STUDENTS' ORAL AND WRITTEN FEEDBACKS
ON STUDENTS' WRITING QUALITY
AT ONE OF PRE – INTERMEDIATE WRITING CLASS

(A Thesis)

By
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ABSTRACT

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As a key stage in writing process, peer feedback plays a very important role in writing. It has been proven to be an effective way to improve students' writing. This study examines the result of students' essay before and after being given oral and written feedback in one of pre-intermediate writing class of Lampung University. The researcher discusses which type of feedback results in better writing quality. This study used descriptive qualitative. Firstly, in order to find out whether or not there is difference between before and after on students' oral and written feedback in students' writing quality. Secondly, to find out which type of feedback results in better writing quality improvement. In collecting data the researcher used document analysis (essay). The researcher analyzed the data by the other ways, namely, students' essay before and after being given students' oral and written feedback, transcription in students oral feedback,, and comment box in students written feedback. The result of this study found that there were students' essays with correct changes and revision, essay with changes but incorrect revision, and essay with no changes and revision after being given feedback. Most of the students' essays were correct changes and revision after being given oral and written feedback. The students' written feedback gave more effective to improve the students' writing quality. Therefore, this study might be the window for further studies to involve the teachers' role in giving clarification of oral and written feedback if the students get difficulty.

Keywords: oral feedback, written feedback, students' essay

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A Thesis

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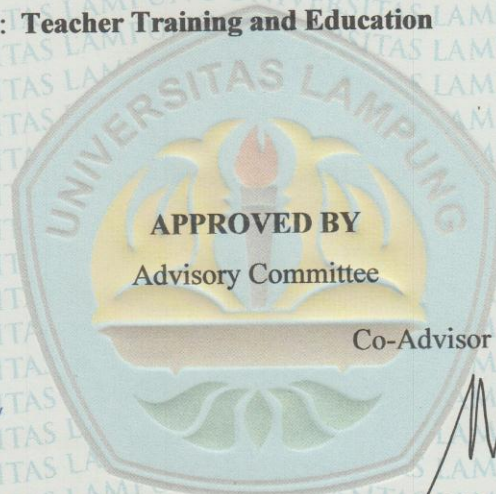
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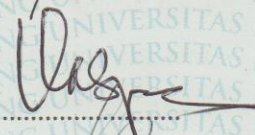
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Endah Dwi Rahmawati. She was born on November 3rd, 1991 in Hargomulyo. She is the second son of Drs. Sukiman and Endang Sri Palupi, S. Pd.

She initially attended her formal educational institution at TK LKMD in 1995 and graduated in 1997. In elementary level, she continued her study at SDN 2 Hargomulyo, Sekampung, East Lampung and graduated in 2003. In primary level, she continued her study at SMPN 1 Sekampung and graduated in 2006. In secondary level, she continued her study at MAN 1 Metro and graduated in 2009. In tertiary level, she continued her bachelor's degree at STAIN Jurai Siwo Metro majoring English and Education Study Program. She finished her bachelor's degree in 3.5 years and graduated in 2013.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Drs. Sukiman and Endang Sri Palupi, S.Pd.
- My beloved younger sister, Rahma Nur Hidayati
- My fabulous friends of the 2nd batch of Master of English Education.
- My almamater, Lampung University.

MOTTO

"Man Jadda Wa Jada, Everything is possible."
- B.J Habibie (The 3rd President of Indonesia) -

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9. Her closed friend, Redy Prasetyo, S. Pd., for his unconditional prayers, unlimited inspiration, great motivation, and encouragements.
10. All lovely friends of the 2nd batch of Master of English Education, for their solidarity, care, cooperation, togetherness, and irreplaceably unforgettable happy moments.

Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, …………….2017
The writer,

Endah Dwi Rahmawati

CONTENTS

TABLES

FIGURES

I. INTRODUCTION

This chapter describes the background of the problem which includes the reason for conducted the research, oral and written feedback on students' writing quality. This chapter also describes the formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

Students are able to see the weakness of their own writing. Students may find difficulties in writing in a good and right form in English. The use of English language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. In writing, many students have difficulties in expressing idea.

The students produce writing through some stages process of writing as a classroom activity incorporating the four basic writing steps. Those are, planning, drafting (writing), revising (redrafting) and editing. It explains that in the writing process there must be a revising stage, a stage where a process of making changes throughout the writing of a draft occurs, change that can make the draft congruent with the writers' intention.

In drafting, the students sometimes do not realize that they make mistake because of they ignore of words, grammar, and spelling. It means that in the

learning process, the students make some mistakes and it has bad effect to their writing. It happens because they do not know and understand about how to use words, grammar, and spelling in their writing and in order to improve the students' writing quality the teacher should use the technique that can make the students reduce their mistake. The technique that can be used is through involve the students in their learning process.

Based on the statement above, the lecturer needs compatible technique of teaching writing in order to make the students competent in language and their achievement. Concerning in this case, a lecturer used feedback in teaching writing; they are students' oral and written feedback. Meanwhile, a lecturer should be able to know which type of feedback results in better writing quality improvement. Types of feedback come from various sources, such as teacher, peers and so on.

Feedback is an essential component of any English language writing course. Ur (1996: 242) defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. Citied in Srichanyachon by Saito and Zhang (2012: 8) surveys on students' feedback preferences generally indicate that second language students prefer teacher written feedback to alternative forms such as oral and peer feedback. Mostly, students from cultures that see a teacher as the only source of authority value teacher revision more highly than other methods because they have confidence in the teacher's knowledge and skill in English. Teachers' written feedback or handwritten commentary is a primary method to respond the

students' essays to assist students' writing development; teacher written comments on the students' drafts indicate problems and make suggestions for improvement of future papers. Through feedback teachers can help students compare their own performance with the ideal and to diagnose their own strengths and weaknesses.

Cole (2006) states that feedback is a verbal or written reaction given to help students to write more and better by increasing the frequency in writing, and to determine if the writing objective has been achieved. In other case, Freedman, (1987) states that feedback includes all reactions to writing, written or oral, from teacher, peer, writing conferences or computer delivered, to drafts or final versions Therefore, feedback can come from different sources in differing modes and at different stages of the writing process to improve students' writing.

Studies investigated whether students include teacher or peer feedback into their revisions. Further studies were done to learn if students understand feedback and how they reaction to feedback. According to Vasu (2016; 158) study, students found feedback given to the content and organization of their writing more useful than feedback provided for their vocabulary and grammar. It was also found that students perceived feedback from teacher, peers and self-assessment all as highly useful.

In contrast, Cited in Tsui and Ng by Nelson and Carson's(1998) interview of four L2 university students showed that students preferred teacher comments to peer comments and that they incorporated teacher comments in their revision more frequently than peer comments. Furthermore, cited in Tsui and Ng by Cault

(1994), in a comparison of L2 written peer responses, teacher comments, and students' self-analysis of their own papers, found that 89 percent of students were able to give advice considered valid by the teacher and 60 percent made appropriate suggestions not mentioned by the teacher. They also made more specific and localized comments than the teacher. The study suggests that peer comments may well complement the role that teacher comments play in revision.

In the other case, cited in Sultana by Ágota Scharle and Anita Szabó (2000) have strongly suggested peer feedback to be applied for checking, especially, students' written work. They have provided an outline of how it can be applied in classroom; once students finish writing, the teacher gives one essay (or any written work) to each student and students are asked to evaluate each others work. They correct the errors and send notes to the respective authors about what they have corrected. As cited in Sadeghi by Mendonca and Johnson (1994) also state that peer feedback increases students' communicative power by motivating students to convey and negotiate their opinions.

Zhouyuan (2015) states that peer feedback is a typical and key stage in process writing. It has been proven to be an effective and successful way to improve students' writing. But its significance can never be overstated. The successful implementation of peer feedback can be affected by some factors such as the limitation of students' language level, time and teachers' authority, and so on. The effective peer feedback can be implemented when proper strategies are taken: applying cooperative learning in peer feedback, making a checklist, combing peer feedback with teacher feedback and making students choose the

language freely in peer review. Also, students should be told about the importance of peer feedback and take part in peer feedback actively. In writing teaching, it is better to make use of the strengths of different feedbacks to improve students' writing ability. Abdukhaleq (2013) states that oral feedback was clear and when they had questions, they readily asked for clarification. They said feedback was helpful in their writing and revision activity, referring to grammar, punctuation, and word choice as writing features that improved because of the oral feedback they received.

In line with Kelly (2015) who stated that offering face-to-face, interaction is along with written peer responses so identifying reviewers give contributions to students' positive attitudes in post-peer review, and additional studies are required to better examine these strategies as well as other important aspects of the process. For example, this study did not compare drafts and final essays to determine what peer review comments were actually used by students, nor did it examine differences in performance between students with the control and guided rubric.

In other research, analysis of written and oral peer feedback has been done by Bergh, et.al (2006). Their findings show that a combination of written and oral feedback is more profitable than written or oral feedback only. In their oral feedback, students interact to clarify the text and suggest measures for revision. In their written feedback, students focus more on structure, whereas in oral feedback they focus more on style. Meanwhile, they are contrary with the study which has been done by Rajabi (2015). The results of the study showed that students in the oral group performed slightly better in the posttest from the written group.

Implication of this finding is that from time to time teachers should involve in individual conference with each student. Besides that, Tonekabone (2016) study concluded that oral feedback is more effective than teacher's comments or written feedback. Furthermore, one may come up with the conclusion that oral feedback may be essential for essay writing.

Furthermore, the use of regular written and verbal feedback, student collaboration, and teacher support in teaching second language writing is proved in this study to have improved the students' writing skills. The study lends credence to some researchers' hold that such use in teaching writing helps improve English as a Foreign Language writing which has been done by Khatri (2013;74).

In the other case, the other research about the effects of oral vs. written corrective feedback on Iranian EFL learners' essay writing which is conducted by Sobani, et.al(2015) the study showed that learners made an improvement in essay writing according to the feedback they received. Although, it may be true to say that feedback could be more effective if oral feedback is combined with written feedback for greater performance in essay writing. Furthermore, Leng (2013) the finding from the study indicated that the written feedback provided to the students was helpful and useful in their essay revision. The reason was that the feedback was clear, direct, and information loaded.

Considering the finding of the previous researches above, it can be inferred that most studies failed to examine which feedback mode was more effective in encouraging substantive revision. It also shows that one of technique is efficient

in timing process of writing but it is unused to improve their writing in the classroom. This study supported by Gulley (2012) states that the developmental writing students in the study made statistically significant changes to their papers after receiving feedback from their teacher, and the type of feedback did not make any significant difference in the quality of revisions students made. Therefore teachers might consider providing developmental writing students with the type of feedback that suits the needs and personality of the teacher and the learning style of the student. In the classroom, teachers can provide oral feedback during some stages of the writing process and written feedback at other stages of the writing process. On subsequent assignments, after exposing students to multiple types of feedback, teachers could offer students the type of feedback they prefer. Or, teachers could offer the type of feedback they feel best suits a particular assignment. He also states that the study oral feedback did not have a negative or positive effect on developmental writing students' revisions to content, structure, grammar, or style when compared with the effect of written feedback on developmental writing students' revisions to content, structure, grammar, and style. Written feedback is currently the default method for writing teachers to respond to their students' writing, so it was used as the control measure instead of no feedback. Furthermore, when oral feedback was compared with a combination of written and oral feedback, it was not statistically different than oral or written feedback alone.

Consequently, the researcher conducted the research to find out the changes of students' writing quality between before and after getting students' oral and

written feedback and which types of oral and written students' feedbacks on students' writing quality. By being aware of the students' feedbacks teachers learn which types to work with feedback in the best possible ways. Therefore this subject is important for the writing subject in University.

Based on the some previous researches above, the researcher conducted the research entitled "Students' Oral and Writen Feedbacks on Students Writing Quality at One of Pre-Intermediate of writing class".

1.2 Research Questions

Dealing with the background of the study, some problems can be identified below:

1. Are there any changes in students' writing quality after getting their peer oral feedback?

2. Are there any changes in students' writing quality after getting their peer written feedback?

3. Which types of feedback resulted in better writing quality improvement?

1.3 Objectives

The research aims:

1. To find out whether or not there are changes in students' writing quality after getting their peers' oral feedback.

2. To find out whether or not there are changes in students' writing quality after getting their peers' written feedback.

3. To find out which type of feedback results in better writing quality improvement.

1.4 Uses

This research is expected to bring the following benefits:

1. Theoretically, it enriches and confirms previous theories about students' feedbacks.

2. Practically, the finding of the research help teachers in designing teaching activities and future researchers in conducting further researches.

1.5 Scope

The research conducted in tertiary, in this case, the researcher conducted at Lampung University. The subject of the research was the third semester. The research was intended to design writing activities which are suited to students' oral and written feedback and to find out whether or not there were changes between before and after being given students' oral and written feedback in students writing quality. This researcher was also intended to find out which oral or written feedback, result in beter writing quality improvement.

1.6 Definition of Terms

a. Feedback as "all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance". what is clear from these definitions is that feedback is designed to provide an understanding of performance through offering guidance on the knowledge that they possess. One of the factors which seem to be of great importance in dealing with feedback is that it helps students to reconstruct

their knowledge or skill to what is desired.(Cited in Nejad by Narcis 2008).

b. Oral feedback is therefore a natural part of verbal interaction between students and teachers, or students and students (Hadzic; 2016).

c. Written feedback can be focused on form or on content, and both have played crucial roles in improving student writing quality (Cited in Sato by Coffin, et.al 2003).

d. Writing quality is standard measurement of students' essay. The standard measurement of students' essay is five aspect of writing according Jacobs. Based on five aspect of writing, the researcher could be analyzed the students' writing quality on the students' essay.

In brief, this chapter has discussed several points explaining the reason and the importance of conducting the research. This chapter has also discussed background of the problems, research questions, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter will describe the concepts which are related to the research, such as concept of writing, concept of feedbacks', concept of oral feedback and concept of written feedback. This literature will provide the framework for the present study.

2.1 Writing

a. Definition of Writing

Writing is an act of communication. It means that the writer needs to communicate or convey the feeling, expression, opinion, agreement, and many others. Students or learners use written language in their daily life. Writing has been used as the useful tool of communication besides speaking. In order to know about the writing in detailed, the researcher has collected some explanation related to writing.

Brown (2001: 336) states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. In addition, writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages (Urquhart, 2005: 5). Demirel (2011: 222) also elaborates that writing is seen important for the development of the thinking

and organizational skills of second language writers, as well as helping them to test hypotheses about the new language by providing time to process meaning in a less stressful way compared to oral production.

Written language helps readers understand something about the writer (personality, expression, and the way the writer sees something). At the same time, to write is to provide something for people. It means that a writer needs to give information and explain it clearly to his or her readers. This focuses on the material discussed which includes observation reports, ideas, facts, magazines, newspapers, business reports, statistical data, and many others.

Khanalizadeh and Allami (2012: 334) describe that writing can also be seen as a cognitive process which emphasizes the mental operations that a writer goes through when composing. According to Fazel and Ahmadi (2011: 747) writing is a mode of learning, a facility which gives students the power to create meaning and to affect those with whom they share their writing. In addition, writing process, as commonly conceived, is a highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistic (Dastgoshadeh at al.2011: 252).

Based on the definitions above, it could be concluded that writing is a complex of thinking process which combines the cognitive process of writer, including the development of the thinking, organizational skills of second language writers, the development of the design idea, the capture of mental representation of knowledge, and of experienced with subject in order to convey the meaning of the idea.

2.2 Process of writing

Writing is a process to express the idea in written language. In writing, there are some steps that should be known by writer. Brown and Hood (1989: 6) describes that there are three stages of writing process, those are prewriting to write, drafting, and revising. Sun (2009: 150) summarizes the process of writing as follows: (1) prewriting or invention activities (brainstorming, group discussion, assessing the idea); (2) drafting, seeking feedback from peers or the instructor; (3) revising on the whole text; (4) publishing.

Camps (2005a: 14) describes the writing process is as "a sequence of a series of cyclical, recursive, and progressive stages with the purpose of producing a final piece of written work in contrast to the cognitive approach, which sees the different stages in this process, such as pre-writing, organizing, drafting and revising, as taking place neatly and sequentially.

Sorensen (2010: 3) describes four broad steps in writing anything; (1) Prewriting: the prewriting process refers to the kinds of things you do to get ready to write. This step covers helpfull hints to suggest how to think, how to plan, how to make choices. Prewriting prepares you to write freely, (2) Writing: Suggestions for writing follow with details about how to use the building blocks of good writing: good sentences, good paragraphs, good multi-paragraph papers, (3) Revising: then we help you with probably the toughest part of writing: polishing your paper. Improving content. Improving

structure. Improving emphasis. Improving continuity, (4) Proof reading. Finally, we show you how to eliminate those bothersome mechanical errors.

Richards and Renandya (2002: 316) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing.

2.3 Aspects of Writing

Cited in Putra by Jacobs et. al. (2016), there are five aspects of writing:

1) Mechanic refers to the use graphic conventional of the language. For instance, the steps of arranging letters, words, sentences, pargraphs, punctuation, and capitalization.

2) Language use refers to the use of correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph.

3) Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. As general rule, clarity should be his or her primary objective. The selection of words that express his or her meaning precisely is considered much rather than skews it or blurs it.

4) Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged refers to the order of the sentences and idea.

5) Content refers to the substance of writing consisting of topic sentence, supporting sentences, and concluding sentence. Topic sentence provides the experience of the main idea (unity) such as groups of related statement that a writer presents as unit in developing a subject in supporting sentences, ended with conclusion. In other words, content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

Based on the components of writing, the writing indicators that should be included in writing work are content, organization, vocabulary, grammar, and mechanics.

In short, all of the issues above indicate that it is difficult for the students to fulfill the aspects of writing. Therefore, considering the importance of the aspects of writing in measuring the students' writing quality, the research also tried to find out the changes of students' oral and written feedback on students' writing quality.

2.4 Writing quality

Brown (2001: 336) states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. Besides that, quality is the standard of something as measured against other things of a similar kind; the degree of

excellence of something (Oxford: 1998). Writing quality is standard measurement of students' essay. The standard measurement of students' essay is five aspect of writing according Jacobs. Based on five aspect of writing, the researcher could be analyzed the students' writing quality on the students' essay.

According Kyle (2011) states that writing quality, and more specifically measuring writing quality, has been an object of study for over fifty years, first in first language studies (eg. Hunt, 1965) and then in second language studies as well. The measurement of writing quality can be separated into three general categories, namely holistic (assigning a single subjective score), analytic (using a number of subjective categories to create a score), and objective (analyzing occurrences of linguistic features). Although holistic scoring, or assigning a single, subjective global score to indicate the quality of an essay, is a widespread phenomenon for a variety of reasons, many have questioned both the reliability and validity of holistic measurements of writing quality (e.g. Charney,1984). It could be concluded that the researcher was analysis the students' writing quality based on five aspects of writing.

2.5 Teaching of Writing

Khanalizadeh and Allami (2012: 334) argue that teaching writing is typically product-oriented with a focus on correct language and sentence. Harmer (2001: 79) explained that there are some reasons to teach writing to second language learners as a foreign language; reinforcement of learning

language, the development of the students' language through the activity of writing, the appropriacy of the activity of writing from some styles of learning, and the importance of writing as a skill in its own right.

Another important thing to consider in practicing their writing is they have to follow the steps. As cited in Putra by Crimmon (2016) there are three stages of the writing process as follow:

1) Planning is a series of strategies designed to find and produce information in writing.

2) Drafting is a series of strategies designed to organize and develop a sustained period of writing and encourage one to gather information on those subjects from different perspective.

3) Revising is a series of strategies designed to re-examine and re-evaluate the choices that will create a piece of writing.

In brief, it could be concluded that basically, teaching writing is aimed at helping the students organize and develop their ideas well because the students have a plan about the ideas that expressed in written form before they come to the actual writing.

2.6 Feedbacks
a. Definition of feedbacks

Feedback is a fundamental element of a process approach to writing. It may have a definition of input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of

comments, questions, and suggestions (Keh, 1990). Through feedback, the writer may learn the reader's confusion caused by the writer's insufficient information, illogical organization, poor development of ideas, or even inaccurate usage and choice of words and tense. Students are motivated to continue a series of revisions especially through positive feedback. Hence, it is feedback that drives the writer polishing their drafts again and again to bring expression closer and closer to intention in successive drafts and eventually accomplish the final end-product. Just as the saying goes, learning writing is through writing.

Feedback is widely seen as crucial for encouraging and consolidating learning, and this significance has also been recognized by those working in the field of second language (L2) writing. Its importance is acknowledged in process-based classrooms, where it forms a key element of the students' growing control over composing skills, and by genre-oriented teachers employing scaffolded learning techniques. In fact, over the past twenty years, changes in writing pedagogy and research have transformed feedback practices, with teacher written comments often supplemented with peer feedback, writing workshops, conferences, and computer-delivered feedback. But while feedback is a central aspect of ESL/EFL writing programs across the world, the research literature has not been unequivocally positive about its role in writing development, and teachers often have a sense that they are not making use of its full potential (Hyland and Hyland (2006). He also considers feedback as a social act since it embraces all the aspects (context,

participants, medium, and goal) that, together, give any communicative act its identity. For them, like other communicative acts, feedback occurs in a context of a particular kind (institutional, pedagogical); it appears between participants of particular identities (teacher/peer/learner); it is delivered by a particular medium (peer, conference, written comments); and it is designed to accomplish certain educational, pedagogical and social purposes. A consideration of all these aspects would, therefore, contribute to an appropriate interpretation of feedback.

In short, based on the results of the previous studies on feedback in teaching writing, the relatively high frequency of suggesting and evaluating by the reviewers indicates the students' effort to help each other improve the writing. Therefore, peer feedback is beneficial to encourage revision and improve writing. Moreover, peer feedback through group work or pair work can also build up the students" confidence through collaborative learning by interacting with others to learn and develop greater independence in writing.

b. **Purpose of Feedbacks**

Purpose of feedback cited in Hadiyanti by Lewis (2013), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement. Further, Lewis has listed some of the research-based purpose that has been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the details.

2.6.1.1   Feedback provides information for teachers and students.

Feedback is a way for teachers to describe their learners' language. It gives the teacher information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example. One way to focus on comments is to consider question about their language use.

2.6.1.2   Feedback provides students with advice about learning

Teacher can provide students with more than simple description of their language use. Comments can also be made on the students' learning process.

2.6.1.3   Feedback provides students with language input

The teachers' written feedback provides students with meaningful and individual learning input. The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use. In this way a student can learn new vocabulary and structures in context.

2.6.1.4   Feedback is a Form of Motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever the teacher knows about the learners' attitudes. Both hardworking and under working students need encouragement but it needs to be given in different ways. During a course, as teachers find out more about their students, the encouragement can take personal circumstances into account.

2.6.1.5   Feedback can lead students to autonomy.

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

By seeing those arguments, it can be incidental that actually giving feedback is not only correcting students' error, but should also give information for teacher and students, provide students advice about learning, language input, a form of motivation and it should lead students to autonomy.

c. Forms of Feedback

As cited in Hadiyanti in Hyland (2013) states that feedback is widely regarded as central to writing development. It is the response given to student' working. It can refer to either oral or written types provide by peers or teachers. Citied in Pratiwi by Cohen(2013) proposes two forms of feedback. Those are:

1) Oral Feedback

Oral feedback, also known as oral conference, refers to personal consultation between teacher and student during the evaluation of composition. The major problem in conducting this feedback is that the teacher needs to have sufficient time.

By contrast, cited in Leaph by Carnicelli (2011), in his qualitative study among English-major students at the University of New Hampshire, showed that conferencing is preferable to in-class teaching. He also noted that "conference might fail if the teacher does not listen to the student, if the student feels insecure, or if the student does not remember the teacher's comments" (p. 13). However, this study has a design flaw in terms of not having a control group, so it is hard to conclude if such a preference is a result of conferencing, instruction, or practice. In his response to Carnicelli, Keh (1990), in her article review, pointed out that conferencing fails when teachers take an authoritarian role, dominate the conversation, and pay no attention to what their students ask during the dialogue. She also noted that "teacher-students

conferencing" is more effective than "teacher-student conferencing" since the former allows students to learn about ideas and problems from one another.

The effectiveness of oral feedback for improving student writing is still uncertain (Hyland and Hyland, 2006). Several studies have examined teacher-student dialogue, and found that the success of conferencing depends on how interactive it is. For example, As cited in Leaph by Hyland (2011) claimed that conferencing is fruitful when students are actively involved, asking questions, clarifying meaning, and arguing instead of simply accepting advice. As cited in Leaph by Johnson (2011) did a qualitative study and concluded that "the question, a tool often used by teachers and tutors during a writing conference, can be ineffective in eliciting a meaningful response from students" (p. 13).

2) Written Feedback

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on words or quick symbols such as underling, circles, and other signs. This form fits well with older students (late elementary through high school). Written information of students' efforts are most helpful when they are personalized or stereotyped and when they provide the specific comments on students' errors or faulty strategies but balanced this criticism with suggestion about how to improve as well as with the comments of the positive aspect of the work.

There are different strategies of feedback provided in written work and most researchers divide written feedback into direct and indirect feedback. Direct peer feedback means that the teacher provides the students with the correct form of their errors or mistakes, and involves crossing out a word, phrase, or morpheme and providing the correct form. Direct feedback clearly states what is wrong and how it should be written, which means that the students do not themselves have to identify the error and how it should be corrected. On the other hand, indirect error correction in written form includes underlining or circling an error. This method gives the opportunity to the student to identify and correct the error. Indirect written feedback can further be divided into coded indirect feedback and uncoded indirect feedback. In coded indirect feedback, the errors are underlined and the peer writes a symbol above the error in order to help their friend determine what the error is. In the second type, i.e. uncoded indirect feedback, the peer underlines or circles the error and does not write the correct answer or a symbol to indicate the error.

2.7 Students' feedbacks

Students' feedback means feedback from peer. Students in the current study recognized the power of feedback to support learning and teaching. Engaging students in reviewing their peers work required considerable contemplation, particularly around the actual feedback. The lecturer provided instructions detailing the process and how to provide the feedback.

Citied by Lee in Hedgcock and Lefkowitz's (1994, 1996) study, EFL students believe feedback focused on linguistic accuracy is more useful while ESL students are more interested in feedback that helps them develop their ideas. Cho   and MacArthur examined students' drafts upon feedback from expert, feedback from peer and feedback from multiple peers and suggested that students with multiple peer feedback lead them to more complex repairs and revised drafts of higher quality revisions but understood peer feedback better than teacher feedback.

From the statement above, the researcher was research on the lecturer used peer feedback in teaching writing. In peer feedback, students knew the appropriate of the language feature for their composition, how their composition should be arranged and their composition would be better.

2.8 Oral and Written Student Feedbacks'

There is also a distinction between oral and written feedback. Written feedback can be given at every stage of the writing process and can be an efficient way for students to remember the feedback they have received. Oral feedback can also be given at every stage, but one downside with this form of feedback is that students may easier forget it. However, the use of body language and the possibility for asking questions at the same time as the feedback is given, are positive traits of this type of feedback.

Citied by Bo Nyvoll in Hyland (2003:178) also suggests that written feedback may not be as effective as one has hoped, because the feedback

itself may be of bad quality and misunderstood by the students. Citied by Be in Raimes (1983:145), Oral feedback in, for example, one-to-one conferences, is considered an effective way of providing feedback, since there is interaction between the student and the teacher. Oral feedback is an effective way of understanding what the students are trying to say in their texts, because they get a chance to explain and answer questions. The dialogue between the students and the teacher is important. Oral feedback also makes it easier for the student to ask questions if there is something that is not understood.

From the explanation above the researcher would know which one is more effective between students' oral and written feedbacks'.

2.9 Procedures of Students' Oral Feedback

There are some procedures of students' oral feedback were applied by the lecturer as follow:

1) After basic knowledge of writing is conventionally taught by lecturer, the students assigned to write a basic paragraph, then they divided into several groups consisting of three students of each group. Each group creates their essay, and they exchanged the essay with another student in the group.

2) After exchanged their essay, each students performed students' oral feedback by correcting the essay of the other members and providing suggestions.

3) In students' oral feedback, the students examine their friends' writing dealing with five aspects writing quality. They should also utilize useful

features provided by orally such as face to face to check the error essay in five aspects on their essay.

4) After being given feedback from the other friends' comments and suggestion, each student revise their writing to show what they have learned and internalized in peer feedback.

5) Each student writes an evaluation report for overall corrections they get in students' oral feedback.

6) Finally, after students' oral feedback and revision, the final draft would be submitted. It was analyzed by researcher based on five aspects.

Based on some procedures above, it can be stated that in teaching writing text through oral feedback, the students build their awareness in writing the text. Students' oral feedback lead to the students' correct and change their drafts which come from their friends in a group. Mechanic, Language Use, Vocabulary, Organization and Content of the text improved step by step. The students provided constructive criticism and suggestion by questioning and answering activity with their friend in order to get improvement in their essay. So in writing process, students' did not find difficulties to change and improve of their essay.

2.10 Procedures of Students' Written Feedback

There are some procedures of students' written feedback are apply by the lecturer as follow:

1) After basic knowledge of writing is conventionally taught by lecturer, the students are assigned to write a basic paragraph, and then they were

divided into several groups consisting of three students of each group. Each group creates their essay, and they exchange the essay with another student in the group.

2) After exchanged their essay, each students' performs students' written feedback by correcting the essay of the other members and providing suggestions.

3) In students' written feedback, the students examine their friends' writing dealing with five aspects writing quality. They should also utilize useful features provided by writing such as mark or underline to check the error essay in five aspects on their essay.

4) After being given feedback from the other friends' comments and suggestion, each student revise their writing to show what they have learned and internalized in peer feedback.

5) Each student writes an evaluation report for overall corrections they get in students' written feedback.

6) Finally, after students' oral feedback and revision, the final draft would be submitted. It was analyzed by researcher based on five aspects.

Based on some procedures above, it could be stated that in teaching writing text through written feedback, the students build their awareness in writing the text. Students' written feedback lead to the students' correct and change their drafts which come from their friends in a group. Mechanic, Language Use, Vocabulary, Organization and Content of the text improved step by step. The correctors underline or mark the error by giving number in each error and

explanations behind the paper. So in writing process, students' did not find difficulties to improve and change of their essay.

2.11 Advantages and Disadvantages of Students' Oral And Written Feedback

As a matter of fact, every technique has several advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective.

1) Advantages and Disadvantages Students' Oral Feedback

Students' oral feedback is a technique in teaching language which gives the students more changes to know about their mistakes and the way how to make their writing better. In teaching writing text through students' oral feedback, there are many advantages used it. The students' oral feedback gives constructive criticism and suggestion for improvement. The students were allowed to give constructive criticism and suggestion by questioning and answering activity with their friend in order to get improvement in their essay. When oral feedback consists of positive comments such as "good", "ok", "yes", and "well done", it validated a correct response but it also provides support to the learner and fortifies motivation for learning sustainability (Cited in Hadzic by Ellis, 2009)

Meanwhile, Cited in Abdulkhaleq by Bitchener et al. (2013) found that while combining written and oral feedback made for significant improvements in student writing over time, oral feedback had the added

potential for making constructive comments to meet individual students' dynamic needs.

Besides the advantages using students' oral feedback, there are some disadvantages when the student uses this technique. Firstly, such activity is so time consuming, especially when the learners are unfamiliar with the process. The students may not want to give comments sincerely to their peers for fear that it might cause their friends to lose face. Some students might feel reluctant to correct their friends' errors because correcting friends' errors might harm their relationship (Sultana, 2009).

Therefore, the lecturer should provide the students with knowledge how to the correct the mistakes and to avoid their miscorrection

2) Advantages and Disadvantages Students' Written Feedback

In contrast to oral feedback, which is natural part of a classroom setting and happens naturally, written feedback is sometimes considered as optional because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind. As cited in Marefat by Fathman and Walley (2005), literature on written feedback portrays contrasting opinions as to its efficacy. There are studies that found written feedback to be effective. When their received feedback on the grammar of their writing and the place but not types of errors was indicated, the students gained better scores in this regard the subsequent drafts of their work.

The comments provided were usually positive comments which are favorable since these comments reinforce good habits. The amount of feedback given in written form was considerably less than the feedback provided orally. Since teachers are advised to be selective when correcting mistakes a focused method of correcting is more suitable.

Besides the advantages of used written feedback in teaching writing text, there is disadvantage when the lecturer uses this technique. Sometimes students do not value their peers' knowledge, and therefore they do not revise their written works based on their friends' feedback (Sultana; 2009).

Therefore, there are different strategies used when providing students with written feedback. For instance, a teacher can provide feedback that is related to the content and the organization of the writing, as well as to the grammar and vocabulary.

2.12 Theoretical Assumptions

Writing is a complex process that consists of planning, drafting, revising, and editing. Revising is an important stage in writing process,but it is often neglected by students. Many people have the wrong ideas that revision is simply a correction of mistakes in grammar, spelling, punctuation, and other mechanics. It is certainly not right. When revising, students should focus on the mechanic, language use, vocabulary, organization and content, which is the soul of the writing work. In the revising stage, feedbacks is needed by students to revise their writing because mistake must appear in

students' writing quality. It is quite hard for the students to analyze and correct their own mistakes after finishing their writing. That is why, oral and written students' feedback was used by the teacher as guidance for the students to correct their mistake and make their writing better. In order to develop, students are in need of input from either a teacher or other students. For the result, the students' essay were changes in students writing quality between before and after of students' oral and written feedback.

The term feedback refers, according to my own interpretation, to the response given to a person who is in the process of learning. The person who receives the response has performed a task, for example written or orally, and the intention is to develop the person's skilfulness and ability. Therefore, the researcher find out which feedback, oral or written, results in better writing quality improvement.

In brief, this chapter has discussed several points of theories and reviewed relevant previous studies. This chapter has also discussed writing, teaching writing, aspects of writing, process of writing, aspects of writing, writing quality, teaching of writing, feedbacks, students' feedback, oral and written students' feedback, procedures of students' oral feedback, procedures of students' written feedback, advantages and disadvantages of oral and written feedback, and theoretical assumptions.

III. RESEARCH METHOD

This chapter deals with the design and the procedures of the research. This refers to research design, subjects of the research, data collecting technique, validity of the data, and data analysis.

3.1 Research design

In this research, the researcher used a qualitative research. The researcher tried to describe the students' oral and written feedbacks on writing quality. The researcher tried to analyses students' oral and written feedbacks used three technique, they were observation, recording, and students' essay.

3.2 Subject of the Research

The subjects of this research were one of pre-intermediate writing class of Lampung University. The class consisted of 30 students. The researcher took one of pre-intermediate writing class as subject of this research. The lecturer has already used peer feedback in students' writing quality. He often used students' oral and written feedback in his writing class. That was why the researcher chose this class as the subject.

3.3 Data Collecting Technique

The researcher collected the data in form of qualitative data. The data collecting techniques used by the researcher were:

After basic knowledge of writing is conventionally taught by lecturer, the students were given writing test in the form essay. In the learning process, the lecturer asked the students to correct their essay in pair (students' oral and written feedback). To obtain the data, the researcher recorded the students' oral feedback by using recorder application in the cell phone. In fact, the students recorded the feedback produced with their own cell phones. Then the researcher transcribed all dialogue into written form, the researched analyzed students' essay by giving coding and divided the mistake based on language component, such as mechanic, language use, vocabulary, organization, and content. The researcher analyzed of students' essay after being given oral feedback, as follow:

Table 3.1. Analysis of the students' essay after being given oral feedback

NO	Aspects of Writing	Before		After						Total
				CCR		CBIR		NCR		
		F	%	F	%	F	%	F	%	
1	M									
2	LU									
3	V									
4	O									
5	C									
Total										

After the students performed oral feedback, the lecturer asked the students to make an essay with different genre. In students' written feedback, the researcher analyzed the data from written feedback which was put in behind the paper of students' essay. Then the researcher divided the mistake based on language component, such as mechanic, language use, vocabulary,

organization, and content. The researcher analyzed of students' essay after being given written feedback, as follow:

Table 3.2. Analysis of the students' essay after being given written feedback

NO	Aspects of Writing	Before		After						Total
				CCR		CBIR		NCR		
		F	%	F	%	F	%	F	%	
1	M									
2	LU									
3	V									
4	O									
5	C									
Total										

After that, the researcher analyzed of students' essay after being given oral and written feedback, to find out which type of feedback results in better writing quality improvement.

3.4 Validity of the Data

The instrument is considered valid if it measures the object to be measured and it is suitable with the criteria (Hatch and Farhady, 1982: 295). According to them, there are two basic types of validity, namely content validity and construct validity. Therefore, in order to measure whether the instruments are valid, those two types of validity were analyzed.

3.4.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. It is the extent to which a test measures a representative sample of the subject meter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982: 295).

In this research, to fulfill the content validity of test, the material that will be given to the students has been taken from learning objective and learning contract of Paragraph Writing subject..

3.4.2. Construct Validity

Construct validity is concerned with whether the instrument is actually in line with the theory. It would be examined whether the instrument given actually reflect what it means to know the language being measured.

In this research, to measure the students' writing quality, analyzing of students' essay after being given feedback was based on the five aspects of writing that should be considered in assessing a writing composition, namely contents, organization, vocabulary, language use, and mechanics (Jacobs et al., 1981: 2) and Heaton (1991: 135).

3.5 Research Procedures

In conducting the research, the research procedures were as follows:

3.5.1. Students' Oral Feedback

In conducting the research, the researcher observer teaching learning writing process which was applied by the lecturer in his class as follow:

a) After basic knowledge of writing is conventionally taught by lecturer, the students were assigned to write a basic paragraph

b) The students collected the essay as the students' essay before being given oral feedback and then the lecturer divided the students in to ten groups. After the students were divided into each group, they exchanged their essays with another friend in their group.

c) After exchange their essay, the lecturer instructed the students to give oral feedback of their friends' essay based on five aspects in writing quality. Five aspects are mechanics, language use, vocabulary, organization and content.

d) Recording the students' oral feedback by using students' gadget. During the students' oral feedback, the researcher recorded their comments from the beginning until the end.

e) In giving oral feedback the students were given 30 minutes for each essay. The students' were allowed to give constructive criticism and suggestion by questioning and answering activity with their friend in order to get improvement in their essay.

f) After receiving feedback from the other friends' comments and suggestion, each student revise their writing to show what they have learned and internalized in peer feedback.

g) Each student writes an evaluation report for overall corrections they get in students' oral feedback.

h) Finally, after students' oral feedback and revision, the final draft submitted as students' essay after being given oral feedback.

i) Transcribing the students' oral feedback that has been recorded. After recording, the researcher transcribed it well. Because it was qualitative research so the researcher would focus on the process of feedback not in statistical data.

j) Coding each transcription of students' oral feedback. It could be easily analyzed which has gotten the changes from students' essay after being given feedback by the researcher. The researcher would analyze the data from transcriptions of students' oral feedback to find out what the researcher is looking for.

k) Reporting results of analysis. It was important for researcher to report the results of analysis. The result would be explained.

3.5.2. Students' Written Feedback

In conducting the research, the researcher observer teaching learning writing process which was applied by the lecturer in his class as follow:

a) After basic knowledge of writing is conventionally taught by lecturer, the students were assigned to write a basic paragraph. The essays were different topic from the previous essay.

b) The students collected the essay as the students' essay before being given written feedback and then the lecturer divided the students in to ten groups. After the students were divided into each group, they exchanged their essays with another friend in their group.

c) After exchange their essay, the lecturer instructed the students to give written feedback of their friends' essay based on five aspects in writing quality. Five aspects are mechanics, language use, vocabulary, organization and content. They should also utilize useful features provided by writing such as mark or underline to check the error of

students' essay. The correctors underline the error by giving number in each error and explanation behind the paper.

d) In giving written feedback the students were given 30 minutes for each essay. The students were required to read members' essay and gave each other written feedback that could be used for revision

e) After receiving feedback from the other friends' comments and suggestion, each student revise their writing to show what they have learned and internalized in peer feedback.

f) Finally, after students' written feedback and revision, the final draft submitted as students' essay after being given written feedback.

g) Coding each comments of students' essay. It could be easily analyzed which has gotten the changes from students' essay after being given feedback by the researcher. The researcher would analyze the data from underline and explanation behind the paper of essay of students' essay to find out what the researcher is looking for.

h) Reporting results of analysis. It was important for researcher to report the results of analysis. The result would be explained.

3.6 Data Analysis

The data analysis used by the researcher was descriptive qualitative. The researcher analyzed final drafts after being given feedback which has gotten the changes from students' essay . The researcher focused on description technique not in statistic technique. The result of students' essay after being given students' oral and written feedback it can be inferred that the researcher analyzed the

students' error focused on five aspects in writing. The researcher analyzed their essays includes five aspects of writing to find out the percentages of the changes after receiving oral and written feedback. In analyzing the data that was gotten from students' activities, the steps were as follows:

a. Classifying of students' essay between before and after being given oral and written feedback based on five aspect of writing. The following table is used:

No	Students	Before					Analysis of students' essay between before and after being given written feedback																				
							After																				
							M				LU				V				O				C			
		M	LU	V	O	C	CCR	CBIR	NCR	Total	CCR	CBIR	NCR	Total	CCR	CBIR	NCR	Total	CCR	CBIR	NCR	Total	CCR	CBIR	NCR	Total
1	AYS																									
2	APS																									
3	ATM																									
4	ARA																									
5	DA																									
6	DS																									
7	DAI																									
8	DAT																									
9	DKM																									
10	ELY																									
11	ERA																									
12	ESY																									
13	EP																									
14	IPP																									
15	KA																									
16	LT																									
17	LRD																									
18	MAP																									
19	MNA																									
20	NWN																									
21	NAP																									
22	NPM																									
23	NB																									
24	ODA																									
25	RS																									
26	RM																									
27	RMS																									
28	SC																									
29	SHP																									
30	WM																									
	Total																									

Notes:
M : Mechanic
LU : Language Use
V : Vocabulary
O : Organization
C : Content
CCR : Correct changes and revision
CBIR : Changes but incorrect revision
NCR : No changes and revision

b. Calculating the percentage of the students' essay after being given oral and written feedback, the following formula is used:

$$\% \ A = \frac{A}{N} \ x \ 100\%$$

Notes:

A : the amount of students' writing mistakes based on three cases of students' essay after being given oral and written feedback

N : the total amount of students' writing mistakes based on three cases of students' essay after being given oral and written feedback

c. Analyzing of students' essay changes between before and after being given oral and written feedback, the amount of students' essay changes was examined.

In brief, this chapter has discussed research method in order to answer the research question and achieve the objectives of the research. This chapter has also discussed the research method consisting of research design, subject of the research, data collecting techniques, research procedures, data analysis, validity and reliability, and data analysis.

V. CONCLUSION AND SUGGESTION

In this chapter describes the conclusion of the discussion and also the suggestion to the other researchers and English teacher who want to utilize Students' Oral and Written Feedback and for those who want to conduct the similar research.

5.1 Conclusion

The research is focused on performing the students' oral and written feedback in writing classes and its changes before and after being given oral and written feedback.

Firstly, students' essay before and after being given oral feedback, it is found that there are students' essay with correct changes and revision, students' essay with changes but incorrect revision and students' essay with no changes and revision. In students' oral feedback, four aspects in writing quality were improvement. Meanwhile, in language use is not improved after being given students' oral feedback. Because the amount of students' essay with changes but incorrect revision was more than students' essay with correct changes and revision. The researcher assumed that there are changes before and after being given oral feedback, but the amount is relative to improve their essay.

Secondly, students' essay before and after being given written feedback, it was found that there were students' essay with correct changes and revision,

students' essay with changes but incorrect revision and students' essay with no changes and revision. The students' essay got changes in five aspects of writing quality after being given written feedback. The researcher assumed that students' essay with changes and revision were effective to improve the students' essay.

Thirdly, the students' essay became improved after being given oral and written feedback. But, the more improvement could be seen in the written feedback. The researcher assumed that written feedback gave more effective to improve the students' essay.

5.2 Suggestion

In reference to the conclusion, some suggestions are given for both English teacher and further researcher.

5.2.1 Suggestions for English Teachers

Based on the results of the research, there are several suggestion which suggested for English teachers. In oral feedback, the teachers are suggested to give instructions to the owner of the essay to make a note in a piece of paper about what the content of the feedback which they got from peer feedback in order to avoid the students became forget. It is because the ability of each student in remembering is different.

Secondly, In order to make the students more understood about their mistakes when they make essay the teachers are suggested to combine oral and written feedback.

5.2.2 Suggestion for Further Research

Besides the suggestion for English teacher, there are also several points necessary for further study concern. Firstly, it is suggested to involve the teachers' role in giving clarification of oral and written feedback if the students get difficulty.

Secondly, in relation to research design, it is suggested that further study employ true experimental design to generalize the result of the research and strengthen the internal validity due to the use of control group in the design.

Thirdly, in relation to subject of the research, further study may apply more participants in order to enhance the generalization and transferability of the finding of the research. It is also suggested that similar study can be applied in different level of students, for example advance class. The different context and setting may be worth investigation since it may discover new findings.

At last, it is also important for further studies to be focused on specific analysis of students' oral and written feedback on each aspect of writing quality since this study concerns about the students' essay. Thus, the positive effects of students' oral and written feedback on each aspect of students' writing quality can be fully explored.

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