Students' Oral and Written Feedback on Students' Writing Quality at One of Pre Intermediate Writing Class

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Abstract: Students' Oral and Written Feedbacks on Students' Writing Quality.
The purposes of this study is to find out whether there are changes between before and after being given oral and written feedback, and to find out which type of feedback results in better writing quality improvement. Descriptive qualitative design has been carried out in this research. The result of analysis shows that there are changes between before and after being given oral but the more improvement could be seen in the written feedback Although there were changes before and after being given oral and written feedback, but the amount of students' essay after being given oral feedback were relative to improve their essay than students' essay after being given written feedback. It can be seen from the students' essay after being given oral and written feedback of students' writing quality. It seems that students' oral and written feedback on students' writing quality were improve the students' writing quality.

Keywords: *oral feedback, written feedback, students' essay*

Abstrak: Respon Secara Lisan dan Tertulis terhadap Kualitas Tulisan Siswa.

Penelitian ini bertujuan untuk mengetahui apakah ada perubahan antara sebelum dan sesudah diberikan respon secara lisan dan tertulis dan untuk mengetahui respon yang mana (lisan atau tertulis) yang lebih meningkatkan kualitas tulisan siswa Penelitian ini menggunakan desain kualitatif. Hasil analisis menunjukkan ada perubahan antara sebelum dan sesudah diberikan respon secara lisan dan tertulis pada kualitas tulisan siswa dan respon yang diberikan secara tertulis lebih meningkatkan kualitan tulisan siswa. Meskipun ada perubahan pada tulisan siswa setelah diberikan respon secara lisan, Jumlah tulisan siswa setelah diberikan respon secara lisan lebih sedikit daripada respon secara tertulis Hal ini dapat dilihat dari tulisan siswa setelah diberikan respon secara lisan dan tertulis pada kualitas tulisan siswa. Itu berati respon secara lisan dan tertulis dapat meningkatkan kualitas tulisan siswa.

Kata kunci: respon secara lisan, respon secara tertulis, tulisan siswa

INTRODUCTION

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.

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.

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.

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 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.

Different from the previous studies the purposes of this study is to find out which type of feedback results in better writing quality improvement.

METHODS

Descriptive qualitative design has been carried out in this 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.

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.

RESULTS

The students' oral feedback activities were observed in classroom activity. The result of students' essay before and after being given feedback as follow:

The Students' Writing Quality in Oral and Written Feedback

The changes of students' essay have been analyzed after the students performed both of students' oral and written feedback. The result of the students' changes after being given students' oral and written feedback could be seen on the table 4.13 below:

Table of the students' essay changes after being given students' oral and written feedback

No	Aspects of writing	Cases with correct changes and revision		Cases with changes but incorrect revision		Cases without changes and revision	
		O	W	O	W	O	W
1	M	34	45	15	10	13	5
2	LU	18	63	30	13	8	10
3	V	21	13	0	0	0	0
4	O	18	20	0	0	0	0
5	C	17	19	0	0	4	0

Table 4.13 shows that the students' written feedback is more effective in students writing quality. Overall, for mechanic, language use, organization and content almost frequently were students' essay with correct changes and revision after being given written feedback than oral feedback. Whereas, only vocabulary aspect most of frequency were students'

essay with correct changes and revision after being given oral feedback. It probably caused by students who got difficulty in remembering what their friends' comments on their essay by orally. Therefore, most of frequencies were the students' essay with changes but incorrect revision. It could be concluded that the students' written feedback results in better writing quality improvement.

DISCUSSIONS

Based on the result of the research, the students' writing quality after being given oral and written feedback are discussed and compared.

The Students' Writing Quality in Oral and Written feedback

Regarding the analysis document of descriptive analysis design taken from students' essay, the comparison of students' oral and written feedback has been discussed above. After being given students' oral and written feedback, the researcher found that students' written feedbacks looked more improve than students' oral feedback.

Firstly, the researcher found that there were students' essays with correct changes after being given oral and written feedback. From the five aspects of writing, the vocabulary aspect was more frequently could be found in students' essays with correct changes and revision after being given oral feedback than written feedback. It probably caused in oral feedback the students did more conversation in order to get suitable words for the correct changes. Supported the previous research by Shobani (2015) states the fact that students could remember what they hear not what they see. After being given oral feedback the students were easier to remember the vocabulary changes because the vocabulary was a word. Besides that, it might be caused the written feedback

which was given not appropriate with what the owner of the essay mean. In the other result of my research, the researcher found that most frequently in students' written feedback based on language use aspect of students' essay with correct changes and revision than students' oral feedback. It might be caused the correctors' knowledge in language use aspect was better than the owner of the essay. Therefore, the owner of the essay was changes and revised their mistakes of the essay in language use aspect. In other case, the study of the research by Tsui and NG (2000) which shows that written peer comments work better when they are supplemented by oral peer response sessions in which learners are given the opportunity to clarify their thinking, explain their intended meanings and collaboratively explore ways of expressing their thoughts and arguments. Leng (2014) states that the written feedback provided to the students were helpful and useful in their essay revision. The reason was that the feedback was clear, direct, and information loaded. It could be concluded that there were students' essay with changes after being given oral and written feedback.

Secondly, the researcher found that there were students' essays with correct changes but incorrect revision after being given oral and written feedback. From the five aspects of writing, the students' essay in language use and mechanic aspects got more changes but incorrect revision after being given oral feedback than written feedback. It probably caused in written feedback was clearer because the feedback was given directly by underlying the mistakes sentence and gave the correct changes directly in language use aspect.

Thirdly, the researcher found that there were students' essays without changes and revision after being given

oral and written feedback. From the five aspects of writing, students' essay in mechanic, language use and content aspects got more without changes and revision after being given oral feedback than written feedback. In written feedback, the researcher found that there were not students' essays without changes and revision in content aspect. As we know, the content refers to substance of writing consisting of topic sentence, supporting sentences, and concluding sentence. Besides that, mechanic is the steps of arranging letters, words, sentences, paragraphs, punctuation, and capitalization. In written feedback, the comments were clear and easy to understand that the written feedback helped them during revision. It assumed that written feedback was clearer because the feedback was given directly by underlying the mistakes sentence. It could also because of the way of giving feedback, the atmosphere of the class. In oral feedback, they could learn more as they could understand other mistakes other than their own mistakes. Therefore, the researcher found that the students' essay got more without changes and revision after being given oral feedback than written feedback. It probably happened because the students did not memorize of the error since they still got oral feedback of the essay. After that, the students had problem with the editing their essay. In contrast, 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. It might be caused the oral feedback from the teacher. Meanwhile, in my research the oral feedback was given from peer. It

concluded the oral feedback could be improve the students' essay when the feedback from the teacher. According Akcan (2010) showed the students felt that their teacher's comments and corrections help them to improve their composition skills and asked them to write the reasons. The students felt that their teacher's feedback helped them improve their composition skills, and the majority stated that they noticed their mistakes, corrected them, and learnt not to repeat them. In contrast, in my research the researcher found that there were changes before and after being given oral feedback, but the amount is relative to improve their essay.

From result of this findings supported the previous research 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 could 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 other's work. They correct the errors and send notes to the respective authors about what they have corrected.

Finally according to the explanation above, it could be concluded that students' writing quality improved after being given written feedback. The improvement could be seen in the aspect of writing; they are mechanic, language use, organization, vocabulary and content. The aspects of writing that most frequently were improve.

In brief, this chapter has described the results of the research and its discussions. The results of research deal with oral and written peer feedback activities based on result of the observation supported by documents analysis, and their effects on the students' writing quality.

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. 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.

Based on the result of the research and the conclusion stated previously, the researcher would like to propose some suggestions as follows:

1. It is better for English 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.
2. It is suggested for the next researcher to also focus on the student speaking achievement with their learning style.

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