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The Implementation of Teacher Feedback to Improve Students Writing Skills in Junior High School

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Abstract: This study investigates the implementation of teacher feedback to improve junior high school students' writing skills, focusing on common writing errors and the effectiveness of different types of feedback. English is a significant challenge for many Indonesian students, especially in grammar and syntax. Research using the Taxonomy of Surface Strategies (Dulay, Burt, & Krashen, 1982), established four main types of writing errors: omission, addition, misformation, and misordering. The study further examined teacher feedback by using Hattie and Timperley's (2007) model, which divides feedback into task, process, self-regulatory, and personal types. Data were collected through classroom observations, interviews, and analysis of students' written documents. The main results of the study show that omission errors are the most common among students, followed by addition errors, information errors, and sequencing errors. Feedback from teachers, especially those focusing on task type and process, proved to be very effective in helping students correct errors and improve their writing skills. The study also found that feedback that encourages students' self-regulation can improve their ability to self-correct errors, while personalized feedback helps increase students' motivation. The implications of this study suggest that comprehensive feedback strategies, which include error correction as well as writing process support, are essential to be implemented in English language learning in junior high schools in Indonesia, in order to sustainably improve students' writing skills.

Keywords: Teacher Feedback, Writing Skill, Junior High School

INTRODUCTION

The objective of this study is to analyze the implementation of teacher feedback to improve students' writing skills in junior high school. English is among the most extensively studied languages globally and is widely utilized worldwide. Considering the importance of the English language, it is unsurprising that it is extensively studied in many nations. The importance of English in international student mobility has been recognized for an extended period, as demonstrated by the implementation of international English language competence evaluations (Abbas et al., 2021). Indonesia is

a country where students are required to learn English as a subject. In Indonesia, English is not taught since elementary school, making it difficult for students to learn it until junior high school. This is due to the language's unfamiliarity, lack of desire to master it, and lack of confidence. Even those with extensive English study find writing challenging, as it requires understanding grammar. Overall, English learning is a significant challenge for many students.

English poses significant challenges for students in Indonesia, particularly in writing skills. According to data from Indonesia's Ministry of Education and Culture, over 65% of pupils encounter challenges in composing essays or written tasks in English, with numerous individuals struggling with grammar and appropriate use of vocabulary (Kemdikbud, 2020). This difficulty is intensified by limited classroom instruction time and students' lack of exposure to English beyond the school environment. Students frequently encounter difficulties in developing writing skills, especially in avoiding grammatical errors within sentences. These errors can result in a misunderstanding of the meaning and can manifest in four forms: Omission, Addition, Misinformation, and Misordering. It is important for students to recognize and comprehend these errors, as they may omit vital components, incorporate unnecessary ones, misrepresent items, or misorganize them. Writing is essential for expressing ideas and supporting educational processes. Students frequently encounter obstacles in skill enhancement due to insufficient motivation, absence of examples, uncertainty, and improper feedback. These obstacles obstruct their advancement and impede the formulation of effective writing strategies. Consequently, it is essential for teachers to provide positive feedback to students.

The learning process often lacks creativity and focus, leading to a lack of understanding of the material. In writing skills, creativity and concentration are crucial. A student-centered approach can help students explore their writing skills and receive feedback from teachers. Teacher feedback, aligned with learner factors like motivation, beliefs, and language skills, can improve students' proficiency in English, particularly in writing (Gan et al., 2021). Effective utilization of feedback can enhance students' writing skills, provided they comprehend and apply the input effectively. However, if students do not understand feedback, it can negatively impact them. Pratiwi (2020), say that the way teachers provide feedback significantly impacts students' writing abilities. Therefore, it is important for a teacher to ensure that their feedback is effectively received by every student. This study examines common writing errors made by junior high school students using the Surface Strategy Taxonomy and explores how teachers can use feedback to address these errors and enhance their writing skills. Therefore, it is essential for teachers to ensure their feedback is effectively received by every student.

There are several previous studies that have been conducted that are related to this study. The first, Hasibuan (2021) investigated the types of teacher feedback that teachers use in writing and how teachers use teacher feedback in writing recount texts for eighth grade students at MTs Tarbiyah Islamiyah Hajoran. The descriptive qualitative method was employed in this study, and interviews and documentation were used to collect the data. The author findings that there are two types of feedback were identified in the writing recount texts of grade eight students at MTs Tarbiyah Islamiyah Hajoran. The two types were: direct and indirect. The reason why the teacher utilized those types of feedback on students work in order to enhance their vocabulary acquisition and discourage reliance on incorrect word choices.

Second, Prawiro & Kholisna (2020) determine the perceptions of both the teacher and the students towards the teacher's written corrective feedback, as well as to provide a detailed description of the teacher's approach to giving written corrective feedback on students' writing. The researcher used a descriptive case study as the research design, utilizing three data collection procedures. The questionnaire and interview methods are employed to ascertain the perceptions of both teachers and students on written feedback. Analyzing the teacher's method of providing written corrective feedback on student tasks using a document created by the students. The research findings indicated that the teachers utilized nearly all types of written corrective comments. The research findings indicate that teachers usually utilize direct corrective feedback when offering written comments on students' work. Additionally, students generally like it when teachers offer direct corrective feedback and use appropriate language when explaining students' mistakes.

Third, Audry et al. (2020) examined the types of oral corrective feedback provided by teachers that tenth-grade students at SMK Negeri 4 Medan prefer for improving their speaking skills. This study employed a descriptive qualitative methodology to collect the data through the use of documentation and interviews. The framework utilized in this study was proposed by Lyster and Ranta, while the interview questions were derived from Thorsteinsen. The study revealed that there are four types of oral corrective feedback provided by teachers, including Clarification Request, Elicitation, Explicit Correction, and Metalinguistic Feedback. The oral corrective feedback students prefer the most is Explicit Correction. According to the analytical interview, students prefer teachers who provide oral corrective feedback during speaking activities since it helps them understand and provide the proper answer quickly, as the feedback is given instantly. The researchers also suggested that the English teacher should provide written feedback on students' writing tasks to facilitate their improvement in writing skills.

Indrawati & Ariyanti Hanapi (2022) conducted study to find out how a teacher offers

feedback to students at MTs Al-Khairat Sandana regarding their descriptive text learning and assesses the students' reactions to the feedback. This study employed a descriptive qualitative research design. The research instrument employs a combination of a questionnaire, interviews, and documentation. The results of the research, derived from interviews and questionnaires, support the notion that the English teacher provided both direct and indirect feedback. Direct feedback involved the teacher offering explanations and posing questions during the learning process. Indirect feedback, on the other hand, entailed assigning descriptive text learning tasks based on the conclusions reached at the end of the lessons. Students demonstrate commendable engagement with teacher feedback in descriptive text learning by active participation in assignments, including asking questions, providing answers, and completing assigned activities.

Lastly, Veren et al. (2020) analyzed whether teacher's written corrective feedback can improve students' writing ability. The researcher took the participation of 12 students from one of the vocational schools in Kediri. The study findings indicate that the majority of students demonstrate improvement in their writing proficiency following the offering of written corrective feedback from their teachers. Furthermore, in the third draft, they exhibit a reduction in errors compared to the initial draft. The researchers suggested that encouraging the utilization of written corrective feedback from teachers in writing activities can enhance students' writing proficiency.

The previous studies share the same thing, which aims to investigate the types of feedback given by teachers to students and how the feedback affects students' abilities in various aspects of language, such as writing and speaking. Several studies, like those conducted by (Hasibuan, 2021), (Prawiro & Kholisna, 2020), (Audry et al., 2020), and (Indrawati & Ariyanti Hanapi, 2022), examine the various forms of feedback provided by teachers, encompassing both direct and indirect feedback, in both oral and written forms. Most research indicate that the utilization of suitable feedback from teachers can enhance students' language proficiency. The majority of the previous studies also employed descriptive qualitative research methods. This approach entails gathering data through interviews, documentation, and occasionally the utilization of questionnaires to obtain insights from teachers and students regarding the feedback given.

Nevertheless, previous studies still have some limitations. Previous studies unable to provide an explanation or categorization of the common errors made by students in their writing. Therefore, the objective of this study is to examine the extent to which teacher feedback can improve the writing skills of junior high school students by analyzing the most common types of writing errors committed by students. This study will examine how students respond to and employ feedback in their learning process, thereby offering

deeper insights into effective teaching strategies for enhancing writing skills at the junior high school level. This research aims to provide a new addition to the advancement of theory and practice in the field of teaching writing through the use of teacher feedback, specifically within the educational setting of Indonesia.

METHODS

This case study employs qualitative research methods to investigate the implementation of teacher feedback aimed at improving students' writing skills in junior high school. The study will utilize observations, interviews, and document analysis to address two main research questions: identifying common writing errors among junior high school students and analyzing how teachers provide feedback to enhance students' writing abilities. The Surface Strategy Taxonomy (Dulay et al., 1982) was used to categorizes errors into four types: omission, addition, misformation, and misordering. The feedback was analyzed using Hattie & Timperley (2007) feedback model, which emphasizes four levels: task feedback, process feedback, self-regulation feedback, and personal feedback.

The data for this study will be gathered using three main methods: classroom observation, interviews, and analysis of students' written documents. Classroom observations are carried out in order to observe how teacher deliver feedback on students' writing tasks, emphasising the interaction between teachers and students, along with students' reactions to the feedback. Comprehensive interviews will be undertaken with both teacher and students to explore their perspectives on prevalent writing errors, how teacher deliver feedback, and the impact of such feedback in enhancing students' writing skills. Teacher will be questioned about their strategy for delivering feedback, whilst students will be questioned regarding the efficacy of the feedback they received in rectifying their errors. The examination of written documents entails evaluating a selection of students' writing assignments, subsequently classified according to the Surface Strategy Taxonomy (Dulay et al., 1982) to identify prevalent error patterns, including omission, addition, misformation, and misordering. This analysis will assess the significance and influence of teacher feedback, using Hattie & Timperley's (2007) feedback model, which emphasises four levels: task, process, self-regulation, and personal feedback.

Through a qualitative approach grounded in these research insights, this study seeks to contribute to the understanding of effective feedback practices in enhancing junior high school students' writing skills. The study aims to provide practical recommendations for improving writing instruction and feedback processes in educational settings.

FINDINGS AND DISCUSSION

An analysis of students' written assignments and teacher feedback was performed to achieve two primary objectives: (1) to identify the prevalent errors in students' writing

according to the Surface Strategy Taxonomy, and (2) to investigate the methods by which teachers provide feedback to improve students' writing skills, as categorized by Hattie & Timperley's (2007) feedback model.

Identifying Common Errors Using the Surface Strategy Taxonomy

A comprehensive analysis of students' written assignments uncovered a wide array of recurring errors that appeared consistently across different writing tasks and samples. These errors serve as clear indicators of the students' ongoing struggles with essential aspects of English grammar, sentence construction, and vocabulary usage. To gain a deeper understanding of the nature of these issues, the errors were categorized using the Surface Strategy Taxonomy, a classification system that focuses on how surface forms of language are manipulated or misused in learners' writing. This analysis allowed for the identification of patterns in the students' errors, shedding light on the specific linguistic elements that posed the most significant challenges.

One of the most frequently occurring types of errors was omission errors, which involve the absence of necessary grammatical elements. These omissions often included auxiliary verbs, articles, and plural markers, resulting in incomplete or grammatically incorrect sentences. A typical example is the sentence *"She going to her friend's house,"* which omits the auxiliary verb *"is,"* and should correctly read, *"She is going to her friend's house."* The prevalence of such errors suggests that many students have not fully internalized the fundamental rules of English grammar. These omissions may stem from limited exposure to correct grammatical structures or insufficient practice in constructing well-formed sentences.

Another common category identified was addition errors, which occur when students include superfluous elements that are grammatically or semantically unnecessary. These errors often lead to redundancy or awkward sentence formations. For instance, a student might write, *"Please give me the information that I need it,"* instead of the correct version, *"Please give me the information that I need."* Such errors reveal a misunderstanding of clause structure and pronoun usage, indicating confusion about when and where certain elements are required. The tendency to overuse or wrongly insert elements may be a result of overgeneralizing grammar rules or attempting to mimic more complex structures without full comprehension.

Misformation errors were also commonly observed. These involve the incorrect application of grammatical rules, particularly concerning verb forms, tense, and subject-verb agreement. An illustrative example is, *"The childs are playing,"* which contains both an incorrect plural form (*"childs"*) and a potential misalignment in subject-verb agreement. The correct sentence should be, *"The children are playing."* These errors suggest that while students may be aware of certain grammar rules, they often misapply them, especially in the case of irregular forms. Misformation errors highlight a partial or flawed understanding of English morphological rules, likely influenced by students' attempts to apply regular patterns to irregular cases.

Lastly, misordering errors were frequently noted, reflecting students' difficulties with English word order and sentence structure. These errors result in awkward or confusing sentences that deviate from standard syntactic patterns. A common example is, "*What she is doing?*" instead of the correct, "*What is she doing?*" Such errors often stem from interference from the students' first language, where the syntax may differ significantly from English. The high frequency of misordering errors indicates a need for more focused instruction on sentence patterns and question formation, as well as increased practice with standard word order in English declarative and interrogative sentences.

In summary, the surface errors found in students' writing—omission, addition, misformation, and misordering—reveal the specific grammatical challenges learners face. Each error type highlights distinct areas in which students need further support, whether it be mastering basic grammatical structures, avoiding redundancy, correctly forming words, or organizing sentence elements appropriately. Addressing these areas through targeted instruction, corrective feedback, and consistent practice can significantly enhance students' writing accuracy and overall language proficiency..

Analysing Teacher Feedback According to Hattie and Timperley's (2007) Model

Based on the data collected from classroom observations and teacher interviews, the feedback practices employed by educators were examined using the framework established by Hattie and Timperley (2007). Their model outlines four distinct types of feedback: task, process, self-regulation, and personal. Each type plays a unique role in the learning process and contributes differently to students' development in academic tasks, particularly in writing.

Task feedback was commonly observed in the form of direct corrections to students' grammatical errors. Teachers frequently addressed mistakes by offering precise guidance. For instance, a teacher might say, "You need to use *children* here, not *childs*." Such feedback is critical as it helps students identify their specific errors and understand the grammatical rules they violated. This type of corrective feedback aids learners in recognizing inaccuracies in their language use and contributes to the acquisition of accurate linguistic knowledge.

Process feedback, on the other hand, extended beyond the correctness of answers and focused more on students' approaches to writing. Teachers emphasized structural and organizational aspects of written work, encouraging students to improve the clarity and coherence of their ideas. For example, a teacher might advise, "Consider ways to structure your ideas more clearly. It may help to start with a topic sentence." This type of feedback fosters higher-order thinking by prompting students to evaluate and refine the strategies they use in their writing. It plays a pivotal role in helping learners develop effective methods for composing coherent and logically structured texts.

Self-regulation feedback encouraged students to reflect on their own learning and to monitor their progress more independently. Teachers used reflective questions such as, "Look back at your previous sentence. Does the tense match what you wrote here?" This

form of feedback aims to cultivate metacognitive skills by guiding learners to self-assess and make necessary revisions without relying entirely on the teacher. By engaging in this kind of self-directed analysis, students become more autonomous and take greater responsibility for their learning.

Lastly, personal feedback focused primarily on motivating students by recognizing their efforts and improvements. Comments like, "Great work! You've improved a lot on your grammar," were typical examples. While this feedback had a positive emotional impact and served to build students' confidence, it was generally non-specific and thus less effective in directly enhancing academic performance. Nevertheless, it contributed to creating a supportive classroom environment where students felt encouraged and valued.

Overall, teachers in the study employed a range of feedback strategies, each aligning with different levels of student development. The integration of these feedback types, especially when used thoughtfully and in balance, had the potential to significantly enhance student learning outcomes in writing instruction.

This study emphasises the imperative of correcting common writing errors, especially omission errors, with concentrated and specific criticism. Omission errors, identified as the most prevalent, indicate a substantial deficiency in student understanding of fundamental grammatical structures. This research indicates that numerous students possess a lack of comprehension of fundamental rules, particularly regarding the proper use of auxiliary verbs, articles, and pluralization. To properly resolve this issue, teachers must deliver more specific and comprehensive education in these areas, ensuring that students not only identify their errors but also comprehend the fundamental grammatical rules. This method will assist students in embracing the rules and decreasing the occurrence of omission errors in their writing, resulting in enhanced language competency. This underscores the significance of continuous practice and reinforcement in instructing these fundamental aspects of English grammar.

The effectiveness of task and process feedback in enhancing students' writing skills indicates that teachers ought to focus delivering specific, comprehensive feedback that not only rectifies mistakes but also clarifies the reasoning behind the corrections. Task feedback directly targets students' grammatical errors, providing prompt instructions on rectifying particular issues like as verb tense or sentence construction. This form of feedback is crucial for students as it enables them to comprehend their errors and rectify them. Conversely, process feedback transcends mere error correction and aids students in understanding comprehensive writing skills, including organization, coherence, and the logical progression of ideas. By integrating task and process feedback, teachers can address immediate challenges while promoting the enhancement of students' enduring writing competencies, providing them with the tools to engage in writing with increased confidence and proficiency. This dual approach is crucial for rectifying current errors and establishing a more robust basis in writing.

Feedback on self-regulation was identified as crucial in promoting student autonomy and facilitating a more reflective learning process. This feedback enables students to evaluate their work and critically analyse their flaws, fostering self-awareness and independence in recognising and rectifying their mistakes. Instead of depending exclusively on the teacher for corrections, students start to assume responsibility for their learning process. This form of feedback is crucial for long-term writing development, as it fosters self-assessment habits and ongoing enhancement. Students who develop self-regulation skills are more adept at utilising feedback and effecting enduring enhancements in their writing, resulting in continuous advancement over time.

Personal feedback, while motivating, must be complemented by more precise feedback that addresses specific areas for enhancement. Praise and support are essential for sustaining student interest and motivation, particularly in demanding disciplines such as writing. Nonetheless, feedback that is overly generic or exclusively laudatory may fail to provide students with the specific direction necessary for skill enhancement. To enhance the efficacy of personal feedback, teachers should integrate motivational comments with explicit, practical guidance that addresses certain aspects of the student's work. By providing a combination of encouragement and comprehensive, constructive criticism, teachers may cultivate an environment that motivates students to enhance their writing skills while receiving the guidance essential for substantial advancement. This equitable strategy guarantees that feedback both inspires students and facilitates concrete skill enhancement.

Implications for Teaching Practice

The findings from this study have several implications for teaching practice. Teachers should focus on grammar education, especially in correcting omission errors, as this is the most common type of error. A systematic method for teaching auxiliary verbs, articles, and plural rules is needed to facilitate students' integration of these fundamental grammatical structures. Second, teachers should implement a comprehensive feedback approach that includes task feedback for immediate error correction, process feedback to improve writing techniques, and self-regulation feedback to encourage student independence. This method not only assists students in correcting their mistakes, but also encourages self-directed learning, which is crucial for continued success in writing.

Ultimately, while personal feedback is essential for maintaining student motivation, it should be supplemented with specific feedback on areas that need improvement. Teachers should strive to provide a balanced evaluation that can both motivate students and direct them towards specific improvements in their writing skills. By using these strategies, teachers can assist students in overcoming common writing challenges and develop better writing skills over time.

CONCLUSION

This study identified the most common writing errors among junior high school students as omission, addition, misformation, and misordering, according to the Taxonomy of Surface Strategies. These errors emphasize the importance of specific feedback that

matches students' understanding of English grammar and syntax. Research into teacher feedback based on Hattie & Timperley's (2007) model shows that effective feedback can be applied in different types. Task feedback assists students in correcting specific errors, while process feedback provides direction on writing strategies. Self-regulatory feedback encourages the development of independent writing and editing skills in students, while personal feedback increases student motivation. Teacher feedback is essential to improving students' writing ability. An integrated strategy that combines error correction with process-oriented and self-regulatory feedback is an optimal strategy to promote continuous writing improvement and progress.

This study demonstrates that effective teacher feedback particularly regarding common errors such as omission, addition, misformation, and misordering, can significantly enhance students' writing skills. Teachers are crucial in delivering feedback that not only addresses particular errors but also encourages the enhancement of students' overarching writing techniques and self-regulation skills. Teachers are advised to adopt a comprehensive, process-oriented feedback strategy that extends beyond merely correcting assignments to encompass guidance for enhancing the writing process and encouraging students to independently assess and improve their own writing. By adopting a more comprehensive strategy, teachers can assist students in developing sustainable writing skills and avoiding the occurrence of common errors over time.

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