

**AN ANALYSIS OF WRITTEN FEEDBACK ON ENGLISH
DEPARTMENT STUDENTS' WRITING
AT IAIN LANGSA**

THESIS

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**TARBIYAH AND TEACHERS TRAINING FACULTY
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STATEMENT OF APPROVAL

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DEPARTMENT STUDENTS' WRITING
AT IAIN LANGSA**

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partial fulfillment of the Requirements for the degree of Sarjana
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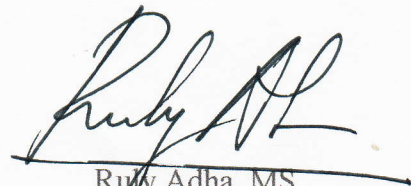
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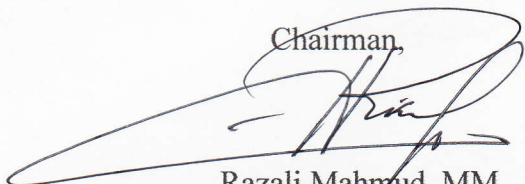
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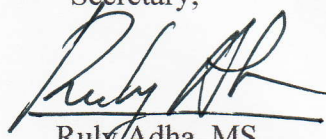
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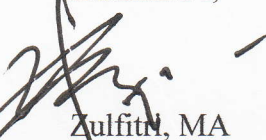
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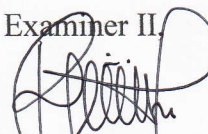
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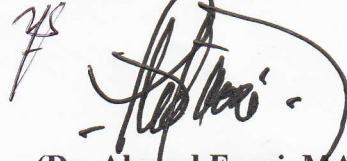
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The writer realize that this writing is still far for being perfect. Many mistake that needs to improve. Therefore, all criticisms and suggestions will be appreciated. However, the writer hopes this thesis will give contributions to the field of study, especially to the English teaching and learning.

May Allah SWT bless us forever. Amin ya Rabbal'alamin

Langsa, August 7th 2017
The writer

Yaula Nazira

ABSTRACT

Nazira, Yaula. 2017. An Analysis of Written Feedback on English Department Students' Writing at IAIN Langsa. English Education Department, Tarbiyah and Teachers' Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

This research provides an analysis of written feedback on students' written assignment to shed light on how the feedback acts as a type of written speech between the lecturer and student. Within this research, the researcher analyzed the written feedback in subject writing. With regard to the importance of the lecturers' written feedback in the writing process, two research questions are formulated in this research. They are (1) What are the types of feedback received by students and (2) What are the students' perception on the lecturers' written feedback on their writing? The research objectives were to find the types of feedback received by students from their lecturer and to investigate the students' Perception on the lectures' written feedback on their writing. The research applied qualitative descriptive research method. In the case, the researcher selected 47 students as samples, consist of two unit. To collect the primary data, the researcher applied documentation and interview. The documentation insruments collected the students' writings which were given written feedback by their lecturers. It was done to know the types of lecturers' written feedback given to the students. There are two different types of lecturers' feedback, they are direct and indirect feedback. Based on the analysis of the students' writing, it is figured out that the lecturer mostly gives feedback in a direct way. The interview listed obtaining information about students' perception of the feedback. Based on the interview of researcher with students, the result shows students felt the feedback is very significant for them. It can be seen that they need it to improve their writing.

Key word: Written feedback; Students' writing

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Among the most important skills which English students needed to develop is writing. For many years, as many historical accounts have shown, writing attracted little interest from the learners' side compared to other skills especially speaking. 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. Students may find difficulties in writing in a good and right form in English. In writing, many students have difficulties in expressing idea. In teaching and learning of English, it is important for students to be able to write. Boardman and Frydenberg in Pradani said that writing is continuous process of thinking and organizing, rethinking and recognizing.¹ Flower and Hayes in Sandra Dunsmuir also stated Writing is a dynamic process of dealing with an excessive number of simultaneous demands or constraints.² From the statement above the researcher conclude that a writer in the process is a thinker onfull-time cognitive overload. To assess written expression skill, the need for a valid and reliable writing assessment is of paramount importance. This can be provided for the development of scoring rubrics and methods that define performance criteria on written expression, to better inform practice and learning.

¹Yuniyarsih, Pradani. Accessed on 11 March 2017. *Using Picture Word Inductive Model (PWIM) to Teach Junior High School Students in Writing a Descriptive Text*. ejournal.unp.ac.id

²Dunsmuir, Sandra. Accessed on 02 march 2017. *An evaluation of the Writing Assessment Measure (WAM) for children's narrative writing*. <http://creativecommons.org/licenses>

Teaching writing is not easy task. Planning what to teach within a particular curriculum is only a part of the task. In fact, it is the lecturer's job to consider the different approaches that gleaned from theories and researches on teaching writing in English second language or English foreign language (ESL/EFL) contexts. Writing as an important communicative activity has been paid much more attention to recently. The necessity and specific techniques of lecturers' written feedback on student writing in English language always have been a heated and challenging topic of improving student writing proficiency. Lecturer can not deny the fact that students want feedback and lecturer feel obliged to provide it. The role of lecturer must be one of facilitator and coach, not an authoritative director or arbiter.

Casanave, Ferris & Hedgcock in Douglas extended this facilitative role of the writing, lecturer has inspired research on the role of the lecturer as a responder to students' writing.³ As a facilitator, the lecturer offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for students opinion, must not impose his or her own thoughts on students writing. Harmer in Maha Lounis identifies five roles for lecturers in writing, there are teacher as demonstrator, teacher as motivator, teacher as supporter, teacher as responder, and teacher as evaluator.⁴

Since the early 1980's, researchers and reviewers have been investigated response to high school students' writing undergraduated students'

³H.Brown, Douglas. 2007. *Teaching By Principles an interactive approach to language pedagog*. United State of America: person longman. Page.396

⁴Lounis, Maha. 2010. Accessed on 26 February 2017. *Students' Response to Teachers' Feedback on Writing*. bu.umc.edu.dz/theses/anglais/MAH1104.pdf

writing. These studies reported that written feedback provides a potential value in motivating students to revise their draft and in improving their writing. As a result, written feedback is the most popular method that lecturer use to interact and communicate with students.

Feedback is an important component of the formative assessment process.⁵ Formative assessment gives information to lecturer and students about how students are doing relative to classroom learning goals. Hyland in Kelly stated that feedback can be viewed as an important process for the improvement of writing skill for students.⁶ From the statements above the writer concludes that Feedback can be very powerful if done well. This is because written feedback contains heavy informational load which offers suggestions to facilitate improvement and provide opportunities for interaction between lecturer and students.

Feedback can improve students writing skills, it may cause positive and negative effects for the students and lecturers. It can be positive effect when the students learn the lecture's feedback and never make mistake again. If the students learn the lecture's feedback, it can improves their writing skills. On the contrary, if they do not learn the lecturers' feedback it can be negative effect. When the lecturer gave corrective feedback on students mistakes which one of the important methods in helping the student to improve their writing pieces. When the students corrected the grammar mistakes of their writing, it

⁵M. Brookhart, Susan. Accessed on 18 February 2017. *How to Give Effective Feedback to Your Student*. perino.pbworks.com/f/Effective+Feedback.pdf

⁶Tee Pei Leng, Kelly. Accessed on 04 February 2017. *An Analysis of Written Feedback on ESL Students' Writing*. www.sciencedirect.com.pdf

will help them to improve the accuracy of subsequent writing. If the mistakes are ignored in the early stages without given any feedback, it will be more difficult to deal with them later on. Therefore, it should be given because it is helpful for learners. If the lecturer corrected the mistakes of the students' writing, it will help the students learn the mistakes on their writing. Learning their lecturer's feedback will help the students avoid those mistakes in the future. This is one of the positive effects of the lecturer's feedback.

Based on the researcher experience and observation, some of the students lack of lecturer's feedback. It was occur when the researcher still study and some statements under the semester students who had take the courses in writing. Some of lecturers gave their feedback but some of them did not. Sometimes the lecturer gave the task and then asked the other student to correct their writing. In this case the lecturer may also tend to focus on the correctional rather than the instructional aspects of feedback.⁷ It is also possible that students do not pay attention to comments because they do not make sense to them or they do not understand the purpose of the feedback process. This is accentuated when feedback is delivered solely by the lecturer and is often associated with students as the marking of what is right and wrong. Therefore based on the problem in teaching writing, the researcher interested to analyze the Written Feedback on English Department Students' Writing at IAIN Zawiyah Cot Kala Langsa.

⁷Spiller, Dorothy. Accessed on 05 february 2017. "Assessment: Feedback to Promote Student Learning". www.waikato.ac.nz/tdu/pdf/.../6_AssessmentFeedback.pdf

B. The Problem of the Research

The problems of the research are as follows:

1. What are the types of feedback received by students?
2. What are the students' Perception on the lectures' written feedback on their writing?

C. The Purpose of the Research

The purposes of the research are as follows:

1. To find the types of feedback received by students from their lecture.
2. To investigate the students' Perception on the lectures' written feedback on their writing.

D. The Significance of the Research

It is expected that the research can give contribution theoretically and practically. Theoretically, the researcher hope it can be additional knowledge for lectures about written feedback. Then practically, it is expected that this research can be a guidance for English lecturers or English teachers in improving students' writing.

E. Terminology

1. Writing

Layman said that writing is written language.⁸ French author aristotle in the introductory chapter of *De Interpretatione of His Logic* also said :

⁸I.J. Gelb. Accessed on 06 april 2017. "*A study of Writing*". oi.uchicago.edu/pdf/study_of_writing.pdf

“Spoken words are the symbols of mental experience and written words are the symbols of spoken words”.⁹

The central element of Aristotle’s definition is that it determines the function of writing as forming signs for other signs as their referents. He only dealt that writing is words manifested themselves in two different forms, as sounds produced by the human voice and as letters. From the excerpt, the researcher concluded that writing is a result of human voice and then it developed into written draft.

Writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitive understood as writing is not the same thing as what we do. Writing is integral to student success. Throughout their academic career, students will be asked to produce term papers and write answers to essay exam questions. Yet surprisingly little attention is paid to the craft of writing outside of required rhetoric and composition or literature classes. As a result, few students learn how to write within the conventions of a particular discipline. Writing is not merely a mode of communication. It is also a method of reflection, thinking, and analysis. It is a way for students to learn a discipline’s habits of mind and to reflect on their own reasoning process. The goal of writing assignments is not only to transform students into better writers, but into better biologists, political scientists, or sociologists.

⁹ I.J. Gelb. Accessed on 06 April 2017. “*A study of Writing*”. oi.uchicago.edu/pdf/study_of_writing.pdf

2. Written Feedback

Feedback became an important aspect of writing instruction in the 1970s with learner centered approaches. With the process approach, with a focus on the writer the feedback was aimed at the writing process itself instead of assessing the final product. Some earlier studies of teacher feedback showed that teachers focused predominantly on language errors in student writing.¹⁰ This is because writing was primarily treated as a product, and teachers tended to see themselves as language teachers rather than writing instructors.

Written feedback is a unique written dialogue in which the positioning of the student (as learner) and teacher (as expert) is implicit and the corresponding identities are negotiated through successive comments and revisions.¹¹ Written feedback includes “error correction” and margin and endnotes. The written feedback gave them new ideas and made them understand what the lecturer wanted in an essay that reflects their ideas clearly.

Consequently, from the explanation above the researcher can be concluded that written feedback is a form of written comment or written dialogue that contain comments or correction of students’ writing. The written feedback aims to correct students’ error on their writing, give new ideas and comprehension for students to write better.

¹⁰Lee, Icy. Accessed on 6 April 2017. “*Understanding teachers’ written feedback practices*”. <http://www.fed.cuhkedu.hk.pdf>

¹¹The Catesol Journal. <files.eric.ed.gov/fulltext/EJ1111994.pdf>

CHAPTER II LITERATURE REVIEW

A. Writing

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

There are two perspectives related to the concept of writing. They are writing as a process and writing as a product. Based on Segal and Pavlik in Arie state that writing is a process which are the students need to pass some steps.¹² Wallace also states that writing is the final product after they learn several stages of writing separately before.¹³ Based on the theories above, it can be concluded that writing is the process which are students needed to pass some steps. writing need central idea and notes to support it and then editing and revising it into better form. For example students may have different levels of computer skills that may affect their writing. Some students may be fast at keyboard, while some others may not know where to place their finger. Thus everything is need a process. Then writing as a product is where the students can write anything about life or anything. Students creates, plan, write various

¹² Rahmawati Hadiyanti, Arie. Accessed on 16 february 2017. *An Analysis Of Teachers' Written Feedback In Writing*. <http://docplayer.info/html>

¹³Wallace, Trudy. Accessed on 15 march 2017. *Educational Practices Series-14: TeachingSpeaking,ListeningandSpeaking*. <http://www.researchgate.net.publication>

draft, revises, edit and publishes, then the audience read the result of writing as a final product.

Writing belongs to productive skills rather than receptive one. It produces a message to communicate. Spratt, Pulverness, and Williams state that writing and speaking belong to productive skills.¹⁴ They say that speaking and writing produce language rather than receive it. It means that in writing, an output will be needed as an indicator that students have learned and understood the skills.

Writing is a very complex process. We write differently at different times, depending on whom our readers are and what conditions are. That is, we write about a definite topic, to a particular reader, with a specific purpose in mind, using appropriate language we prefer for that occasion.

Writing is very important for them when they should take notes from their lecturers, make a report, and finish assignments from their lecturers. Brown illustrates that writing is like swimming.¹⁵ When people want to be able to swim, they must have an instructor to show them the basic ways or tricks to swim although the instructor is only their parents or their friends, not professional ones. After they get the basic ways to swim, they will develop their swimming ability based on their own style. The more chance they get to swim, the more perfect they will be. Writing is simply similar with swimming. At the first time, there will be teachers who guide students to write. They will

¹⁴Spratt, et.al.. Accessed on 15 march 2017. *The TKT Course*. <http://books.google.co.id>

¹⁵H.Douglas, Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education. p.390

show students the principles of writing. After students understand the principles, they will try to develop their writing according to their own style. They should get sufficient writing practices to acquire good writing ability. These practices are aimed to stimulate their skills in expressing thoughts in a good passage. It is impossible to be able to write effectively without any sufficient practices.

1. Process of Writing

Chen in Brown expressed that writing products are often the result of thinking, drafting and revising procedures that require specialized skill, skill that not every speaker develops naturally.¹⁶ When writing is viewed as a process, it can be broken down into several stages. Understanding the stages of writing can help the writer control the hardwork of writing and improve their skill. Process writing as a classroom activity incorporates the four basic writing stages. Those are:

a. Planning (Pre Writing)

This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Prewriting is everything you do before you begin to draft the paper. Look over an assignment handout, choose and narrow your topic, and assess your audience and purpose. Research is also an important

¹⁶H. Douglas, Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education. p.391

aspect of prewriting. These are prewriting strategies to help students to choose and develop a topic:¹⁷

- a. Make lists of ideas on a topic
- b. Read and take notes on a topic
- c. Make a cluster, which is a visual map of ideas and concepts related to the topic.
- d. Ask questions about a topic
- e. Discuss ideas about a topic with others and take notes
- f. Make an outline of the paper

There are following activities provide the learning experiences for students:

1. Group Brainstorming

Brainstorming is a useful technique in writing because it permits students approach a topic with an opening mind. It is one of several different ways to begin writing. Using brainstorming to establish students' ideas, to follow students' train of thought. Another effective way to generate ideas is to work in a small group where students share students' brainstormed ideas with the rest of the group members. By doing this, each of students will have an opportunity to further expand students ideas. Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

¹⁷ <http://www.time4writing.com/writing-resources/writing-process/>

2. Clustering

Students' form words related to a stimulus supplied by the lecturer. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy. Its visual character seems to stimulate the flow of association and is particularly good for students who know what to say but just can't say it.

3. Rapid Free Writing

Free writing is a technique to generate ideas.¹⁸ It should be used as a beginning, as an initial exploration of the ideas that you have about topic. Within limited time, 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limited time keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy. Free writing designed to help students free ideas that students might not realize.

4. WH Questions

Students generate *who*, *why*, *what*, *where*, *when*, and *how* questions about a topic. More such questions can be asked of answers to the first string of *wh*-questions, and so on. This can go on indefinitely. In addition, ideas for writing can be elicited from multimedia sources (for example: printed material, videos, films), as well as from direct interviews, talks, surveys, and

¹⁸H. Douglas. Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education. p.406

questionnaires. Students will be more motivated to write when given a variety of means for gathering information during prewriting.

b. Drafting

The drafting and revising stages are the core of process writing. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience and trained instruction.¹⁹ Drafting is the stage when students begin to put the paper in paragraph form. When the students begin to draft their writing, students need to keep in mind five separate writing techniques that will help their reader to understand their paper:

1. Thesis statement

Thesis statement is a short statement that summarizes the main point or claim of an essay, research paper, etc., and explained in the text by means of examples and evidence.²⁰ A thesis statement usually one sentence that appears at the beginning or at the end of the introductory paragraph of a paper. Thesis statements help organize and develop the system of proper writing. At the end of introduction, write a one-sentence statement that is the basis for entire paper. A good thesis statement lets the reader know what paper will cover. For example, writer might write this thesis statement: *“There are four possible causes for alcoholism, yet not all alcoholics drink for these reasons.”* The paragraphs that follow should

¹⁹H. Douglas, Brown. 2001 *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Pearson Education. p.404

²⁰Accessed on 15 June 2017. www.dictionary.com/browse/thesis-statement

support this statement, and each paragraph should focus on one of the possible causes.

2. Topic sentences

Each paragraph should begin with a topic sentence that states the main idea of that paragraph. Just like the thesis statement, the topic sentence lets students know what the paragraph contains. For the first paragraph on the causes of alcoholism, writer might write a topic sentence that states, '*The most compelling cause of alcoholism is genetics.*' From this, the reader will know that writer will cover the concept of heredity and alcoholism within this paragraph.

3. Sufficient support

While the opinions thoughts are important, students cannot be the legs their paper stands on. They need to support the topic ideas by developing the paragraphs with evidence from credible sources. Support comes in many different forms: statistics, researched information, observations, descriptions, case studies, interviews, personal experience, hypothetical situations, definitions, etc. The more specific the information, the more interesting the paragraph. So instead of writing about all alcoholics, the students might want to write about one particular alcoholic—someone they know, someone they observed, someone they interviewed, someone they researched.

4. Coherence

This means it all comes together. If an essay is coherent, all the paragraphs relate to the one before it and all the sentences relate to the one before it. Transitional words and phrases help to create bridges between sentences, words such as: however, for example, in other words, in contrast, nevertheless, etc. You set up the key words to an essay and a paragraph within the thesis statement and the topic sentences.

5. Unity

The idea here is not to veer off into the woods. Stay on the path. Make sure all sentences relate to the topic sentence and all paragraphs relate to the thesis.

c. Revising

When the students revise, they re-write their texts on the basis of the feedback given in the responding stage. The students will reexamine what was written to see how effectively they communicate their ideas to the reader. Revising is not merely checking for language errors. It is done to improve global content and organization of ideas so that the writer's intention is made clearer to the reader.

d. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. The students proofread and correct error their own or their peer's work for grammar, mechanics, spelling, punctuation, diction, sentence structure and accuracy of supportive textual

material such as quotations, example and the like. Having another writer's feedback in this stage is helpful.

2. The Principles for Teaching Writing Skills

Fundamentally, teaching writing to the students is guiding and facilitating them to learn how to write. Brown proposes that teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning.²¹ It implies that teaching cannot be separated from learning. By seeing those argument, it can be inferred that in teaching writing, the lecturer must facilitate the students to learn how to write. It means guiding the students generating and organizing ideas into readable texts to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge that involve memory, thinking, and language. Teaching writing means guiding the students to do process of writing.

There are several principles for teaching writing skills :

- a. Incorporate practices of "good" writers

This first is sweeping. But as contemplate devising a technique that has a writing goal in it, consider the various things that efficient writer do, and see if technique includes some of these practices. For example, good writers focus on a goal or main idea in writing, perceptively gauge their audience, spend some time (but not too much) planning to write, easily let their first ideas flow onto the paper, follow a general organizational plan as they write, solicit and

²¹H.Doughlas, Brown. 2001. *Teaching by Principle*. San Fransisco state University :Longman.

utilize feedback on their writing, revise their work willingly and efficiently and the last patiently make as many revisions as needed.

b. Balance process and product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing.

c. Account for cultural or literacy backgrounds

Make sure that the techniques do not assume that the students know English rhetorical convention.

d. Connect reading and writing

Clearly students learn to write in part by carefully observing what is already written. That is, they learn by observing or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

e. Provide as much authentic writing as possible

Sharing writing with other students in the class in one way to add authenticity.

B. Feedback

1. Definition of Feedback

It is widely recognized that feedback is an important part of the learning cycle, without feedback we are flying blind. Others see things we can't see. In performance assessments designed to measure individual effectiveness.

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.²² Through feedback, the researcher 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.

Lecturers' written feedback is the most important feedback that students expect to receive. It is indispensable in the students' whole writing process. Usually we can easily find the interpretation gap between the lecturer and the students, especially in written feedback. That is a misfit between lecturers' written feedback on compositions and the learner interest between what a lecturer gives and what students would like to get. Many lecturers may also tend to focus on the correctional rather than the instructional aspects of feedback. Hattie and Timperley in Dorothy note that the most improvement in student learning takes place when students get information feedback about a task and how to do it more effectively and is clearly related to the learning goals.²³ This could also enable students to make their writing reader-centred and can transform the quality of their written communication.

²²Wen, Yayun. Accessed on 16 February 2017. *Teacher Written Feedback on L2 Student Writings*. www.academypublication.com/issues/past/jltr/vol04

²³Spiller, Dorothy. Accessed on 05 February 2017. *Assessment: Feedback to Promote Student Learning*. www.waikato.ac.nz/tdu/AssessmentFeedback.pdf

2. Purpose of Feedback

Hattie and Timperley in Dorothy argue that the main purpose of feedback is to reduce the gap between current understandings and performance and a goal.²⁴ According to Lewis in Arie feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement.²⁵ Thus from the statement above the researcher conclude that purpose of feedback is to reduce misunderstanding and to facilitated lecturers to give assessment of student's performance in writing. Feedback is an essential part of student learning at university and should help to understand the areas in which students are doing well and what students can do to improve and progress.

Good feedback:²⁶

1. Help students to assess their own learning and reflect on students development
2. Allows students to discuss learning with their tutors
3. Helps students to understand what is expected of them and what good performance is
4. Gives students the opportunity to progress
5. Provides students with information about their learning

²⁴ _____. Accessed on 05 february 2017. *Assessment: Feedback to Promote Student Learning*. www.waikato.ac.nz/tdu/AssessmentFeedback.pdf

²⁵Rahmawati Hadiyanti, Arie. Accessed on 16 februari 2017. *An Analysis Of Teachers' Written Feedback In Writing*. <http://docplayer.info.html>

²⁶Accessed on 07 april 2017. *The purpose of feedback at university*. <http://www.sussex.ac.uk/skillshub/?id=318>

6. Motivates students and encourages them to think positively about their learning
7. Provides information to lecturers that can be used to help shape their teaching.

3. Forms of Feedback

Hyland states that feedback is widely regarded as central to writing development.²⁷ It is the response given to student's working. It can refer to either oral or written types provided by peers or teachers. It is supported by Cohen in the book *Language Learning: Insight for Learner, Teacher and Researcher*. He proposes two forms of feedback. Those are:

a. Oral Feedback

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

b. 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 underlining, 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

²⁷Rahmawati Hadiyanti, Arie. Accessed on 16 februari 2017. "An Analysis Of Teachers' Written Feedback In Writing Among The Grade Viii Students of Smp Negeri 5 Sleman", Faculty of Language and Arts, Yogyakarta State University. <http://docplayer.info.html>

strategies but balanced this criticism with suggestion about how to improve as well as with the comments of the positive aspect of the work. Oral feedback fits well in younger students since it can help the students to pinpoint and correct the misconception immediately, whereas written feedback is effective for older students. Therefore, as stated in the delimitation of problem, the researcher focuses on written feedback because the research population is English department students.

4. Source of Feedback

Most people receive much more feedback than they are willing or able to implement. They receive feedback from many sources, including books, articles, friends, coworkers, bosses, spouses, and children. Getting feedback from multiple sources is an effective way to discover the strengths and weaknesses in our performance. Feedback frequently helps us understand the attributes we would not otherwise notice, but which may be obvious to others.

Lewis in Arie writes that there are three sources of feedback, namely, teacher feedback, peer feedback and self evaluation which is equivalent with self-directed feedback.²⁸

a. Teacher

Teacher has been the main source of feedback both an oral or written language in many class. In many classes teachers are the sources of feedback. Indeed, teachers are very helpful in facing some difficulties in their writing.

²⁸Rahmawati Hadiyanti, Arie. Accessed on 16 februari 2017. "An Analysis Of Teachers' Written Feedback In Writing Among The Grade Viii Students of Smp Negeri 5 Sleman", Faculty of Language and Arts, Yogyakarta State University. <http://docplayer.info.html>

Teachers help them by giving some outlines of how to write well and check the content and the written mistakes.

Teachers can give feedback in the form of question to ask for clarification or suggest expansion. Besides, teachers may give remarks which reveal understanding students' composition, identify mechanical problem in a specific sentence or give praise when students are working well in their writing. Those can be done to ensure the students that their written works are in line with the message they want to convey. After receiving feedback, the students could directly re-check and correct what mistakes they have done based on the teacher correction. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. It is called conferencing feedback. In addition they might use another variation to give feedback to their students, for instance collective feedback by commenting the students' mistakes one by one orally and putting the summary on the board.

b. Peer

Major types of feedback in a writing process approach are peer feedback, conference and comment (sometimes, evaluation, and error correction are included).²⁹ **Peer feedback** is a practice in [language education](#) where feedback given by one student to another.³⁰ Peer feedback is used in writing classes of both first language and [second language](#) to provide

²⁹Wen, Yayun. Accessed on 16 february 2017. *Teacher Written Feedback on L2 Student Writings*. University, Hangzhou, China, Journal of Language Teaching and Research. www.academypublication.com/issues/past/jltr/vol04

³⁰[https://pc3.wikispaces.com/Typesofteacherfeedback\(Written,comments,oral\)peerfeedbackBenefits](https://pc3.wikispaces.com/Typesofteacherfeedback(Written,comments,oral)peerfeedbackBenefits)

students more opportunities to learn from each other. After students finish a writing assignment, the instructor has two or more than two students work together to check each other's work and give comments to the peer partner. It can be in the form of corrections, opinions, suggestions, ideas to each other. Thus, peer feedback is a two-way process in which can reflect cooperative learning as it requires interaction between one student with another student.

c. Self- evaluation (self-directed feedback)

Self evaluation means the students correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, the students are expected to remember what mistake they have done so that they will not make the same mistakes later on. Moreover, self evaluation saves times in a large class. On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective point of views of other people is needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

5. Types of Feedback

Feedback is divided according to the degrees of explicitness of error correction. There are two different types of lecturer feedback used in the study. These are direct feedback and indirect feedback.

a. Direct feedback

In the literature of error correction, the similar kind of direct feedback can be referred to as direct correction, Corrective feedback, form-focused feedback (correction) and overt correction. In this case, if a student wrote : I don't like Ganang because He is **speak non stop**. The lecturer would cross out **speak non stop** and write the word *talkative over it*.

b. Indirect feedback

Indirect feedback means that the lecturer provides students with some indication that an error exists in their writing. This could involve the lecturer underlining or circling error or putting an error code over the error.³¹ Indirect feedback consist of two form:

1. Coded feedback (indirect) is a type of indirect feedback and can be referred to as error identification in which it occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a code sheet containing codes error types, their definitions, and examples of errors are provided while a teacher gives coded feedback to the students.

For example if student wrote: I **drive** my car to the university **yesterday**, the lecturer would cross out and write wrong sentence or verb tense above it.

³¹ Lee, Sandra. Accessed on 15 june 2017. *Direct or Indirect Feedback in Written correction*. <http://www.CAPESummerProgram.edu.ttalkMckay45>

2. Uncoded feedback (indirect) as opposed to coded feedback, it can be referred to as error location. The teacher simply located an error by circling it, underlining it, highlighting it, or putting a checkmark in the margin. This feedback is more complicated in that students correct their errors by identifying them and use their acquired knowledge to self correct such errors. Therefore, I considers that it may be helpful for the students and more effective for the teacher to correct selective written errors by using combination of direct and indirect techniques depending upon the types and frequencies of errors that a student produces.

For example of uncoded feedback, if a student wrote : There are many **dog** in this house. The lecturer would circling or give underlining over the error.

6. Definition of written Feedback

Written feedback provides a potential value in motivating students to revise their draft and in improving their writing.³² As a result, written feedback is the most popular method that teachers or lecturers use to interact and communicate with students. Written feedback is all comment written by the lecturers. Written feedback to student writing is a unique written dialogue in which the position of the students as learner and lecturers as expert. Written feedback includes error correction. It gave the students new ideas and made them understand toward their mistake.

³² Tee Pei Leng, Kelly. Accessed on 04 February 2017. An Analysis or written feedback on ESL students. <http://www.researchgate.net/publication>

7. Categories of Lecturers' Written Feedback

The students' writings were also analyzed to find out the categories of the lecturers' written feedback, whether it was in the surface level or content level feedback. Surface level feedback concerns mechanics (spelling and punctuation), grammar, and word choice. In contrast, content level feedback is about the content and the organization of ideas in writing. Containing Not Containing to get the result of how much feedback on mechanics usage: grammar, spelling, content and organization, the students' writings were counted.

Keh in Yayun recommends the ways of writing effective and efficient comments.³³ the teacher should :

- a. Respond as a concerned reader to a writer rather than a grammarian or grade-giver
- b. Note improvements: "good", plus reasons why
- c. Refer to a specific problem, plus strategy for revision
- d. Write questions with enough information for students to answer
- e. Write summative comment of strengths and weaknesses
- f. Ask "honest" questions as a reader to a writer rather than statements which assume too much about the writer's intentional meaning.

Lecturers' written feedback aims at providing a tool for students to reassess and redraft their work. To ensure that all the lecturer's hints are

³³Wen, Yayun. Accessed on 16 februari 2017. *Teacher Written Feedback on L2 Student Writings*. University, Hangzhou, China, Journal of Language Teaching and Research. www.academypublication.com/issues/past/jltr/vol04

absorbed and carried out by the students, we must persuade students to reflect on and to act on the feedback we provide, even press them to do so if necessary because researches show that most of the students do not really act on the feedback except for making a mental note of the grade, the correction and the comment. Therefore, it is urgent to reinforce the students' consciousness of revising work.

CHAPTER III RESEARCH METHOD

A. The Design of the Research

According to Sukardi research is the way of perception and has a purpose to look for answer of problems or invention process.³⁴ Research was all activities related to inquiry that according to particular field to get new fact. The research needed a method in so that the researcher could do the research easily. However, in my opinion research is perception process done by researcher systematically and controlled to answer the problems. In this research use qualitative research with descriptive design, that is extended representation in accurate about individual or certain group. The research method design was direct the researcher in planned and implemented the study in a way. That was most likely to achieve the intended goal. Research design planned how to collect and analyze data that could be carried out economically and in harmony with the objectives of the study.

Cresswell, J in Pupu stated that qualitative research is loosely defined category of research designs or models, all of which elicit verbal, visual, tactile, olfactory and gustatory data in the form of descriptive narratives like field notes, recordings, or other transcriptions from audio and videotapes and other written record and picture or films.³⁵ According to Bogdan and Biklen, S qualitative research is one of research procedure that produce descriptive data

³⁴Sukardi. *Metodologi Penelitian Pendidikan: Kompetensi dan prakteknya*, 3-4

³⁵Saeful Rahmat, Pupu. Accessed on 18 Februari 2017. *Penelitian kualitatif*. yusuf.staff.ub.ac.id/files/2012/11/Jurnal-Penelitian-Kualitatif.pdf

as statement or written and the observation of people's behavior.³⁶ From the statement above the researcher conclude that qualitative research is a research of collecting data in descriptive forms and then write as a report. Data of this research are words, picture not in numeral forms. Qualitative research aims to discover the common comprehension toward social real from participants' perspective.

B. Population and Sample

1. Population

Population is most significant factor in conducting a research. A population is all of subject of the research.³⁷ Sugiono also stated that population is generalization area which has quality and specific characteristics and the researcher does study about it then make a conclusion.³⁸ It means that population is the total number of object that should be observed by researcher to find the result or the conclusion from this research. Therefore the population in this research is English department students of forth semester at IAIN Zawiyah Cot Kala Langsa. Academic years 2016-2017. The number of students are forty seven, they are consist of two unit or classes. The lecturer of writing III is Mrs. Nurlina.

³⁶Saeiful Rahmat, Pupu. Accessed on 18 Februari 2017. "*Penelitian kualitatif*". yusuf.staff.ub.ac.id/files/2012/11/Jurnal-Penelitian-Kualitatif.pdf

³⁷Arikunto, Suharsimi. 2010. "*Prosedur Penelitian suatu Pendekatan Praktek*". :Rineka Cipta. Page:172

³⁸Sugiono. 2010. "*Methodology Penelitian Pendidikan, Pendekatan Kuantitatif/ kualitatif dan R&D*". Bandung: Alfabeta. Page:215

Table I
The population of forth semester of English department students at
IAIN Zawiyah Cot Kala Langsa

No	Class	Male	Female	Total
1	PBI Unit 1	4	20	24
2	PBI Unit 2	5	18	23

2. Sample

According to Cohen Louis “Sample is appropriate size for a given number of the wider population.³⁹ Sample is a part or proportion of the population.⁴⁰ It is mean that sample is part or number of population who are chosen to participate in this research. In this research the total of students are 47 students. Therefore, the researcher take all students as sample.

C. The Technique of Collecting Data

Techniques for collecting data are the way can be used by the researcher to collect data. The researcher will do documentation and interview to collect the data. In the qualitative research, collecting data used on natural setting, data resources and technique collecting data in participan observation, in depth interview and documentation. This research also categorized as a survey research. It is done by means of field notes, documentation, questionnaire, and interview. Additionally, a survey research is included in a descriptive research which requires a researcher to interpret, describe, and

³⁹Cohen luis and Friends. 2005. “*Research of teaching*”. New York: Routledge. P.94

⁴⁰Ibid, page.29

explain thoroughly the natural situation revealed in the answered question. Because of the statement above the data for this research was obtained from two research sources, the first is written drafts or documentation of students note and the second is interview.

1. Documentation

A number of big fact and data savings in the documentation form.⁴¹ Some of big datas are letters, diary, report, artefact, picture, ect. Documentations are a readily and accessible source of data. This activity is used to collect the students' writing that is given written feedback by their teacher. In this current research, the researcher collated the students' writings which were given written feedback by their teachers. It was done to know the types of teacher written feedback given to the students.

2. Interview

Esterberg in Sugiono defined interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meeting about a particular topic.⁴² The interview is a mean of re-checking or verification of the information or statement obtained previously. Interview technique in qualitative research is in-depth interviews, where the process of obtaining information for research purposes by way of question and answer face to face between the interviewer with informants or people who are interviewed.

⁴¹Saeful Rahmat, Pupu. Accessed on 18 february 2017. *Jurnal penelitian kualitatif.pdf*. yusuf.staff.ub.ac.id/files/2012/11/Jurnal-Penelitian-Kualitatif.pdf

⁴²Sugiono. 2010. *Methodology Penelitian Pendidikan, Pendekatan Kuantitatif/ kualitatif dan R&D*. Bandung: Alfabeta. page: 231

The interview is done by the researcher to the English department student at fourth semester of IAIN Zawiyah Cot Kala Langsa. It is done to know all about information the researcher needed such as what are the students' perception on the lecturers' written feedback on their writing. Based on the sample in this research that interview does all of the student at the fourth semester in IAIN Zawiyah Cot Kala Langsa. In order the researcher gets the real data so the researcher do structural interview. The researcher using recorder to record the interview and the researcher gives many questions to English students about their perception of the feedback. The method useful for the researcher because using this method the researcher gets more detail information. Therefore, the researcher chooses the structural interview.

These interviews were intended to follow up and verify the answers in the interview to gain the further information. The interviews were in the form of semi-structured interview. It means the researcher, indeed, has guidelines of the questions but there might be any possible and unpredictable questions which occur to dig out more information from interviewees.

D. The Technique of Data Analysis

As stated by Paton in Moleong the data analysis technique is the process of data arrangement and data categorization. In addressing the analysis of the gathering data, some stages of analyzing data were used. The technique of data analysis included all those methods or technique that are adopted for conducting research. So, research method or technique are the methods that the researcher adopt for conducting the research questions. Nazir remarked that

descriptive method is a method in researching the status of human group, an object, a set of conditions, a system of thought, or a class of events in the present.⁴³ The researcher applied descriptive qualitative analysis as the technique of data analysis. Descriptive research is research that focused on issues as presently conducted the study, said descriptive because it aims to gain exposure that objective, especially regarding an analysis of written feedback on English department students' writing at IAIN Zawiyah Cot Kala Langsa in learning English as a foreign language.

While, qualitative approach is a problem-solving strategy in this research without the use of statistical analysis, but by using logical way of thinking based on qualitative data collected through documentation or in-depth interview. Therefore, descriptive qualitative analysis is a technique was one of aims to describe and to interpret the meaning of data that have been gathered by researcher. In other word, qualitative descriptive a procedure that used descriptive data in the form of words written or spoken of people and offenders can be observed. In this case, firstly the researcher collected the students' writings that contained lectures' written feedback.

There are many techniques to analyze the data, they are keeping records, transcribing data, constant comparison.⁴⁴ According to some kinds of the techniques, the researcher would like to use transcribing data as the techniques of this research. Transcribing is the procedure for producing a

⁴³ Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia. Page 51-54

⁴⁴ Beverley, et.al. Accessed on 29 march 2017. *An Introduction to qualitative research*. <http://classes.uleth.ca/QualitativeResearch.pdf>.

written version of an interview. It is a full script of the interview or conversation.

CHAPTER IV FINDING AND DISCUSSION

A. Finding of the Research

This section answers types of written feedback and the perceptions of English department students of fourth semester at IAIN Zawiyah Cot Kala Langsa on the lecturers' written feedback on their writing. From the result of documentations of their writing, there were some mistakes that corrected by the lecturer. She gave or used direct feedback to correct it.

Some of students still used pattern of Indonesian language to make English sentence. They often wrote wrong sentence, there were some wrong sentences as finding of the research, the sentences as follow:

- *Do you remember?*

It was a right sentence, but in her writing she told something in the past, therefore the student should write : *did you remember*, she should use past tense.

- *I watch your smile*

It was a wrong sentence, because the student used *watch* as a verb in the sentence. The student should use : *see* to make right sentence.

- *I am alone does not have sitiling*

The mistake of this sentence is two, the first one is on grammar and the second one is on vocabulary. The student should write : *I do not have any sibling* if she want to tell she do not have any brother or sister.

- *Love is the gift of a very special Allah SWT*

From the sentence above, it can be seen that the students confused on the noun phrase used. The student should write : *Love is a special gift from Allah SWT.*

- *When I was little*

The sentence was wrong in the grammar used and vocabulary, because in the sentence the student used was as tobe and the right sentence is : *When I were younger.*

- *I want to go to the beach with my family*

It was a written comment or feedback of the lecturer to corrected the mistake on student writing. The student wrote : *Ever want to go beach with family.*

- *Because the distance from to the house to the beach so far away.*

The student do not knew and confused to wrote in a good sentence. The student should write : *Because the distance from my house to the beach was so far.*

There are some mistakes of students' writing and the lecturer corrected and gave written feedback on their writing. This result answer the first research question about type of written feedback received by students on their writing. There are two types of feedback. Those are direct and indirect feedback. Direct feedback can be referred to as direct correction. The lecturers gave the correction on the students' writing directly. Then indirect feedback consist of two, there are coded and uncoded feedback. Coded feedback can be referred to

as error identification. The lecturer just give indicates that error have been committed and then the lecturers leaves it to the students to corrected by themselves. Furthermore uncoded feedback as opposed to coded feedback. In this case the lecturers just give error location, such as circling and underlining it. Therefore, based on the result of analysis, the researcher concluded that the lecturer often gave direct feedback and sometimes used indirect feedback on their writing. The lecturer gave direct and indirect correction in the sentences of their writing as the written feedback.

The next finding is based on a conversation between the researcher and the students. There are forty seven students. The researcher start researching on Wednesday 19 april until 03 may 2017. The researcher entered to the class and asked the students some questions. They were about students' perception on lectures' written feedback on their writing. There were many similarities and differences of their perception. Based on observation of student's conversation, the result as follow:

1. How often the lecturer give you feedback or written comment on your writing?

Students' answer:

“Sering, Memang setiap kali pertemuan, dosen tersebut langsung memberikan feedback. Setiap pertemuan dilihat melalui daily jurnal yang memang sudah kami tulis dirumah”. (The Lecturer often give the written feedback, it can be seen on my daily journal that has written at home)

(Interview on 19 April 2017)

2. Does the lecturer usually give you some codes or direct correction?

Students' answer:

"Diberikan kode terlebih dulu seperti di lingkari dulu bagian yang salah baru nanti dibenarkan". (The lecturer gave code first such as circling in the error sentence or error form and then she corrected it)

And other students said that:

"kadang-kadang diberikan kode dulu, kadang-kadang dibenarin langsung"
(sometimes she gave coded first and sometimes she correct directly)

3. Do you prefer to be gave some codes or corrected directly?

Students' answer:

"langsung dibenarkan, karena langsung tahu tulisan yang benarnya"(I prefer if the lecturer gave direct correction, because I will know where is the error of my writing directly)

"lebih suka kalau diberikan kode dulu, kami benarin kemudian baru dibenarin lagi sama ibu". (I prefer if the lecturer gave coded first and then I tried to correct it after that the lecturer corrected again if my writing still wrong)

" saya menyukai dua-duanya/ dua-duanya juga boleh"

(I like both of them)

4. Do you think the feedback is objective?

Students' answer:

“Objective, kalau salah ya salah kalau benar ya benar, ibu itu tidak pilih kasih”(the feedback is objective , the lecturer is a fair one)

5. Does the feedback give you motivation?

Students’ answer:

“memotivasi, bahkan memotivasi sekali karena feedback itu saling berhubungan atau ada keterkaitan antara mahasiswa dengan dosennya. Dan dengan adanya feedback itu , membuat mahasiswa jadi lebih aktif belajar terutama menulis dalam bahasa inggris”

(it can motivated me because the feedback related and gave relation between students and the lecturer. Then the feedback provides more active in writing)

“ feedback itu sangat memotivasi saya, mrs nurlina punya cara mengajar yang baik” (the feedback very motivated me, the lecturer has a good way in teaching writing)

6. Have you ever been given motivation words?

Students’ answer:

“pernah, misalnya, pelajari lagi grammarnya, lihat tulisannya diperbaiki lagi, sudah bagus, kembangkan kosa katamu!, tingkatkan lagi belajarnya masih banyak yang salah dalam pemilihan katanya, good job, excellent”.

(I ever get it, for example check your grammar, be carefull in word choice, good, improve your vocabulary!, good job)

(Interview on 20 April 2017)

7. Do you understand 'the feedback' means?

Students' answer:

"paham , karena koreksiannya jelas. Kalau belum jelas nanti kita bisa bertanya kembali agar lebih paham".

(yes I understood, because the correction is clear)

8. Is the feedback essential for you?

Students' answer:

"penting, karena dengan adanya feedback belajarnya tidak kaku".

(it is important because the feedback makes process of teaching an learning actively)

"kalau tidak ada feedback proses belajar mengajarnya susah".

(it is important because if there is no feedback, the process of learning can be difficult)

"karena jika tidak ada feedback seperti itu, kami tidak tahu kesalahan dalam penulisan kami"

(because if there is no any feedback , I do not know where is the error on my writing)

(Interview on 26 April 2017)

From the first question, most of students said that the lecturer always give written feedback on their writing through daily journal. As a matter of fact, the lecturer felt that giving feedback was a important thing. She did not give the score only.

From the second question, it can be seen that there are differences of their respons. Sometimes the lecturer gave code first, and then she corrected. But in the other time she corrected the writing directly without any code. As a matter of fact, the lecturer gave different types of feedback on their writing.

From the third question, the student gave different respon, in the unit 2 there were sixteen students said that they prefer if the lecturer corrected their writing directly, because they will find mistakes of their writing directly. But the weakness is they just accept from their lecturer, they do not find and study to find it themself. From this situation students do not motivated to study and try to write sentence or paragraph better.

Then in the same unit, other student gave their statement, then the researcher concluded that they prefer if their lecturer give them code first. The weakness is maybe they need more time. But the strengthness is that can improve their ability in analysis their writing and deduct some mistake in their writing. Lecturer does not concern on their content only and organization, but also concerns on mechanics (spelling and punctuation), grammar, and word choice. There were also different respon from students in unit 2, they are Dzasmita and Melva Anggreani, they said that they do not cared if the lecturer gave code first or correct their writing directy. They like both of them.

From the forth question, almost all students answer that the feedback is objective. Objective means that it was fair. She gave the correction based on the result of student's writing without seeing who the student is.

From fifth question there were some good perception of students about the feedback. And in the unit 1, there was a student who was interested with the lecturer when she taught. The lecturer gave feedback, and the feedback made her motivated to write. From the comment, it can be known that the lecturer is success in teaching writing. She can make the students motivated with her feedback.

Giving motivation is one important thing in teaching and learning process. Students need motivation from her or his lecturer. It can change students' habit. Sometimes they feel bored in learning, so the lecturer should give something, such as motivation to study. The lecturer must be creative, must have new way to make the student interested on their teaching.

The sixth question is about motivation word, because this thesis about written feedback, so the motivation is also a written on their writing as a effort of the lecturer to make the students motivated in writing. Most of students have the same answer. The lecturer did not only give written feedback only but also give some motivation words on their writing. It is a good way to increase their motivation in writing in good paragraph, sentences, ect.

The seventh question, some students answer that they are understand it. They realized that they were need the feedback in learning writing process. From the interview, it can be seen that the student understand about the feedback and they know the aims of the feedback.

Last question is about is feedback essential? It was as the last question to investigate the students' perception about written feedback. From the

interview it can be seen and concluded that students felt the feedback is very significant for them. it can be seen that they need it to improve their writing.

B. Discussion of the Research

Feedback is an important part of the learning cycle. In performance assessments designed to measure individual effectiveness. 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.

From the dialogue above, it can be seen that after the students made a writing, they always got written feedback from their lecturers. The lecturers employed direct feedback and also indirect one but the direct one is more dominating. Then, actually the students also preferred the direct feedback because it did not only make them know their mistakes but also knew how to correct them. Most of the students agreed that the lecturers' written feedback was beneficial to them. They found that the lecturers' written feedback was objective because the correction that was given was always accurate.

As long as they got lecturers' written feedback, they found that feedback given was clear enough. Then, from lecturers' written feedback they would be able to know their mistakes that they made in their writings. It was significantly helpful for them to improve their writings. Besides, after receiving lecturers' written feedback the students were motivated to revise their writings. They wanted to decrease the correction or the sign on their writing that was

given by their lecturers. They never felt insulted, ashamed or even disturbed by lecturers' written feedback. The students expected their writings were given feedback by their lecturers. They considered it as a kind of attention from the lecturers and also as a source to make their writing better.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data and discussion in the previous chapter above the researcher can take conclusion as follow:

1. Regarding the first research question, it was found that the lecturer often used direct and indirect feedback in giving written feedback on students' writings. The lecturer gave some signs to indicate the students' mistakes, such as underlining, circling, and scratching. Then, they put the correction around it. There was only a little feedback in the form indirect by just giving some signs to show the students' mistake without providing the right answer. It was also found that the written feedback given by the lecturers contain affective points. The lecturers' written feedback mostly contain some comments to strengthen students' positive emotion. The lecturer provide praise or comments in their writing such as the word great, excellent, good, etc.
2. Based on the second research question, it was found that the students prefer if their lecture gave them code first. They prefer if their writing corrected by the lecturer, because from the correction they will know the mistakes on their writing and how can make it better. They also realized that they need the feedback. The students felt the feedback is very significant for them.

B. Suggestion

The writer states some suggestions as follow:

1. The lecturers should keep giving feedback on the students' writings because every student is unique with special needs and the more written feedback can be suited to the student and the error. In short, the feedback will lead to improve writing proficiency for the student. Written feedback provided has a great impact on the students' writing and also on their attitude towards writing
2. The students should active to write and revise their writing. Students should be able to improve their vocabulary and mastering structure and grammar and then build their self confidence in writing

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APPENDIXES



List of Sample of Forth Semester at IAIN Zawiyah Cot Kala Langsa

1. Dewi Rahayu
2. Eka Sonia
3. Faurizal
4. Hafez Al Assad
5. Hayatul Ridha
6. Jihan Nadila Sari
7. Muhammad Rizki Salamuddin
8. Maulida
9. Meiratnasari
10. M. Yusuf Hasbalnikistan
11. Nathia Fitria
12. Nona Agustina
13. Novamiasuci
14. Nurul Fajri
15. Nurul Mawaddah
16. Putri Nurhaliza
17. Putri Rahmatur Ridha
18. Riski Intan Sari
19. Sarifah Aini
20. Syifa Nishrina
21. Taufik Qurrahman
22. Yeni Saifa Karina R
23. Zia Ulhaq
24. Okky Indirwan
25. Alvia Syahrin
26. Bona Putra
27. Dessy Liviana
28. Dzasmita
29. Eva Handayani
30. Indri Septiani
31. Melva Anggreani
32. M. Muhkamil
33. M. Adenan
34. Muharrami
35. Muliana
36. Nonnie Nurmala Sari
37. Nuraini
38. Nurhaziah
39. Rahmi Muliani
40. Rahmi Wardani
41. Rasimi
42. Riska Zuhra
43. Sadikul Wahdi
44. Siti Aminah
45. Winda Sari
46. Wirda Maulia
47. Yuliza

38.
39.
40.
41.
42.
43.
44.

one day I will travel around the world

45. my wish

46. ^{pasai}
47. When I was a child ever want to go beach
48. with family, but all I want to say to my
49. mother was afraid, because I thought
50. if I went beach^{pasai} have to hide the vehicle,
51. because the distance from the house to the
52. beach. so far away that it takes about two
53. hours. while we did not have a vehicle.

54. let alone our car just got a bike. After
55. I graduated from school, I would love to
56. go ~~beach~~ but it's just a desire which until
57. now has not been reached for me ^{balik} ^{pasai} ^{pasai}. It
58. has a very beautiful beach so desire to go
59. there is huge. than that I also wanted to
60. be able to go abroad, namely in England.
61. And wish I could have stayed in the
62. UK, and hope to speak English fluently
there, but this desire has not been
realized, and wish some day I could also
happy parents, and make them proud,
because I also had a desire to pilgrimage
parents. how my heart this is very big to
have that desire my very loving.

Acute

Date: 09-03-2017

I Love My Computer

then . i

(My name is Nurami, I am graduated from SMK 1 Langsa, Multimedia department.)

When the first time you saw and touch the computer? do you remember?

nowadays, Computer is general merchandise.

- Almost everybody has it. Computer becomes very important now, because everything started using computer even used as learning. I remember when the first time I use computer. It started when I was 10 years old or more. My aunt had computer in her room and she let me to touch it. She taught me how to play game the game name is Zuma. for the first time it is so hard to handle and move the "mouse" and I have to click the "mouse" some times. my hand not custom yet. And then for a long time I never touch it anymore until I entered to junior high school. In second class I have got IT lesson and I learn more about computer like how to write letter, how to change display picture and more. In 3th class my mother buy ~~me~~ to me (not only me

Date: _____

His example in people who are bored, stressed, and by reading the Quran as well, all of the great sins will collapse little by little if read. and to hear Quran also makes the liver so quiet, safe, calm and peaceful also. And I hope the dream of memorizing the Quran can be realized. since this is the biggest of my most.

My dream great and I also have a boarding tahfizul namely the Quran, which has complete facilities and the facilities were nice. so that student who go into schools be like, the spirit of memorizing the Quran, and the love for the atmosphere that describe how beautiful Islam is. I hope, that I can and have a strong embroidery has tahfizul Quran schools.

Do to memorize the Quran has been considered to be a burden for those who do not have the desire to continue their rote. because they were tired first, in memorizing the Quran. even some who have not tried at all has been said that in such a way. when in fact benefit memorizing Quran it self very much, one of them could improve performance.

Signature
Date: 11/12/20

MIRAGE

INDIA
PLANN
NAMA
KAFAN
JURUS
MAM
NAMA

Version Version of each, can in right
its broad sense that love

DREAM

It is a goal we wishful thinking right now to go to past future. Dream is mandatory for all peoples. Life without dreams is like a life without purpose, because the purpose of life is what his right as we do. what * we have to do at a later date. it was the destination of us. We should design his life from now on, try and pray that what we want reached later in the day.

It also means comprehensive dream. because a dream in every individual human being has variation. dreams successful to who have people. If all people in the word * desire is achieved, how elite of this word. It is no longer the person who stay on the road.

Her dream was a lot of obstacles, depending we must address the obstacles

MIRAGE

No. _____

Date: _____

= Love =

Every day I was looking at him from a great distance. In a word, I'm the only one who always notices it from a distance. Every time I always keep in mind all the motion and all the behavior that you do. From inside the mosque, I smile as you walk and I watch ^{see} your smile.

And secretly I began to hold back the disappointment. Yes, the dissapointment ^{speechless} of continuous I always keep silent with my feeling this blind. Not that you know how much my heart has brought you away. I was speechless and I began to get sick with the fact that I would never break my own love.

Note: Be Careful on Capital letter and choice of word.

MIRAGE

THE DREAM OF THE FUTURE

Every human life must have a dream that in future a better accordance with the wishes and expectations were very large. Including me and I have very big dreams in my life. As the proverb which says "hang your dreams sky-high, and the highest dream".

what is very common in think a lot of people, more or less sure. I also have a dream of a great future, such as:

working with a big salary, have a nice house and fancy, have the car and very specifically is my life and my family have adequacy and tranquility.

Distant dream while we are trying to realize it. many people are successful. they are average to dream and dare even realizing it.

There is a definite formula I notice from those who successfully achieve their dream in the future, that is DREAMING, in which each person must have a very big dream and even dared to realize their dreams.

Note: Rewrite your paragraph correctly
Be careful on vocabulary

No. _____

Date: _____

Tuesday, 28 February. A student in Zawiyah Cot Fala Langra

I always wake up at 5.30 am every morning.

I do not need to turn the alarm on my handphone when

awake, ^{hand com} because my friend always wake up. After waking

up, I shower and after the dawn prayers. Then, I learned

and read a book a few minutes. However, sometimes I

rush to get ready to go to college. But before that

I had breakfast with a slice of bread and a cup of tea.

clockwise leads to at 7.20, ^{hand com} but my friend has not come

to pick me up and set off together to the campus. 10

minute passed and she arrived. Then we went to college

together at 7.30 am.

Good!
Explore your vocabulary

MIRAGE

Tuesday, 21 March, ~~Often~~^{often} I feel very lonely

Today is a very frustrating day for me,

because today I feel very lonely. Somehow I always

feel lonely maybe because I'm alone ~~does not~~^{don't} have

~~sibling~~^{Sibling}. Sometimes I want to have brother or sister.

Unlike now due to lack of their whereabouts

I was lonely. ~~had~~^{there are} no friends who were able

to get the bladder vent, nothing to

corroborate when we are weak, could be friends.

But unfortunately I ~~do not~~^{not} have them, maybe

he did. That's the reason ~~why~~ I often

feel lonely.

Check your words

No.

Date

I was a student of the faculty Tarbiyah English Education majors 4th semester in IAIN ZEK Langsa. This week is ~~in~~ second week of active college after passing the final exam. I ~~am~~ have 4 semesters now, so I have to be more focused and effective learning and to be more diligent and timely to the campus. Let me be the exemplary student.

A lot of thing that happened at the beginning of this semester. ~~Ringing~~ ^{It was starting} from our room on the 2nd floor. ~~yet~~ ^{full stop} again greeted by her dust. ~~But~~ ^{Although} I did not make an issue this may be a challenge to achieve my goal.

Love is

Absolute vocab

Love is hot topic that is never absolute to be discussed by every circle, what ever young or old. Al abbas bin al abhaf says: every human being has love, there is no good for a human who has no love.

What is love? ^{vocab} love is the ^{special} gift of a very special Allah SWT what this love a believer submits to him. ^{god} And with love also the muslims will be ~~be~~ ~~be~~ united in the shelter of the religion of this Allah SWT. With love also later on the day of resurrection someone will be collected together with the person in his love.

Never mind the discussion about love, what is love and how it depends on who depend on it. Because everyone has his own opinion to mean that love depends on what he feels.

Love is divided into several kinds of love: Love to Allah SWT, that is very main. Love to the prophets. Love to yourself, it is very important to love yourself and keep yourself love to both parents. The love of the pregnant mother. Mother who risked her life for the birth of the child, nursed and guarded until.

Note: Rewrite your text carefully.

one day I will travel around the world

my wish.

~~I~~ ~~to~~ ~~be~~ ~~owning~~ ~~my~~ ~~own~~ ~~beach~~ ~~with~~ ~~family~~. ^{younger} ~~but~~ ~~all~~ ~~I~~ ~~want~~ ~~to~~ ~~go~~ ~~to~~ ~~my~~ ~~mother~~ ~~was~~ ~~afraid~~. ^{is} ~~because~~ I thought if it went beach have to ride the vehicle, because the distance from to the house to the beach, so far away that it takes about two hours. while we did not have a vehicle. let alone our car just got a bike. after I graduated from school. I would love to go Bali, but it's just a desire which until now has not been reached for me in Bali. It has a very beautiful beach desire to go there is huge. than that I also wanted to be able to go abroad, namely in England, and wish I could have stayed in the UK, and hope to speak English. ~~five~~ ~~years~~ ~~ago~~ ~~I~~ ~~realized~~, and I wish some day I could also happy parents, and make them proud, because I also had a desire to pilgrimage parents. how my heart this is very big to have that desire my very loving.

INTERVIEW SHEETS

1. How often The Lecturer give you feedback or written comment on your writing?
2. Does the lecturer usually give you some codes or direct correction?
3. Do you prefer to be gave some code or corrected directly?
4. Do you think the feedback is objective?
5. Does the feedback give you motivation?
6. Have you ever been given motivation words?
7. Do you understand 'the feedback' means?
8. Is the feedback essential for you?

CURRICULUM VITAE

A. General Identify

1. Full name : Yaula Nazira
2. Nick Name : Yola/ Ola
3. Place/ Birth Date : Julok Tunong, 13 November 1993
4. Gender : Female
5. Marrital Status : Single
6. Address : Desa Julok Tunong
Kec. Julok
Kab. Aceh Timur
7. Phone : 0823 6264 0167
8. E-mail : yulanazira@gmail.com

B. Background of Education

Formal Education

- a. Elementary School : SDN Julok Tunong in 2000-2006
- b. Junior High School : SMPN 1 Julok in 2006-2009
- c. Senior High School : SMAN 1 Julok in 2009-2012
- d. University : IAIN Zawiyah Cot Kala Langsa, degree of
Sarjana Pendidikan (S.Pd) English
Education Department 2012-2017