

**TEACHER'S FEEDBACKS ON STUDENTS' WRITING ANALYTICAL
EXPOSITION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“Teacher’s Feedbacks on Students’ Writing Analytical Exposition”** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN



(Dwie Syafitri)

ABSTRACT

Dwie Syafitri. 1802050105. Teachers Feedbacks on Students' Writing Analytical Exposition Text. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan 2022.

This study were aimed to find out the types of teachers' written feedback in writing which given by the teachers for grade 11, to find out the process of realizing feedback on students' writing analytical exposition text and also to find out the reasons why teacher realized those kind of feedback on students' writing analytical exposition text at grade 11 of SMK BBC Medan. This reserach was used descriptive qualitative method and the data were collected through documentation and interview. The data collected were analyzed qualitatively. The findings found that there were six types of feedbacks namely, direct feedback, indirect feedback, focused feedback, unfocused feedback, reformulation, and metalinguistics. In this case, teacher mostly used direct feedback for written corrective feedback. The teacher has process in giving the work to the students so that they can understand the using of text. The reasons why teacher used those kind of written feedback on students' writing was because it could the students have more vocabulary and the students didn't think more about what was the correct word. By using the direct feedback, the student can have more vocabulary on their next writing. The findings suggested that English teachers should give written feedback to students' writing test to enable them improve the skill.

Keywords: *Feedbacks, Teacher's Written Feedback, Students' Writing*

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Medan, 20 September 2022

The Researcher,

A handwritten signature in black ink, appearing to read 'Dwie Syafitri', written in a cursive style.

DWIE SYAFITRI

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CHAPTER I

INTRODUCTION

There are six main sections in this chapter. They are the study's background, how the problem was identified, how it was solved, what the study's purpose was, what it covered, and how important it is.

A. The Background of the Study

There are four abilities that kids in school are required to master throughout English lessons. These include speaking, reading, writing, and listening. Writing is a skill that can be useful in English classes since it allows students to express their thoughts, feelings, and experiences in writing. In order to effectively arrange their ideas, experiences, and emotions in written communication, students must collect a ton of materials. Some concepts, including as descriptive linguistics, punctuation and orthography, organization, cohesive and coherent devices, and vocabulary, should be understood by students. (Novita, 2014)

Based on the Ministerial Decree range 22/2006's explicit Content standard (Standar Isi), vocational training aims to increase the students' intelligence, knowledge, temperament, character, and talent to measure in multiple ways while still supporting their program with higher education (Mulyasa, 2010). Students in vocational high schools should be educated and skilled in their majors for the particular occupation. The pupils are equipped to handle any obstacles they may encounter in their line of employment.

There were numerous genres in writing. The genre was categorized into several categories by Pardiyono (2007), including Description, Narration, Recount, News Item, Exposition, Discussion and Procedure text, Report text, and Review. The instruction of writing is carried out in accordance with the current curriculum, or curriculum 2013, through the genres of various types of text that the students study in senior high school or vocational school. There are numerous types of texts that must be flawless when learning to write. Based on this study, the final writing product can focus on the analytical exposition texts that eleventh graders are composing.

Analytical exposition are usually part of exposition text in general. To give a broader definition, analytical exhibition text is an oral or written text designed to convince the listener or reader that something has happened. To reinforce the belief, the speaker or author presents some arguments as the underlying reason why the case happened. This type of text can be found in academic books, journal articles, magazines, newspaper articles, academic presentations or lectures, research reports, etc. Analytical reports are popular among the scientific and academic communities and educated individuals. In addition, analytical expository text is also defined as text that articulates the author's thoughts about the surrounding phenomenon. The objective of the analytical exposition text is to reveal to the readers that something is a significant case and to persuade the reader or listener that something is significant. Students must understand the general structure and language aspects of an analytical exposition text before they can write one. The thesis, arguments, and reiteration are the basic elements of an

analytical exposition text. The thesis in an analytical exposition text usually includes a preview argument to the following part of the story, followed by a series of arguments consisting of a point and elaboration sequence, as well as a reiteration to restate the position more forcefully in light of the arguments offered. Apart from the general framework, students should be aware of the language characteristics of analytical exposition texts. The present tense, mental verbs, speaking verbs, causal conjunctions, link words, words that indicate the author's attitude, and persuasive approach are all examples of grammatical elements found in analytical exposition texts.

Based on the 2013 curriculum's Competency Standard, students should be able to examine the social function, structure, and language elements of analytical exposition texts. They should also elaborate on the concept of the phenomenon that surrounds them. They should make it clear to the reader that something is true or that the notion is crucial.

The study of writing skills is addressed in the 2013 Senior High School and Vocational School curriculum to ensure that students are able to express multiple meanings correctly through product in writing a text related to a phenomenon or event using a range of written language. Analytical exposition text is one of the genres that pupils must master by the end of the eleventh grade. Exposition, in formal terms, is a logical argument from a specific point of view that explains a thesis, arguments, and re-iteration. To put it another way, exposition is a genre in which the writer contrasts opposing points of view, analyzes the reasoning, and concludes with a conclusive judgment or argument.

From the first observation, there were some grammatical errors in the students' writing. The English teacher stated that some students still had difficulties in writing texts. Sometimes when the teacher asks the students to write a simple text, they only write 3-4 sentences and it has been the best according to the students in the class. The English teacher looks for another way to carry out the next process. When the teacher corrects students' writing, some students who fail to make good written texts do not even fit the genre. Some students are still unable to grasp the concept of writing. Low motivation, difficulty expressing their ideas, lack of student interest, lack of understanding of grammar, lack of mastery of vocabulary, ideas, media, teaching strategies and methods, facilities, environment, weakness of learning materials, and attitudes are some of the factors that contribute to this problem. Even though they had studied the text multiple times, the teacher felt it was tough for them to write it. The researcher then inquired about the KKM, to which the teacher replied that the school's KKM in English classes was 72. According to the teacher, the student's score was still below the KKM for around half of the kids. According to the teacher, the lowest student's score below the KKM was 71, but he was given extra marks, while the top student's score was 85.

Tabel 1.1 the Sample of Data on Students' Writing Scores

No	Score	Students
1.	>72	17
2.	=72	8
3.	<72	10
	Total	25

wrote, 'I am believe', there were the wrong words there, because of that the teacher gave the feedback from the student's mistake, it became 'I personally think'. The teacher underlined the wrong words 'base' and made it into the right sentence 'based'. The teacher gave the feedback by changing the 'more' word into 'a lot'. The next error was, the student wrote, 'we can say read is truly important in our life'. The teacher gave the feedback by giving the circled on the wrong word and the teacher made them into the right sentence, it became , we can say reading is truly important in our life'. Finally, the teacher provided some comments on the student's writing. Because the teacher provided written comments rather than spoken feedback, they received a written response.

If the teacher did not provide any feedback to the students regarding their mistakes, it made it more difficult for the pupils to write later. If the teacher corrects the errors in the students' writing, the students will be able to see and comprehend what went wrong, and they will be able to learn from their mistakes.

Despite the goals of teacher feedback, there are still doubts about the types of feedback teachers give and the most common types of feedback teachers give to help students develop their writing skills. There are many different opinions on offering feedback, as they are impacted by their own behaviors and perspectives.

Therefore, the researcher focuses on teacher's written corrective feedback. The researcher really interested in conducting a research with the title "Teacher's Feedback on Students' Writing Analytical Exposition Text at Grade Eleventh Students' of SMK BBC MEDAN".

B. The Identification of the Problem

According to the researcher's observations at SMK BBC Medan, some pupils have difficulty in composing a text. It was discovered that classroom teaching of English has not yet met its objectives. Some pupils have difficulty writing. They required activities that would entice them to write.

C. The Problem of the Study

Based on the background of the study above, the writer formulated the problems of the study as:

1. What types of teacher's feedback are given on the students' writing analytical exposition text?
2. How are the feedbacks realized in the students' writing analytical exposition text?
3. Why are the feedbacks realized on students' writing analytical exposition text in the way they are?

D. The Objective of the Study

Based on the problems of the study, the objectives of this study are

1. to investigate the types of teacher's feedback on students' writing analytical exposition text at grade eleven students' of SMK BBC Medan,
2. to explain the process of realizing feedback on students' writing analytical exposition text at grade eleven students' of SMK BBC Medan, and
3. to find out the reasons why teacher realized those kinds of feedback on students' writing analytical exposition text at grade eleven of SMK BBC Medan.

E. The Scope of the Study

The study's goal were to examine written corrective feedback in writing for SMK BBC Medan grade eleven students. The analytical exposition language will be the focus of the written corrective feedback analysis.

F. The Significances of the Study

This study were intended to make theoretical and practical contributions in the following areas

1. Theoretically, findings of the study are expected to be useful to provide beneficial information on the analysis of teacher feedback, which covers the categories of feedback.
2. In terms of application, the findings were benefit:
 - a) Teachers, as this research will provide a clear explanation of feedback on students' writing ability. It is anticipated that, as a result of this study, the teacher will be able to employ teacher feedback as one of the teaching approaches in teaching writing in order to reduce students' writing errors.
 - b) Students at school, to help them develop their talents and facilitate their acquisition of English so that they are enthusiastic, interactive, meaningful, and encouraged to participate actively in writing projects.
 - c) Other researchers, as a reference for individuals interested in doing a study on writing and instructor feedback.

CHAPTER II

REVIEW OF LITERATURES

A. The Theoretical Framework

The researcher present some significant theories and prior studies connected to the research's primary topics in this chapter. This section focuses on the following:

1. Writing

a) The Definition of Writing

Students increase their communicative ability through learning and acquiring language in both written and spoken forms. In the communication process, students should ideally understand the norms for communicating with others, obtaining information, and communicating about the language itself. When students comprehend the language's knowledge, they are said to be proficient in the language.

According to Satya and Rao (2018), Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. Furthermore, Kirby and Crovitz (2013:6) note that writing is a creative act, which distinguishes writing instruction from many other types of instruction. Writing can help us convey our thoughts, feelings, and viewpoints.

Some scholars claim to have different meanings of writing. Writing is a two-step process. The first step is to determine the meaning, followed by the translation of that meaning into language. What we think is represented in writing. Because the writing process reflects thoughts that have remained in the mind. Students who are hesitant to write things down frequently struggle with this task. When children begin looking for reasons to write and developing written sentences, they encounter obstacles.

From the aforementioned definitions, it can be inferred that writing is a methodical process involving thinking, drafting, and revising that requires mastery of a set of competences as well as extensive practice. Writing is also a connected text that serves as a means of communication between the writer and the reader. Students will find it simpler to communicate with others in everyday life if they grasp writing, not just at school but also with individuals all over the world.

b) Process of Writing

Listyani (2018) divides the writing process into five key components. Planning, drafting, revising, editing and publishing.

1. Planning

Planning entails prewriting, including idea generation and outlining. As students struggle to come up with ideas that might be related to what they want to write, this stage is typically crucial to the writing process. Bae (2011) lists the following techniques as some of the many that can be applied during this phase: brainstorming, listing, clustering, freewriting, reading, skimming, and scanning.

This section does not focus on errors because the goal is to collect as many ideas as possible. Additionally, failing at this stage can leave you without any ideas for the subsequent steps in the process and require more writing time.

2. Drafting

Drafting puts ideas together in a coherent fashion. This can, as properly, be one of the maximum challenging ranges for students because it isn't always normally natural for them to transform mentioned mind into sentences. Right here, students deal with getting ideas on paper without worrying about grammatical and mechanical errors.

3. Revising

This stage focuses on evaluating the text's alignment and overall cohesion. Students closely examine the ideas and plot of the entire text, searching for cohesion and avoiding making specific internal mistakes that are pointed out in the text. The teacher might direct the pupils to queries about advice unique to each venture.

4. Editing

Students spend time correcting the errors they find in the text during the editing phase. Students strive for writing accuracy by addressing grammar, word choice, connectors, punctuation, and spelling.

5. Publishing

In the last stage, known as "publishing," some experts advise students to share their writing or, in the academic setting, to submit it for scholarly publication (Lakshmy as cited in Aziz, 2015). Other authors refer to it as "sharing" (Bae,

2005), and they view it as a chance for students to interact and bargain over the mechanics of a text.

2. Genre in Writing

a. Types of Writing

According to Pardiyono (2007:2), genre can be defined as a text type that serves as a frame or reference for writing a text effectively, based on the text's goal, appropriate text elements, and grammar patterns. The following are the 13 academic genres: Description Text, Recount Text, Narration Text, Procedure Text, Explanation Text, Discussion Text, Analytical Exposition Text, Hortatory Exposition Text, News Item Text , Report Text, Anecdote Text, Review Text, Spoof Text

The researcher focuses only on analytical exposition text in this study, particularly teacher feedback on students producing analytical exposition text at Vocational School.

b. Analytical Exposition Text

Exposition is a writing genre that lends itself well to debate. Analytical exposition is the act of arguing that something is true. Analytical exposition resembles descriptive arguments more than analytical presentation. According to Dirgeyasa (2016: 130), analytical exposition text is an element of exposition in general. The term exposition is frequently used interchangeably with the term persuasive writing. It's utilized to offer a logical argument from one point of view to another. The writer will frequently compare opposing points of view, analyze

the arguments, and conclude with an overarching conclusion or conclusive argument in this genre.

According to the definition above, an analytical exposition text is a text that elaborates the writer's viewpoint on the phenomenon in question. Its social function is to persuade the reader that the notion is essential and to examine the thesis by producing supporting arguments.

c. The Characteristics of Analytical Exposition Text

1. Social Function

The social function or goal of an analytical exposition text is to show the reader that something is significant. Dirgeyasa (2016: 85). It signifies that the goal of an analytical exposition text is to persuade the reader or listener that something is true or that the concept is significant.

2. The Generic Structure and Textual Elements

The analytical exposition text has its own rhetorical framework or generic structure, as well as textual features, as is known for every style of genre writing. Then there's the function and purpose of each element. The generic structure and literary features of analytical exposition text are stated by Dirgeyasa (2016: 131). This text's core structure is made up of three elements: Arguments, Thesis, and Reiteration.

3. Language Features of Analytical Exposition Text

According to Dirgeyasa (2016: 133), analytical exposition text has various grammatical properties, there is:

1. Use the present tense

2. Use mental verbs
3. Use saying verbs
4. Use causal conjunctions.
5. Use connection words
6. Use words to convey the author's mood.
7. Make use of persuasion techniques

d. Example of Analytical Exposition Text

<p>Topic: Why We are not Allowed to Text while Driving</p> <p>The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.</p> <p>The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes – with 3,092 people killed – and crashes resulting in an injury – with 416,000 people wounded.</p> <p>The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.</p> <p>Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed.</p> <p>Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.</p> <p style="text-align: right;">(Source: books.google.co.id)</p>
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Table 2.1 Example of Analytical Exposition Text

3. Teacher's Feedback

a. The Nature of Feedback

Feedback is an important feature of foreign language writing programs all throughout the world, with product, process, and genre approaches all incorporating it into curriculum. Students and teachers both are concerned about it, and both believe it is an important component of the writing process. It's not surprising, then, that the topic has gotten a lot of attention in both teacher education and second language research.

b. The Role of Feedback

Different researcher have different perspectives on the role of feedback. According to behaviorists, the environment plays a key role in providing crucial input and has a significant impact on a child's language development. Language is viewed as a fundamental component of overall human behavior in this view, which takes into consideration observable responses as well as the relationship between those responses and the events that surround them. In this example, successful language behavior is defined as the creation of appropriate responses to stimuli. In brief, language acquisition is tightly linked to the ideas of stimulus-response and habit formation, and errors should be avoided at all costs because they may become ingrained in students.

Feedback is obviously seen as important in the growth of pupils from this perspective. Language acquisition, according to nativist ideas, is innately determined. It is stated that the environment is far less important, and as a result, the input is given less weight.

The study concludes that providing feedback in the classroom might be as basic as making a few comments on a student's work or something similar. Correcting a paper and writing or instructing a pupil how to discover the proper answer helps them understand why they were wrong and how to fix it. In today's classroom, feedback is critical, and it should be applied in every class.

c. Purpose of Feedback

According to Hwee, Alvin and Geraldine (2016), feedback serves five purposes. The following are the five objectives:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high-quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;

d. Types of Feedback

There are corrective feedback, according to Brookhart (2008): written feedback. The following is a more detailed explanation:

1) Written Corrective Feedback

The major form of feedback in the writing process for increasing learning progress is written corrective feedback. The tactics for offering feedback to students' writing are crucial to understand. Oral and written feedback, according to Hyland & Hyland, are the two sorts of feedback. The written comments was then separated into direct and indirect feedback.

Written corrective feedback is a common instructional strategy, considered essential and nonnegotiable by many, to help second language learners improve their writing effectiveness (Ferris, 2010). Teachers, in general, spend a great deal of time providing various kinds of corrections to varying extents, in the conviction that such feedback is necessary to improving students' written accuracy and their ability to write.

Meanwhile, written corrective feedback strategies can be classified as five basic/forms strategies for providing written CF, with a variety of alternatives connected with some of them. The following section will go over all sorts of written corrective feedback in further detail:

1.1. Direct Feedback

The benefit of direct corrective feedback is that it gives students clear instructions on how to fix their mistakes. With pupils who have poor levels of writing proficiency, direct corrective feedback is probably preferable to indirect corrective input. In order to encourage the acquisition of particular grammatical features, direct corrective feedback can be useful. There are some faults that could demonstrate why direct input is preferable to indirect feedback. If a student writes "I goes to the school" instead of "I went to the school," for instance, and the teacher has only covered the formation of regular past tense verb rules in class thus far, irregular past tense verbs have not been covered. Therefore, it is best to give straight comments with such circumstances.

1.2. Indirect Feedback

Indirect feedbacks, on the other hand, are classified into two categories. First, the teacher highlights the students' errors or mistakes, then the teacher adds a symbol above the targeted errors or mistakes, and the teacher offers the student a composition to think about what error the student committed because the symbol can aid in thinking. In textual form, indirect error correction comprises underlining or circling an error. This method gives the opportunity to the student to identify and correct the error that is stated by Petchpasert (2012).

The errors are emphasized in coded indirect feedback, and the teacher writes a symbol above the error to help the learner figure out what the issue is. The teacher underlines or circles the error in uncoded indirect feedback, but does not write the correct answer or a sign to identify the error.

Writing teachers typically utilize both direct and indirect feedback to correct students' errors; teachers are allowed to employ any one or a combination of the two. Teachers should be judicious in their corrections and not correct every error. They also claim that correcting every error may cause pupils to develop a bad attitude toward writing as well as unfavorable thoughts about themselves as writers.

1.3.Focused Feedback

Focused Direct Feedback was defined as (1) identifying the error location by highlighting the linguistic errors (for instance, observing pronoun agreement for the first writing product, examining verb agreement for the second writing product, and examining singular plural forms for the third writing product) and (2) providing the appropriate forms.

It means, concentrated corrective feedback can only correct specific types of errors that the teacher has selected to correct, such as article errors or preposition errors. The kind concentrates on a single error, whereas unfocused corrective feedback is used to correct a wide range of faults and hence is unlikely to be able to reflect deeply on each error.

1.4.Unfocused Feedback

Unfocused feedback, on the other hand, refers to a wide range of errors. The teacher then corrects a variety of errors without making a clear distinction between them, such as tense, vocabulary, spelling, and pronoun errors. Teachers may choose to provide feedback to all faults made by students, however such remedial communication will be obfuscated and unfocused, diverting the students' attention to multiple errors at once.

There are also distinctions between unfocused remedial feedback and direct feedback. The teacher can correct many of the errors that the teacher wants it to be directed at or a wide variety of errors in learners' written work with unfocused corrective input. The teacher corrects all of the problems in the students' papers, and it is a thorough correction because it addresses multiple types of mistakes rather than just one. In direct feedback, the teacher uses a form that involves marking out errors and then offering the proper form around the fault.

1.5. Metalinguistics

Learners are given some type of explicit criticism about the nature of their errors as part of metalinguistic CF. There are two types of explicit comments. The usage of error codes is by far the most widespread. These are shorthand labels for many types of faults. The labels can be placed in the margin or above the position of the fault in the text. The precise position of the fault may or may not be displayed in the latter situation. In the first, the student must figure out the necessary correction from the hint provided, but in the second, the student must first locate the fault and then figure out the necessary correction.

So, metalinguistic input differs from indirect feedback. In metalinguistics, the teacher provides feedback by applying error codes and pinpointing the source of the fault before attempting to rectify it. Indirect feedback, on the other hand, is when a teacher corrects a student's mistakes by indicating an error without offering the correct form. Indirect feedback occurs when teacher simply provide indicators that alert pupils to the existence of an error but do not provide them with the necessary correction. Teachers can use an underline, a circle, a code, a mark, or a highlight on an error to convey general hints about its location and kind or type, and then urge students to remedy the fault themselves.

1.6.Reformulation

The last method is similar to using concordances in that it tries to offer learners with a resource they can use to rectify their errors, but it puts the final decision about whether and how to correct on the students. Reconstruction is a common approach in error analysis. To identify an error, the analyst (and the

teacher) must create a native speaker version of the portion of the text that contains the fault. This practice gave birth to the concept of reformulation as a method of offering feedback to students. It entails a native speaker revising the student's material in order to preserve as much of the writer's thoughts as feasible while expressing them in his or her own language so that the piece sounds native. After that, the writer revises by picking which of the native-speaker reconstructions to adopt. In essence, reformulation entails two alternatives: "direct correction" and "revision," but it differs from how these options are generally implemented in that the entire text of the student is recast, putting the onus on the learner to identify the precise modifications made. The key distinction between these two alternatives was "a issue of presentation and work demands, not the types of errors that were rectified." In the sample below, the difference in presentation is demonstrated.

In this situation, the researcher can deduce that the reformulation consists of a direct correction + revision of the students' work. The teacher is offered not only error correction but also reformulation. It is beneficial to require pupils to revise their previously revised text (original version).

The table below summarizes all that has been said so far about written feedback:

Table 2.2. Categories of Written Corrective Feedback

Types of Written Corrective Feedback	Description
Direct corrective Feedback	The teacher marks the error and provides students' with the correct form.

<p>Indirect corrective Feedback</p> <p>a). Indicating only</p> <p>b). Indicating the specific location</p>	<p>The teacher indicates that an error exists but does not provide correction.</p> <p>This takes form of an underlining, marking, circling, crossing and use of the students' text.</p> <p>This takes a form, of an indication in the margin that an error or errors have taken place in a line of a text.</p>
<p>Metalinguistic</p> <p>a). Brief grammatical description</p> <p>b). Error codes</p>	<p>The teacher uses metalinguistic clues as to the nature of the error. The teacher writes codes in the margin (e.g ww = wrong words, art = article, v = verb error).</p> <p>The teacher numbers the errors in the text and writes a grammatical description for each numbered error at the bottom of the text.</p>
<p>The focus of feedback</p> <p>a). Focused</p> <p>b). Unfocused</p>	<p>This concerns whether the teacher attempts to correct all (or most) of the student's errors or select one or two specific error types to correct.</p> <p>Focused WCF is intensive.</p> <p>Unfocused WCF is extensive.</p>
<p>Reformulation</p>	<p>This consist of a native speaker's reworking of the student's entire text to make the language seems as native like as possible while keeping the content of the original intact.</p>

Adapted from "A typology of written feedback types" by Ellis (2009)

e. The Effectiveness of Feedback

Effective feedback is dependent on understood and accepted goals, information about the teacher's present performance in relation to that goal, and specified actions that will be taken to achieve progress toward those goals. It means that if there is knowledge about what to do next to improve the pupils' work, feedback can be beneficial. Effective feedback is dependent on communication skills, and it is critical that the sender's message is interpreted in the same terms by the receiver. Giving students feedback has been shown to boost student learning and outcomes. When offered correctly, feedback assists students in their learning process by providing them with the direction they need to attain the lesson's purpose or goal. Feedback shows the learner that the instructor is concerned about the learning process. It also encourages the learner to get more involved in the writing process. Effective or good feedback provides students with the information they require to comprehend what to do next, and students will understand what to do.

When a teacher wants to give feedback, he or she must know when to do it (timing), Put yourself in the shoes of the learner when determining whether feedback should be given. When is it appropriate for a student to receive feedback? Of course, when he or she is still thinking about the job. It's also a good idea to provide feedback as frequently as possible. Second, "how much feedback" refers to the amount of input received. The teacher must determine which components of the learning aim have been met by the student. Which components of the learning objectives require attention and should be addressed first? Are

there any upcoming assignments where it would be better to highlight one point over another? Consider the developmental stage of the students. Third, "what mode is best?" suggests that feedback can be given orally, in writing, or visually through demonstration. Fourth, when it comes to "the ideal content for feedback," the teacher's decisions about what to say to a student will, of course, have a significant impact on how the student understands the feedback. Again, the important principle is to consider the viewpoint of the student.

As a result, the researcher can conclude that effective feedback is the teacher's message or comment, which must be understood by looking at timing, amount, mode, and content, as well as providing information to the targets (students) based on learning goals in order to improve the students' work and determine what to do next.

f. The Reason Why the Teacher do Those Types of Feedback on Students'

Writing

Teachers employ both direct and indirect feedback when responding to faults. Direct refers to the teacher providing proper answers in response to student errors, whereas indirect refers to the teacher indicating errors (e.g., with a circle, an underlining, a code, or a mark) and requiring students to remedy them. These tactics are employed for a variety of reasons.

1. Direct Feedback

According to Bitchener and Ferris (2012), the most efficient technique to assist students with mastering specific targeted on the structure writing over a short process is through the form of immediate feedback.

2. Indirect Feedback

The two categories of indirect feedbacks 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 (Elashri, 2013).

3. Focused Feedback

According to Sadler (2010), there are four reasons for providing focused feedback. There are:

- a) Focused feedback lowers mental workload.
- b) Targeted feedback encourages behavior change.
- c) Focused criticism increases self-confidence and efficacy.
- d) Focused criticism lessens work.

4. Unfocused Feedback

According to Ellis (2008), delivering unfocused feedback entails providing comments on a wide range of errors. Corrective feedback is offered not only for specific types of errors, but for all of the student's errors. Unfocused feedback can address all of a student's writing mistakes.

5. Metalinguistic Feedback

Stefanou and Revesz (2015) contend that the inclusion of metalinguistic commentary provided little additional benefit and that higher grammatical sensitivity and familiarity with metalinguistic terminology were associated with higher improvements in the use of articles when learners only received direct feedback.

6. Reformulation Feedback

According to Ellis (2010) Reformulation is a method for fixing mistakes. Reformulating involves the teacher repeating what the student said correctly while omitting any overt mention of the error. This method provides a student with a proper illustration of pertinent language at a point when the learner may be prepared to recognize the discrepancy between what they say and the correct version.

B. The Relevant Studies

This section discusses past research in order to strengthen the issue by offering appropriate references to back up this research. Thus, they are described as follows:

Diah, Asnawi, and Dian conducted the first study, "Teacher's Feedback on Students' Writing," which was published in 2016 by READ, Research in English and Education Vol. 1, No. 1. The purpose of this study was to determine the types of written feedback given to students by English teachers at SMA Negeri 11 Banda Aceh. As a consequence of this study, it was determined that there are two

types of feedback: direct written feedback and indirect written feedback, with direct written feedback being used more frequently than indirect input. Direct written criticism in a student's writing can assist them in focusing on specific issues.

The second is Utami's study, titled "Improving Student Writing Skill with Teacher Direct Feedback in SMAN 1 Jogonalan," (2012). She conducted her research using both qualitative and quantitative methodologies. She collected data using a questionnaire and observation sheets in the qualitative method, but she used cycles in the quantitative method to compare and gather data on students' grades. The research's strength is that she provided a thorough description of feedback and writing, despite the fact that she did not discuss different sorts of feedback, such as oral and written feedback. As a title, she only gave direct and indirect feedback. She also clearly articulated direct and indirect input, as evidenced by the table she created.

The third was Sihem's research, titled "Teaching and Learning Writing by Providing Teacher's Feedback,". In 2015, *Flourishing Creativity & Literacy* 4(6), 2200-3452 published the journal. This research was conducted in a college English classroom. This study looked into the significance of giving teachers comments on students' composition. As a result, teachers place a greater emphasis on content and structure of ideas, deferring writing mechanics to later stages. The importance of offering positive feedback in the writing process was recognized by both the teacher and the students. Thus, providing feedback on students' essays leads to better writing.

The fourth is Subagyo's "A Study of Teacher's Feedback to Correct Students' Writing Errors in 11th Grade Language Class in SMA Negeri 1 Mojokerto" (2015). This study examines how teachers provide feedback to students who make mistakes in their writing. The researcher provides a clear theoretical framework for students' errors by providing feedback and clearly describing feedback itself, which is a quality of this study. The researcher did not focus on a single genre, but rather on a large number of genres, which contributed to the students' inaccuracies.

The last study, "Teacher's Feedback on Students' Recount Text Composition," was published in 2015. The purpose of this study was to explain the types of feedback that students receive on their recount text compositions and to learn more about how students react to instructor input on their recount text creations. As a result, students writing for correction feedback received largely direct corrective criticism on her first essay, with both targeted and unfocused feedback. Furthermore, the majority of students received teacher evaluations that included basic advise and compliments on the students' writing and efforts in completing a complete recount text on time.

C. Conceptual Framework

Students should master the four English skills, according to the 2013 Curriculum, in order to be able to communicate in both written and oral language. Writing is one of the fundamental talents that students should grasp in order to achieve this goal.

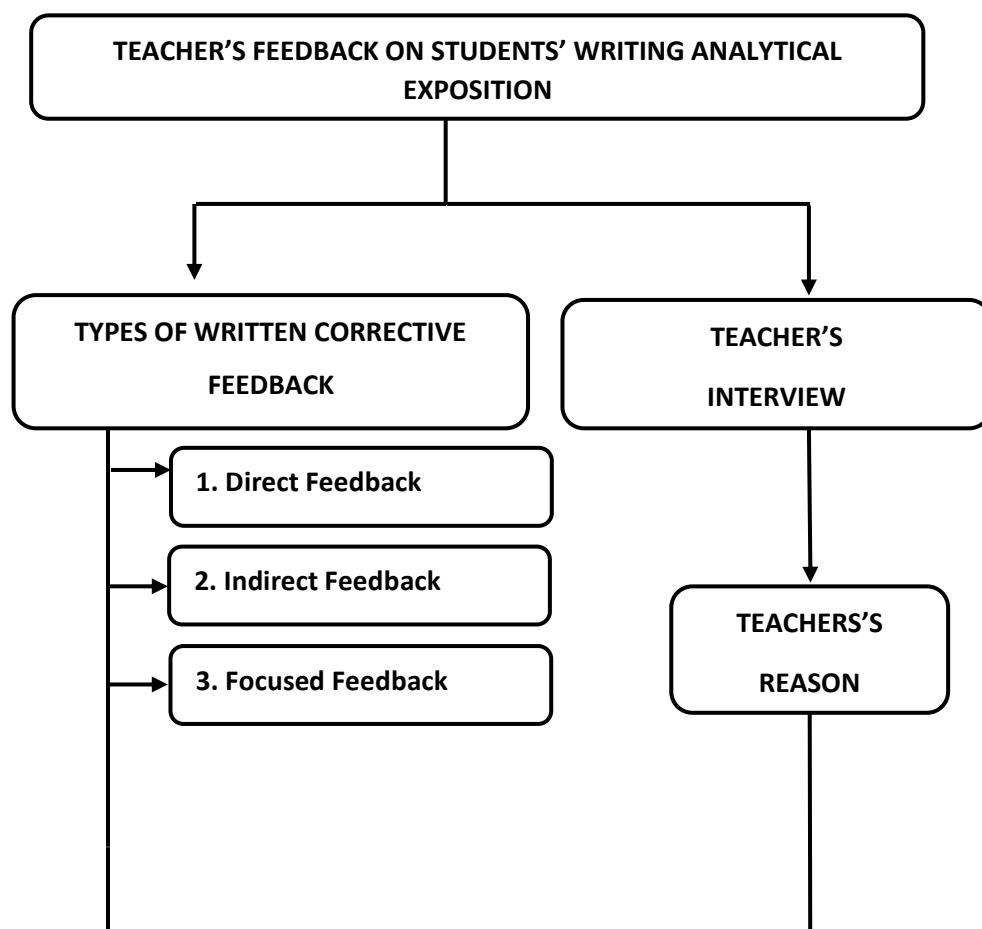
Some student struggle with writing, particularly in SMK BBC Medan's evelen grade. Because of their limited vocabulary, students sometimes find it difficult to express what is on their minds, and they should develop their ideas based on what they know. The majority of children continue to struggle with written comprehension.

Giving teachers feedback is one technique to fix the problem and enhance students' writing skills. Giving feedback allows students to realize what errors are present in the written material, and they can improve their writing skills as a result of their teacher's input.

The teacher's written feedback in writing for Vocational School grade eleven pupils was studied in SMK BBC Medan based on the aforementioned explanation. The first phase was taking a student's writing and receiving written response from the teacher. The documents of the students were then reviewed to determine the forms of written comments offered by the teacher. The next step was to conduct an interview with the teacher to learn why he or she gives students such written comments.

Analyzing the teacher's written feedback in writing helped the students comprehend which of their written texts was correct and which was incorrect. Both students and teachers may easily enhance the students' writing skills based on the feedback.

The conceptual framework is summarized in the following figure



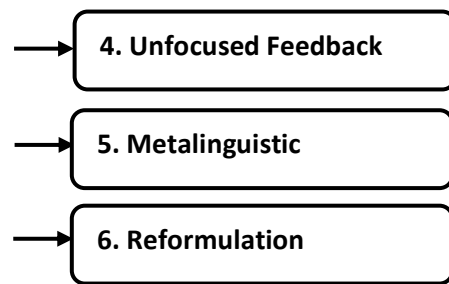


Figure 2.1 Conceptual Framework

CHAPTER III

METHODOLOGY

A. Research Design

Descriptive qualitative research method was used in this study. According to (Ary, Jacobs, Sorensen, & Razavieh, 2010), qualitative research is the study of social processes through the eyes of human participants. It implies that the study's data will be examined by describing, identifying, and assessing the phenomena. The term "descriptive research" refers to research that uses data to describe or explain something. The data was analyzed in a descriptive manner. The researcher observed the students while they worked on their analytical exposition text work for this study. Only what has happened or is happening is reported by the researcher. Following that, by examining students' worksheets and the instructor's interview sheet, the data focuses on different sorts of teacher feedback and the method of giving feedback. The researcher then provided the findings of the data analysis, which included an evaluation, a conclusion, and a recommendation. As an observer, the researcher was studied and described the result of the problems of the study.

B. The Data and Source of Data

The findings of this research were based on the forms of instructor feedback given to twenty five students on their writing assignments, as well as the reasons for the teacher's use of various sorts of feedback on students' analytical exposition writing.

The data for this study were gathered from documents and the outcomes of the students' written worksheets in analytical exposition text by observing in the classroom with the aim of analyzing the types of teacher feedback that were used and the most prevalent type of teacher feedback as well as the process of providing feedback on students' recount texts at grade eleven of SMK BBC Medan.

The sources of the data are the teacher (Suci Apriani, S.Pd.) and the eleven grade students at SMK BBC Medan. It is located at Jl. Bhayangkara No. 368, Indra Kasih, Kec. Medan Tembung, Kota Medan, Sumatera Utara 20221

C. The Technique of Collecting Data

Some procedures were used for obtaining data that might be chosen. In this case, though, the researcher chooses between two methods for collecting data. They were as follows:

1. Students Paper (Test)

The documents for this study were gathered through observation. The worksheets of the kids were the document. The photographs were taken in order to learn more about the different sorts of teacher feedback offered to students on their writing assignments. The paperwork of the pupils who have received comments will be examined. At SMK BBC Medan, one class and the English teacher will be involved in this research. As a result, 30 Students' writing assignments had to be evaluated. Following the collection of the paper, the

researcher examined the various sorts of written corrective comments offered to the students' writing.

2. Interview Sheet

The researcher were conduct an interview with an English teacher and videotaped it in order to examine data linked to why teachers use feedback on their students' writing assignments as well as the method of providing feedback.

D. The Technique of Data Analysis

Several strategies were employed to examine the data after it had been gathered by observation, interview, and recording. In order to create an interactive process for analyzing qualitative data, Miles and Huberman (1984:24) elaborate the four different types of analysis activity and the activity of data collecting as follows:

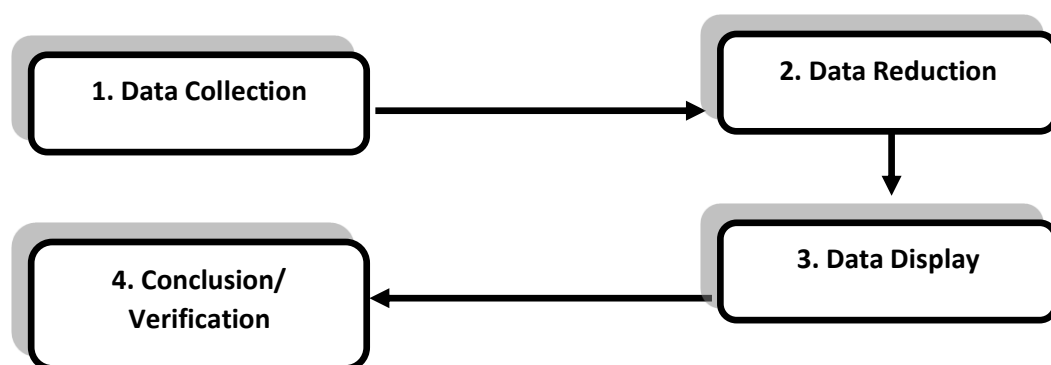


Figure 3.1 The Figure of Technique of Data Analysis

1. Data Collection

Data collection entails gathering information by observation, interviewing, and recording. The researcher conducted observations in order to gain a better understanding of the situation and conditions in English teaching and learning,

particularly in the analytical exposition text material. The researcher then gathered data by collecting the student's analytical exposition text worksheet. Based on this information, the researcher was able to determine what types of feedback the teacher supplied and which input was most prevalent on the students' worksheet. The researcher then interviewed an English teacher as a source of data to learn why teachers give feedback to students in the way they do.

2. Data Reduction

Data reduction is the process of summarizing data, selecting the most significant concerns, identifying patterns, and discarding the less relevant issues. The data obtained from the interview and the outcome of the teacher's feedback found in the students' worksheet were reduced by the researcher. Because not all of the data was input as part of the investigation, just the most relevant points and requirements of the data were analyzed.

3. Data Display

Data presented were used to display qualitative data from data reduction in order to comprehend the data pattern and make it more intelligible. The researcher organized the data and described the types of teachers' feedback provides in the students' worksheet.

4. Conclusion, Drawing, or Verification

The researcher came to an early conclusion regarding the forms of feedback and the technique of providing feedback in this step. This research was credible

since the initial conclusion was able to achieve the research question based on qualitative data collected by observation, interview, and recording.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The types of Teacher's Feedback on Students Writing Analytical Exposition Text at Grade Eleven of SMK BBC Medan

Students in grade eleven of SMK BBC Medan's writing activities were documented by photographs and students' worksheets in order to explore the different sorts of teacher feedback on students' writing analytical exposition texts. The teacher feedbacks were then examined to see if they fell into the categories of teacher feedback. The types are direct feedback, indirect feedback, focused and unfocused feedback, metalinguistic and reformulation.

Based on the findings, the researcher found types of teacher's feedback provided on students' writing analytical exposition text. The researcher categorized the types of written feedback in the table below:

Table 4.1 The Findings

Types of Feedbacks	Total Frequencies	Total Percentage (%)
Direct Feedback	45	54 %
Indirect Feedback	7	8 %
Focus Feedback	11	13 %
Unfocused Feedback	20	24 %
Metalinguistic	0	0 %
Reformulation	0	0 %
Total	83	100 %

Table 4.1 above showed that there were six types of teacher's feedback especially written feedback was found on students' analytical exposition text that has been given feedback by the teacher at grade eleven of SMK BBC Medan.

1. Direct and Indirect Feedback

According to Bitchener and Ferris (2012), the most efficient technique to assist students with mastering specific targeted on the structure writing over a short process is through the form of immediate feedback.

The two categories of indirect feedbacks 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 (Elashri, 2013).

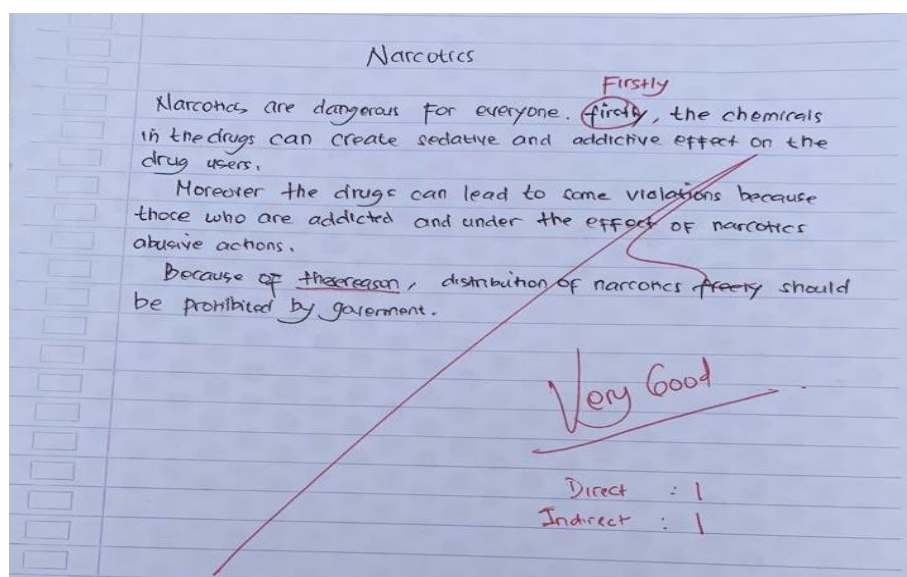


Figure 4.1 Students' Writing about Teacher's Written Direct and Indirect Feedback

From the students writing analytical exposition text above, there were found some of the feedbacks that written by teacher.

1. In the first paragraph on the students' writing;

“...firstly...”

The teacher marked the words because the correct one is “...Firstly...”

On this correction the teacher used direct feedback because the teacher marked the wrong word that is the first letter and gave the correct word.

2. In the last paragraph on the students' writing:

“...thesereason...”

The teacher marked the word because the correct one is ‘...these reason...’

On this correction the teacher used indirect feedback because the teacher underlined the wrong word because there is no space.

It is clear from the study above that the teacher used both direct and indirect feedback. Because the teacher corrected the incorrect term, there was one direct feedback of the students' work above.

b. Focus and Unfocused Feedback

According to Sadler (2010), there are four reasons for providing focused feedback. There are: Focused feedback lowers mental workload, targeted feedback encourages behavior change, focused criticism increases self-confidence and efficacy, focused criticism lessens work.

According to Ellis (2008), delivering unfocused feedback entails providing comments on a wide range of errors. Corrective feedback is offered not only for

specific types of errors, but for all of the student's errors. Unfocused feedback can address all of a student's writing mistakes.

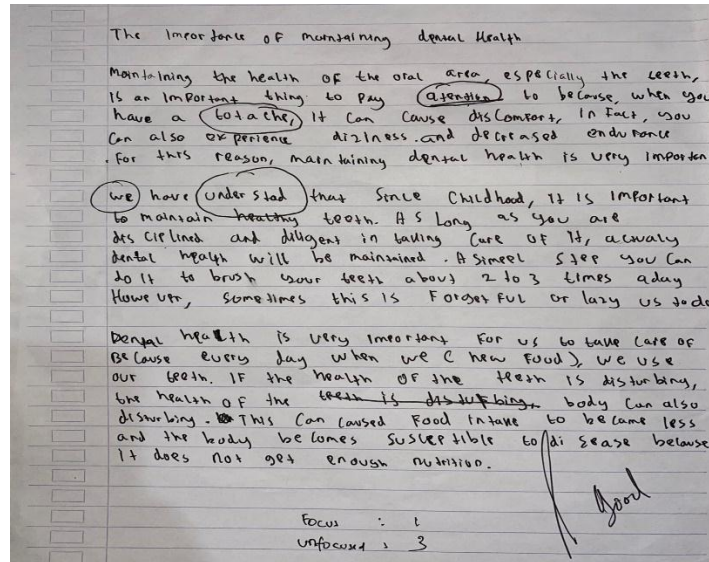


Figure 4.3 Students' Writing about Teacher's Written Focus and Unfocused Feedback

From the students writing analytical exposition text above, there were found some of the feedbacks that written by teacher.

1. In the first paragraph on students' writing:

"...attention..."

The teacher marked the word because the correct one is "...attention..."

On this correction the teacher gave a circle sign to the word then add the letter

"t" to make it correct

2. The second correction:

"...totache..."

The teacher marked the word because the correct one is "...toothache..."

On this correction the teacher gave a circle sign to the word then gave the correct word.

3. The third correction:

“...we...”

The teacher marked the word because the correct one is “...We...”

On this correction the teacher gave a circle sign to the word then correct the “w” word.

4. The last correctiun:

“...understod...”

The teacher marked the word because the correct one is “...understood...”

On this correction the teacher gave a circle sign to the word then gave the correct word.

2. The Process of Giving Feedback on Students’ Writing Analytical Exposition Text at Grade Eleven Students’ of SMK BBC Medan.

To get more detail data about teacher’s feedback, the researcher interview with English Teacher Suci Aprilia, S.Pd. on August 8, 2022 to acquire more information on the teacher's input on students producing analytical exposition texts at grade eleven of SMK BBC Medan.

There were some questions that can answer the second problem of this research. That was to explain the process of giving feedback on students' writing analytical exposition text at grade eleven of SMK BBC Medan. The researcher can get the answer or perception of the teacher about his process of giving feedback. It was gotten from the question and answer number 5

The finding of this research, the researcher asked:

Researcher : *Bagaimana miss memberikan written feedback kepada siswa?*

How do you give written feedback to students?

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.

Sometimes, I was wrote directly the right word on the top of the wrong word and sometimes I just make the circle or giving underline in the wrong answer for the students can be able to analysis which of incorrect part in their task and make a discussion again for the students.

3. The Reasons Why Teacher Used Those Kind of Feedback on Students' Writing Analytical Exposition Text at Grade Eleven Students' of SMK BBC Medan.

In responding to mistakes, teachers used direct or indirect feedback. A direct referring to the teacher responding to the student's error and providing the correct answer. Requires indirect pointing out of error by teacher (circle, underline, code, or mark) and correction by student.

These methods were applied for various purposes. There are three motivations for providing immediate feedback, according to Harmer (2007). The following:

1. When teachers believe the incorrect question is sophisticated and beyond the capacity of students to self-correct, direct feedback is used.
2. When teachers don't want to confuse students about the proper words, they give direct feedback.
3. Teachers that want their students to have broader vocabulary and write better the following time around give direct feedback.

While teachers used indirect feedback to encourage students to solve problems and hone their independent editing abilities (Harmer: 2007).

The researcher conducted interviews with an English teacher at SMK BBC Medan in order to gather information regarding the teacher's written comments on students' writing. The interviewing took at August 8 2022. Ten questions were directed at the teacher.

The interview's findings are described below:

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

What do you think about the benefit of written feedback in teaching writing for increasing the student's skill?

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.

Yes, according to me it can help the students skills because giving feedback can help the students for increasing the writing skills especially in writing accuracy and the sentence structure.

The result of this topic conversation teaching written feedback can help the students for increasing the accuracy of student's writing skills.

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

What kinds of written feedback that always you use?

Teacher : *Direct feeback merupakan tipe yang paling sering saya gunakan agar siswa lebih mudah mengerti kesalahan mereka.*

I always use the Direct feedback so that students can more easily understand their mistakes.

The result of this topic, direct feedback is the types of written feedback that the teacher always use in written feedback so that students can more easily understand their mistakes.

Researcher : *Mengapa miss menggunakan direct written feedback?*

Why you use the the direct written feedback?

Teacher : *Agar saya dapat merevisi kembali kesalahan penulisan yang*

dilakukan siswa sehingga siswa dapat memahami dan menjadikannya sebagai referensi dan meningkatkan ketepatan penulisan.

Because using the direct feedback I can revise the student's paper in their mistake especially in error writing so the students can understand and make it as a references for increasing the students accuracy.

From this conversation, the teacher using the direct feedback to help the students revise the mistaken word and discuss it to make them knowing the true sentences.

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

Do you think you are able to increasing the student's English skills in using the written feedback? What things that students will learn when you give them the feedback written?

Teacher : *Ya sangat mampu, 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.*

Yes of course, using the direct feedback not only increasing the students writing skills, it can increasing the speaking, reading and listening skills. I always discuss the mistaken sentences again with the students

From the conversation above, the direct feedback isn't only increasing the writing skill but it can help the reading, speaking and listening skills too.

Researcher : *Bagaimana miss memberikan written feedback kepada siswa?*

How do you give the written feedback to the students?

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.

Sometimes, I writte it directly the right sentences on the wrong word and sometimes I just make the circle or just give the lines in the wrong answer for make the students able to analyze the wrong parts of their works and discuss it back with the students

From the conversation above, the teacher sometimes give the lines in the wrong sentence to train the students will be able to analyze the incorrects parts.

Researcher : *Berapa banyak jenis feedback yang miss berikan? Apakah miss*

berfokus pada bagian-bagian tertentu dari teks?

How many kinds of feedback that you always give to the students? Are you just focus to the each sentences of the text?

Teacher : *direct dan indirect feedback namun lebih banyak dan lebih focus menggunakan direct feedback dengan mendiskusikan kembali bagian bagian tertentu yang memiliki kesalahan.*

I just focus to direct and indirect feedback but the most I always use direct feedback with discuss it back in many parts that have the wrong sentences.

From the conversation above, the most types of written feedback that teacher always use is direct feedback.

Researcher : *Apakah menurut miss siswa belajar dari feedback yang miss berikan? Bagaimana miss mengetahuinya?*

Do you think the students can learn by the feedback that you have given to them? How can you know that?

Teacher : *Siswa bisa lebih mengerti dengan feedback tersebut, karena dengan memberikan direct feedback guru dapat mendiskusikan Bersama jawaban-jawaban kepada siswa.*

The students can more understands with the feedbacks because by giving them direct feedback, I can discuss the answer together with the students

The conversation above, the students is more understand the direct feedback because the teacher always discuss the answer with the students.

Researcher : *Bagaimana respon siswa terhadap written feedback yang miss berikan? Apakah berpengaruh terhadap tulisan mereka?*

How their response about the written feedback that you give? Do you think your strategy can give the impact for the student?

Teacher : *sangat berpengaruh, feedback secara lisan dan tulisan dapat menyeimbangkan jawaban siswa dengan mengoreksi secara mendalam lalu mendiskusikannya kembali.*

Yes of course, giving the written feedback in oral and written can balancing the student's answer by discuss it back again.

From the conversation above, the feedback written can balancing the students answer by giving the correction deepest and discuss it back again.

Researcher : *Apakah siswa memahami written feedback yang miss berikan?*

Apakah miss mendiskusikan kembali written feedback yang telah diberikan tersebut kepada siswa secara lisan?

Do you think the students can understand the written feedback that you have given to them? Do you discuss the written feedback that you have given to the students in oral?

Teacher : *Ya mereka memahami karena setelah saya memberikan written*

feedback pada lembar kerja mereka setelah itu saya mendiskusikannya Kembali kepada mereka secara lisan dan jelas saat jam pembelajaran berlangsung agar mereka paham point point utama yang dibutuhkan dalam writing skill.

Yes I do. They understand it baceuse after I gave them the feedback in the paper work I always discuss it to them again to make them understand the important point of writing skills.

From the conversation above, the students can uderstan the direct feedback that teacher gave and the teacher always discuss it back again to make sure the students can understand.

Researcher : *Apa saran miss untuk guru lainnya tentang penggunaan written feedback didalam writing?*

What is your suggestion for the other teacher in using the feedback written?

Teacher : *Menurut saya penggunaan written feedback sangat disarankan untuk membantu meningkatkan kemampuan writing skill siswa.*

According to me the using of written feedback is very recommended to help the students increasing the students writing skills

From the topic above, the teacher very recommended the usage of written feedback to the other teacher to increasing the students writing skills.

Additionally, it is necessary to use written feedback on writing to help students develop their knowledge and skills. In order for the pupils' writing to improve the next day, the teacher advised other educators to employ written feedback on their teaching methods. Written criticism can help students recognize and comprehend the errors they made in their work.

It may be inferred from the interviews conducted above that the teacher gave students direct feedback. The rationale was that by receiving feedback, the students were better able to grasp their problems, improve their subsequent work, acquire new vocabulary, and correct their errors.

B. Discussion

Based on the evaluation of the research findings from the worksheet observation and audio-recorded the teacher interview. It was deduced that direct feedback, which made up 54 percent of the total amount of feedback and had a percentage as high as 70 percent, was the type of feedback utilized by teachers the most frequently. According to the interview, the teacher also indicated that he primarily used direct feedback because it was an effective technique to assist the pupils in quickly understanding targeted structural writing skills. The researcher discovered that teachers frequently utilized a circle or a line to indicate an incorrect word and to place the correct word above or below it. It helped students recognize their mistakes clearly. Because the teacher has already included the proper form, students might also revise it effectively. Additionally, the teacher displayed the incorrect term using a different sign. When a teacher wants to eliminate a word that is superfluous, he uses a circle symbol and a

crosswise sign to show the mistaken term. The teacher also gave feedback in various ways, such as by immediately adding a few letters or words to the statement to finish it.

Indirect feedback is the second sort of feedback that teachers employ. Its proportion ranges up to 8 %. In this instance, the teacher provided a sort of indirect feedback by utilizing a circle to indicate the student's fault without providing the proper form. While omitting the right form, the teacher displayed the incorrect term with a circle sign. When a term or sentence wasn't obvious, he additionally utilized the question mark. Since he typically used the crosswise sign to indicate unneeded words, the teacher did not utilize it in the indirect comments. In this kind of correction, the teacher allows the students to examine the mistake and attempt to make it right on their own. Because the teacher did not offer the proper form, it was harder for the pupils to revise their work.

The third correction is focused feedback. Focused and unfocused feedback are two types of correction available to the teacher in this section. It was discovered that the teacher used focused feedback more often than unfocused input in the students' recall texts or writing. Up to 13 % of the total number of people received focused comments, whereas just 24 % received unfocused feedback. When the teacher intensively edited the students writing, he used concentrated feedback. The teacher simply corrected the students use, grammar, or substance mistakes. It indicates that the feedback is in reference to feedback that was given on particular and hand-picked errors.

Meanwhile, unfocused feedback there was extensive. The entire writing of the students was corrected by the teacher. He simultaneously corrected the contents, grammar, and vocabulary. According to the research's findings, while most students' texts shared certain similarities with one another, teachers handled them in various ways. By making a comment, the teacher also highlighted the student's writing fault. He added some remarks to the bottom of the text as he made corrections and discussed the contents. However, it is sometimes evident that the teacher simply made corrections to language usage errors. However, if a closer examination reveals that the student's writing was not yet complete. It can be seen in the some student worksheet. Despite the fact that his text was lacking, the teacher merely made vocabulary corrections. The explanation needed by the student to finish his text was not provided by the teacher. The researcher also discovered the teacher's incorrect correction. Sometimes, teachers failed to offer students' writing errors any constructive criticism. Despite the fact that the pupils' work had the identical incorrect terms, the teacher nonetheless employed a different approach. According to the teacher's interview, some pupils used the same title and contained the same words, only changing the vocabulary.

The final type of feedback a teacher used was reformulation. The teacher occasionally utilized a circle sign by rewriting the offending sentence at the bottom of the document, while other times they used a long line mark. Only 4 out of the total were detected using this type of correction, or 3% of the total. The teacher placed emphasis on the pupil based on this type of direct criticism and adjustment. Teachers frequently provided simultaneous direct comments. It

helped students to clarify their writing when they revised it. However, the teacher rarely rewrote pupils' texts because doing so would make them unwilling to ponder and write again.

Feedback from teachers can be direct, indirect, focused, or unfocused. It can also be metalinguistic or reformulated. The teacher at SMK BBC Medan's class of eleven pupils who were producing analytical exposition texts did not offer metalinguistic feedback. The teacher simply included the correct response following the word incorrect so that the pupils may examine the error-writing portion.

The teacher has her own opinions about how to comment on students' writing analytical exposition texts based on the teachers' interviews. It can be seen that the teacher mainly used direct criticism. The rationale was that this type of process feedback is successful in resolving students' writing issues by providing direct feedback on their writing. The mistake the kids made was discovered by the teacher. Additionally, the teacher wanted the students to comprehend the error more and not be confused about the proper word. This would improve their writing because they would learn from their mistakes. In this instance, it was discovered that the teacher just circled the mistake due of a lack of time.

Based on the data, it can be concluded that giving students feedback was highly beneficial for them because they received the knowledge they required to comprehend what to do next, just like Hattie and Timperley. Students were able to choose their learning objectives thanks to teacher input. The usage of teacher

comments was seen by the pupils as well. With teacher input, pupils would be made aware of their mistake with the expectation that they would not repeat it as they already understood the correct action to take. Thus, they might be able to write better.

From the research findings, the researcher discovered differences from earlier research. The preceding study was Anggita Pratiwi's State University of Medan senior thesis. In a prior study, only five types of corrective feedback there is direct, indirect, targeted, unfocused, and reformulating were examined. She also tallied the impact of the students' writing's emotional comments. Additionally, the researcher groups various forms of corrective feedback according to their grammar, structure, word choice, punctuation, spelling, and topics. The findings of this study also revealed the various ways in which teachers at SMK Negeri 4 in Medan provided feedback to students who were writing analytical exposition texts. The researcher looked for the different kinds of teacher criticism that teachers utilized when giving corrections. The researcher tallied the total number of written comments and determined the rationale for the teacher's use of those particular comments on students' analytical exposition texts.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Two topics are covered in this chapter: conclusion and suggestion. The study's conclusion is presented in the first section. The recommendations for the teacher, students, and other researchers are presented in the second section.

Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

- (1) There is six types of teachers written feedback: Direct Feedback, Indirect Feedback, Focused Feedback, Unfocused Feedback, Metalinguistics, Reformulation. The teacher mostly used Direct Feedback for the correction.
- (2) The teacher uses a variety of techniques for providing feedback, including assessing and addressing the analytical exposition texts that the students have written, and merely utilizing a line mark or circle.
- (3) The data show that the teacher utilized both direct and indirect written feedbacks, direct feedback were favored she emphasized the right term over the incorrect one. Because it will be simpler for the students to understand the correct word and they won't have to think as much about it, they will perform better on their subsequent work, and the teacher used immediate feedback.

B. Suggestions

In line with the conclusions, suggestions are staged as the following:

- (1) In order to accomplish the goals of the English teaching program, particularly with regard to writing, the teacher is expected to improve their feedback-giving methods.
- (2) The teacher should clearly explain the writing criticism given, specifically how the students will view and interpret it.
- (3) The teacher and other researcher can investigate the best way to avoid the same text in the students' writing, because there were so many same titles and contents of students writing with each other.

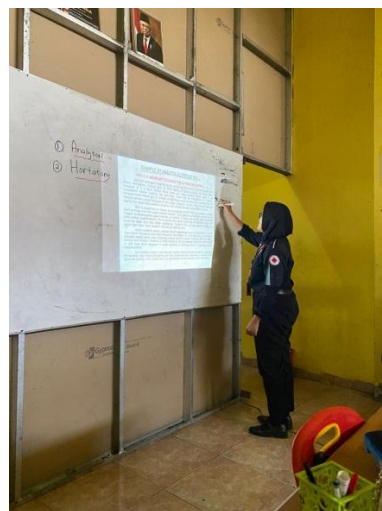
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DOCUMENTATION





Test Sheet for Students

R : Hello students! Please write an Analytical Exposition text.

Interview Questions for Teacher

1. Apakah menurut miss penggunaan feedback dalam mengajar writing dapat meningkatkan kemampuan siswa?
2. Apa jenis written feedback yang paling sering miss gunakan?
3. Mengapa miss menggunakan direct written feedback?
4. Apakah miss mampu dalam meningkatkan Bahasa Inggris siswa dengan menggunakan written feedback? Apa yang akan siswa pelajari ketika diberikan feedback tersebut?
5. Bagaimana miss memberikan written feedback kepada siswa?
6. Berapa banyak feedback yang miss berikan? Apakah miss berfokus pada bagian-bagian tertentu dari teks?
7. Apakah menurut miss siswa belajar dari feedback yang miss berikan? Bagaimana miss mengetahuinya?
8. Bagaimana respon siswa terhadap written feedback yang miss berikan? Apakah berpengaruh terhadap tulisan mereka ?
9. Apakah siswa memahami written feedback yang miss berikan? Apakah miss mendiskusikan kembali written feedback yang telah diberikan tersebut kepada siswa secara lisan ?
10. Apa saran miss untuk guru lainnya tentang penggunaan written feedback didalam writing ?

Sources: Thorsteinsen (2010).

Interview Transcript

Interviewer : The Researcher (R)

Interview : Ms. Suci Apriani, S.Pd. (SA)

Day/Date : Monday, August 8th 2022

Place : SMK BBC Medan

R : Selamat siang miss, kita lanjut ke wawancara ya, saya mau sedikit mewawancarai miss tentang feedback guru terhadap menulis siswa.

SA : Oh iya kak, boleh.

R : Apakah menurut miss penggunaan feedback dalam mengajar writing dapat meningkatkan kemampuan siswa?

SA : 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.

R : Apa jenis written feedback yang paling sering miss gunakan?

SA : Direct feedback merupakan tipe yang paling sering saya gunakan agar siswa lebih mudah mengerti kesalahan mereka.

R : Mengapa miss menggunakan direct written feedback?

SA : Agar saya dapat merevisi kembali kesalahan penulisan yang dilakukan siswa sehingga siswa dapat memahami dan menjadikannya sebagai referensi dan meningkatkan ketepatan penulisan.

R : Apakah miss mampu dalam meningkatkan Bahasa Inggris siswa dengan menggunakan written feedback? apa yang akan siswa pelajari ketika diberikan feedback tersebut?

- SA : Ya sangat mampu, 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.
- R : Bagaimana miss memberikan written feedback kepada siswa?
- SA : 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.
- R : Berapa banyak jenis feedback yang miss berikan? Apakah miss berfokus pada bagian-bagian tertentu dari teks?
- SA : direct dan indirect feedback namun lebih banyak dan lebih focus menggunakan direct feedback dengan mendiskusikan kembali bagian bagian tertentu yang memiliki kesalahan.
- R : Apakah menurut miss siswa belajar dari feedback yang miss berikan? Bagaimana miss mengetahuinya?
- SA : Siswa bisa lebih mengerti dengan feedback tersebut, karena dengan memberikan direct feedback guru dapat mendiskusikan Bersama jawaban-jawaban kepada siswa.
- R : Bagaimana respon siswa terhadap written feedback yang miss berikan? Apakah berpengaruh terhadap tulisan mereka?
- SA : sangat berpengaruh, feedback secara lisan dan tulisan dapat

menyeimbangkan jawaban siswa dengan mengoreksi secara mendalam lalu mendiskusikannya kembali.

R : Apakah siswa memahami written feedback yang miss berikan?

Apakah miss mendiskusikan kembali written feedback yang telah diberikan tersebut kepada siswa secara lisan?

SA : Ya mereka memahami karena setelah saya memberikan written feedback pada lembar kerja mereka setelah itu saya mendiskusikannya Kembali kepada mereka secara lisan dan jelas saat jam pembelajaran berlangsung agar mereka paham point point utama yang dibutuhkan dalam writing skill.

R : Apa saran miss untuk guru lainnya tentang penggunaan written feedback didalam writing?

SA : Menurut saya penggunaan written feedback sangat disarankan untuk membantu meningkatkan kemampuan writing skill siswa.

R : Baik miss, Terimakasih atas waktunya

SA : Iya, sama-sama



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 NPM : 1802050105
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 3,52

IPK = 3,52

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Teacher's feedbacks on the students' writing analytical exposition at grade eleven students	
	Students' Performance on Translating Banner	
	Developing English Writing Assesment of Procedure Text For Grade 11 Students at SMK BBC Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Februari 2022

Hormat Pemohon,


 Dwie Syafitri

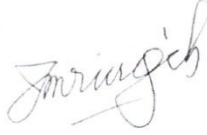
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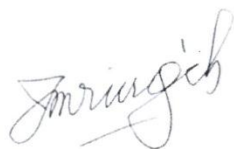
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 NPM : 1802050105
 ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Teacher's feedbacks on the students' writing analytical exposition at grade eleven students	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 9 Februari 2022

Disetujui oleh
 Dosen Pembimbing



(Prof. Amrin Saragih, M.A, Ph.D, DTEFL)

Hormat Pemohon



(Dwie Syafitri)



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Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Dwie Syafitri
 NPM : 1802050105
 ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Teacher's feedbacks on the students' writing analytical exposition at grade eleven students

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Prof. Amrin Saragih, M.A, Ph.D, DTEFL

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Februari 2022
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 Dan Dosen Pembimbing

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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Dwie Syafitri
 NPM : 1802050105
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Teacher's Feedbacks on The Students' Writing Analytical Exposition at Grade Eleven Students

Dosen Pembimbing : Prof. Amrin Saragih, M.A, Ph.D,

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

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2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 11 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 10 Rajab 1443 H
 11 Februari 2022 M



Dekan


Dra. Hj. Syamsuyurnita, M.Pd
 NIP : 196706041993032002

Dibuat rangkap 4 (empat)

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 3. Pembimbing
 4. Mahasiswa yang bersangkutan
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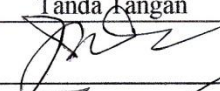
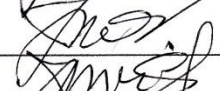
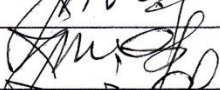
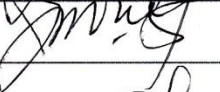

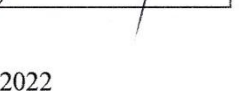

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
Nama Mahasiswa : Dwie Syafitri
NPM : 1802050105
Judul Proposal : TEACHER'S FEEDBACK ON STUDENTS' WRITING
ANALYTICAL EXPOSITION TEXT AT GRADE ELEVEN
STUDENTS' OF SMK BBC MEDAN

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
8 Februari 2022	Discussing the Title of Proposal	
19 Mei 2022	Chapter I : The Problem of the Study	
25 Mei 2022	Chapter II : The conceptual Framework	
	Chapter III : Change the Tense to Future	
	Tense, The Data and Source of	
	Data	
31 Mei 2022	Acc Proposal for Seminar	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Medan, 25 Mei 2022
Dosen Pembimbing

Prof. Amrin Saragih, MA, Ph.D.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 16 Juni Tahun 2022 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Dwie Syafitri
N P M : 1802050105
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Teacher's Feedback on Students' Writing Analytical Exposition

NO	MASUKAN / SARAN
BAB I	
BAB II	put down the article when write the save note of you read.
BAB III	write the type of data.
LAINNYA	Revise the way of referis
KESIMPULAN	() Disetujui () Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Medan, 16 Juni 2022

Dosen Pembahas

Yusriati, SS., M.Hum

Dosen Pembimbing

Prof. Amrin Saragih, M.A., Ph.D

PANITIA PELAKSANA

Ketua

Pirman Ginting, S.Pd, M.Hum

Sekretaris

Rita Harisma, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama : Dwie Syafitri
N P M : 1802050105
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Kamis
Tanggal : 16 Juni 2022

Dengan Judul Proposal :

TEACHER'S FEEDBACKS ON STUDENTS' WRITING ANALYTICAL EXPOSITION

Demikianlah surat keterangan ini kami keluarkan diberikan kepada mahasiswa yang bersangkutan. Semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasamanya yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteraahlah kita semuanya. Amin.

Dikeluarkan di : Medan

Pada Tanggal : 16 Juni 2022

Wassalam

Ketua Program Studi

Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata-1 bagi :

Nama Lengkap : Dwie Syafitri
NPM : 1802050105
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : TEACHER'S FEEDBACKS ON STUDENTS' WRITING ANALYTICAL EXPOSITION

Dengan diterimanya proposals ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Medan, 16 Juni 2022

Disetujui oleh :

Dosen Pembahas

Yusriati, S.Si., M.Hum

Dosen Pembimbing

Prof. Amrin Saragih, M.A., Ph.D

Diketahui oleh Ketua

Program Studi

Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056
 Medan 20238 Website : <http://www.fkip.umsu.ac.id>
 E-mail : fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Saya yang bertandatangan dibawah ini :

Nama : Dwie Syafitri
 N P M : 1802050105
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : TEACHER'S FEEDBACKS ON STUDENTS' WRITING ANALYTICAL EXPOSITION

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 16 Juni 2022

Hormat saya

Yang membuat pernyataan



(Dwie Syafitri)

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
 Website : <http://fkip.umsu.ac.id> E-mail : fkip@yahoo.co.id

Nomor : 1507 /IL.3-AU/UMSU-02/F/2022
 Lamp : ---
 Hal : Permohonan Riset

Medan, 28 Dzulhijjah 1443 H
 27 Juli 2022 M

Kepada Yth, Bapak/Ibu Kepala
 SMK BBC Medan
 di
 Tempat

Bismillahirrahmanirrahim
Assalamualaikum Wr. Wb.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami untuk melakukan penelitian/Riset di Sekolah yang Bapak/Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap	: Dwie Syafitri
NPM	: 1802050105
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Teacher's Feedbacks on Students' Writing Analytical Exposition

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



Dekan

Dra. Hj. Svamsuurnita, M.Pd

NIDN : 0004066701

****Pertinggal****





SMK BROADCASTING BINA CREATIVE (BBC) MEDAN

No Izin : 420/8527.PPMP/2016 | NPSN : 69949030

AKREDITASI : B

Jl. Bhayangkara No. 368 Medan

Telp/HP : 085277195648

Website : smkbroadcastingbinacreative.sch.id

Email : info@smkbroadcastingbinacreative.sch.id

SURAT KETERANGAN

Nomor : 1150/Y-BK/SMK-BBC/MDN/VIII/2022

Yang bertanda tangan di bawah ini :

Nama : Efendi Syahputra, S.Kom, M.I.Kom
 NUPTK : 1556765666130133
 Jabatan : Kepala Sekolah SMK Broadcasting Bina Creative (BBC) Medan

Menerangkan bahwa :

Nama : Dwie Syahfitri
 NPM : 1802050105
 Program Studi : Pendidikan Bahasa Inggris
 Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara

Nama tersebut di atas benar telah melaksanakan **Penelitian** di SMK Broadcasting Bina Creative Medan pada tanggal 08 Agustus 2022.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Medan, 22 Agustus 2022

Kepala Sekolah SMK BBC Medan

Efendi Syahputra, S.Kom, M.I.Kom



MAJELIS PENDIDIKAN TINGGI
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 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Nama : Dwie Syafitri
 N P M : 1802050105
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Teacher's Feedback on Students' Writing Analysis Exposition

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
01-09-2022	Bob I : The Problem of the Study : The Objective of the Study		
05-09-2022	Chapter III : Methodology Change the tense to past tense		
	Chapter IV : The table of The Findings		
06-09-2022	Chapter V : Make 3 conclusions & Suggestion		
08-09-2022	Acc for sidang		

Medan,

Diketahui oleh :
 Ketua Program Studi

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Prof. Amrin Saragih, M.A. Ph.D



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT. PERPUSTAKAAN

Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT/IX.2018

Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567

🌐 <http://perpustakaan.umsu.ac.id> ✉ perpustakaan@umsu.ac.id 📧 perpustakaan_umsu

SURAT KETERANGAN

Nomor : 1932 / KET/II.3-AU /UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Dwie Syafitri
NPM : 1802050105
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 08 Shafar 1444 H.
 05 September 2022 M.

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

Curriculum Vitae

1. Biodata Pribadi

Nama : Dwie Syafitri
Jenis Kelamin : Perempuan
Tempat/Tanggal Lahir : Medan, 3 Januari 2001
Alamat : Jl. Pantai Barat No. 17 Medan Helvetia
Anak ke : 2 dari 2 bersaudara
Agama : Islam
Golongan Darah : O
Status : Belum Menikah
Nama Ayah : Bambang Gunawan
Nama Ibu : Indrika Deli Putri Nasution, S.Pd.
Email : dwiesyafitri03@gmail.com

2. Riwayat Pendidikan

SD : SD Sutomo 1 Medan
SMP : SMP Negeri 7 Medan
SMA : SMA Negeri 3 Medan