hardavella et al., 2017). In contrast, several students just kept quiet and received the feedback given. They did not ask further why a part of their writing gets a correction. It was also found by Rismawati (2018) that the students only accepted the teacher's feedback without being curious why their worksheets had marked or circles. In this case, students admitted that they do not feel the need to ask questions if they already comprehend the gist of the feedback.

5. Being motivated

Then, the findings also revealed that students were motivated after receiving feedback on their writing. Based on the interview, the students felt motivated, and their self-confidence increased when they received good feedback.

> *"Kalau feedbacknya bagus, misal fokusnya tidak Cuma ke kesalahan saya saja, tapi yang benar juga diapresiasi itu bikin, saya jadi senang. Saya merasa bisa mengerjakan dan termotivasi. Saya merasa mungkin sebenarnya bukan tidak bisa bahasa Inggris, hanya perlu belajar lebih lagi."* [If the feedback is good, the focus is not only on my mistakes, but the right ones are also appreciated, that makes me happy. I feel I can work on it and be motivated. It feels like maybe this doesn't mean I'm not good at English, I just need to learn more.] (Interview with student F on August 29th, 2022)

Students defined good feedback as one which does not only focus on the weaknesses of their writing, but the strengths are also appreciated. Such feedback was frequently referred to as constructive feedback. It was indeed preferred by students (Yusof, 2013). Providing constructive feedback can be another way to assist learners in becoming more motivated and self-confident (Listyani, 2021). Lee (2008) supported that teacher feedback is a crucial

variable in the process approach as it helps to pinpoint students' strengths and weaknesses and helps them to be better motivated during the writing process. In conclusion, student responses in the form of being motivated appeared because they received constructive feedback on their writing.

6. Appreciating

Based on the interview, students expressed that they were grateful for the feedback given on their writing. They become more aware of where their respective strengths and weaknesses lie. It is in line with the descriptive feedback function, which is to describe to students the strengths and weaknesses of their writing.

> *"Bersyukur karena diberi feedback. Saya bersyukur karena saya jadi tahu salahnya dimana, apa yang harus saya tingkatkan lagi."* [I am grateful for being given feedback, because I know where I went wrong and what should I improve.] (Interview with student E on August 29th, 2022)

Students also showed appreciation by thanking the feedback-giver. Hardavella et al. (2017) agreed that the receiver should be respectful during the discussion and thank the feedback-giver because being polite and respectful will encourage future feedback. In this case, students are polite and appreciate the feedback-giver by paying full attention and being grateful.

7. Not following up

Regarding follow-up after receiving feedback, most students only re-read it; they did not revise it. Students admitted that they were not asked to edit by the teacher. Besides, they also had numerous assignments for other subjects, which limits their time for editing. As stated in the following interview excerpt:

> *"Kalau saya, paling saya baca ulang lagi, saya pahami lagi yang masih salah seharusnya gimana."* [I just re-read it. I learned what the wrong part should be like] (Interview with student F on August 29th, 2022)

> *"Sejujurnya kalau tugas mata pelajaran lain sedang banyak, setelah dapat feedback saya baca ulang aja tanpa diperbaiki. Tapi kalau sedang luang sebisa mungkin saya perbaiki."* [To be honest, if there are a lot of other subject assignments, after getting feedback I just re-

read them without correcting them. But if I'm free, I'll revise it as best I can.] (Interview with student D on August 29th, 2022)

However, some of them will revise it when they have free time. There were also cases where students did not make revisions even though specific feedback was provided (Razali & Jupri, 2014). In addition, students tend to do more revisions based on suggestions (Razali & Jupri, 2014). By receiving it, they argued that it becomes easier and more precise. Students know what they have to do to achieve the criteria of good writing.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In providing feedback on students' writing, the teacher provided it through several strategies, i.e., teacher-written feedback, oral feedback to the whole class, simultaneous oral-written feedback, peer feedback, and e-feedback. *Teacher written feedback* is the teacher's strategy for providing information in writing. *Oral feedback to the whole class* was defined as providing feedback on students' writing directly through speaking, in which the audience is the whole class. Then, *simultaneous oral-written feedback (SOWF)* means simultaneously providing feedback through a combination of spoken and written modes. *Peer feedback* is a strategy that involves students actively responding to each other's writings. Last, *e-feedback or electronic feedback* can be concluded as a teacher's strategy for providing feedback that involves electronic assistance.

Furthermore, the teacher faced several challenges in providing feedback on students' writing. The findings revealed that time limitations and the number of students become challenges teachers face in providing feedback on students' writing. The limited time was inversely proportional to the number of students. Additionally, it became challenging for the teacher since she needed to come up with the best strategy to provide feedback on every student's writing, even in a limited time. When it was impossible to provide feedback on every student's writing, the teacher decided to collect them and provide written feedback outside of class.

Last, in the feedback provision, there were responses from the students as the recipient. Based on the findings, the students responded variously to the feedback received. Students' responses to the feedback included: paying attention, accepting, responding to the feedback-giver, asking for clarification, being motivated, appreciating, and not following up.

B. Limitation of Study

Despite achieving all the research objectives, this study still found limitations. The main limitations were on the subject and research object. Due to

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existing policies, this can only be implemented in two classes. Therefore, the research object can only cover one teacher and students in class XI MIPA 1 and XI MIPA 2.

Moreover, the student's writing in this study, which shows that they were writing expression, was considered as another limitation in revealing comprehensive findings. The writing process, especially at the time this research was carried out, was not completely the same as the theory that has been reviewed. It was due to the researchers' time constraints, so whether it was writing texts or writing expressions was not a consideration. Thus, it all has been considered a limitation.

C. Suggestion

Lastly, the following are suggested in relation to the findings of this study:

1. For English Teacher

Teachers are advised to think carefully about appropriate strategies for providing feedback. It helps them to be able to communicate feedback messages effectively so that students can well receive them.

2. For Students

Students are advised to consider how they respond to the feedback provided. An appropriate and active response can help them succeed in taking feedback messages. In this way, they will improve in learning to write.

3. For Other Researchers

Referring to the limitations of this study, suggestions for other researchers who will conduct research on a similar topic are to consider choosing the appropriate time and place as well as a larger participant rather than this study so that the results can be more comprehensive.

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APPENDICES

Appendix 1. Research Instrument

A. Teacher Interview Guidelines

Rumusan Masalah	Fokus	Sub-fokus	Pertanyaan
What are the teacher's strategies in providing feedback on students' writing?	Feedback Strategy	Timing	Kapan feedback diberikan terhadap tulisan siswa?
		Audience	Apakah feedback diberikan terhadap tugas individu dan kelompok?
		Mode	1. Modus apa saja yang diterapkan dalam menyediakan feedback pada tulisan siswa? 2. Apa alasan dalam pemilihan setiap jenis feedback yang diberikan terhadap tulisan siswa? 3. Bagaimana langkah-langkah dari setiap feedback yang diberikan terhadap tulisan siswa?
		Amount	1. Poin-poin apa saja yang menjadi fokus dalam memberi feedback terhadap tulisan siswa? 2. Apakah kelebihan tulisan siswa juga menjadi focus dalam memberi feedback?
	Feedback Content	Focus	1. Apa yang menjadi fokus dalam memberi feedback terhadap tulisan siswa? 2. Apakah kelebihan tulisan siswa juga menjadi focus dalam memberi feedback?
		Comparison	Apa yang menjadi acuan dalam memberikan feedback terhadap tulisan siswa?
		Function	Apa tujuan dari feedback yang diberikan terhadap tulisan siswa?

		Valence	Bagaimana valensi dari feedback yang diberikan terhadap siswa?
What are the teacher's challenges in providing feedback on students' writing?	Challenge in providing feedback		Apa saja tantangan yang dihadapi dalam memberikan feedback?

B. Student Interview Guidelines

Rumusan Masalah	Fokus	Pertanyaan
What are the teacher's strategies in providing feedback on students' writing?	Teacher strategy in providing feedback	1. Apakah anda menerima feedback pada tugas individu dan kelompok? 2. Apa saja bentuk feedback yang anda terima pada tulisan anda? Kapan feedback diberikan terhadap tulisan anda? 3. Poin-poin apa saja dari tulisan anda yang diberi feedback?
How do the students respond to feedback on their writing?	Students' response	1. Bagaimana perasaan anda saat mendapat feedback pada tulisan anda? 2. Apa yang anda lakukan setelah menerima feedback pada tulisan anda? 3. Menurut Anda, apakah feedback yang diberikan memiliki peran penting dalam kegiatan menulis anda?

C. Observation Sheet

No.   :   Subject/Topic :

Class   :   Date   :

Feedback	Strategies	Strategies Implemented	Content Implemented					
		Timing When given:	**Focus:**	Points	Yes	No	Description/Notes	
				1.Idea				
				2.Sentence structure				
		Amount Number of points made: Detail of each point:		3.Word choice				
				4.Grammar				
				5. Writing mechanic				
				6. Others				
		Mode:	**Comparison:**					
			Function:					
		Audience:	**Valence:**					

Notes:

Appendix 2. Lesson Plan

Mata pelajaran	: Bahasa dan Sastra Inggris	Materi	: *Suggestion*
Sekolah	: SMAN 2 Purwokerto	Alokasi Waktu	: 4 pertemuan (8 x 45 menit)
Kelas/ Semester	: XI/ Ganjil		

Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan perpaduan model *Guided Discovery Learning, Direct Instruction* dan *Project Based Learning* dengan pendekatan saintifik peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis melibatkan kegiatan memberi dan merespon saran (*suggestion*); dan menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan merespon saran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan mengembangkan sikap religius, jujur, tanggung jawab, serta dapat mengembangkan kemampuan berpikir kritis dan pro-aktif (kreatif), serta mampu berkomukasi dan bekerjasama dengan baik.

Kegiatan Pembelajaran

Pendahuluan

1. Salam pembuka dan doa 2. Apersepsi

Kegiatan Inti

Pertemuan 1 (Model pembelajaran: *Guided Discovery Learning*)

Peserta didik dibagi dalam kelompok yang beranggotakan 4 orang, kemudian melakukan kegiatan berikut:

1. *Stimulation* : Peserta didik mendengarkan audio dialog yang diberikan oleh guru dan mengidentifikasi ungkapan meminta, memberi dan merespon saran dari audio tersebut.
2. *Problem statement* : Peserta didik mengidentifikasi struktur ungkapan meminta, memberi dan merespon saran yang telah mereka temukan.
3. *Data collection* : Literasi dari berbagai sumber belajar dengan arahan dari guru.
4. *Data processing*: Curah pendapat dalam kelompok dan menuliskan hasil analisis kelompok di lembar kerja kelompok yang telah disediakan oleh guru.
5. *Verification* : Peserta didik menyampaikan hasil kerja kelompok kepada guru dan guru memberikan konfirmasi atas pengetahuan yang telah didapat oleh peserta didik.
6. *Generalization* : Peserta didik bersama guru menyimpulkan hasil pembelajaran.

Pertemuan 2 (Model pembelajaran: *Direct Instruction*)

1. **Fase orientasi** : Guru menyampaikan tujuan dan kerangka pembelajaran.
2. **Fase presentasi** : Review materi dan penjelasan ulang dari guru.
3. **Fase latihan terbimbing** : Guru memberikan soal latihan materi *suggestion*. Setelah itu, guru memberikan penguatan terhadap respons siswa yang benar dan mengoreksi yang salah.
4. **Fase latihan mandiri** : Peserta didik mengerjakan latihan mandiri dan guru memberikan penilaian dari penugasan tersebut.

Pertemuan 3 (Model pembelajaran : *Project Based Learning*)

1. *Design a plan*: Peserta didik bekerja secara berpasangan dan bersama dengan guru merancang proyek penyusunan teks interaksi interpersonal lisan dan tulis yang berisi tindakan memberi dan merespon saran.
2. *Create schedule* : Peserta didik bersama guru menyusun jadwal kegiatan proyek.
3. *Monitor the students and the progress of the project* : Peserta didik secara berpasangan menyusun teks tulis dalam *writing class* dengan pengawasan dan pendampingan oleh guru.

Pertemuan 4 (Model pembelajaran : *Project Based Learning*)

1. *Assess the outcome* : Peserta didik menampilkan hasil *writing class* secara *role-play* dalam *speaking class* dan guru melakukan penilaian.
2. *Evaluate the experience* : Peserta didik bersama guru melakukan refleksi terhadap aktivitas dan hasil proyek yang sudah dijalankan.

Penutup

Refleksi dan kesimpulan

PENILAIAN

- Sikap : Jurnal sikap   • Pengetahuan : Penugasan dan uji kompetensi   • Keterampilan: praktek

Purwokerto,   Juli 2022
Guru Mata Pelajaran

Kepala SMA Negeri 2 Purwokerto

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NIP. -

Appendix 3. Writing Task Instructions

Give advice to the people in the following situations. Use should, ought to, or had better. Choose from the suggested completions in the list.

> a. Call home and talk to his family
> b. Change clothes before he goes
> c. Clean it up right away
> d. Find a chemistry major to tutor him
> e. Get his roommate a pair of earphones
> f. Join some clubs to meet people with similar interests
> g. Make her own decission about her career and go to architecture school
> h. Not eat so much

1. Ratu would like to make some new friends.
2. Kadita is having a lot of trouble in her chemistry class. She's failed the last two test.
3. Mahadewa and Jagat, both teenagers, have messed up the house, and their parents are coming home soon.
4. Prabu is wearing jeans. He's expected at a formal reception this evening.
5. Dewi's parents expect her to work in the family business, a shoe store, but she wants to become an architect.
6. Perdana's roommate stays up very late studying. While his roommate studying, he listens to loud music, Perdana can't get to sleep.
7. Kaisar is feeling really homesick these days.
8. You have a stomachache because you ate too much.

Match each problem below with the best suggestion!

Problems
1. How can I improve my logic ability?
2. How can I get along with my classmate better?
3. How can I get a good TOEFL score?
4. What can I do to have a well-built body?
5. What should I do to be more self-confident?
6. What could help me to be more cheerful?
7. How can I become slimmer?
8. What can I do to get more money?

Suggestions
a. Go to fitness centers
b. Avoid food with calories
c. Have more intellectual exercises
d. Join their activites
e. Try to enjoy every activity
f. Be a workacholic
g. Plan fun activities to look forward to every week
h. Read English books especially dealing with tests

UK KD 3.1 Suggestions

A.	I suggest
B.	Why doesn't
C.	Let's get
D.	Why don't
E.	What should

A. Fill in the blanks with suitable phrases in the box.

1. Hi Don, ... you go to the museum with us?
2. Farin   : It's very cold in here.
   Tara   : ..... in the house and have some coffee.
3. Tomo   : I want to do something challenging this weekend.
   Jarot   : .... go rafting then.
4. Rona   : Look! Rina is getting bored.
   Roni   : ...... she try the new game on her cell phone?
5. I miss my grand parents. ... I do now?

B. Answer the questions below appropriately.

1. Write a suggestion for your friend who is going to study abroad.

   ....

2. Give advice to the government not to change the curriculum.

   ....

3. Your friend's motorcycle would not start. Please offer a solution to the problem.

   ....

4. If you were the President of Indonesia, what suggestion would you give to the Minister of Education to improve the quality of Education?

   ....

5. Give a suggestion for your English teacher.

   ....

Your name :

Class   :

Appendix 4. Teacher Interview Transcript

Interviewee : Vera Noviana, S.Pd (English Teacher)
Date : August 25th, 2022

Pertanyaan	Jawaban
Apa saja jenis feedback yang ada dalam kelas writing?	Biasanya oral dan written atau kombinasi oral dengan written. Yang kombinasi itu saya keliling dari meja ke meja, kemudian saya coret-coret yang perlu dikoreksi sambil saya jelaskan juga secara lisan. Tapi, jika saya menemukan kesalahan yang umum yang hampir semua siswa melakukan, maka saya umumkan di depan kelas seperti penulisan kata 'I' misalnya. Itu kan harusnya kapital, tapi masih banyak sekali yang menulisnya 'i' kecil. Nah kalau seperti itu saya sampaikan "di ingat-ingat ya kalau menulis I harus kapital". Atau ketika ternyata saya menemukan banyak kesalahan yang sama saat saya keliling, seperti punctuation, saya kasih notes sekali selanjutnya untuk menghemat waktu maka saya beri feedback secara oral di depan kelas. Kemudian, jika dari koreksi tertulis saya menemukan banyak kesalahan sama, maka saya juga akan beri feedback secara oral di pertemuan berikutnya. Seperti punctuation, saya kasih notes sekali di buku siswa, selanjutnya untuk menghemat waktu maka saya beri feedback secara oral di depan kelas. Ada juga feedback di file tugas yang dikumpulkan dengan bantuan LMS, seperti saat tugas guided writing waktu itu. Saya meminta siswa mengirim tugas via LMS, kemudian saya komen di filenya saya coret-coret. Setelah itu, pernah juga sewaktu guided writing saya minta siswa untuk koreksi silang. Tapi tetap ada arahan dari saya. Jadi mereka dalam memberi feedback itu tanya dulu "kalau seperti ini bagaimana, mrs?" baru setelah itu mereka yang memberi tanda sendiri, entah pakai garis bawah, dilingkari, disilang, dan sebagainya.
Modus apa saja yang diterapkan dalam menyediakan feedback pada tulisan siswa?	Saya biasanya lisan, tertulis, atau saya kombinasikan keduanya. Untuk feedback lisan di depan kelas biasanya karena saya perlu untuk menyampaikan feedback di depan kelas kepada semua siswa sekaligus. Biasanya karena ada kesalahan yang hamper semua siswa melakukan. Sedangkan feedback written kalau tugas siswa dikumpulkan. Kenapa dikumpulkan? Karena biasanya situasi dan kondisi pada saat itu tidak memungkinkan atau sulit untuk memberi feedback secara langsung di kelas. Misal, waktunya tidak cukup, saya sedang ada tugas di luar, dan lain sebagainya. Sehingga saya minta mereka untuk menumpuk tugas mereka jadi satu kemudian dibawa ke kantor untuk saya koreksi setelah saya luang. Tapi, saya paling suka sebenarnya mengkombinasikan feedback lisan dan tertulis. Saya merasa akan lebih efektif kalau saya mengoreksi secara tertulis kemudian sambil saya jelaskan secara lisan. Tapi sayangnya kombinasi ini kalau waktunya luang saja. Ketika kira-kira waktunya luang saya keliling untuk memberi feedback dari meja ke meja. Sedangkan jika waktunya terbatas saya minta siswa untuk mengumpulkan tugas mereka saja. Pokoknya saya sesuaikan saja dengan situasi dan kodisi pada saat itu bagaimana. Karena sebenarnya sama saja, semuanya saya beri feedback semaksimal mungkin.

| Apa alasan dalam pemilihan setiap jenis feedback yang diberikan terhadap tulisan siswa? | Bagi saya kalau memberi feedback secara written, oral atau kombinasi itu karena kebutuhan. Ketika koreksi di tempat duduk, lebih efektif kalau siswa mendengarkan feedbacknya sambil melihat saya mencoret-coret bagian yang sedang dikoreksi sehingga lebih jelas. Mengenai feedback secara oral, terutama di depan kelas, sebenarnya tujuannya adalah supaya saya bisa menjelaskan sekaligus ke semuanya agar mereka tidak melakukan kesalahan yang sama pada tulisan mereka kedepannya. Kemudian, written feedback meskipun sebenarnya diberikan karena waktu yang terbatas, tapi menurut saya juga ada sisi positifnya. Kapanpun siswa mau melihat atau belajar lagi dari koreksi yang pernah mereka terima, mereka hanya tinggal buka lagi saja. Kalau peer feedback itu hanya variasi saja. Tapi ini juga terkait self confidence ya, biasanya siswa itu cenderung lebih hati-hati dalam mengerjakan tugas kalau dikoreksi oleh temannya. Jadi menurut saya mereka akan mengerjakan dengan maksimal. Tujuan lainnya juga supaya mereka mengerjakan dengan rapi. Apalagi kalau dikoreksi silang antara perempuan dan laki-laki ya, pasti kan mereka jadi lebih aware. Intinya, apapun bentuknya semuanya bertujuan untuk memberi pengertian kepada siswa bahwa setiap pekerjaan mereka ada nilainya sehingga mereka juga lebih termotivasi untuk mengerjakan. |
| Bagaimana langkah-langkah dari setiap feedback yang diberikan terhadap tulisan siswa? | Pertama tentu saya beri tugas dulu ya. Saya kasih instruksi tugasnya, kemudian mereka mengerjakan. Nah setelah itu saya periksa dan kasih saran secara oral atau oral-written. Kemudian untuk sesi feedbacknya sendiri sebenarnya lebih sering di akhir ya setelah tugas mereka selesai. Pada dasarnya semuanya tidak terlalu beda ya langkah-langkahnya. Semuanya diawali dengan saya baca dulu tulisan mereka. Selanjutnya saya langsung beri feedback. Kalau tugas individu maka saya keliling dari meja ke meja. Feedback ini diberikan untuk masing-masing siswa, satu per satu. Karena masing-masing siswa berbeda, jadi jika kita tidak dekat dengan mereka maka kita tidak akan tahu siapa yang masih membutuhkan bantuan atau siapa yang sudah bisa. Jadi, saya pikir saya harus mendatangi mereka, satu per satu. Untuk oral-written feedback saya tandai bagian bagian yang sudah betul dan yang masih salah sambil saya jelaskan secara langsung. Sambil saya menjelaskan sambil saya lingkari, garis bawahi, saya silang, atau saya ubah dan tambahi kalimatnya. Kemudian kalau feedback di depan kelas itu ada karena saya perlu menyampaikan kesalahan umum untuk semua siswa secara bersamaan. Jadi saya ke depan, menginstruksikan siswa untuk tenang keep silent, kemudian saya sampaikan feedbacknya. Kemudian kalau peer feedback biasanya sebelum sesi feedback saya beri tahu siswa untuk melakukan koreksi silang. Selanjutnya siswa saling tukar tugasnya, dan saya beri arahan bagaimana untuk memberi feedback atau skornya. Saat proses mengoreksi pun siswa tetap mendapat arahan dan bimbingan dari saya seharusnya itu seperti apa sehingga mereka bisa memberi feedback pada tulisan temannya. Lalu saya juga sering bilang kepada siswa agar diingat-ingat untuk tidak melakukan kesalahan itu lagi di tugas writing kedepannya meskipun sebenarnya mereka juga sudah sangat berprogress selama ini. |

Kapan feedback diberikan terhadap tulisan siswa?	Secepatnya. Kalau saya sebisa mungkin langsung saya beri feedback di pertemuan itu juga. Biasanya di akhir setelah tugasnya selesai atau sebelum kelas saya bubarkan juga kadang saya ingatkan mereka lagi. Karena menurut saya, kalau feedback diberikan terlalu lama dari waktu tugasnya selesai, dikhwatirkan siswa sudah lupa tentang materinya dan malah jadi tidak paham dengan feedbacknya. Tapi, ada kalanya juga saya tidak bisa langsung memberi feedback di pertemuan saat itu juga, misal ketika waktunya sudah habis maka saya minta buku dikumpulkan untuk saya koreksi di luar kelas, kadang di kantor. Lalu kalau sudah baru saya kembalikan.
Apa yang menjadi fokus dalam memberi feedback terhadap tulisan siswa?	Kalau melihat kembali ke feedback yang saya berikan, sepertinya itu lebih berfocus ke hasilnya. Hasil pekerjaan mereka yang saya tanggapi. Dari mulai ide kalimatnya, kemudian bagian mana yang benar dan bagian mana yang perlu dikoreksi atau yang belum sesuai dengan kriteria good writing tugas tersebut seperti struktur kalimatnya, penulisannya, punctuation.
Poin-poin apa saja yang menjadi fokus dalam memberi feedback terhadap tulisan siswa?	Disamping berfokus pada kekurangan, saya juga berfokus pada kelebihan tulisan siswa. Saya lihat dan jelaskan kelebihannya pada poin apa dan apa saja yang perlu dikoreksi. Misal grammar, writing mechanic seperti punctuation, kemudian kerapihan, dan ide. Terlebih ide ya, siswa itu kebanyakan menulis kalimatnya terlalu bahasa Indonesia yang di Inggris kan sekali, jadi kadang mereka tanya dulu dan minta saran kalimat atau kata yang lebih tepatnya seperti apa. Menurut saya poin ide terutama originality juga saya perhatikan. Misal ada pekerjaan yang sama maka saya tanyakan apakah itu copas dari internet atau bagaimana tetapi tentu dengan kalimat yang tidak mengintimidasi ya. Kemudian karena menurut saya masalah writing itu salah satunya adalah kreativitas, mereka sering harus saya ajak untuk brainstorming dulu supaya bisa mengeluarkan ide mereka. Lalu terkadang ada juga yang secara grammar dan vocab sudah bagus tapi idenya masih kurang. Maka saya kasih saran ide, topik atau kata kuncinya saja kemudian mereka mengembangkan sendiri.
Apa yang menjadi acuan dalam memberikan feedback terhadap tulisan siswa? .	Saya tentunya mengacu ke kriteria good writing dari setiap KD atau topik ya. Language features atau unsur kebahasaannya bagaimana, struktur teks yang seharusnya itu bagaimana. Dengan kita membandingkan pekerjaan mereka dengan kriteria tersebut, maka siswa jadi tahu apakah mereka sudah mencapai learning goals di hari itu atau belum. Bahkan mereka sekarang ini di akhir pertemuan bab suggestion sudah sangat terlihat perkembangannya karena sudah banyak feedback yang mereka terima sebelumnya.
Bagaimana valensi dari feedback yang diberikan terhadap siswa?	Menurut saya, itu positif. Karena saya memberikan apresiasi dan koreksi yang disertai saran. Nah, keduanya harus imbang. Pertama, untuk menyentuh hati siswa kalau sekarang itu justru yang penting adalah apresiasi. Saya biasanya kasih apresiasi secara langsung ketika sedang memberi feedback. Pokoknya seperti apapun bentuknya harus diapresiasi, bentuk penghargaan kepada mereka karena paling tidak

	mereka sudah berusaha mengerjakan. Kemudian, diberi tahu kekurangannya atau kesalahannya dengan koreksi. Itu pun tidak seperti "*ini kamu salah*" tapi lebih baik "*harusnya bagian ini tidak seperti ini, diganti ini aja ya*" atau "*sepertinya kalimat ini kurang sesuai, baiknya seperti ini*". Jadi ketika dikoreksi maka harus diberi saran juga.
Apa fungsi dari feedback yang diberikan terhadap tulisan siswa?	Menurut saya feedback itu berfungsi untuk menunjukkan dan menjelaskan kepada mereka bagian mana saja dari tulisan mereka yang sudah tepat, mana yang masih perlu diperbaiki, bagaimana memperbaikinya. Fungsinya banyak ya sebenarnya, bisa untuk evaluasi juga. Untuk tahu apakah ada progress atau tidak, apa yang perlu mereka perbaiki dan tingkatkan, Jadi sebagai alat untuk mengetahui pengetahuan mereka ini sudah sampai mana, sudah sejauh mana mereka berkembang. Kemudian feedback juga sebagai reminder bahwa setiap tugas yang mereka kerjakan itu pasti dicheck Dan juga untuk apresiasi atas kerja keras mereka sehingga harapannya mereka bisa termotivasi untuk terus belajar.
Apakah kelebihan tulisan siswa juga menjadi focus dalam memberi feedback?	Iya, karena saya tidak hanya memberikan feedback berdasarkan kesalahan saja, tetapi juga ketika ada kelebihan pun saya tanggapi. Saya sebisa mungkin untuk selalu memberikan feedback dalam kalimat yang menurut saya positif dan mengapresiasi. Kalaupun perlu untuk diberikan kritik, maka akan saya sampaikan dengan kalimat yang tidak membuat dia merasa terlalu salah dan akan saya beri saran di belakangnya.
Apa saja tantangan dalam memberikan feedback?	Dari sisi saya sebagai guru, tantangan paling utama itu terkait dengan waktu dan banyaknya siswa. Menurut saya waktu yang sangat terbatas berbanding terbalik dengan jumlah siswanya. Saya kadang seperti dikejar-kejar waktu ketika memberikan feedback kepada siswa yang tentu jumlahnya tidak sedikit. Padahal untuk dapat memberikan feedback yang baik dan efektif terhadap siswa yang jumlahnya begitu banyak, tentu saya memerlukan waktu lebih banyak juga. Dua kombinasi itu sih yang jadi tantangan bagi saya untuk memutar otak bagaimana cara agar siswa tetap mendapat feedback meski waktunya terbatas.

Appendix 5. Students Interview Transcript

Interview Transcript of Student A (August 26th, 2022)

Pertanyaan	Jawaban
Apakah anda menerima feedback pada tugas individu dan kelompok?	Iya, kalau lagi berkelompok feedbacknya untuk masing-masing kelompok. Kalau tugas individu, berarti feedback diberikan dengan hadapan-hadapan satu persatu. Atau bisa juga feedback lisan di depan satu kelas. Itu kalau kesalahan kami hampir sama semua gitu.
Apa saja bentuk feedback yang anda terima pada tulisan anda?	Seingat saya itu lisan dan tugas saya sambil dicoret-coret poin-poin mana aja saya kurangnya, jadi kayak dicombine gitu antara lisan dan tertulis. Lalu ada juga yang secara lisan aja. Tapi itu biasanya kalau kesalahan kami hampir sama semua. Jadi akhirnya dijelaskan lagi di depan kelas, diingatkan lagi yang benar itu bagaimana. Terus kemarin juga pernah kami itu koreksi antar teman. Saya koreksi pekerjaan teman, teman koreksi pekerjaan saya.
Kapan feedback diberikan terhadap tulisan anda?	Selama ini paling sering setelah tugasnya selesai baru diberi feedback dan nilai.
Poin-poin apa saja dari tulisan anda yang diberi feedback?	Yang saya ingat dari semuanya paling sering tata bahasanya. Setelah itu kadang tanda baca atau penulisan, isi tulisan juga suka ditanggapi atau ditanya-tanya gitu.
Bagaimana perasaan anda saat mendapat feedback pada tulisan anda?	Rasanya senang dan bersyukur saja sih. Saya jadi paham kalau ada yang salah di writing saya. Bersyukur juga, karena saya kalau nggak dapat feedback malah bingung, ada salah atau nggak. Kalau ada salahnya dimana dan yang seharusnya itu bagaimana. Jadi, senang dan bersyukur saja sih.
Apa yang anda lakukan setelah menerima feedback pada tulisan anda?	Saya iyakan misal 'Oh iya mrs, nanti saya perbaiki'. Setelah itu kalau ada waktu luang saya perbaiki, kalau tidak paling saya baca-baca lagi saja sebentar.
Menurut Anda, apakah feedback yang diberikan memiliki peran penting dalam kegiatan menulis anda?	Menurut saya penting karena misal kita ada writing, tapi nggak ada feedback, itu kita jadi merasa tulisan kita benar. Padahal mungkin ada salahnya. Karena yang kita anggap benar itu belum tentu benar. Kita perlu sudut pandang dari orang lain juga, begitu.

Interview Transcript of Student B (August 26th, 2022)

Pertanyaan	Jawaban
Apakah anda menerima feedback pada tugas individu dan kelompok?	Untuk feedback writing seringnya sih saya menerima kalau tugas individu. Kalau feedback kelompok paling untuk tugas in pair, berpasangan dengan teman.
Apa saja bentuk feedback yang anda terima pada tulisan anda?	Ada secara lisan dan tertulis atau keduanya langsung bersamaan. Kalau bersamaan seperti itu, biasanya tulisan kita dicoret-coret dan ada penjelasannya juga.
Kapan feedback diberikan terhadap tulisan anda?	Biasanya setelah kami selesai mengerjakan tugasnya. Bisa di dalam kelas langsung di pertemuan itu, atau bisa juga tugasnya kami kumpulkan kemudian besok atau beberapa hari kemudian dikembalikan dengan sudah ada feedbacknya
Poin-poin apa saja dari tulisan anda yang diberi feedback?	Kalau yang saya dapat selama ini kebanyakan terkait grammar, misal ada tambahan 'ing', struktur kalimat, tata penulisan, dan juga isinya.
Bagaimana perasaan anda saat mendapat feedback pada tulisan anda?	Senang aja sih saya kalau dapat feedback, karena saya diberi tahu salahnya dimana saja sehingga memperbaikinya juga jadi lebih mudah.
Apa yang anda lakukan setelah menerima feedback pada tulisan anda?	Kalau saya, lebih sering saya pahami ulang lagi aja. Karena biasanya selain diberi feedback itu juga sudah diberi nilai akhir, jadi tidak ada keharusan untuk diperbaiki.
Menurut Anda, apakah feedback yang diberikan memiliki peran penting dalam kegiatan menulis anda?	Iya, karena saya merasa terbantu kalau ada feedback. Justru kalau ngerjain tugas tidak ada feedback saya merasa sedih, bingung, kok nggak ada tanggapan atau komentarnya kan saya jadi nggak tahu salahnya dimana.

Interview Transcript of Student C (August 26th, 2022)

Pertanyaan	Jawaban
Apakah anda menerima feedback pada tugas individu dan kelompok?	Saya sih merasa lebih sering dapat feedback individu. Kalau kelompok jarang sekali mungkin karena tugasnya juga bukan tugas kelompok. Paling tugas berdua dengan teman sebangku, misal menulis percakapan gitu kan harus berdua jadi feedbacknya juga langsung untuk dua-dua. Tapi lebih sering individu.
Apa saja bentuk feedback yang anda terima pada tulisan anda?	Seingat saya paling banyak feedback di buku, itu berarti tulisan ya. Tapi biasanya kalau guru memberi feedback itu sambil dijelaskan juga secara lisan. Jadi kayak gabungan gitu.

Kapan feedback diberikan terhadap tulisan anda?	Feedback biasanya diberikan kalau kita sudah selesai mengerjakan tugasnya. Kalau waktunya masih cukup bisa langsung dikasih di kelas. Tapi kalau waktunya udah habis atau mepet biasanya tugasnya diminta untuk dikumpulkan. Kalau udah diberi feedback besoknya baru dikembaliin gitu.
Poin-poin apa saja dari tulisan anda yang diberi feedback?	Yang saya ingat itu paling sering dikomen adalah grmmar sama tanda baca atau penulisannya gitu. Kalau ada kalimat atau kata yang kurang jelas atau kurang tepat juga biasanya dikomen, setelah itu dikasih tahu yang benar seperti apa.
Bagaimana perasaan anda saat mendapat feedback pada tulisan anda?	Perasaan saya biasa saja sih. Oh justru saya kayaknya bingung kalau nggak dapat feedback. Soalnya udah terbiasa dapat feedback di setiap tugas. Kalau ngagak dapat bingung apa ada salah atau nggak, gitu.
Apa yang anda lakukan setelah menerima feedback pada tulisan anda?	Saya sendiri paling cuma saya pahami lagi aja, yang benar di bagian mana aja atau yang salah apa aja dan seharusnya gimana.
Menurut Anda, apakah feedback yang diberikan memiliki peran penting dalam kegiatan menulis anda?	Menurut saya penting, karena dari feedback itu tadi saya tahu bagaimana yang benar dan bagaimana yang salah. Sehingga bisa saya ingat-ingat buat nggak mengulangi lagi di tugas-tugas selanjutnya.

Interview Transcript of Student D (August 29th, 2022)

Pertanyaan	Jawaban
Apakah anda menerima feedback pada tugas individu dan kelompok?	Iya, dua-duanya. Kalau tugasnya individu, feedbacknya untuk saya sendiri. Kalau kelompok, feedbacknya juga untuk kelompok.
Apa saja bentuk feedback yang anda terima pada tulisan anda?	Biasanya yang tertulis seperti dicoret-coret gitu, dan feedback lisan. Atau kadang juga sambil dijelaskan sambil dicoret-coret tulisannya. Kalau feedback tertulis biasanya karena bukunya dikumpulkan, terus waktu dikembaliin udah ada feedback dan nilainya. Jadi kalau di kelas saya lebih sering tertulis sih. Koreksi silang juga pernah sekali waktu itu. Tapi feedback nya tidak selengkap yang dari guru. Paling cuma ditandai aja bagian mana yang salah.
Kapan feedback diberikan terhadap tulisan anda?	Sewaktu tugasnya udah dikumpulkan. Setelah tugasnya selesai, dikumpul, lalu baru diberi ffeedback Untuk satu tugas biasanya satu kali dapat feedback.
Poin-poin apa saja dari tulisan anda yang diberi feedback?	Sejauh ini yang saya dapat kebanyakan terkait grammar sih. Selebihnya paling tanda baca kalau saya lupa kasih titik, koma, tanda tanya, dll.

Bagaimana perasaan anda saat mendapat feedback pada tulisan anda?	Kalau saya senang sih dapat feedback, karena kan jadi tahu salahnya dimana. Apalagi kalau sudah diberi saran itu jadi semakin mudah kalau mau memperbaiki.
Apa yang anda lakukan setelah menerima feedback pada tulisan anda?	Sejujurnya kalau tugas mata pelajaran lain sedang banyak, setelah dapat feedback saya baca ulang aja tanpa diperbaiki. Tapi kalau sedang luang sebisa mungkin saya perbaiki.
Menurut Anda, apakah feedback yang diberikan memiliki peran penting dalam kegiatan menulis anda?	Feedback bagi saya itu penting untuk belajar writing. Saya jadi lebih tahu yang benar bagaimana atau yang masih keliru bagian mana saja. Ketika mau memperbaiki pun jadi lebih terarah dan lebih mudah berkat informasi dan saran yang sudah dikasih sebelumnya.

Interview Transcript of Student E (August 29th, 2022)

Pertanyaan	Jawaban
Apakah anda menerima feedback pada tugas individu dan kelompok?	Iya, feedback untuk diri sendiri sering. Feedback berdua dengan teman berpasangan juga pernah dapat waktu itu, karena kebetulan tugasnya itu tugas berpasangan.
Apa saja bentuk feedback yang anda terima pada tulisan anda?	Biasanya yang saya terima di tulisan saya itu bentuknya seperti dilingkari, digaris bawah, dicoret. Tapi sebetulnya sambil dicoret-coret itu gurunya sambil menjelaskan juga secara langsung. Selain itu pernah juga saling koreksi tulisan teman, tapi biasanya kalau itu kurang lengkap, paling hanya digaris bawah saja. Jadi biasanya guru menjelaskan dulu yang benar itu seperti apa, kemudian kita baru bisa mengoreksi pekerjaan teman dan kasih feedback seperti digaris bawah itu tadi.
Kapan feedback diberikan terhadap tulisan anda?	Biasanya ketika udah selesai menulis, bisa langsung saat itu juga di dalam kelas atau kalau guru minta ntuk dikumpul berarti feedbacknya tidak langsung diberikan saat itu juga.
Poin-poin apa saja dari tulisan anda yang diberi feedback?	Yang saya ingat itu paling sering penulisannya seperti tanda baca. Misal, ketika seharusnya tidak pakai koma berarti nanti koma itu dilingkari. Kalau koreksi di tempat duduk biasanya sambil dijelaskan juga secara lisan. Tapi kalau tugasnya dikumpulkan, feedbacknya cuma writing saja, nah itu paling dilingkari, disilang, lalu diberi jawaban yang benarnya juga. Selain itu, idenya juga sering dapat feedback. Misal "oke, boleh kok seperti ini udah bagus" atau kalau masih kurang pasti "ini sepertinya masih kurang jelas, gimana kalau seperti ini?". Jadi

	ide kita selalu ditanggapi begitu
Bagaimana perasaan anda saat mendapat feedback pada tulisan anda?	Bersyukur karena diberi feedback. Saya bersyukur karena saya jadi tahu salahnya dimana, apa yang harus saya tingkatkan lagi.
Apa yang anda lakukan setelah menerima feedback pada tulisan anda?	Kalau saya kadang saya biarkan, kadang juga saya betulkan.
Menurut Anda, apakah feedback yang diberikan memiliki peran penting dalam kegiatan menulis anda?	Menurut saya feedback penting karena feedback bisa jadi alat ukur untuk saya tahu bagaimana progress saya selama writing. Saya bisa belajar dari kesalahan yang lalu supaya tidak diulang di tugas selanjutnya.

Interview Transcript of Student F (August 29th, 2022)

Pertanyaan	Jawaban
Apakah anda menerima feedback pada tugas individu dan kelompok?	Individu dan dengan teman sebangku seingat saya.
Apa saja bentuk feedback yang anda terima pada tulisan anda?	Seringnya itu saya dapat feedback lisan, seperti dikasih motivasi gitu. Tapi selain itu juga hasil tugas saya suka ditandai. Misal dilingkari atau digaris bawah, terus sambil dijelasin salahnya kenapa dan yang benar itu bagaimana. Waktu itu pernah satu kali kami ada koreksi silang. Teman ngoreksi pekerjaan saya, saya ngoreksi pekerjaan teman. Kalau ada yang salah saya lingkari. Jadi saya mengikuti gurunya yang benar itu seperti apa, baru kalau ada salah saya lingkari.
Kapan feedback diberikan terhadap tulisan anda?	Paling sering sehabis tugasnya dikumpulkan. Jadi waktu bukunya dikembalikan sudah ada coret-coretan dari guru di bagian-bagian yang masih salah. Kadang malah gurunya juga menuliskan yang benar itu seperti apa di bukunya. Tapi itu kalau dikumpulkan, kalau dikoreksi di kelas bisa sambil dijelaskan juga.
Poin-poin apa saja dari tulisan anda yang diberi feedback?	Kalau saya itu grammar yang paling sering dapat feedback. Kadang juga gurunya tanya-tanya maksud kalimat saya itu bagaimana. Jadi nanti saya jelaskan sebisa saya supaya guru mengerti maksudnya. Kalau ada yang masih keliru nanti dikasih saran baiknya gimana. Kalau yang dikoreksi teman itu saya ingat waktu itu dikoreksi di salah satu katanya, jadi seharusnya tidak pakai "you" tapi saya pakai "you", terus ditandai kalau itu salah.
Bagaimana perasaan anda saat mendapat feedback pada tulisan	Kalau feedbacknya bagus, fokusnya tidak cuma ke kesalahan saya saja, tapi yang benar juga

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anda?	diapresiasi itu bikin, saya jadi senang. Saya merasa bisa mengerjakan dan termotivasi. Saya merasa mungkin sebenarnya bukan tidak bisa bahasa Inggris, hanya perlu belajar lebih lagi.
Apa yang anda lakukan setelah menerima feedback pada tulisan anda?	Kalau saya paling saya baca ulang lagi, saya pahami lagi yang masih salah seharusnya gimana.
Menurut Anda, apakah feedback yang diberikan memiliki peran penting dalam kegiatan menulis anda?	Menurut saya feedback itu sangat membantu saya. Karena misal awalnya saya masih ada melakukan kesalahan di tulisan saya, kemudian setelah dapat feedback saya jadi bisa mengerti yang benar itu seharusnya gimana. Memperbaikinya juga jadi lebih mudah dan saya bisa menghindari kesalahan yang sama kedepannya. Itu menurut saya bisa membuat saya jadi lebih ada kemajuan

Appendix 6. Simultaneous Oral-Written Feedback

No.   : 1   Topic : Suggestion

Class   : XI MIPA 2   Date   : August 27th, 2022

Feedback	Strategy	Strategies Implemented	Content Implemented				
			Focus: The task	**Points**	**Yes**	**No**	**Description/Notes**
1. Teacher: "*'You could buy books at the cooperative?'* What does cooperative mean here? Koperasi? Sepertinya ada kata yang lebih tepat deh. Coba nanti dicari lagi ya vocabulary yang lebih tepatnya"	Simultaneous oral-written feedback	**Timing** When given: after the task is completed		1.Idea		✓	
You + Could + *you could buy books at the cooperative.* 8 *You + b better* ?				2.Sentence structure		✓	
2. Teacher: "Oh, ini sebaiknya 'time'nya dihapus saja, because there's already 'deadline' which means tenggat atau batas waktu begitu. Okay?" *You + had better* *You had better do the task ahead of time deadline.* 8		**Amount** Number of points made: two points Detail of each point: 1. Word choice - *Cooperative* - *Time deadline*		3.Word choice	✓		The teacher asked the student to change the word *'cooperative'* with the appropriate vocabulary. She also told the student to omit the word 'time'.
3. Teacher: "Nah ini, setelah why don't you benar pakai Ving? Seharusnya gimana? 'Why don't you' itu always followed by apa?" 7. *Why don't you + (infinitive)?* *Why don't you (doing) homework?*		2. Grammar error *Why don't you doing homework?*		4.Grammar	✓		The teacher ensured the students about the formula of giving suggestions (why don't you+infinitive)
				5. Writing mechanics		✓	

4. Overall, you did a good job!		**Mode** Combination of oral and written feedback	**Comparison** Criterion-referenced
		Audience Individual	**Function** Descriptive: Mentioning strength and errors by referring to the criteria for writing suggestions.
			Valence Positive

Notes:

Detail/Stages:

1. Teacher read the student's work
2. Then she showed the correct part using correct sign and the incorrect part by marking with signs or symbols: *a correct sign, an underline, question mark and a circle.*
3. While marking, she asked questions to the students as well as gave information explanations, corrections, and suggestions to students.
4. At the end, the teacher also gave appreciation (*great job!)* orally to the student for having completed the task well.

Student response:

1. Pay attention
2. Accepting: said "*Okay mrs", "Yes mrs"*
3. Responding: answered teacher's questions
4. Thanking: said "*Terimakasih, Mrs."*

No.   **: 2** **Topic : Suggestion**

Class   : XI MIPA 2 **Date   : August 27th, 2022**

Feedback	Strategy	Strategies Implemented	Content Implemented				

Feedback	Strategy	**Timing** When given: after the task is completed	**Focus:** The task	**Points**	**Yes**	**No**	**Description/Notes**
1. Teacher: "Ok good, formulanya sudah benar but remember to put an article 'the' before noun." *You ought to buy snack in the canteen* 2. Teacher: "Tie? Sorry, I couldn't get the meaning. Could you give me another example, please? *Why don't you…do your homework? Ok, g*ood! Maknanya jadi lebih jelas kan sekarang?" *Why don't you are tie? do your homework?*	Simultaneous oral-written feedback	**Timing** When given: after the task is completed	**Focus:** The task	1.Idea	✓		Teacher encouraged student to think another sentence by changing the sentence '*why don't you are tie?*' with a meaningful one.
		Amount Number of points made: two points Detail of each point: 1. Grammar: Article 'the' 2. Idea: Unclear-meaning sentence		2.Sentence structure		✓	
				3.Word choice		✓	
				4.Grammar	✓		Teacher reminded student to put an article 'the' before the noun.)
				5. Writing mechanics		✓	
		Mode Combination of spoken and written	**Comparison** Criterion-referenced				

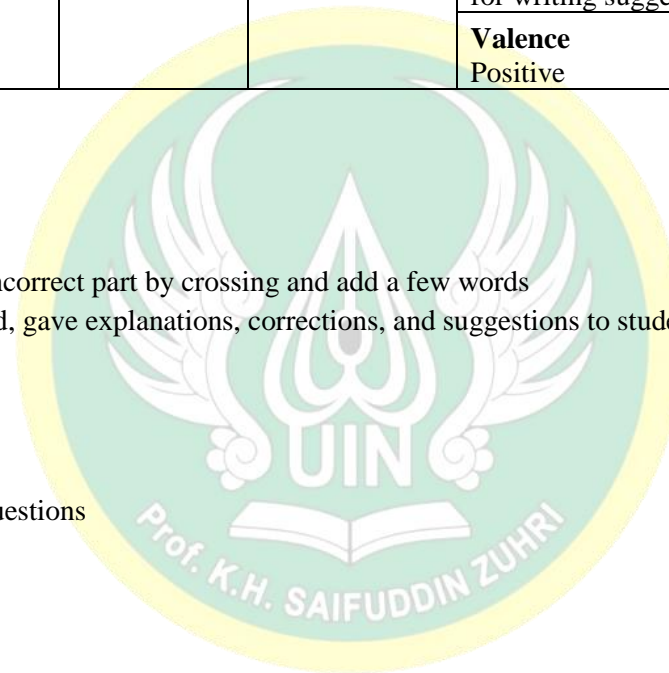|			
		feedback	
		Audience Individual	**Function** Descriptive: Mentioning strength and errors by referring to the criteria for writing suggestions.
			Valence Positive

Notes:

Detail/Stages:

1. teacher read the student's work

2. the teacher showed the correct and incorrect part by crossing and add a few words

3. while marking, the teacher also asked, gave explanations, corrections, and suggestions to student.

Student response:

1. Pay attention
2. Accepting: said "*Baik Mrs*"
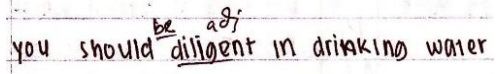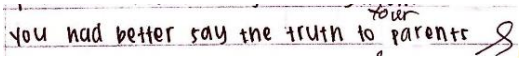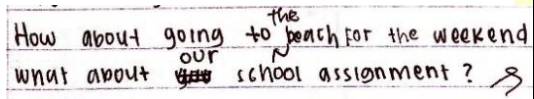3. Responding: answered teacher's questions

No.   : 3   **Topic : Suggestion**

Class : XI MIPA 2   **Date   : August 27ᵗʰ, 2022**

Feedback	Strategy	Strategies Implemented	Content Implemented				
1. Teacher: "The word 'diligent' stands as adjective, so we must add 'be' here." you should be diligent in drinking water 2. Teacher: "Whose parents?" you had better say the truth to your parents 3. Teacher: "Remember to always put an article" How about going to the beach for the weekend? what about our school assignment?	Simultaneous oral-written feedback	**Timing** When given: after the task is completed	**Focus:** The task	**Points**	**Yes**	**No**	**Description/Notes**
				1.Idea		✓	

		Amount
		 Number of points made: one point
		
		 Detail of each point:
		 1. Grammar:
		  - Add 'be'
		  - reminds to put article 'the'
		 2. Sentence structure:
		  - your
				2.Sentence structure	✓		The teacher asks the completeness of the object of the sentence.

				3.Word choice		✓	
				4.Grammar	✓		The teacher informs to add 'be' before the adjective and reminds to put an article.
				5. Writing mechanics		✓	
		Mode Combination of spoken and written feedback	**Comparison** Criterion-referenced				

| | | Audience
Individual | Function
Descriptive:
Mentioning errors by referring to the criteria for writing suggestions. |
| | | | Valence
Positive |

Notes:

Detail/Stages:

1. teacher read the student's work

2. the teacher showed the correct part using correct sign and pointed out the incorrect part using underline and added a few words.

3. while marking, the teacher also provided explanations, corrections, and suggestions to students.

Student response:
1. Pay attention
2. Accepting: said "*Oh begitu, oke Mrs*"
3. Asking for clarification*: "Berarti kalau ada adjective, depannya dikasih be ya mrs?"*
4. Responding: answered teacher's questions
5. Thanking: said "*Terimakasih, Mrs*"

No. : 4   **Topic : Suggestion**

Class : XI MIPA 2   **Date : August 27th, 2022**

Feedback	Strategy	Strategies Implemented	Content Implemented				
1. Teacher: "You must put article 'a' here, karena dokternya hanya satu, right?" *[handwritten: You should go to doctor]* 2. Teacher: "Apakah ini maksudnya 'kamu seharusnya tidak terlalu bekerja keras'? kalau begitu, better to use 'work hard'." *[handwritten: You shouldn't Play hard → lebih baik pakai work hard]* 3. Teacher: "Are you sure advising someone to not study math well? I think you could change the word 'well' with 'today', for example. It sounds better, right?" *[handwritten: You had better not study math well today]* 4. Teacher: "Good, tapi cinema is a place, so we can't say watching cinema. Menonton bioskop atau menonton film di bisokop? Yeah, that's right. *How about watching **in the** cinema.* Remember to always put the preposition." *[handwritten: How about watching in the cinema?]*	Simultaneous oral-written feedback	**Timing** When given: after the task is completed **Amount** Number of points made: one point Detail of each point: 1. Grammar: Missing article 'a' and preposition 'in' 2. Word choice: Play hard -> Work hard 3. Idea:	**Focus:** The task				
			Points	**Yes**	**No**	**Description/Notes**	
			1.Idea	✓		The teacher offered to student to change the word 'well' with 'today' for a better writing.	
			2.Sentence structure		✓		
			3.Word choice	✓		The teacher changed the word 'play hard' to 'work hard' for a clearer meaning.	
			4.Grammar		✓		
			5. Writing mechanics	✓		The teacher added article 'a' and preposition 'in'.	

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		Change the word 'well' to 'today'					
		Mode Combination of spoken and written mode	**Comparison** Criterion-referenced				
		Audience Individual	**Function** Descriptive: Mentioning errors by referring to the criteria for writing suggestions.				
			Valence Positive				

Notes:

Detail/Stages:

1. teacher read the student's work

2. the teacher showed the correct part using correct sign and pointed out the incorrect part by crossing, underlining and adding a few words, while marking, the teacher also asked questions, gave explanations, corrections, and suggestions to students.

3. at the end, the teacher also gave appreciation orally to the student for having completed the task well.
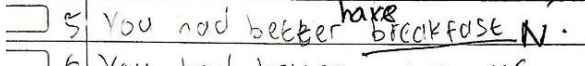

Student response:

1. Pay attention
2. Responding: answered teacher's questions
3. Accepting: said "*Ooh iya paham paham, Mrs*"
4. Thanking: said "*Terimakasih banyak ya, Mrs*"

No.   : 5   **Topic : Suggestion**

Class : XI MIPA 1   **Date   : August 28ᵗʰ, 2022**

Feedback	Strategy	Strategies Implemented	Content Implemented				
1. Teacher: "Okay, coba lihat formulanya lagi. 'You had better' diikuti oleh verb. Nah disini 'breakfast' itu noun, maka harus ditambah dengan 'have' sebagai verbnya. Begitu ya?" 2. Teacher: "*Good!*"	Simultaneous oral-written feedback	**Timing** When given: after the task is completed	**Focus:** The task	**Points**	**Yes**	**No**	**Description/Notes**
				1.Idea		✓	
				2.Sentence structure		✓	
		Amount Number of points made: one point Detail of each point: 1. Grammar: verb		3.Word choice		✓	
				4.Grammar	✓		The teacher added "have" before the word "breakfast".
				5. Writing mechanics		✓	.
		Mode Combination of spoken and written mode	**Comparison** Criterion-referenced				
		Audience Individual	**Function** Descriptive: Mentioning errors by referring to the criteria for writing suggestions.				

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| | | | Valence
Positive | | | |

Notes:

Detail/Stages:

1. teacher read the student's work

2. the teacher showed the incorrect part by underlining and adding a word, while marking, the teacher also gave explanations, corrections, and suggestions to students.

3. at the end, the teacher also gave appreciation orally to the student for having completed the task well.

Student response:
1. Pay attention
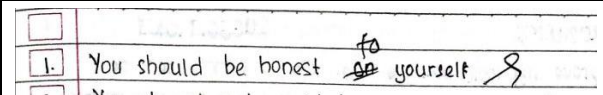2. Accepting: said "*Yes, Mrs*"
3. Thanking: said "*Thank you*"

No.   : 6   **Topic : Suggestion**

Class : XI MIPA 1   **Date   : August 28ᵗʰ, 2022**

Feedback	Strategy	Strategies Implemented	Content Implemented				
Teacher: "Okay ada sedikit keliru nih. 'on' biasanya digunakan untuk keterangan tempat. Kalau seperti ini menggunakan 'to'. Good work!"	Simultaneous oral-written feedback	**Timing** When given: after the task is completed	**Focus:** The task	**Points**	**Yes**	**No**	**Description/Notes**
				1.Idea		✓	
				2.Sentence structure		✓	
		Amount					

		Number of points made: one point 1. Grammar: preposition $on \rightarrow to$		3.Word choice		✓	
				4.Grammar	✓		
				5. Writing mechanics		✓	.
		Mode Combination of spoken and written mode	**Comparison** Criterion-referenced			
		Audience Individual	**Function** Descriptive: Mentioning errors by referring to the criteria for writing suggestions.			
			Valence Positive			

Notes:

Detail/Stages:

1. teacher read the student's work

2. the teacher showed the incorrect part by underlining and adding a word, while marking, the teacher also gave explanations, corrections, and
suggestions to students.

3. at the end, the teacher also gave appreciation orally to the student for having completed the task well.

Student response:

1. Pay attention
2. Accepting: said "*Yes, Mrs*"
3. Thanking: said "*Thank you*"

Appendix 7. Oral Feedback to The Whole Class

No.   : 1   Topic : Suggestion

Class   : XI MIPA 2   Date   : August 27th, 2022

Feedback	Strategy	Strategies Implemented	Content Implemented				
Teacher: "Thank you for completing this task, guys. Overall, you have understood this material well. But most of you still often forget the punctuation while writing. Terutama 'question mark' dan 'titik', dua itu yang masih suka ketinggalan. Kira-kira kenpaa itu? Don't forget to pay attention on your punctuation. Okay?"	Oral feedback to the whole class	**Timing** When given: before the class ends	**Focus:** The task	**Points**	**Yes**	**No**	**Description/Notes**
				1.Idea		✓	
		Amount Number of points made: one point Detail: writing mechanics: punctuation (question marks and dots)		2.Sentence structure		✓	
				3.Word choice		✓	
				4.Grammar		✓	
				5. Writing mechanics	✓		Teacher reminded her students to pay attention to the use of punctuation (dot ad question mark).
		Mode Spoken mode	**Comparison** Criterion-referenced				
		Audience Whole class	**Function** Descriptive: Mentioning strengths and weaknesses by referring to the writing criteria				
			Valence Positive				

Notes:

Detail/Stages:

1. after feedback has been provided to each student, the teacher asked the student to be quiet and focused so that she can provide the feedback well.

2. after that, the teacher started giving oral feedback to the whole class.

3. the teacher appreciated orally to the student for having completed the task well.

4. then proceed to pointed out the common mistakes made by most students in their writing.

5. last, teacher remind the students to always pay attention to punctuation when they write.

Student response:
1. Pay attention: listening carefully
2. Responding: answered teacher's questions
3. Accepting suggestions

Extract:

    T **:** "Thank you for completing this task, guys. Overall, you have understood this material well. But most of you still often forget the punctuation while writing. Terutama 'question mark' dan 'titik', dua itu yang masih suka ketinggalan. Kira-kira kenapa itu?"

    Ss **:** "Lupa, Mrs."

    T **:** "Nah... Don't forget to pay attention on your punctuation. Okay?"

    Ss **:** "Yes, Mrs." / "Okay, Mrs"

No. : 2   **Topic : Suggestion**

Class : XI MIPA 2   **Date : August 16th, 2022**

Feedback	Strategy	Strategies Implemented	Content Implemented				
Teacher: "Setelah saya berkeliling, ternyata cukup banyak dari kalian yang masih suka keliru dengan rumusnya. saya menemukan beberpaa dari kalian masih salah dalam memilih verb untuk sebuah rumus offering suggestion. For example, ketika menyarankan menggunakan you should maka diikuti verb apa?" "Yeah, it must be followed by base verb. Itu salah satunya, tapi it's okay, kalian masih bisa terus berlatih. Don't worry."	Oral feedback to the whole class	**Timing** When given: before the class ends	**Focus:** The task	**Points**	**Yes**	**No**	**Description/Notes**
				1.Idea		✓	
		Amount Number of points made: one point		2.Sentence structure		✓	
				3.Word choice		✓	
		Detail: writing mechanics: punctuation (question marks and dots)		4.Grammar		✓	
				5. Writing mechanics	✓		Teacher reminded her students to pay attention to the use of punctuation (dot ad question mark).
		Mode Spoken mode	**Comparison** Criterion-referenced				
		Audience Whole class	**Function** Descriptive: Mentioning strengths and weaknesses by referring to the writing criteria				
			Valence Positive				

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Notes:

Detail/Stages:

1. after feedback has been provided to each student, the teacher walked into front of the class and asked the student to be focused so that she can provide the feedback well.

2. after that, the teacher started providing feedback orally to the whole class.

3. she explained the common mistakes made by most students in their writing.

5. last, teacher motivated the students to always keep practice.

Student response:
1. Pay attention: listening carefully
2. Responding: answered teacher's questions

Extract:

      T: "Setelah saya berkeliling, ternyata cukup banyak dari kalian yang masih suka keliru dengan rumusnya. saya menemukan beberpaa dari kalian masih salah dalam memilih verb untuk sebuah rumus offering suggestion. For example, ketika menyarankan menggunakan you should maka diikuti verb apa?"

      Ss: "Base verb?" // "Verb 1.."

      T: "Yeah, it must be followed by base verb. Itu salah satunya, tapi it's okay, kalian masih bisa terus berlatih. Don't worry."

Appendix 8. Teacher Written Feedback

(The recess bell rings. All the students rushed out of the classroom to the canteen. Felice approached Retno who was sitting (dreamly) in class)

for break time.

Felicea : " Hi, How are you Retno ? "

Retno : " Hi, Felice. I am fine thanks, and you? "

Felicia : " I am fine too, why do you look upset today?

Retno : " There is just so many works need to do. I feel bored with all that stuf. "

Felicia : " Ehm... I know that, just come with me to the canteen. Come on."

Retno : "No, the atmosphere is bored full and crowded. "

Felicia : " Alright then. How about ~~we~~ going to the library. I heard that there are a lot of new books in the library, lets take a look. '

Retno : " Really, lets go there now. I can't waiting to read the books. I miss the librarian hehehe... "

Felicia : " well, then smile. What we are you waiting for, lets go there now . "

Retno : " lets go... "

(Add the library)

Retno : " Fel, the book I need is borrowed *by* someone. "

Felicia : " That's not yours lucky day, why don't you borrow another book ? "

Retno : " hmm... okey, I'll borrow the olympions book. "

Felicia (18)

Retno (33)

CHECKED!
- [ ] Excellent
- [ ] Very Good
- [ ] Good
- [ ] Try Harder

By V...

17/08·2022

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H   A

Akbar: hello ahmad, what are you waiting for in the canteen alone?

Ahmad: Hi akbar, I'm confused. I want to buy snacks in the canteen but I don't have enough money.

Akbar: if I were you I wouldn't force to buy that good

Ahmad: Ok i will change to another food

Akbar: Oh Ya ahmad know a cheap drink other than shoot tea? do you have any suggestions?

Ahmad: Ya i know, it's bottled tea

Akbar: Ok ahmad thanks for the suggestions

Ahmad: the same as akbar, thank you also for the suggestions, I will follow your suggestions

Akbar: Ok see you again ahmad

Ahmad: Okay see you later akbar

Member Name

1. AHMAD IQBAL MUBAROK   (5)

2. M. AKBAR FIRMANSYAH (25)

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CHECKED!
☐ Excellent
☐ Very Good
☐ Good
☐ Try Harder

Bu Vera

17/08 -2022

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VISION

A → Arkan Muzaky Hanan (10) / X1 MIPA 1
B → Rayhan Afrizal Fahry (33)

A = " Hi Rayhan! How are you today? "
B = " Hey Arkan! Hmm... I'm not feeling well. "
A = " What happened? "
B = " I was ill. I caught a cold and my head was so dizzy. "
A = " Really? I think you should take a rest now. "
B = " Yeah, but I have a lot of things to do today. "
A = " You should take some medicine. "
B = " No, I can't take any medicine because it will make me feel sleepy. "
A = " So, I think you should drink a glass of hot (purple) tea. It will
    make you feel better. "
                                              Herbal
B = " Ok. That's a good idea! Thank you. "

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(VISION)

100

Nama : Intan Nur Laela   (24)
          Nobilla Ayu Renata (28)

B : " Hi, Intan,"

I : " Hi, Billa,"

B : " Do you have time after school today ? "

I : " I'm free today. What's the matter ? "

B : " would you like to join me for dinner ? "

I : " Sure, where do we went to eat ? "have a dinner?"

B : " Let's try this restaurant ! The food in this restaurant looks great ! "

I : " But,, why don't you try this restaurant ? "

B : " mmm the food there looks expensive, I'm afraid I don't have enough
       money. "

I : " oh. ok. Then, let's try a restaurant of your choice "

B : " ok. Thanks Tan "

I : " Yeah ... you're welcome "

85/8
8/
8. 2022

Chalika (14)   Marsela (25)

Chista : Sel, you look nervous, are you okey?

Marsel : This week I will perform a dance at school, it makes me nervous

Chista : Are you nervous, because it will be your first time?

Marsel : That's right chista, I have never been perfoming a dance

Chista : You should keep practicing will help you not to be nervous again

Marsel : I have been practicing every day but i still feel nervous. what should I do than Chista.

Chista : before you go on the stage, you should take a deep breath and something you like.

Marsel : certainly, that's good idea. thank you for your suggestion Chista

Chista : happy to help you, good luck marsel

Marsel : thank you

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Appendix 9. Peer Feedback

	Answer
1	You should join some clubs to meet people with similar interests ∝.
½ 2.	You had better find a chemistry major to tutor him.
3	If I were you, I would clean it up right away ⌐.
½ 4	You had better change clothes before he goes → you
5	If I was her, I would make her own decision about her career
6.	and go to architecture school.
½ 6.	You could get his roommate. a pair earphone. → your
½ 7	How about calling home and talk to his family s.
8	You had better not eat so much ⌐.

$$score = \frac{(5 + 8) \times 5}{8}$$

$$= 8,125$$

The suggested Completions

a. Call home and talk to his family
b. Change clothes before he goes
c. Clean it up righ away
d. find a chemistry major to tutor him
e. Get his roommate a pair of earphones
f. Join some clubs to meet people with similar interests
g. Meke her own decission about her career and go to architecture school
h. Not eat so much

Answer

1. why don't you join some clubs to meet people with similar interests (F)
2. You should find a chemistry major to tutor you
3. You ought to clean it up right away
4. You had better change clothes before he goes
   → They

ADZ-DZAH
Buku Tulis Isl

1. ratu would like to make some new friend
   ↳ how about joining some clubs to meet with similar interests?

2. kadita is having a lot of trouble in her chemistry class. she's failed the last two test
   ↳ if I were you, I would find a chemistry major to tutor me

3. mahadewa and jagat, both teenagers, have messed up the house, and their parents are coming home soon
   ↳ you had better clean it up right away

4. prabu is wearning jeans. he's expected at a formal recephoin this evening
   ↳ you ought to change clothes before you goes →go

5. dewi's parents expect her to work in the family businnes, a shoe store, but she want to become an architect
   ↳ you should make your own decission about your career and go to architecture school

6. perdana's roommate stays up very late studiying. white his roommate studiying. he listens to loud music, perdana cant get to shop
   ↳ you should get his roommate a pair of earphones

7. kaisar is feeling really homesick these days
   ↳ why don't you tall home and talk to your family?

8. you have a stomachache because you ate too much
   ↳ you had better not eat so much

Suggestion

1 f) Join some clubs to meet people with similar interests

=> She should join some clubs to meet people with similar interests .

2 d) Find a chemistry major to tutor him

=) He could better find a chemistry major to tutor him .

3 c) Clean it up right away

=) They had better clean it up right away

4 b) Change clothes before he goes

=) Why doesn't he change clothes before he goes ?

5 g) Make her own decission about her career and go to architecture school

=) She should make her own decission about her career and go to arc school

6 e) Get his roomate a hair of earphones

=) Why doesn't buying his roomate a pair of earphones ?

7 a) Call home and talk to his familly

=) He could make a decission to call home and talk to his familly

8 h) No eat so much

=) You good not eat so much . . . .

had better

Big BC

1. You should join some clubs to meet people with similar interests

2. How about finding a chemistry rrcgo too tutor teacher

3. You had better clean it up right away

4. ½ You should charge clothes before he goes

5. If I was her, I would make her own decission about her career and go to architecture school

6. You should get his roommate a pair of earphones

7. ½ How about calling home and talk to her family

8. You had better not eat somuch

$$14 \times 5 : 8$$

$$\frac{14}{5}$$
$$\overline{70}$$

$$\rightarrow 70 : 8 = 8,875$$
$$= 88$$

Appendix 10. E-Feedback

UK KD 3.1 Suggestions

A. Fill in the blanks with suitable phrases in the box.

1. Hi Don, ..D.. you go to the museum with us?
2. Farin : It's very cold in here.
   Tara : ..C.. in the house and have some coffee.
3. Tomo: I want to do something challenging this weekend.
   Jarot : ..A... go rafting then.
4. Rona : Look! Rina is getting bored.
   Roni : ...B... she try the new game on her cell phone?
5. I miss my grand parents. ..E.. I do now?

A.	I suggest
B.	Why doesn't
C.	Let's get
D.	Why don't

B. Answer the questions below appropriately.

1. Write a suggestion for your friend who is going to study abroad.
   You had better study harder, wish you luck!
2. Give advice to the government not to change the curriculum
   Why don't them change the curriculum?
3. Your friend's motorcycle would not start. Please offer a solution to the problem.
   I think, you should call the mecanic to check your motorcycle.
4. If you were the President of Indonesia, what suggestion would you give to the Minister of Education to improve the quality of Education?
   I should give them attachment to change the curriculum.
5. Give a suggestion for your English teacher.
   You could left the class on time.

Your name   : Afifah Ghina Khalda
Class   : XI MIPA 2

UK KD 3.1 Suggestions

A. Fill in the blanks with suitable phrases in the box.

1. Hi Don, d.why don't you go to the museum with us?
2. Farin : It's very cold in here.
   Tara : c. let's get in the house and have some coffee.
3. Tomo : I want to do something challenging this weekend.
   Jarot : a. I suggest go rafting then.
4. Rona : Look! Rina is getting bored.
   Roni : b. Why doesn't she try the new game on her cell phone?
5. I miss my grand parents e. what should I do now?

A.	I suggest
B.	Why doesn't
C.	Let's get
D.	Why don't
E.	What should

B. Answer the questions below appropriately.

1. Write a suggestion for your friend who is going to study abroad.
   You had better study well in there and take care of yourself.
2. Give advice to the government not to change the curriculum.
   You shouldn't change the school curriculum.
3. Your friend's motorcycle would not start. Please offer a solution to the problem.
   Why don't you service your motorcycle?
4. If you were the President of Indonesia, what suggestion would you give to the Minister of Education to improve the quality of Education?
   If I were the President of Indonesia, I would give suggestion to the Minister of Education to make a literacy movement in every schools.
5. Give a suggestion for your English teacher.
   I think, my English teacher should not give assignment too much.

Your name : Alvina Hera Khairunnisa
Class : XI MIPA 1

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UK KD 3.1 Suggestions

A. Fill in the blanks with suitable phrases in the box.

1. Hi Don, (D) you go to the museum with us?
2. Farin : It's very cold in here.
   Tara : (A) in the house and have some coffee.
3. Tomo : I want to do something challenging this weekend.
   Jaret : (C) go rafting then.
4. Rona : Look! Rina is getting bored.
   Roni : (B). she try the new game on her cell phone?
5. I miss my grand parents. (E) I do now?

A.	I suggest
B.	Why doesn't
C.	Let's get
D.	Why don't
E.	What should

B. Answer the questions below appropriately.

1. Write a suggestion for your friend who is going to study abroad.
   (That's a good idea, you can search for some scholarship online)
2. Give advice to the government not to change the curriculum.
   (The government shouldn't change the curriculum to often, just for experiment)
3. Your friend's motorcycle would not start. Please offer a solution to the problem.
   (You better come to the workshop)
4. If you were the President of Indonesia, what suggestion would you give to the Minister of Education to improve the quality of Education?
   (Don't give homework to often to student's)
5. Give a suggestion for your English teacher.
   (If you speak English, please translate in to Indonesia)

Your name : Amelia Sofiana Makharomi
Class   : XI MIPA 1

Appendix 11. Documentation Pictures

Teacher provides oral feedback to the whole class

Teacher provides simultaneous oral-written feedback

Interview process with the English teacher

Interview process with the students of XI MIPA 1 and XI MIPA 2

Teacher provides writing assignment instructions to the students

Students are given instructions to do peer-feedback

Classroom atmosphere during the provision of oral feedback to the whole class

Appendix 12. Research Permission Letter

SURAT KETERANGAN

Nomor : 070 / ₁₁₄₄

Yang bertanda tangan di bawah ini :

a. N a m a   : Drs. TJARAKA TJUNDUK KARSADI, M.Pd

b. Jabatan   : Kepala Sekolah

dengan ini menerangkan bahwa :

a. Nama   : EUIS NAWANGSARI

b. NIM   : 181744013

c. Program Studi   : Tadris Bahasa Inggris

d. Perguruan Tinggi   : Universitas Islam Negeri Prof. Kiai Haji Saifuddin Zuhri Purwokerto

Mahasiswa tersebut benar-benar telah melaksanakan penelitian di SMA Negeri 2 Purwokerto pada tanggal 27 Juli 2022 sampai dengan 9 September 2022 untuk penyusunan skripsi dengan judul "Teacher's Strategies in Providing Feedback on 11 [th] Grade Students' Writing at SMA Negeri 2 Purwokerto".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana perlunya.

Purwokerto, 26 Desember 2022
Kepala SMA Negeri 2 Purwokerto

Drs. TJARAKA TJUNDUK KARSADI, M.Pd
Pembina Tk I
NIP 19680909 199702 1 005

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BIOGRAPHY

A. Profile

    1. Name   : Euis Nawangsari

    2. Student Number   : 1817404013

    3. Place/Date of Birth   : Banyumas, 19 September 1999

    4. Address   : Karang Lewas Lor, Purwokerto Barat

    5. Name of Father   : Sarip Hidayat

    6. Name of Mother   : Khusnul Khotimah

B. Educational Background

    1. SD Negeri 2 Karamg Lewas Lor, graduation year: 2011

    2. SMP Negeri 4 Purwokerto, graduation year: 2014

    3. SMA Negeri 4 Purwokerto, graduation year: 2017

    4. S1, UIN Prof. K.H Saifuddin Zuhri Purwokerto, year of entry: 2018

C. Organizational Experience

    1. Students Association of English Education (2020)

    2. Urup Project Indonesia (2021)