

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF TEACHERS FEEDBACK ON STUDENTS WRITING
PERFORMANCE AT STATE VOCATIONAL
HIGH SCHOOL 2 METRO**



By:

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**ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1448 H/2026 M**

**AN ANALYSIS OF TEACHERS FEEDBACK ON STUDENTS WRITING
PERFORMANCE AT STATE VOCATIONAL
HIGH SCHOOL 2 METRO**

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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APPROVAL PAGE



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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb



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Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



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RATIFICATION PAGE



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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF TEACHERS FEEDBACK ON STUDENTS WRITING PERFORMANCE AT STATE VOCATIONAL HIGH SCHOOL 2 METRO Written by: Salsya Cornelita Firdaus, Student Number 1901052029 English Education Study Program had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 17th 2026, at 10.00-12.00 PM

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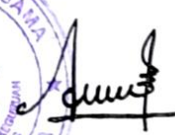
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ABSTRACT

AN ANALYSIS OF TEACHERS FEEDBACK ON STUDENTS WRITING PERFORMANCE AT STATE VOCATIONAL HIGH SCHOOL 2 METRO

**By:
SALSYA CORNELITA FIRDAUS**

This research aims to investigate how written feedback is given by the teacher to students' writing performance and to identify the errors or weaknesses found in students' writing. This study employed a qualitative descriptive method. The data were obtained through interviews with the Grade XI English teacher at State Vocational High School 2 Metro.

The findings show that the teacher applies two main types of written feedback, namely direct and indirect feedback. Direct feedback is given by providing the correct form of students' errors, while indirect feedback is provided by underlining or marking the errors without immediately giving the correct answer. The feedback is also discussed with students to ensure better understanding and reflection. Furthermore, the feedback is given immediately after students complete their writing tasks.

The study also reveals that students' writing weaknesses mainly lie in grammar, limited vocabulary, mechanics, and organization of ideas. These weaknesses correspond to the essential components of writing assessment. Therefore, written feedback plays an important role in helping students improve their writing performance and develop their language accuracy gradually.

Keywords: written feedback, writing performance, students' weaknesses

ABSTRAK

AN ANALYSIS OF TEACHERS FEEDBACK ON STUDENTS WRITING PERFORMANCE AT STATE VOCATIONAL HIGH SCHOOL 2 METRO

Oleh:
SALSYA CORNELITA FIRDAUS

Penelitian ini bertujuan untuk mengetahui bagaimana kinerja pemberian *written feedback* oleh guru terhadap kemampuan menulis siswa serta untuk mengidentifikasi kesalahan atau kelemahan dalam hasil tulisan siswa. Penelitian ini menggunakan metode deskriptif kualitatif. Data diperoleh melalui wawancara dengan guru Bahasa Inggris kelas XI di SMK Negeri 2 Metro.

Hasil penelitian menunjukkan bahwa guru menggunakan dua jenis *written feedback*, yaitu *direct feedback* dan *indirect feedback*. *Direct feedback* diberikan dengan cara menuliskan bentuk yang benar dari kesalahan siswa, sedangkan *indirect feedback* diberikan dengan cara menggarisbawahi atau menandai kesalahan tanpa langsung memberikan jawaban yang benar. Feedback juga didiskusikan kembali dengan siswa untuk memastikan pemahaman yang lebih baik. Selain itu, *feedback* diberikan secara langsung setelah siswa menyelesaikan tugas menulis.

Penelitian ini juga menemukan bahwa kelemahan siswa dalam menulis terletak pada aspek *grammar*, keterbatasan *vocabulary*, *mechanics*, dan pengorganisasian ide. Kelemahan tersebut sesuai dengan komponen utama dalam penilaian writing. Oleh karena itu, *written feedback* memiliki peran penting dalam membantu siswa meningkatkan kemampuan menulis dan mengembangkan ketepatan berbahasa secara bertahap.

Kata Kunci: *written feedback*, kemampuan menulis, kelemahan siswa

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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It states that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

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The reseacher,



Salsya Cornelita Firdaus
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 17 Juni 2026
Yang Menyatakan,



Salsya Cornelita Firdaus
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MOTTO

"Education is not only about gaining knowledge but also about shaping character, perseverance, and a lifelong desire to learn."

~ **Salsya Cornelita Firdaus**

DEDICATION PAGE

With humility, accompanied by prayer and gratitude to the presence of Allah SWT, this research presents this simple work as a sign of devotion and sincere and deep love to:

1. The greenest husband, Ahmet Melih Şahin, whose unwavering love, patience, and encouragement made this journey possible. Thank you for being my biggest cheerleader, my calm in every storm, and the greatest support system I could ever ask for. This milestone belongs to both of us.
2. Mr. Sofyani and Mrs. Siti Amanah, the best parent, the angels from heaven without boundaries who always sacrifices, guides and prays at all times for my success in this world and the hereafter, with sincerity of prayer, sweat and tears and uninterrupted love, always prays and provides motivation for my success.
3. My sister Sabrina Nasya Maharani, who always provide encouragement and moral support so that I can persevere in completing this final assignment.
4. The big family of my father, mother and husband who always give me their great hopes to always be enthusiastic in pursuing higher education.
5. All of lecturers of the English education study program whose have always helped and facilitated all the researcher's needs so far.
6. Dhea Saldiviyona as a close friend during the thesis period who always provided support to maintain my mental health.
7. Everyone who has provided moral and spiritual support so that I can finish this undergraduate thesis properly and on time.
8. My proud almamater, State Islamic University (UIN) of Jurai Siwo Lampung.

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Bismillahirrahmanirrahim, “Allah stated: "Therefore remember Me, I remember you, and be grateful to Me, and do not be ungrateful to Me." (Quran: 152). Thus, let me begin by saying *Alhamdulillah* *rabbi'l'alam*. All glory is due to Allah SWT, the Most Gracious, the Most Gracious, the Most Merciful, and the Lord of the Worlds, for his bountiful kindness, love, and guidance, without which I could not have finished this study proposal.

The researcher would like to sincerely thank:

1. Prof. Dr. Ida Umami, M.Pd.Kons as a Rector of Islamic University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd as the Dean of the Faculty of Tarbiyah and Training of Islamic University of Jurai Siwo Lampung.
3. Dr. Much Deiniatur, M.Pd., B.I as a Head of the English Language Education Department of Islamic University of Jurai Siwo Lampung.
4. Aisyah Sunarwan, M.Pd as the supervisor who has provided knowledge and support, advice, patience, assistance, concern, correction, and valuable knowledge that has been given to me. Without her guidance and guidance, I would not have been able to complete this researcher proposal.

The researcher owes a debt of gratitude to my beloved parents for their unwavering support, encouragement, and assistance throughout my academic and personal life.

Ultimately, the researcher came to the conclusion that this undergraduate thesis is far from exceptional. As a result, the researcher is open to recommendations, constructive criticism, and criticism.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

Metro, 02 March 2026
Researcher



SALSYA CORNELITA FIRDAUS
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CHAPTER I

INTRODUCTION

A. Background of Study

There are four skills that students must master in school during English lessons, namely speaking, reading, writing, and listening. Because it enables students to convey their ideas, emotions, and experiences in writing, writing is a valuable skill in English classes. Students must gather a lot of information in order to successfully organize thoughts, feelings, and experiences in written communication. Students need to grasp a number of ideas, including vocabulary, cohesiveness and coherence, writing structure, punctuation and spelling, and descriptive linguistics.¹ Based on Ministerial Regulation No. 22 of 2006 concerning Content Standards, vocational education aims to improve students' intelligence, knowledge, character, and talents so that they can be measured in different approaches while continuing to support their initiatives for higher education.² Students in vocational high schools must be trained to have expertise in their respective fields in accordance with the jobs they will pursue. Students are prepared to face various challenges they may encounter in the world of work.

There are many different types of writing, such as description, narrative, recount, news item, exposition, discussion, procedure, report, and

¹ Arwa Saleh Alawerdy and Fahd Shehail Alalwi, "Enhancing English as a Foreign Language University Students' Writing through Explicit Instruction of Conjunctions as Cohesive Devices: An Experimental Study," *Frontiers in Psychology* 13, no. November (2022): 1–10, <https://doi.org/10.3389/fpsyg.2022.1053310>.

² Menteri Pendidikan Nasional Republik Indonesia, "Peraturan Menteri Nomor 35 Tahun 2006 1," 2009, 1–35.

review. Students in high school or vocational school study a variety of text genres as part of writing education that is conducted in compliance with the relevant curriculum, specifically the Merdeka Curriculum. In writing education, a variety of texts need to be properly examined. Based on this study, the final writing product can be focused on Procedure Text written by eleventh grade students.

Procedure Text is usually included in the type of text that explains the process in general. In general, this kind of writing offers directions or advice on how to do or create anything. A procedure text is a kind of text that offers direction or instructions on how to do or create something. A procedural text's primary goal is to assist listeners or readers in following specific procedures to precisely and successfully accomplish the intended outcomes.³ To make it easier, procedure texts usually have a characteristic title, namely "How to...". For example, "How to make something," "How to operate something," "How to cook something," and many other examples.

Procedural texts are a type of text that serves to provide instructions or directions on the steps to perform an activity systematically so that the desired results can be achieved. The main purpose of procedural texts is to explain how to do something in the correct, logical, and easy-to-understand order for readers. The main elements in procedural texts include the purpose of the activity, the materials or tools needed, and the steps or procedures for implementation. The general structure of procedural texts consists of three

³ Eka Dyah P, "Analysis of Students' Ability To Write Procedure Texts At the Informatics Engineering Students of State Polytechnic of Cilacap," *Inovish Journal* 2, no. 2 (2017): 1, <https://doi.org/10.35314/inovish.v2i2.230>.

parts, namely goal, materials, and steps (steps to be followed). Based on their level of complexity, procedural texts can be divided into three types, namely simple procedure texts, complex procedure texts, and procedure texts with variations. The linguistic characteristics of procedural texts include the use of imperative verbs (command words), sequence connectors (such as first, then, next, finally), adverbs of manner and time, and the use of the simple present tense because these texts contain general steps. In addition, passive sentences are often used to indicate actions being performed. By understanding the elements, structure, types, and linguistic features of procedural texts, students are expected to be able to write procedural texts in a coherent, effective, and communicative manner in accordance with their communicative purpose.⁴

Based on to the Merdeka Curriculum's Basic Competencies, students should be able to evaluate the language components, text structure, and social function of procedural texts, as well as develop ideas about the phenomena around them. Students must also be able to explain to readers that something is true or important. The teaching of writing skills in the Merdeka Curriculum at the high school and vocational school levels is aimed at enabling students to express various meanings correctly through texts that are relevant to a phenomenon or event using appropriate written language.⁵ Thus, procedural texts are one of the genres that eleventh-grade students must master.

⁴ Ibid.

⁵ Kemendikbud Ristek, "Peraturan Direktur Jenderal Pendidikan Dasar Dan Menengah Tentang Kompetensi Inti Dan Kompetensi," *Kementrian Pendidikan Dan Kebudayaan Indonesia*, no. 021 (2018): 1–6.

Based on the results of a pre-survey conducted on Wednesday, November 19, 2025, at SMKN 2 Metro, the English teacher explained that the students' writing skills were still at a basic level. Of the four English language skills, writing skills were the lowest, and most students were not yet able to produce long texts. The teacher said that the main difficulty for students lies in their limited vocabulary, which makes it difficult for them to develop ideas in writing. Although peer tutoring and various interactive media have been used, and the learning materials have been adapted to the context of everyday life, students still show difficulties in understanding and retaining their understanding of sentence structure and patterns. In addition, school facilities also affect the learning process. Teacher added that students' initial attitudes, which tend to be lacking in confidence, such as often saying “*Ga bisa bahasa Inggris,*” lead to low motivation to learn. Although about 80% of students can understand the material during class, this understanding does not last long, so students still have difficulty when asked to write texts on subsequent occasions.

Although the procedure text had been taught several times, the teacher still found it difficult for students to write it. A major problem identified in this study is that the writing ability of eleventh-grade students at State Vocational High School 2 Metro remains low. Their limited vocabulary, weak understanding of texts structure, and difficulty organizing ideas result in poor writing performance. Because of these persistent difficulties, teacher must provide written feedback during assessment to help students recognize,

understand, and correct their errors. The researcher then asked about the minimum passing grade, and the teacher explained that the minimum passing grade for English at the school was 75. In line with the teacher, about half of the students still scored below the minimum passing grade.

Based on this data, it can be concluded that English language learning in the classroom has not achieved its objectives. The main objective is for students to be able to write English texts well in accordance with the purpose, general structure, and linguistic elements of the text, especially procedural texts. To overcome this problem, students need feedback from teacher because feedback has a major influence on students' writing skills. Through feedback, students can identify and understand their mistakes in writing. , Students are encouraged to consider their errors after obtaining criticism. Students can learn to write more properly and correctly by focusing on areas of writing like purpose, structure, and linguistic characteristics.

With feedback from teacher, it is hoped that students can overcome their difficulties in writing, and teacher can learn the form and method of providing effective feedback.⁶ Based on the data, it can be concluded that teacher provide direct feedback. This can be seen when teacher underline incorrect words and write the correct form. For example, when a student writes “I am believe,” the teacher corrects it to “I personally think.” Teacher also correct mistakes such as changing “base” to “based” and changing the

⁶ Elena Shvidko, “Taking into Account Interpersonal Aspects of Teacher Feedback: Principles of Responding to Student Writing,” *Journal on Empowering Teaching Excellence* 4, no. 2 (2020): 7, <https://digitalcommons.usu.edu/jeteDOI:https://doi.org/10.26077/936a-72f7> Available at: <https://digitalcommons.usu.edu/jete/vol4/iss2/7>.

word 'more' to "a lot." Other errors, such as the sentence "we can say read is truly important in our life," are corrected to "we can say reading is truly important in our life." Teacher provide written comments on students' writing, rather than verbal feedback. If teacher do not provide feedback, students will have difficulty writing correctly in the future. With corrections from teacher, students can see and understand their mistakes and learn from them.

Even if the goal of teacher feedback is evident, there are still concerns over the kind of feedback provided and the best way to assist students in improving their writing abilities. Since feedback is influenced by each teacher's conduct and beliefs, there are many various perspectives on how to give it. As a result, the researcher concentrated her study on teacher's written remedial feedback. The investigator was eager to carry out studies under the title "An Analysis of Teachers Feedback on Students Writing Performance at State Vocational High School 2 Metro".

B. Problem Formulation

The author develops the following research questions in light of the aforementioned study background:

1. How is this feedback given by the teacher to the students' writing performance?
2. What are the errors or weakness of the students' writing performance?

C. The Objective and Benefits of the Research

1. The Objective of the Research

Based on the research problems, the objectives of this research are:

- a. To know the feedback given by the teacher to the students' writing performance.
- b. To know the errors or weakness of the students' writing performance.

2. The Benefits of the Research

- a. Students

This research is expected to help students understand their writing weaknesses more clearly through the teacher's feedback, so they can improve their writing performance gradually.

- b. Teacher

This research can provide useful insights for the teacher in evaluating the effectiveness of the feedback given and help the teacher refine the strategies in providing written feedback.

- c. Next Researchers

This research may serve as a reference for further studies related to teacher feedback, writing performance, or classroom assessment in English language learning.

D. Prior Research

1. Dwie Syafitri conducted a study entitled "Teacher's Feedbacks on Students' Writing Analytical Exposition" at SMK BBC Medan for the year of 2022. This research aimed to identify the types of teacher's written

feedback, the process of giving feedback, and the reasons teacher used particular kinds of feedback on students' analytical exposition texts. The study used a descriptive qualitative design, and interviews and documentation were used to gather data. The findings revealed that the students' compositions contained six different kinds of written feedback: direct feedback, indirect feedback, focused feedback, unfocused feedback, reformulation, and metalinguistic feedback. Among these, the instructor primarily employed direct feedback since it made it easier for students to recognize their errors and increase the accuracy of their writing. Furthermore, the teacher believed that providing written corrective feedback could enhance students' vocabulary, grammatical awareness, and overall writing performance. This study is relevant to the current research because both investigate teacher feedback on students' writing. However, the present study focuses on vocational high school students and analyzes the effectiveness of teacher's feedback in improving writing performance in a different educational context.⁷

2. The study "The Effect of Teacher's Feedback on Students' Writing Recount Text" was carried out by Leni Anggun Kusuma in 2023. The goal of this study was to investigate the different types of feedback that English instructors use and to ascertain how the feedback impacted students' writing skills. The study employed a descriptive qualitative methodology, collecting data via interviews and student written work record. The

⁷ Dwie Syafitri, "Teacher's Feedbacks on Students' Writing Analytical Exposition," *Http://Repository.Umsu.Ac.Id/Bitstream/123456789/19569/1/SKRIPSI%20DWIE%20SYAFITRI.Pdf* (Universitas Muhammadiyah Sumatera Utara, 2022).

findings showed that the teacher corrected students' grammatical, vocabulary, and sentence structure faults mostly through written comments, indirect feedback, and direct feedback. As reported by the teacher, providing comments boosts students' drive to learn to write, helps them understand their errors, and promotes self-correction. Additionally, students expressed gratitude for the teacher's criticism and said it improved their writing accuracy and confidence. Because both studies address the function of instructor feedback in improving students' writing skills, they are pertinent to each other. However, the current study examines feedback forms based on analytical exposition text writing and focuses exclusively on vocational high school students.⁸

3. The study entitled "*An Analysis of Teacher's Feedback on Students' Writing Task*" was conducted by Darmanto, Fetty Yulia Utari, and Abdul Rahim (2023). The study aimed to describe students' responses to teacher feedback and identify the types of teacher feedback used in students' writing tasks. It employed a case study design involving tenth-grade students at MAN 2 Sumbawa Besar. The data were collected through semi-structured interviews and students' writing assignments. The findings revealed that the teacher used both written and oral feedback, with direct written corrective feedback being applied more frequently because it helped students identify and correct their errors more easily. However, the teacher also used indirect feedback to encourage students' reflection and

⁸ Anggun Kusuma Leni, "The Effect Of Teacher's Feedback On Students' Writing Recount Text," <https://Repository.Radenintan.Ac.Id/32412/1/Skripsi%20Leni%20Anggun135.Pdf> (Raden Intan State Islamic University Lampung, 2024).

self-correction. Furthermore, the students responded positively to both types of feedback and believed that the teacher's comments improved their motivation and writing skills.⁹

The researcher considers this study important because it demonstrates that teacher feedback plays a significant role in improving students' writing ability and learning motivation. However, the previous study mainly focused on identifying the types of feedback and students' responses. It did not specifically analyze how teacher feedback influences students' writing performance in a particular genre of writing. Therefore, the present study extends the previous research by examining the effect of teacher feedback on vocational high school students' writing performance, particularly in analytical exposition texts. This difference provides a clearer focus and contributes to a deeper understanding of the role of teacher feedback in improving students' writing performance.

⁹ Darmanto, Fetty Yulia Utari, and Abdul O Rahim, "An Analysis of Teacher's Feedback in Students' Writing Task," *Jurnal Ilmiah Global Education* 4, no. 1 (2023): 138–42.

CHAPTER II

THEORITICAL REVIEW

A. Writing Concept

1. The Writing Definition

Writing has been shown to be one of the language abilities that individuals are aware of and comprehend. Writing has been defined and discussed by a few specialists who write books about it in English.

Annisa Raudatus Sa'adah states that “writing is one of the four English skills that should be mastered well in the school, university, or any other parts of writing needed.” Writing is a difficult process that calls for a variety of abilities.¹

In accordance with Crimmon, writing is challenging, but it also gives us the chance to learn new things, share ideas with those in our close area, and comply with aspects of ourselves. As stated by Crimmon's definition, writing is a laborious process that allows us to convey everything about ourselves, explain concepts to those around us, and discover new things.²

According to Webster, writing is the act of using a pen or pencil to trace or inscribe (letters, words, numerals, symbols, etc.) on a surface. Consistent with Webster's definition, writing is the process of using a pen

¹ Annisa Raudatus Sa'adah, “Writing Skill in Teaching English: An Overview,” *Educasia: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 5, no. 1 (2020): 21–35, <https://doi.org/10.21462/educasia.v5i1.41>.

² James M. McCrimmon, *Writing With a Purpose* (New Jersey: Houghton Mifflin Company, 1984).

or pencil to write letters, words, numbers, symbols, etc. on surfaces like paper, walls, and so on.³

According to Nunan, writing has developed in societies as a result of cultural shifts that have created communication demands that spoken language is unable to easily satisfy. With hunting and collecting, he surmised. Permanent records that could be consulted repeatedly became necessary. This is the first stimulus that leads to the development of a new language.⁴

As state by Hornby and Sally, writing is the process of creating letters or other symbols on a surface. It is clear from the viewpoint that writing is used for more than just expressing thoughts, emotions, etc. This demonstrates that writing is a way to represent a language in a tactile or visual form. Writing systems employ sets of symbols to represent speech sounds, as well as symbols for punctuation and numerals.⁵

From the definitions above, the researcher concludes that writing is a communication activity in the form of a message that contains information in writing using written language as a medium in which to pour or express a message written language as a medium in which to pour or express an idea and thoughts it has. Writing activities incorporate a

³ Webster's Comprehensive Dictionary. *The New International Webster's Comprehensive Dictionary of the English Language*. (Avenue South Naples: Trident Press International, 2003).

⁴ David Nunan, *Language Teaching Methodology: A Text Book for Teachers*, ed. Christopher N. Candlin (Sydney: Phoenix ELT Campus Macquarie University, 1995).

⁵ A.S Hornby and Sally Wehmeier, "Oxford Advanced Learner's Dictionary of Current English," *Korea TESOL Journal* 8, no. 1 (2005): 83.

number of components, including the reader, the writing's substance, the channel or media, and the researcher as the messenger.

2. The Writing Process

Four fundamental writing stages are combined in the process of writing as a class assignment. They are organizing, creating, editing, and revising. Different learning exercises that can aid in the development of specific writing skills are recommended for each stage. For instance, by offering exercises, the instructor can assist students in developing their writing skills throughout the preparation phase. With this method, the researcher starts by creating an outline plan, which may include a list of the categories or subjects that must be covered. After that, the plan may be updated and expanded with more information or context that will be incorporated into the final product. The plan itself may even undergo additional rounds of adjustment, but in the end, it serves as the foundation for creating the initial draft of the project. After then, this initial draft is altered and rewritten numerous times. Up until the final document is created, revisions and corrections are made to the following drafts. The following is a description of Johnson's proposed writing experience for students:⁶

a. Planning

Pre-writing, often known as planning, is a writing exercise designed to inspire and motivate students to write. because its purpose

⁶ Roy Johnson, *Improve Your Writing Skill: Guidance Note for Students* (Manchester: Clifton Press, 2012), www.studiosocial.co.uk.

encourages kids to write. Writing exercises, must be designed to provide them with writing-related learning experiences.

b. Drafting

At this point, students will concentrate on writing fluency rather than accuracy. Students concentrate on the essay's significance and content while they are writing. Students might also be motivated to write.

c. Revising

To determine how well they have conveyed their thoughts to the reader, students go over and retest the material. Revision involves more than just checking for grammatical problems; it also involves organizing ideas and improving overall content to make the researcher's intentions obvious to the reader.

d. Editing

At this point, students concentrate on organizing their work so that the teacher may review the final manuscript. At this point, students' primary task is to correct their errors in grammar, spelling, punctuation, sentences, diction, and other areas. In conclusion, since the steps are arranged like a wheel, they cannot be separated. Every step of the writing process will function as intended to help students produce text.

3. The Writing Purpose

Letters of all kinds will always be useful for writing purposes, but exams and syllabuses frequently call for essays or compositions, whether they be narrative, descriptive, argumentative, or narrative.

In these situations, teachers face significant difficulties in creating engaging and real-world exercises since one of the most reliable forms of communication is writing. Oral communication, which takes place by mouth, is not the same as written communication. Written communication can be more thorough, methodical, and focused.

4. The Writing Measurement

Writing assessment is found in the process of learning to write. The process of gathering, evaluating, and documenting data regarding students' advancement toward meeting syllabus objectives is the writing assessment. "Designing appropriate learning programs for all students is an important purpose of assessment," stated by Masrul⁷ Effective evaluation is based on the following ideas. Teaching and learning depend heavily on assessment. Learning outcomes that outline what students know, comprehend, and are capable of using language should serve as its foundation. Students should be given the chance to demonstrate, in an authentic way, what they know and comprehend about language as well as what they are capable of using a range of assessment techniques and situations.

⁷ Masrul, "A Study f Students' Assessment in Writing Skills of the English Language," *Jurnal Obsesi* 1, no. 1 (2015): 66, <http://jobsesi.blogspot.com>.

Assessment methods must to be connected to the curriculum outcomes and the knowledge and skills taught in the educational program.

Students' range scores in procedure text are determined by the following criteria:

Table 2.1
Writing Ability Rubric Score

No.	Score	Score Criteria	Aspect of Competencies
1.	90 – 100	Excellent	The text's general structure and context-appropriate linguistic elements can be developed by the students quite effectively.
2.	80 – 89	Good	The general structure and linguistic elements of text that are suitable for the situation might be developed by the students.
3.	70 – 79	Fair	The general structure and linguistic elements of the text that are adequately relevant for the situation can be developed by the students.
4.	60 – 69	Poor	The general structure and context-appropriate linguistic elements of the text can be developed by the students.
5.	51 – 59	Very Poor	The general structure and context-appropriate language elements of the text are not developed by the students.

**Source: The English Syllabus of
Vocational High School 2 of Metro**

5. The Writing Performance

Writing performance refers to students' ability to produce written texts that meet specific criteria of quality, accuracy, and communicative purpose. Writing performance is not only concerned with the final product of writing, but also reflects students' mastery of language components such as grammar, vocabulary, organization, coherence, and mechanics. According to Brown, writing performance can be observed through students' written output and evaluated based on how effectively ideas are expressed in written form.

In line with this view, Hyland states that writing performance involves the integration of linguistic knowledge and writing skills to communicate meaning clearly and appropriately. Students' writing performance can be influenced by various factors, including their understanding of text structure, language use, and the feedback they receive during the writing process. Therefore, writing performance is considered an important indicator of students' writing ability in an academic context.

Furthermore, writing performance is closely related to assessment and feedback. Effective feedback helps students recognize their strengths and weaknesses in writing, leading to improvement in their writing performance over time. Through teacher feedback, students are guided to revise their texts, correct errors, and develop better writing strategies.

Thus, writing performance is not a static outcome, but a dynamic result of continuous practice, evaluation, and feedback in the writing process.

In writing instruction, corrective feedback plays an important role in developing students' writing performance. When teachers provide corrective feedback on students' written work, learners are guided to revise their texts, reflect on their mistakes, and apply correct language forms in subsequent writing tasks. This process supports students in improving not only the final written product but also their overall writing ability. Therefore, corrective feedback is closely related to writing performance because it facilitates continuous improvement through error correction and revision in the writing process.

B. Teacher's Feedback

1. The Definition of Feedback

Product, process, and genre methods all incorporate feedback into their curricula, making it a crucial component of foreign language writing programs worldwide. Both teacher and students are worried about it and think it's a crucial part of the writing process. Therefore, it should come as no surprise that the subject has received a lot of attention in both second language research and teacher education.⁸

2. The Role of Feedback

The role of feedback is viewed differently by different researchers. Behaviorists think that a child's language development is greatly

⁸ Ken Hyland and Fiona Hyland, "Feedback on Second Language Students' Writing," *Language Teaching* 39, no. 2 (2006): 84–85, <https://doi.org/10.1017/S0261444806003399>.

influenced by their surroundings, which are vital sources of information. This perspective, which considers observable responses as well as the connection between those responses and the events surrounding them, sees language as an essential part of human conduct in general. The development of suitable reactions to stimuli is the definition of successful language behavior in this instance. In summary, the concepts of stimulus response and habit formation are closely related to language acquisition, and mistakes should be avoided at all costs since they could become deeply embedded in children.

From this point of view, feedback is clearly viewed as crucial to students' development. Nativist theories contend that language development is predetermined. The input is given less weight because it is said that the environment is far less significant.⁹

Based on the study's findings, giving students feedback in the classroom could be as simple as offering a few remarks on their work or something comparable. A student can better comprehend why they were incorrect and how to correct it when a paper is corrected and they are given instructions on how to find the correct answer. Feedback is essential in today's classroom and need to be used in every lesson.

⁹ Rod Ellis, *Instructed Second Language Acquisition* (Wellington: The University of Auckland, 2022), [http://www.thesaurus.gouv.qc.ca/tag/terme.do?id=239#:~:text=Occupation régulière ou occasionnelle pratiquée,contact avec d'autres individus](http://www.thesaurus.gouv.qc.ca/tag/terme.do?id=239#:~:text=Occupation%20r%C3%A9guli%C3%A8re%20ou%20occasionnelle%20pratiqu%C3%A9e,contact%20avec%20d%27autres%20individus).

3. The Purpose of Feedback

Nicol and Macfarlane claim that feedback has five functions. The five goals are as follows:¹⁰:

- a. Aids in the formation of self-evaluation (reflection) in learning and clarifies what constitutes effective performance (goals, criteria, required standards);
- b. Provides students with high-quality information about their learning;
- c. Promotes positive motivational ideas and self-esteem;
- d. Fosters peer and teacher discussion about learning.

4. Types of Feedback

Li and He claim that there are corrective feedbacks; a more thorough explanation is provided below¹¹:

- a. Written Corrective Feedback

According to the Bitchener and Knoch in Yustina's research, "written corrective feedback is the main type of feedback used in the writing process to improve learning development".¹² It's important to comprehend the strategies for providing students with writing critique.

¹⁰ D Nicol and D Macfarlane-Dick, "Rethinking Formative Assessment in HE: A Theoretical Model and Seven Principles of Good Feedback Practice," *Higher Education Academy Accessed* 8, no. 1 (2006): 1–9, http://business.heacademy.ac.uk/assets/York/documents/ourwork/tla/assessment/web0015_rethinking_formative_assessment_in_he.pdf.

¹¹ Haishan Li and Qingshun He, "Chinese Secondary EFL Learners' and Teachers' Preferences for Types of Written Corrective Feedback," *English Language Teaching* 10, no. 3 (2017): 65, <https://doi.org/10.5539/elt.v10n3p63>.

¹² Yustina Priska Kisnanto, "The Effect of Written Corrective Feedback on Higher Education Students' Writing Accuracy," *Jurnal Pendidikan Bahasa Dan Sastra* 6, no. 2 (2016): 121–31.

There are two types of feedback: written and oral. After that, the written remarks were divided into direct and indirect feedback.

In order to help second language learners become more proficient writers, written corrective feedback is a popular teaching method that is often regarded as necessary and unavoidable. In general, teachers spend a lot of time offering different sorts of corrections to varying degrees because they believe that this kind of feedback is essential to enhancing students' writing skills and accuracy.

Written corrective feedback strategies, on the other hand, can be categorized into five basic/forms strategies for providing written CF, with a range of variations associated with some of them.

There are two types of written corrective feedback:

1) Direct Feedback

Direct corrective feedback has the advantage of providing students with precise advice on how to repair their errors. Direct corrective feedback is likely better than indirect corrective input for students with low writing proficiency. Direct corrective feedback can be helpful in promoting the acquisition of specific grammatical elements. There are a few flaws that could show why direct input is better than indirect feedback. For example, if a student writes “I goes to the school” rather than “I went to the school,” the teacher has not yet addressed irregular past tense verbs because they have

only discussed the creation of regular past tense verb rules in class.

As a result, it is best to make direct remarks in these situations.

2) Indirect Feedback

Indirect feedback is divided into two main types. In the first type, the teacher marks the learner's mistakes by placing a symbol above the identified errors, encouraging the student to reflect on the nature of the mistake with the help of that symbol. In written form, indirect error correction can involve underlining or circling the inaccurate part. This approach allows students to notice and correct the errors on their own.

In coded indirect feedback, the teacher highlights the error and adds a specific symbol to guide the learner in identifying the problem. In contrast, un-coded indirect feedback involves underlining or circling the error without providing the correct form or any symbol to indicate the type of mistake.

Writing instructors generally use both direct and indirect feedback to address students' errors, and they may choose to apply either type or a combination of the two. However, teachers are encouraged to be selective in their corrections rather than marking every mistake. Overcorrecting, they argue, may lead students to develop negative attitudes toward writing and diminished confidence in their abilities as writers.

b. Focused Feedback

Focused Direct Feedback is described as (1) pinpointing the location of the error by highlighting specific linguistic mistakes (for example, checking pronoun agreement in the first writing task, examining verb agreement in the second, and reviewing singular–plural forms in the third) and (2) supplying the correct form. This approach indicates that concentrated corrective feedback addresses only particular categories of errors chosen by the teacher, such as mistakes in article usage or prepositions.

This type of feedback targets a single error category, while unfocused corrective feedback addresses a broader range of mistakes and therefore is less likely to allow for in-depth reflection on each individual error.

c. Unfocused Feedback

Based on the Fateme’s state, unfocused feedback, in contrast, addresses a broad spectrum of errors. In this approach, the teacher corrects various types of mistakes without distinguishing among them, including issues with tense, vocabulary, spelling, and pronouns.¹³ Although teachers may choose to mark all errors made by students, doing so can result in feedback that appears unclear and overly broad,

¹³ Fateme Saeb, “The Effects of Focused And Unfocused Written Corrective Feedback on The Grammatical Accuracy of Beginner EFL Learners,” *International Journal of Applied Linguistics & English Literature* 3, no. 2 (2014): 33–26, <https://doi.org/10.7575/aiac.ijalel.v.3n.2p.22>.

potentially overwhelming learners by drawing their attention to many issues simultaneously.

There are also notable differences between unfocused corrective feedback and direct feedback. With unfocused corrective input, the teacher may correct numerous errors or a wide range of mistake types found in the students' writing. This results in a comprehensive form of correction because it covers multiple categories rather than targeting a single error type. In direct feedback, however, the teacher identifies the error explicitly and provides the correct form directly at the point of the mistake.

d. Metalinguistic

Learners receive explicit comments about the nature of their mistakes in metalinguistic CF. These comments typically take two forms, with the use of error codes being the most common. Error codes function as shorthand labels that represent different types of errors. These labels may be written in the margin or above the error in the text. In some cases, the exact location of the mistake is shown; in others, it is not. In the first scenario, students must determine the appropriate correction based on the hint provided, while in the second, they must first identify the error before deciding how to correct it.

Thus, metalinguistic input differs from indirect feedback. In metalinguistic feedback, the teacher supplies comments by using error codes and specifically identifying the source of the mistake before

students attempt to correct it. Indirect feedback, however, occurs when the teacher indicates that an error exists but does not provide the correct form. This type of feedback involves signaling the presence of a mistake such as through underlining, circling, marking, coding, or highlighting without offering the correction itself, prompting students to resolve the error independently.

e. Reformulation

The final method resembles the use of concordances in that it provides learners with a resource to help them correct their errors, while leaving the ultimate decision about whether and how to revise to the students themselves. Reconstruction is a widely used technique in error analysis, where the analyst (and the teacher) produces a native-speaker version of the text segment containing the error. This practice led to the development of reformulation as a feedback technique. Reformulation involves a native speaker rewriting the learner's text in a way that preserves the writer's intended meaning while expressing it in natural, native-like language. After receiving this version, the student revises their work by deciding which elements of the native-speaker reconstruction to incorporate. Essentially, reformulation includes two components direct correction and revision but differs in execution because the entire text is transformed, requiring learners to identify the specific changes made. In line with Maria's state "Reformulations play a useful role in promoting noticing and

metalinguistic awareness, and in engaging students in deeper processing than more traditional CF methods.”¹⁴ The primary distinction between these two options lies in how they are presented and the cognitive effort required, rather than in the types of errors corrected.

Based on this explanation, the researcher can infer that reformulation involves a combination of direct correction and revision of the student's work. The teacher provides not only error corrections but also a reformulated version of the text. Having students revise their previously revised drafts (the original version) is advantageous because it encourages deeper engagement with the corrections and promotes greater awareness of their linguistic choices.

C. Conceptual Framework

Writing is an essential language skill that must be mastered by 11th grade students at State Vocational High School 2 Metro. However, pre-survey results indicate that students' ability to write procedure text remains below the expected competency standards. Many learners still struggle with limited vocabulary, weak understanding of text structure, frequent grammatical errors, and difficulty organizing ideas systematically. As a result, most students score below the minimum passing grade of 75.

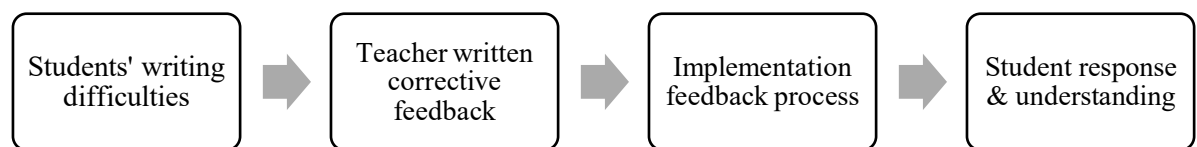
To address these difficulties, teacher feedback especially written corrective feedback plays a key role in improving students' writing. Research

¹⁴ María Luquin and Pilar García, “Exploring the Use of Models as a Written Corrective Feedback Technique among EFL Children,” *Elsevier Journal* 98, no. 1 (2021): 1–13, <https://doi.org/10.1016/j.system.2021.102465>.

shows that it not only corrects errors but also helps students notice mistakes, build linguistic awareness, and improve their writing quality. Thus, the type of feedback given greatly influences the effectiveness of the writing process.

At SMKN 2 Metro, the primary form of feedback used by teachers is direct written corrective feedback. In this approach, the teacher identifies errors and immediately provides the correct form. For example, errors such as “I am believe” are corrected to “I personally think,” and incorrect word forms such as “base” become “based”. Teachers use direct feedback because students’ low proficiency requires explicit guidance to correct their mistakes.

Picture 2.2 Conceptual Framework



Adapted from Ellis (2009) and developed
by the researcher

CHAPTER III

RESEARCH METHOD

A. Type and Characteristic of Research

1. Research Type

Field research, which be applied in this study, is also known as fieldwork and refers to a type of research in which the researcher gathers data directly at the site or location that has been selected as the focus of the investigation. In field research, researchers are actively involved in observing the environment with the research subjects to observe, interview, or collect data directly from the source.

Qualitative methods aim to understand phenomena in their natural and complex contexts, describe and explain the meanings found, and analyze the processes and interactions that occur.¹

2. Research Characteristic

Qualitative research generates qualitative data that appear as observed behaviors and written or spoken language. This qualitative data is usually descriptive and focuses on a deep understanding of the phenomenon being studied, involving the collection of data consisting of text, narratives, or verbal recordings which are then analyzed to reveal patterns, themes, or meanings underlying the phenomenon.

Descriptive research operationally aims to obtain real and accurate information about a phenomenon as it naturally occurs, to discover or

¹ Natasha Mack et al., *Qualitative Research Methods: A Data Collector's Field Guide* (California: Family Health International, 2005).

identify problems that exist within a particular setting, and to conduct evaluations by comparing the actual situation with the established theories or principles.² This type of research does not seek to manipulate variables, but rather to describe, interpret, and analyze conditions as they are found in the field. Through descriptive research, the researcher is able to present a clear and factual picture of the subject being studied, identify gaps between theoretical expectations and real practices, and provide insights that can be used as a basis for further investigation or improvement.

B. Data Sources

Data is information obtained through various collection methods such as observation, field reviews, pre-surveys, surveys, and various other means of analyzing feedback from teachers on student writing results. The subjects from which the data is obtained are known as data sources, namely³:

1. Primary Data Sources

Primary data sources are the first data sources used in this study and are the main data sources that provide direct information to researchers. The subjects in this study are teachers and students who will serve as informants.

2. Secondary Data Sources

Secondary data refers to information gathered from research-related documents, reports, and reference books. It is hoped that secondary

² Ibid.

³ Guillermo Prada-Ramallal et al., "Primary Versus Secondary Source of Data in Observational Studies and Heterogeneity in Meta-Analyses of Drug Effects: A Survey of Major Medical Journals," *BMC Medical Research Methodology* 18, no. 1 (2018), <https://doi.org/10.1186/s12874-018-0561-3>.

data sources can supplement the information needed in this study, so that the data obtained from primary data sources becomes more comprehensive. Supporting sources in this study include various books and literature related to feedback on writing learning outcomes. This material will be used as additional data and references in the current study.

C. Data Collection Techniques

Data collection techniques are used to obtain accurate, relevant, and comprehensive data that support the objectives of this study. The selection of data collection techniques in this research is based on the need to explore teacher's feedback on students' writing performance in depth and in its natural classroom context. Since this study aims to analyze the types of feedback, the process of giving feedback, and the reasons behind the feedback used by the teacher, appropriate data collection techniques are required to capture both verbal explanations and written evidence.

Therefore, observation employed to obtain detailed information from the teacher regarding the reasons, strategies, and considerations in providing corrective feedback on students' writing. Documentation is used to collect students' written texts and teachers' written feedback as authentic data that reflect the actual writing performance and feedback practices in the classroom. By combining interviews and documentation, this study is able to provide complete and credible data to answer the research questions.

To obtain research data, researchers will use the following methods to collect data in line with Allison's research guide⁴:

1. Interview

An interview is an interaction between two people in which information and ideas are exchanged through a question and answer process so that meaning can be developed on a particular topic. The purpose of the interviews in this study was to ask their opinions on predetermined topics or issues. The informants interviewed were English teacher at State Vocational High School 2 Metro.

2. Documentation

Documentation is a data collection technique that involves examining and analyzing various records or documents related to the information needed for the study. In this study, the documentation includes several types of supporting data. These documents consist of students' writing sheets that have been given corrective feedback by the teacher, writing assessment rubrics, interview guidelines, and documentation of classroom activities related to writing instruction. In addition, supporting sources such as textbooks, journals, and other relevant references related to writing and corrective feedback are also collected to strengthen the research data.

⁴ Allison Hurst, *Introduction to Qualitative Research Methods*, United States: Oregon State University, 2023, 138.

D. Data Validity Assurance Techniques

One of the data collection methods used in this study was interviews. The researcher used triangulation to test the credibility (reliability) of the data collected during the study. Triangulation was carried out by comparing the results of interviews with data obtained from observations, documentation, and field notes to ensure consistency and accuracy. This process helps the researcher validate whether the information given by the participants corresponds with the actual situation that occurs in the field. Through interviews, the researcher was able to gain deeper insight into teachers' perceptions, experiences, and strategies in providing feedback on students' writing. The interview method also allowed the researcher to clarify unclear responses and explore follow-up questions for more detailed information. Therefore, the combination of interviews and triangulation techniques strengthened the validity of the research findings and ensured that the data collected were credible and trustworthy.

Triangulation is a method of verifying the validity of data using several different methods, sources, or perspectives to verify or test the accuracy of the information obtained in the research. It aims to reduce bias and increase the credibility of the findings by cross-checking data from multiple angles. In qualitative research, triangulation can involve comparing

interview results with interview notes, documents, or other supporting evidence to ensure that the data are consistent and trustworthy.⁵

There are three types of triangulation that are commonly used, namely:

1. Time Triangulation

The time chosen to conduct research can affect the reliability of the data. For example, interviews should be conducted in the morning when subjects are still fresh and alert, as more reliable data may be obtained, increasing confidence in the research results.

2. Technique Triangulation

Technical triangulation involves the use of various methods to examine the same data with the aim of assessing the level of accuracy. The data obtained from these various methods can be used as a reference and for additional analysis aligned by the needs of the research.\

In this study, data validity was ensured through technique triangulation and source triangulation. The data obtained from interviews with the English teacher were validated by comparing them with data from documentation, and students' writing products that had been given corrective feedback. Documentation such as students' writing sheets, writing rubrics, and interview guidelines were used to support and strengthen the interview findings. Through this triangulation process, the researcher cross-checked data from different sources and techniques to ensure consistency, accuracy, and credibility of the research findings.

⁵ Anita Bans-Akutey and Benjamin Makimilua Tiimub, "Triangulation in Research," *Academia Letters* 1, no. October (2021): 1, <https://doi.org/10.20935/al3392>.

E. Data Analysis Techniques

Qualitative data analysis is a continuous and interactive process. They argue that data analysis consists of three steps, namely data reduction, data presentation, and conclusion drawing and verification.

In this study, the researchers used the following three stages:

Picture 3.1 Research Process



Adapted from Miles and Huberman

1. Data Reduction

Condensed data can provide a clear picture and make it easier for researchers to collect additional data because it involves summarizing, selecting important topics for discussion, focusing on pressing issues, and identifying emerging patterns and themes.

2. Data Presentation

Data may be presented in the form of graphs, concise summaries, or relationships between categories and using other data presentation methods based on the research needs.

3. Conclusion Drawing

The final stage of the data analysis process is drawing conclusions. Preliminary conclusions must be supported by consistent and reliable evidence. Thus, conclusions must be responsive to open research questions

and allow for revision or development of conclusions based on new findings.⁶

This study applies a data analysis model introduced by Miles and Huberman that includes three core stages: data reduction, data display, and conclusion drawing. The first process is data reduction, in which the researcher summarizes, sorts, and searches for data relevant to the research focus. The second process is data presentation, in which the results of data reduction are presented in the form of brief descriptions, graphs, or diagrams. The third process is data presentation, in which the researcher draws conclusions based on the analyzed data.

⁶ Nurhayati, Apriyanto, Jabal Ahsan, & Nurul Hidayah, *Metodologi Penelitian Kualitatif: Teori dan Praktik* (Jambi: PT. Sonpedia Publishing Indonesia, 2024), hlm. 85.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Feedback Performance on the Students' Writing Skills

The writing activities of 11th grade students at State Vocational High School 2 Metro were conducted through interviews with teacher to explore various types of teacher feedback on the texts written by students. Teacher feedback was then analyzed to see whether it fell into the categories of teacher feedback, which included direct feedback, indirect feedback, focused and unfocused feedback, metalinguistic feedback, and reformulation.

Based on the explanation of the Grade XI English teacher at State Vocational High School 2 Metro when asked about the importance of the feedback process in student writing learning activities, according to the narrator, feedback in learning, especially writing, is considered very important:

“Iya, menurut saya bisa meningkatkan kemampuan siswa karena pemberian feedback dapat membantu siswa dalam meningkatkan kemampuan menulis khususnya ketepatan penulisan setiap kata dan struktur kalimat”. (Yes, I think it can improve students' abilities because giving feedback can help students improve their writing skills, especially the accuracy of each word and sentence structure).

This is in line with Angelos and Maria's opinion:¹

“Feedback plays a crucial role in improving students’ academic achievement because it helps learners recognize their strengths and weaknesses and provides guidance for improvement. Furthermore, effective teacher feedback can enhance students’ motivation and engagement in the learning process.”

Based on the findings from the interviews, the researchers identified the types of feedback teacher provided on students' writing. There are two types of teacher feedback, mainly written feedback, found in the texts of students who have received feedback from teacher in class XI of State Vocational High School 2 Metro, namely direct and indirect feedback.

Furthermore, teacher also explained the reasons for preferring the use of direct and indirect feedback:

“Alasannya agar saya dapat merevisi kembali kesalahan penulisan yang dilakukan siswa sehingga siswa dapat memahami dan menjadikannya sebagai referensi dan meningkatkan ketepatan penulisan” dan “Siswa bisa lebih mengerti dengan feedback tersebut, karena dengan memberikan direct feedback guru dapat mendiskusikan bersama jawaban-jawaban kepada siswa.” (The reason is so that I can revise the students' writing mistakes so that they can understand and use them as a reference to improve their writing accuracy” and “Students can understand better with this feedback, because by giving direct feedback, teacher can discuss the answers with students).

¹ Angelos Charalampous and Maria Darra, “The Effect of Teacher ’ s Feedback on Student Academic Achievement: A Literature Review,” *Journal of Education and Learning* 14, no. 1 (2025): 42–53, <https://doi.org/10.5539/jel.v14n1p42>.

This is in line with Ferris' opinion:²

“The most effective technique to help students master specific writing structures in a short period of time is through direct and indirect feedback and then discussing it together, as this can improve writing skills, particularly accuracy in word choice and sentence structure.”

In addition, based on the findings of the interviews, the teacher then explained some of the feedback that had been written by the teacher.

- a. First explanation when the teacher finds a student's mistake in writing the word “...firstly...”

The teacher marks these words because the correct form is “...Firstly...”

In this correction, the teacher uses direct feedback because the teacher marks the incorrect word (the first letter is lowercase) and provides the correct word (the first letter after the period “.” must be capitalized).

- b. In the last paragraph of the student's writing, “...thesereason...”

The teacher marked this word because the correct word is “...these reason...” (the student did not add a space between the two words).

In this correction, the teacher used indirect feedback because the teacher marked the incorrect word with an underline because there was no space. From the above study, it is clear that the teacher used both types of feedback, direct and indirect. Because the teacher corrected the incorrect term, there was one piece of direct feedback on the student's work above.

² Dana R. Ferris, *Response to Student Writing: Implications for Second Language Students Pdf, Epub, Ebook*, ed. Taylor and Francis In (New York, United States, 2003).

Written feedback on students' writing skills is indeed very much needed, because with this feedback, students are able to improve their English writing skills based on their experience of mistakes in their previous texts. This is also reinforced by the opinion of an 11th grade English teacher at State Vocational High School 2 Metro:

“..... menggunakan direct feedback tidak hanya mampu meningkatkan kemampuan writing melainkan kemampuan speaking, reading dan listening juga dengan cara saya mendiskusikan kembali kesalahan yang di buat oleh siswa dalam writing test”. (.....using direct feedback not only improves writing skills but also speaking, reading, and listening skills by discussing the mistakes made by students in the writing test).

The teacher's opinion is reinforced by the opinion of Indrajit Patra, etc:³

“Students who received direct corrective feedback showed significant improvement in language accuracy compared to those who did not receive feedback”.

From the opinion of the 11th grade English teacher at State Vocational High School 2 Metro, which is reinforced by several expert opinions above, it can be concluded that the use of written feedback, especially direct and indirect feedback, is considered very important in the process of learning to write texts. This is because with the use of feedback,

³ Indrajit Patra et al., “The Effectiveness of Teachers ’ Written and Verbal Corrective Feedback (CF) During Formative Assessment (FA) on Male Language Learners ’ Academic Anxiety (AA), Academic Performance (AP), and Attitude Toward Learning (ATL),” *Language Testing in Asia* 12, no. 19 (2022): 1–21, <https://doi.org/10.1186/s40468-022-00169-2>.

students will know where their writing mistakes are and will have greater potential in writing texts in the future.

To obtain more detailed data on teacher feedback, the researcher conducted interviews with Grade XI Language teacher at State Vocational High School 2 Metro on Tuesday, 24 February 2026, to obtain further information about teacher feedback on the writing production of Grade XI students at State Vocational High School 2 Metro. There are several questions that can answer the second problem in this study, namely to explain the process of providing feedback on the writing of Grade XI students at State Vocational High School 2 Metro. The researcher can obtain answers or perceptions from teacher regarding the process of providing feedback.

Like the teacher said:

“Terkadang saya menuliskan secara langsung kata yang benar diatas kata yang salah dan terkadang saya hanya melingkari atau memberikan garis di jawaban yang salah agar siswa juga mampu menganalisis bagian mana yang salah dari tulisan mereka dan mendiskusikan kembali kepada siswa tersebut”. (Sometimes I write the correct word directly above the incorrect word, and sometimes I just circle or underline the incorrect answer so that students can analyze which part of their writing is wrong and discuss it with them again).

The process of providing written feedback is reinforced by Elashri's opinion, which states that the two categories of indirect feedback

are as follows. First, coded indirect feedback entails underlining the students' errors or mistakes, writing a symbol above the targeted faults or mistakes, and providing a composition to help the student reflect on the error they made because the symbol can aid in the student's reflection.⁴

Feedback is used because it is considered the most appropriate way to convey students' mistakes in the learning process, especially in learning to write texts. With written feedback, students will better understand their mistakes in writing English texts. This is in line with the statement made by the Grade XI English teacher at State Vocational High School 2 Metro when asked about the students' response after receiving feedback on their assignments from the researcher:

“Sangat berpengaruh, feedback secara lisan dan tulisan dapat menyeimbangkan jawaban siswa dengan mengoreksi secara mendalam lalu mendiskusikannya kembali. Siswa juga merespon positif terhadap feedback yang saya lakukan. Mereka mengatakan ‘Kalau dikasih tahu kesalahannya di mana kita jadi makin ngerti kekurangan kita saat menulis teks bahasa Inggrisnya, Miss’”. (It is very influential. Verbal and written feedback can balance the students' answers by correcting them in depth and then discussing them again. The students also responded positively to the feedback I gave. They said, ‘When you tell us where our mistakes are, we understand our shortcomings in writing English texts better, Miss’).

⁴ Elashri, A. F., & Elshirbini, I. I. *The Impact of the Direct Teacher Feedback Strategy on the Writing Text*. California: California States, 2013.

This was also expressed by Dana Ferris:⁵

“Teacher written feedback helps students identify specific weaknesses in their writing and facilitates gradual improvement in accuracy”.

So it can be concluded that teacher written feedback plays an important role in helping students recognize specific weaknesses in their writing, such as grammatical errors, inappropriate vocabulary, or unclear sentence structure. By clearly indicating where the mistakes occur, teachers provide concrete guidance that students can use to revise and improve their work. This process encourages students to become more aware of their language use and develop better self-monitoring skills. As students repeatedly receive and apply feedback, they gradually improve the accuracy and clarity of their writing. Therefore, written feedback not only corrects errors but also supports continuous development in students' writing competence.

In responding to errors, teachers use direct or indirect feedback. Direct feedback refers to teachers responding to students' errors and providing the correct answer. Indirect feedback involves teachers marking errors (circles, underlines, codes, or marks) and corrections by students. These methods are applied for various purposes.

There are three motives for providing direct and indirect feedback, according to Harmer⁶, as follows:

⁵ Ferris, *Response to Student Writing: Implications for Second Language Students Pdf, Epub, Ebook*.

⁶ Harmer, J. *The Practice of English Language Teaching (4th .ed)*. UK: Cambridge, 2007.

- a. When teachers believe that incorrect answers are complex and beyond the students' ability to correct themselves, direct feedback is used.
- b. When teachers do not want to confuse students about the correct wording, they provide direct feedback.
- c. Teachers who want students to have a broader vocabulary and write better next time provide direct feedback. Meanwhile, teachers use indirect feedback to encourage students to solve problems and hone their independent editing skills.

From the explanation above, teacher highly recommend the use of written feedback to other teacher because it has a significant influence on the teaching and learning process, especially in writing instruction. Written feedback enables teacher to provide detailed comments and follow-up discussions so that students can revise their work more effectively. It also creates two-way interaction between teacher and students, where correction is not only given but also discussed to ensure better understanding. Therefore, written feedback is considered an effective strategy to support improvement and active engagement in writing activities.

2. The Errors of the Students' Writing Performance

In addition to improving students' English writing performance, feedback can also be used as a tool to measure and monitor the progress of their writing skills on an ongoing basis. Through feedback provided by teacher, whether in the form of corrections or written comments, teacher

can identify areas that still need improvement, such as grammar, vocabulary, organization, or mechanics. On the other hand, students also become more aware of the types of mistakes they often make so that they can make improvements in their next assignments. Thus, feedback not only serves as a means of improvement, but also as a form of formative evaluation that helps teacher and students understand the position of students' writing skills more clearly and purposefully.

This was also revealed by an English teacher at State Vocational High School 2 Metro during an interview. She said:

“Kelemahan siswa dalam menulis teks bahasa Inggris umumnya terletak pada penggunaan grammar, keterbatasan vocabulary, dan kesalahan mechanics. Selain itu, mereka juga masih kesulitan dalam mengorganisasi ide sesuai struktur teks” (The weaknesses of students in writing English texts generally lie in the use of grammar, limited vocabulary, and mechanical errors. In addition, they also still have difficulty organizing ideas according to text structure).

This opinion is also reinforced by Brown:⁷

“Writing assessment commonly includes the evaluation of organization, logical development of ideas, grammar, punctuation, spelling, and vocabulary.”

Based on the students' weaknesses in writing, one thing teacher can do is to continue providing consistent feedback so that students feel guided and supported throughout the process of learning to write in English.

⁷ H. Douglas Brown, *Language Assessment (Principles and Classroom Practice)* (San Francisco, California: Lonman, 2003).

Continuous feedback helps maintain students' engagement and encourages them to keep revising and improving their work step by step. It also shows that the teacher is actively involved in their learning progress, which can increase students' motivation and confidence in writing. This is based on the teacher's opinion:

“Saya akan terus menerapkan kegiatan pemberian feedback dalam kelas saya, terutama written feedback. Karena dengan begitu, siswa akan tau di mana letak kelemahannya saat menulis teks bahasa Inggris. Jadi, siswa akan lebih mudah menganalisis hal-hal yang harus mereka perbaiki”. (I will continue to implement feedback activities in my class, especially written feedback. That way, students will know where their weaknesses lie when writing English texts. This will make it easier for students to analyze the things they need to improve).

In addition, the use of written feedback on students' writing is necessary to help them develop their knowledge and skills in a more structured and meaningful way. Through written comments and corrections, students are given clear guidance that can direct them in revising and refining their work. In order for students' writing to improve over time, teachers advise other educators to consistently apply written feedback as part of their teaching methods. Written feedback allows students to pay closer attention to their work and become more aware of aspects that need improvement. As expressed by an informant in a research interview:

“Menurut saya penggunaan written feedback sangat disarankan karena akan sangat membantu meningkatkan kemampuan writing skill siswa”.

(In my opinion, the use of written feedback is highly recommended because it will greatly help improve students' writing skills).

From the interviews conducted above, it can be concluded that teacher provide immediate feedback to students as part of their instructional strategy. The reason behind this is that timely feedback helps students reflect on their learning while the material is still fresh in their minds. By receiving feedback directly after completing their tasks, students are able to make revisions more effectively and apply the teacher's suggestions to their subsequent work. In this way, feedback becomes a meaningful tool to support continuous improvement in the learning process.

B. Discussion

Based on the research findings presented in the previous section, this study reveals several important points regarding the use of written feedback in improving students' writing skills at State Vocational High School 2 Metro. The discussion in this section elaborates the relationship between the findings, existing theories, and previous research, as well as the researcher's interpretation of the data obtained from the field.

The teacher dominantly uses two types of written feedback, namely direct and indirect feedback. This finding indicates that teacher consciously select feedback strategies based on students' needs and classroom situations.

The use of direct feedback, where the teacher provides the correct form of students' errors, reflects the teacher's intention to give clear and explicit guidance. Meanwhile, indirect feedback, such as underlining or circling errors, encourages students to think critically and identify their own mistakes. This pattern supports the theory proposed by Ferris, who states that both direct and indirect corrective feedback contribute significantly to improving students' writing accuracy, especially when followed by discussion.⁸

The findings also demonstrate that written feedback is not merely a corrective tool but part of an interactive learning process. The teacher's explanation that feedback is discussed again with students shows that feedback functions as a bridge for communication between teacher and students. This is in line with the view of Angelos and Maria, who emphasize that effective feedback enhances students' motivation and engagement in learning. Therefore, feedback in this study does not stand alone as written comments, but becomes a continuous instructional process involving clarification and reflection.⁹

Furthermore, the data indicate that feedback helps students gradually improve their writing performance. The teacher stated that the use of direct feedback not only improves writing skills but also influences other language skills through classroom discussion. This finding is strengthened by previous research which found that students who receive corrective feedback show

⁸ Ferris, *Response to Student Writing: Implications for Second Language Students Pdf, Epub, Ebook*.

⁹ Charalampous and Darra, "The Effect of Teacher's Feedback on Student Academic Achievement: A Literature Review."

better improvement in language accuracy compared to those who do not receive feedback. Thus, the position of this study supports earlier findings that written corrective feedback plays a crucial role in second language writing development. In relation to students' writing weaknesses, the findings reveal that students still face difficulties in grammar, vocabulary, mechanics, and organization. These aspects correspond with Brown's theory of writing assessment, which includes organization, logical development of ideas, grammar, punctuation, spelling, and vocabulary as essential components in evaluating writing.¹⁰ This alignment shows that the weaknesses identified in the field are theoretically grounded and consistent with established writing assessment frameworks.

Another important dimension found in this research is the role of feedback as formative evaluation. Feedback is used not only to correct students' work but also to monitor their progress over time. Through continuous feedback, teachers are able to observe patterns of students' performance, while students gain clearer awareness of their learning development. This interpretation highlights that written feedback functions as both instructional support and assessment strategy. The recommendation given by teacher to consistently apply written feedback reflects their belief in its effectiveness. The teacher's positive perception toward written feedback strengthens the argument that feedback is an essential component in writing instruction. The researcher interprets that the consistent application of written

¹⁰ Brown, *Language Assessment (Principles and Classroom Practice)*.

feedback can create a more reflective and student-centered learning environment, where students actively participate in revising and improving their own writing.

In conclusion, the findings of this study confirm that written feedback, particularly direct and indirect feedback, plays a significant role in improving students' writing skills. The results are consistent with previous theories and research findings, and they highlight the importance of feedback as an interactive, evaluative, and developmental tool in English writing instruction.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion presented in the previous chapter, the researcher draws the following conclusions in accordance with the research questions of this study.

1. The findings show that the teacher provides written feedback through two main types, namely direct and indirect feedback. Direct feedback is given by writing the correct form directly above or near the students' incorrect words or sentences. Indirect feedback is provided by circling, underlining, or marking the errors without immediately giving the correct answer, so that students can analyze and revise their own mistakes. The teacher also discusses the feedback with students after giving corrections to ensure better understanding. Furthermore, the feedback is given immediately after students complete their writing tasks, which allows them to reflect on their work while the material is still fresh in their minds. Therefore, the process of giving feedback is not only corrective but also interactive and continuous.
2. Based on the interview results, the weaknesses of students' writing performance mainly lie in grammar, limited vocabulary, mechanics, and organization of ideas. Students still experience difficulties in using correct sentence structures, appropriate word choices, punctuation, spelling, and arranging ideas according to the structure of the text. These weaknesses

are in line with the components of writing assessment proposed by experts, which include grammar, vocabulary, organization, and mechanics. Thus, the findings indicate that students still need continuous guidance and structured feedback to improve their overall writing competence. So, written feedback plays a significant role in helping students improve their writing performance. Through the consistent use of direct and indirect feedback, students become more aware of their writing quality and are able to gradually develop better writing skills.

B. Suggestion

1. For English Teachers

English teachers are suggested to consistently apply written feedback, especially direct and indirect feedback, in teaching writing. Teachers are also encouraged to discuss the feedback with students so that they clearly understand the corrections and can apply them in their future writing tasks. Providing timely and structured feedback can help students improve their writing performance more effectively.

2. For Students

Students are expected to pay serious attention to the feedback given by the teacher and use it as a reference to revise and improve their writing. They should actively analyze their corrections and avoid repeating the same mistakes in future assignments. By responding positively to feedback, students can gradually develop better writing skills.

3. For Future Researchers

Future researchers are suggested to conduct further studies on written feedback by involving more participants or different educational levels to obtain broader findings. They may also examine the effectiveness of specific types of feedback, such as focused feedback or metalinguistic feedback, in improving particular aspects of writing skills.

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APPENDICES

Appendix 1: Interview Script

ALAT PENGUMPUL DATA (APD)
AN ANALYSIS OF TEACHERS FEEDBACK ON STUDENTS WRITING
PERFORMANCE
AT STATE VOCATIONAL HIGH SCHOOL 2 METRO

A. Petunjuk dan Pelaksanaan Wawancara

1. Pendahuluan, memperkenalkan diri, menjelaskan tujuan dan meminta izin atas tujuan yang hendak dilakukan.
2. Peneliti mencatat dan mendeskripsikan hasil wawancara selama Peneliti berlangsung.
3. Waktu pelaksanaan dapat berubah melihat situasi dan kondisi.

B. Identitas Informan Terwawancara

Nama :

Waktu :

Tempat :

C. Kisi-Kisi Pertanyaan Wawancara pada Guru Bahasa Inggris

1. Apakah menurut Anda penggunaan *feedback* dalam mengajar *writing* dapat meningkatkan kemampuan siswa?
2. Apa jenis *written feedback* yang paling sering Anda gunakan?
3. Mengapa Anda menggunakan jenis *written feedback* tersebut?
4. Apakah Anda mampu dalam meningkatkan Bahasa Inggris siswa dengan menggunakan *written feedback*? Apa yang akan siswa pelajari ketika diberikan *feedback* tersebut?
5. Apakah menurut Anda siswa belajar dari *feedback* yang diberikan dan bagaimana Anda mengetahuinya?
6. Bagaimana cara Anda memberikan *written feedback* kepada siswa?
7. Bagaimana respon siswa terhadap *written feedback* yang diberikan? Apakah sejauh ini sudah berpengaruh terhadap tulisan mereka?

8. Berdasarkan kegiatan *written feedback* yang telah Anda lakukan, apa saja kelemahan siswa dalam menulis teks bahasa Inggris?
9. Berdasarkan hal tersebut, bagaimana Anda menyikapinya menggunakan *writing feedback* ini?
10. Apa saran Anda untuk guru lainnya terutama guru Bahasa tentang penggunaan *written feedback* didalam *writing abilities*?

Appendix 2: Interview Transcript

INTERVIEW TRANSCRIPT

Interviewer : The Researcher

Interview : English Teacher of

Day/Date : Tuesday, 24 February 2026

Place : State Vocational High School 2 Metro

Researcher : Selamat siang miss, hari ini kita lanjut ke wawancara ya. Saya mau sedikit mewawancarai miss tentang feedback guru terhadap menulis siswa.

Teacher : Oh iya kak, boleh.

Researcher : Apakah menurut Anda penggunaan *feedback* dalam mengajar *writing* dapat meningkatkan kemampuan siswa?

Teacher : Iya, menurut saya bisa meningkatkan kemampuan siswa karena pemberian feedback dapat membantu siswa dalam meningkatkan kemampuan menulis khususnya ketepatan penulisan setiap kata dan struktur kalimat.

Researcher : Apa jenis *written feedback* yang paling sering Anda gunakan?

Teacher : *Direct* dan *indirect feedback* merupakan tipe yang paling sering saya gunakan agar siswa lebih mudah mengerti kesalahan mereka ketika menulis teks bahasa Inggris.

Researcher : Mengapa Anda menggunakan jenis *written feedback* tersebut?

Teacher : Alasannya agar saya dapat merevisi kembali kesalahan penulisan yang dilakukan siswa sehingga siswa dapat memahami dan menjadikannya sebagai referensi dan meningkatkan ketepatan penulisan.

Researcher : Apakah Anda mampu dalam meningkatkan Bahasa Inggris siswa dengan menggunakan *written feedback* tersebut? Dan apa yang akan siswa pelajari ketika diberikan *feedback* tersebut?

- Teacher : Ya sangat mampu, menggunakan direct feedback tidak hanya mampu meningkatkan kemampuan writing melainkan kemampuan speaking, reading dan listening juga. Mereka juga mampu memahami lebih baik karena setelah saya memberikan written feedback pada lembar kerja mereka, saya mendiskusikannya kembali dengan mereka secara lisan dan jelas saat jam pembelajaran berlangsung agar mereka paham point point utama yang dibutuhkan dalam *writing skill*, agar siswa tidak mengulangi kesalahan yang di buat ketika *writing test*.
- Researcher : Apakah menurut Anda siswa belajar dari *feedback* yang diberikan dan bagaimana Anda mengetahuinya?
- Teacher : Siswa bisa lebih mengerti dengan feedback tersebut, karena dengan memberikan direct feedback guru dapat mendiskusikan bersama jawaban-jawaban kepada siswa.
- Researcher : Bagaimana cara Anda memberikan *written feedback* kepada siswa?
- Teacher : Terkadang saya menuliskan secara langsung kata yang benar diatas kata yang salah dan terkadang saya hanya melingkari atau memberikan garis di jawaban yang salah agar siswa juga mampu menganalisis bagian mana yang salah dari tulisan mereka dan mendiskusikan kembali kepada siswa tersebut.
- Researcher : Bagaimana respon siswa terhadap *written feedback* yang diberikan? Apakah sejauh ini sudah berpengaruh terhadap tulisan mereka?
- Teacher : Sangat berpengaruh, feedback secara lisan dan tulisan dapat menyeimbangkan jawaban siswa dengan mengoreksi secara mendalam lalu mendiskusikannya kembali. Siswa juga merespon positif terhadap feedback yang saya lakukan. Mereka mengatakan “Kalau dikasih tahu kesalahannya di mana kita jadi makin ngerti kekurangan kita saat menulis teks bahasa Inggrisnya, Miss”.
- Researcher : Berdasarkan kegiatan *written feedback* yang telah Anda lakukan,

apa saja kelemahan siswa dalam menulis teks bahasa Inggris?

- Teacher : Kelemahan siswa dalam menulis teks bahasa Inggris umumnya terletak pada penggunaan grammar, keterbatasan vocabulary, dan kesalahan *mechanics*. Selain itu, mereka juga masih kesulitan dalam mengorganisasi ide sesuai struktur teks.
- Researcher : Berdasarkan hal tersebut, bagaimana Anda menyikapinya menggunakan *writing feedback* ini?
- Teacher : Saya akan terus menerapkan kegiatan pemberian *feedback* dalam kelas saya, terutama *written feedback*. Karena dengan begitu, siswa akan tau di mana letak kelemahannya saat menulis teks bahasa Inggris. Jadi, siswa akan lebih mudah menganalisis hal-hal yang harus mereka perbaiki.
- Researcher : Apa saran Anda untuk guru lainnya terutama guru Bahasa tentang penggunaan *written feedback* didalam *writing abilities*?
- Teacher : Menurut saya penggunaan *written feedback* sangat disarankan karena akan sangat membantu meningkatkan kemampuan *writing skill* siswa.
- Researcher : Baik. Terimakasih atas waktu dan bantuannya.
- Teacher : Iya, sama-sama.

Appendix 3: Documentation





BIOGRAPHY



The name of the researcher is Salsya Cornelita Firdaus. She was born in Braja Asri, on 12 Mei, 2000. The researcher is the first child of two children from Mr. Sofyani and Mrs. Siti Amanah. In 2013 the researcher graduated from education at SD Negeri 4 Braja Sakti. Then the researcher continued her studies at SMP Negeri 1 Way Jepara until graduated in 2016, then the researcher continued her education at SMA Negeri 1 Way Jepara until graduated in 2019. After graduating from Senior High School, she decided to continue and take a major in English Education Study Program of State Islamic University of Jurai Siwo Lampung. The writer hopes that after graduating from UIN Jurai Siwo Lampung, she can use the knowledge she has obtained as well as possible.