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**LECTURER'S FEEDBACK ON ESSAY WRITING IN HIGHER EDUCATION**

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Writing is one of English skills that is considered as a productive skill which means a skill that can produce some things, such as ideas, thoughts, and expressions in written form. On intermediate students, the kind of writing taught in the class was essay writing. An essay writing is a series of paragraphs written on a single topic with a single main idea. In the practice of writing essay, students need proper feedback to be given in the process of writing to improve their writing skills, especially from the lecturer. Lecturer holds a significant role in assisting students developing their writing. The types of lecturer's feedback are the written-oral feedback, the direct-indirect feedback, the form-content feedback, and the first-final draft feedback. This research is aimed to know what types of feedback used by the lecturer in students essay writing work of fourth semester students of English Education Department of UINSI Samarinda in academic year 2020/2021. The research used the qualitative approach and the descriptive design. The data analysis technique used in this research was following the model of data analysis from Miles, Huberman, and Saldana, namely (1) data condensation, (2) data display, and (3) conclusion drawing/verification. The result showed that there were four types of feedback found in this research, namely written-oral feedback, direct-indirect feedback, form-content feedback, and first-final draft feedback.

**Keywords: Feedback, Essay Writing And Higher Education****INTRODUCTION**

English, as the global language, has the major four skills. They are listening, speaking, reading, and writing. These skills are classified into two skills named receptive and productive skills. Receptive skills (acquiring the language) include listening and speaking skills, while productive skills (performing the language) include reading and writing skills. In order to perform or to use the language, teachers and students need to improve both of their productive skills which are speaking and writing. Productive skills are defined by Jaramillo and Medina as a crucial form of expression for persuading or convincing others

as well as sharing thoughts and feelings.<sup>1</sup> Here, it can be implied that productive skills, rather than receptive, requires more effort to master because it is used to express ideas, while in receptive there is only a reception and comprehension process.

As explained above, productive skills are considered to be more complex rather than receptive skills. Rico said that according to some foreign language learners' perspectives, the most challenging aspects of the language are the productive skills.<sup>2</sup> Furtherly, Harmer stated that when a learner creates a piece of language and evaluates it, the information is sent back into the acquisition process.<sup>3</sup> It is

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<sup>1</sup>Jaramillo & Medina, "Adolescents' Awareness of Environmental Care: Experiences when Writing Short Descriptive Texts in English", *PROFILE*, Vol. 13, No. 1, 2011, p.12

<sup>2</sup> Lenny Johana Alvarado Rico, "Identifying Factors Causing Difficulties To Productive Skills Among Foreign

Languages Learners", *Opening Writing Doors Journal*, Vol. 11, No. 1, 2014, p. 66

<sup>3</sup> Jeremy Harmer, *The Practice...*, p.250



implied that mastering productive skills are also recalling prior knowledge that have been acquired in learning receptive skills.

Among those skills, many has noted writing as the most complex skill to learn. Heaton noted that writing abilities are difficult to teach because they need mastery of not just grammatical and rhetorical devices, but also conceptual and judgmental aspects.<sup>4</sup> Another reason why writing is hard was stated by Ulashovna who said that performing writing activities necessitates a distinct mental process that has a direct impact on the blending of attention, fine motor coordination, memory, visual processing, language, and higher-order thinking.<sup>5</sup> These shown how writing is more complex than other skills. Writing needs ideas to be organized. It does not only care about grammatical things, but also conceptual things. Simply said, writing needs other components outside of language forms to be considered.

Writing itself has its own processes that should be properly guided by teachers or lecturers. According to Richards and Rodgers, the process of writing consists of four basic steps. They are planning, drafting, revising, and editing.<sup>6</sup> To guide students in these whole processes, teachers or lecturers have to pay attention on what they should do. Harmer also proposed some tasks that the teachers must perform before, during, and after the process of writing. They are demonstrating, motivating and provoking, supporting, responding and evaluating.<sup>7</sup> Demonstrating means providing examples and steps on how to understand and do certain types of writing. Motivating and

provoking means stimulating the students at the beginning to get ideas and write in English. Supporting means encouraging the students while they are working on their writing. Responding means giving feedback whether correction or suggestion of students' writing result, and evaluating means the teacher or lecturer evaluate the final result of students' writing and grade them. According to Brown, teachers provide assistance in helping students engaging in the thinking process of writing, but they must not force their own ideas on students' writing in spirit of respecting students' opinion.<sup>8</sup> This explained that the role of teachers is to facilitate students and guide them in a whole process of writing without involving or intervening their thoughts in student writing. These are important to be noted by teachers or lecturers because they have the role to encourage students to develop their own ideas of understanding texts.

Being a good teacher in teaching English requires tons of practice and experiences, especially EFL teachers. Teaching English as a foreign language requires much effort since English is not used in daily basis. Brown stated that teaching is showing or assisting someone in learning how to do something, giving instructions, guiding in a study, providing knowledge, and causing to know or understand something.<sup>9</sup> It means that the role of teacher is very important to help students in their learning process.

A good teacher should know how to provide good materials, use a suitable media, and use a great technique to approach the

<sup>4</sup> J.B Heaton, "Writing English Language Tests", in Sapna Farah Aulya, *Writing Error Analysis in Expositon Text of Eleventh Grade SMA Negeri 4 Samarinda, Thesis*, Perpus-IAIN 2020, p.3

<sup>5</sup> Mustafayeva Nilufar Ulashovna, "Productive Skills And Language Learning Difficulties", *JournalNX- A Multidisciplinary Peer Reviewed Journal*, Vol. 6, Issues 11, 2020, p.131.

<sup>6</sup> J.C. Richards & T.S. Rodgers, "Approaches and Methods in Language Teaching", in Mohammed Iqram Hossain, "Teaching Productive Skills to the Students: A

Secondary Level Scenario", *Paper*, (BRAC University: Bangladesh, 2015), p.33

<sup>7</sup> Jeremy Harmer, "How to Teach English 2nd Ed.", in Mohammed Iqram Hossain, "Teaching Productive Skills to the Students: A Secondary Level Scenario", *Paper*, (BRAC University: Bangladesh, 2015), p. 38.

<sup>8</sup> H.Douglas Brown, *Teaching Teaching By Principles*. (Pearson Education: New York. 2007), p.396.

<sup>9</sup> H.Douglas Brown, *Principle of Language Learning and Teaching* (New York: Addison Wesley Longman. Inc, 2000), p.7.

students. A good teacher also need to be able to properly use the language to trigger the students or learners. Harmer stated that The reason of a mother language use might be the teachers themselves. If they utilize the students' language regularly, the students will feel at ease doing so as well.<sup>10</sup> That is why teachers should be aware of themselves as they are also providing examples for students. However, Harmer said further that there are moments, particularly at lower levels, when using a mother tongue might benefit both the teachers and the students, such as when explaining or discussing methods or making announcements that would be impossible to make in English.<sup>11</sup> It means that the teachers also need to be able to balance the amount of time spending on L1 and the foreign language properly.

Giving feedback or responding is considered to be the essential role of teacher or lecturer in guiding students in their writing process. Raihany said that feedback notifies learners on the outcome of their learning or their areas for development, which helps to motivate them to continue learning.<sup>12</sup> Leng said that the teacher gives feedback so that students may read and comprehend the problems and utilize it to enhance their work in the future.<sup>13</sup> These show that in writing, feedback is also needed in order to monitor and improve students writing result and their learning process, and also understanding the problems they face.

Many researchers had conducted researches about lecturers or teachers feedback in writing. Chunxia Zhang conducted a similar research about teacher written feedback in Hubei province university students' writing on

2016. It tried to find out kinds of feedback offered by English teachers and students attitudes towards it.<sup>14</sup> Another similar research is also conducted by Jabu, Noni, Talib, and Syam about Indonesian EFL lecturers' corrective feedback and students' uptake in 2019.<sup>15</sup> Leng conducted a written feedback analysis research on ESL students' writing at Selangor, Malaysia on 2013.<sup>16</sup> Meanwhile, this research was conducted in English Education Program of UINSI Samarinda.

English Education Program of UINSI Samarinda has series of English Writing course. In even semester of academic year 2020-2021, fourth semester got Intermediate English writing as a continued program from the Basic English Writing. Based on informal interview with two lecturers of English writing course, it was found that English Writing Course at UINSI Samarinda presented as a series course. There are three English writing course levels in English Education program at UINSI Samarinda. They are Basic English writing, Intermediate English Writing, and Advance English Writing. The instructional objective of Basic English Writing is majorly in developing English sentence. While the instructional objective of Intermediate English Writing is developing essay paragraph. The last level is Advance English Writing, which has the instructional objective to develop an essay text.

In this research, the researcher conducted the research in intermediate level that is provided in fourth semester of English Education program. In Intermediate English Writing, the class provides more practice related with how to construct a good essay paragraph. Based on the informal interview

<sup>10</sup>Jeremy Harmer, *The Practice...*, p.131

<sup>11</sup>Jeremy Harmer, *The Practice...*, p.132

<sup>12</sup>Afifah Raihany, "The Importance Of Teacher's Written Feedback On The Students' Writing In Teaching Learning Process", *OKARA*, Vol.1, 2014, p. 91

<sup>13</sup>Kelly Tee Pei Leng, "An Analysis of Written Feedback on ESL Students' Writing", *Procedia – Social and Behavioral Science* 123, 2014, p. 390.

<sup>14</sup>Chunxia Zhang, "An Investigation into Teacher Written Feedback on English Writing", *International Conference on Education, Management and Computer Science*, 2016.

<sup>15</sup>Baso Jabu, Nurdin Noni, Ahmad Talib & Asfiah Syam, "Lecturers' Use Of Corrective Feedback and Students' Uptake in An Indonesian EFL Context", *Global Journal of Engineering Education*, Vol. 19, No. 1, 2019.

<sup>16</sup> Kelly Tee Pei Leng, "An Analysis...", 2014.



with some students, the researcher found that not all lecturers giving students feedback. Some lecturers gave direct score on students' writing work. Related with the facts above, the researcher prefers to conduct a research about lecturer's feedback on students' essay writing work in Intermediate English writing

This research purposed to know types of feedback used by lecturers to give correction and responses on essay writing work and students' responses of the lecturer's feedback on essay writing work.

## METHOD

This research was conducted using *descriptive-qualitative* research design. It attempts to give a description about the feedback used by lecturers in response to students' writing practise. In accordance to the research objectives, this research was conducted using descriptive study where the researcher did not affect the condition on the classroom, not either giving treatment and control class as the experimental design is. According to Ethridge, descriptive studies are simply attempts to determine, characterize, or identify what is, whereas analytical research tries to figure out why something is the way it is or how it came to be.<sup>17</sup> In this research, the researcher only collected and analyzed the data, described the data results, and drew a conclusion.

Since the researcher only intended to give a description about the feedback, the researcher used qualitative research in order to get a bigger picture of the whole feedbacks that are used. This also turns out in line with what Lodico, Spaulding, and Voegtler said about qualitative research:

Qualitative research is characterized by flexible, naturalistic methods of data collection

and usually does not use standardized instruments as its major data source. Instead, qualitative researchers typically develop their own methods for recording data and collect several different types of data. Qualitative data are often gathered in the form of words, pictures, or both.<sup>18</sup>

In addition, Angrosino stated that qualitative research aims to discover the what, how, when, and where of an event or activity in order to define its meaning, concepts, and definitions, as well as its features, metaphors, symbols, and descriptions.<sup>19</sup> The flexibility in qualitative research allowed the researcher to explore more about the study.

## FINDING

In this section the researcher presented the data obtained from the documentation, observation, and interview. Therefore, this section is divided into two parts based on the research problems. They are the types of feedback used by the lecturer and the students' response to the feedback given by the lecturer. The data obtained from documentation and observation describe the types of the feedback found in students' essay writing work which answered the first question of the research. While the data from interview with students describe their responses through the feedback given by the lecturer which then answered the second question of the research. The result is presented as follow:

### *The Types of Feedback Used by The Lecturer*

From the analysis, the researcher found that there are several types of feedback given by the lecturer. This means that in giving feedback, the lecturer not only use a single type of feedback. This section is divided into four parts based on the types of feedback the researcher

<sup>17</sup>Ethridge, D.E., *Research Methodology in Applied Economics*, (John Wiley & Sons, 2004), p.24.

<sup>18</sup>Marguerite D.Lodico, Dean T. Spaulding, Katherine H. Voegtler, *Methods in Educational Research From Theory to Practice Second Edition*, (Jossey-Bass: San Fransisco, 2010), p. 112.

<sup>19</sup>Angrosino, M. V., "Naturalistic Observation", in Muhammad Adnan Latief, *Research Methods On Language Teaching An Introduction*, (UM Press: Malang, 2011), p. 76

found and intended to see. The first part is the finding of written and oral feedback, the second part is the finding of direct-indirect feedback, the third part is the finding of form and content feedback, the last part is the finding of first draft and final draft feedback. The overall description is provided below.

a. Written and Oral Feedback

As defined by Rofiqoh and Chakim, written feedback is the feedback given to students by providing certain comments, corrections, and marks on their work. While oral feedback known as personal consultation between teacher and students.<sup>20</sup> From the analysis, the researcher found that in this type of feedback, the lecturer gave both written and oral feedback. It is shown from the result of documentation and observation conducted on April 5<sup>th</sup> 2021, and May 24<sup>th</sup> 2021. On the documentation, the researcher found that the lecturer gave some written comments to indicate students' common errors and mistakes. Since the course was conducted online, this action was done via Google Classroom. While on the observation, the researcher found that the lecturer gave both written and oral comments. This written feedback was given via Google Classroom, while the oral feedback was given via Zoom Meeting. The data are presented as follows:

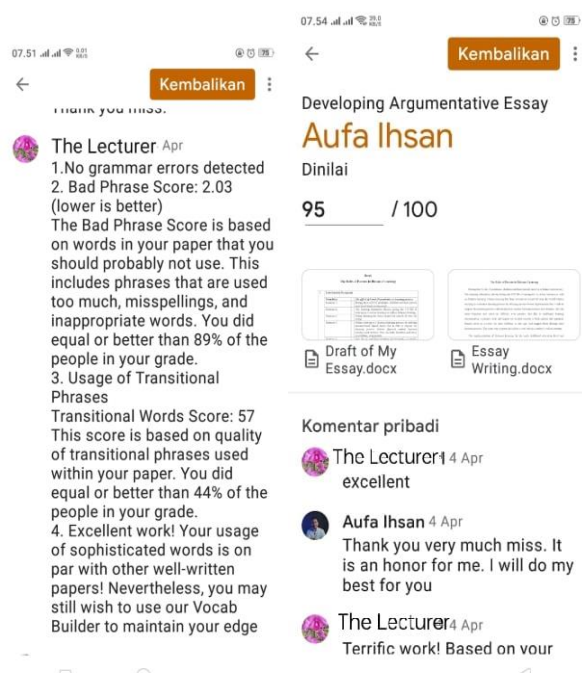


Figure 4.1 Lecturer's Written Comment on Students' Worksheet

Figure 4.1 shows that the lecturer gave written comments regarding students' work by indicating some points and detailed score for each aspects of the scoring. Figure 4.2 shows that the lecturer used a feature of Google Classroom, which are scoring and private comment column, to give mark on students' work and to decide whether the work is done properly or needed a revision. According to the interviewees, when the work need revision, the lecturer would give it back to the students in order to be revised.

Table 4. 1 Observation Checklist Result

No	Information	Yes	No
1.	The lecturer gives correction on grammatical mistakes.	√	
2.	The lecturer gives comments and suggestions to students' work.	√	
3.	The lecturer gives assessment in comment.	√	
4.	The lecturer gives assessment in score.	√	
5.	The lecturer gives correction on content and organization.	√	
6.	There is a sharing time to listen to students' response.	√	
7.	The lecturer directly provides the correct form to give correction.	√ (orally)	√ (written)
8.	The lecturer provides hints to stimulate students in finding the correct form.	√	

On table 4.1, number 1, 2, 3, and 4 confirmed what has been presented on the figure 4.1 and figure 4.2. They are showing that

<sup>20</sup> Ma'idatur Rofiqoh & Nur Chakim, "Students' Perceptions...., 2020, p. 59.



the lecturer provided written feedback to students' work. While number 6 implied that the lecturer provided the oral feedback by providing a sharing time on an online meeting conducted via Zoom as provided by the data below.

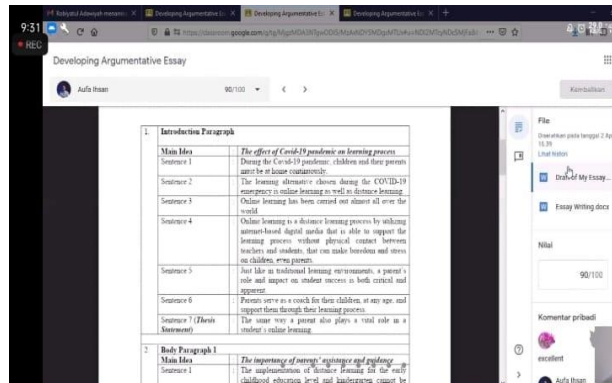


Figure 4.2 Online Class via Zoom Meeting

Figure 4.3 shows the online writing class conducted via Zoom Meeting. The lecturer commented orally on students' work while opening Google Classroom and showing them worksheets of some students using *share screen* feature available on Zoom. Lastly, the researcher found that the written and oral feedback were also appeared in the researcher's field notes result. There were found 8 notes that the researcher called as additional information related to the observation checklist result on table 4.1.

Table 4. 1 Field Notes Result

Date/ Time	Additional Information
April 5 <sup>th</sup> , 2021 & May 24 <sup>th</sup> , 2021	<ol style="list-style-type: none"> <li>1. Yes, both written and oral, form-focused.</li> <li>2. Yes, both written and oral.</li> <li>3. Yes, both written and oral.</li> <li>4. Yes, written at students' worksheet on Google Classroom.</li> <li>5. Yes, both written and oral, content-focused.</li> <li>6. Yes, orally in the online class meeting. (<i>direct feedback</i>)</li> <li>7. No, the lecturer provides hints and indicates major mistakes commonly made by students, and let the students correct the mistakes themselves by asking them to recheck and revise their draft. (<i>direct feedback</i>)</li> <li>8. Yes, both written and oral. (<i>indirect feedback</i>)</li> </ol>

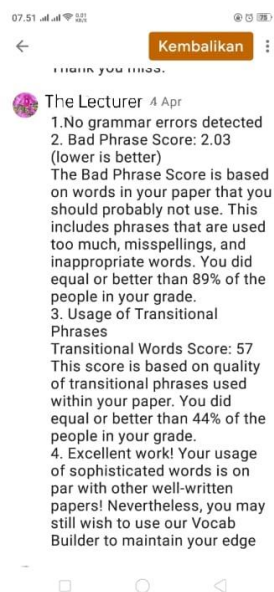
Table 4.2 shows that the feedback given by the lecturer are not only in form of written feedback (as what figure 4.1 and figure 4.2 shows), but also in oral feedback. The observation conducted on April 5<sup>th</sup> and May 24<sup>th</sup> 2021 showed that the lecturer also gave oral feedback via Zoom Meeting. By these data,

it can be seen that the lecturer gave both written and oral feedback.

b. Direct-Indirect Feedback

Direct and indirect feedback refers to the way teachers giving the feedback. Zhang noted that direct feedback happens when a teacher points out not only errors but also provides correct answers, whereas indirect feedback happens when a teacher provides no correct answer but indicates errors or problems through other means and let the students answer by themselves.<sup>21</sup> From the analysis, the researcher found that the lecturer delivered the written feedback indirectly, but the oral feedback appeared to be directly. Though the oral feedback is given in the direct way, it has been found that the direct feedback was pointed to all students by indicating the major mistakes or errors appeared in the students' drafts. The data are presented as follows: Figure 4.4 shows that the lecturer provided indirect feedback which shown by the comment number 2. This comment showed that the lecturer did not show the students their mistakes, but more indicating why they got such score in bad phrase score. The used-too-much phrases, misspellings, and inappropriate words were not shown directly, neither any correct forms were provided to students in the written comments above.

Figure 4.4 Lecturer giving Indirect feedback



<sup>21</sup> Chunxia Zhang, "An Investigation...", 2016, p. 843.

Figure 4.5 shows the lecturer's direct feedback delivered via Zoom Meeting. As the researcher conducted the observation on April 5<sup>th</sup>, 2021, the researcher found that in the course given, the lecturer gave direct feedback in the form of oral feedback. The whole discussion was about showing the major mistakes found on students' work, the correct form of the major mistakes, and guiding the students on how to revise their draft.

Figure 4.5 Lecturer's giving direct feed back



c. Form and Content Feedback

Form-focused feedback, as stated by Zhang, is also known as error correcting feedback or grammar feedback since it focuses on providing feedback on problems in grammar, vocabulary, and writing pattern.<sup>22</sup> Fatman and Whalley noted that feedback on form includes grammar and mechanic, while feedback on content includes organization and amount of details.<sup>23</sup> By these definition, the researcher found that the lecturer gave the feedback on both areas, but more focus to the content. This is shown by the following pictures.

Figure 4. 6 Examples of the Lecturer's comment on language form

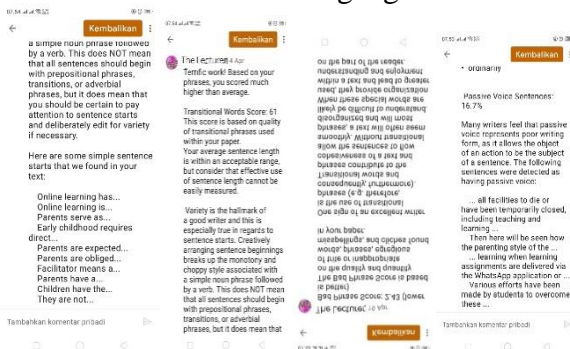


Figure 4.6 shows that the lecturer gave the form feedback which was about the passive

voice. The lecturer also gave suggestions related to it, and indicated the passive voice found in the student's work. The lecturer gave feedback not only in form of form-focused, but also content-focused. The lecturer indicated the feedback on the content by explaining the role of transitional words on the cohesiveness of a text. Suggestions were also provided by indicating the importance of arranging sentence beginning. Not only that, but also the lecturer mentioned some sentence starts she found at the student's work.

c. First Draft and Final Draft Feedback

Feedback that given on the first or final draft are also important because they hold different effect on students' writing ability. In this type of feedback, the researcher found that the lecturer gave the feedback on the first draft both in written and oral form. This is shown by the data provided below.

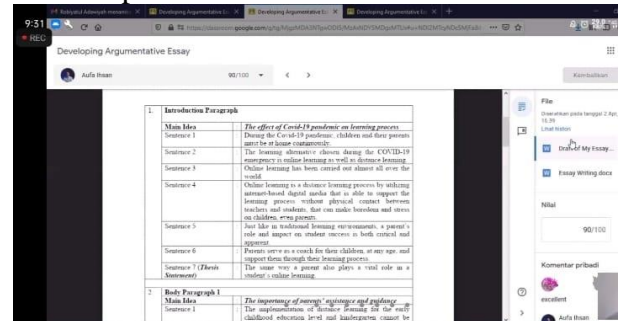


Figure 4. 3 Student's worksheet on Google Classroom (First Draft)

Figure 4.8 shows the worksheet of a student in Google Classroom. This worksheet contains the student's first draft on argumentative essay writing. It started from separating the essay writing into three main structures which are introduction, body, and conclusion. The introduction paragraph into two main parts, main idea and supporting sentences. Then, the supporting sentences was separated one and another by indicating the sentences with numbers (*sentence 1, sentence 2...*). After that, the same action was done in the body paragraph and in the closing or concluding paragraph. Here, the researcher found that the lecturer gave feedback on the first draft of the essay writing.

<sup>22</sup> Chunxia Zhang, "An Investigation...", 2016, p. 843.

<sup>23</sup> Rini Susanti, Deepali Mallya M., Indawan, "The Effective Feedback...", p. 922.



This action was done by taking some worksheets of the students, then categorizing them into two major groups; the good work, and the less good work. After that, the lecturer used them in comparison as examples to provide the feedbacks to students. The lecturer also provided feedback on the next drafts until the final draft. This was shown by the picture below.

Figure 4. 9 The Lecturer Returned Students' Work

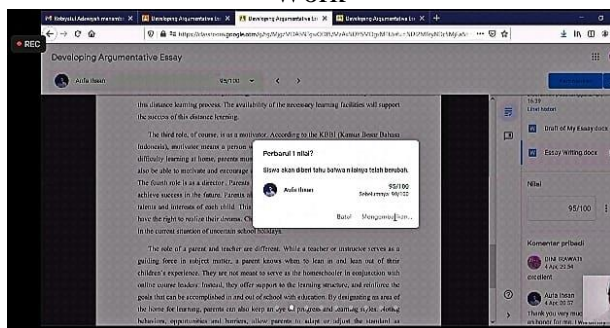


Figure 4.9 shows that the lecturer was about to give back student's work with the changed score and given comments. This shows that the previous score before the revision was less than the current score. After giving back student's work, the lecturer would ask the students to develop the first draft into the next step. This case is shown on the picture below.



Figure 4.10 The Lecturer's comment on student's first draft

Figure 4.10 indicates that after the work was commented and given score, the lecturer asked the student to develop her work to the next step. This shows that the lecturer also gave enough attention to students' writing progress. It also implies that the lecturer provided guidance to students' writing processes.

For the final draft feedback, the researcher found that the lecturer also gave on

students' final draft. Since the final draft feedback appeared to be given after an exam, this data was taken from students' interview which stated that the lecturer also provide final draft feedback. The form of the final draft feedback was both on the written comments and oral explanation. The written form was given via Google Classroom and the oral form was given via Zoom meeting.

**Students' Responses of The Lecturer's Feedback**

In this section, the researcher displayed the findings of students' response on some tables. These findings were taken from the interview conducted on September 4<sup>th</sup>, 2021. There were three students participated in this research. These students were in the class of TBI 3, and were registered as 4<sup>th</sup> semester students taken the Intermediate Writing Class at the moment. The students were taken based on the observation conducted at the April 5<sup>th</sup>, 2021. The researcher found that there were three of the students' worksheets displayed on the screen as the examples of the given feedback. The names of the students are mentioned as initials. They are SA, MAI, and AN.

This section is divided into five sections according to the interview questions mentioned on the earlier chapter (Table 3.1). They are; students' response on written-oral feedback, students' response on direct-indirect feedback, students' response on form-content feedback, students' response on first and final draft feedback, and students' feedback preferences. The responses got from the interview with the students are shown in the table below. Here, the researcher put all the questions and answer in the same table to ease the readers in viewing the data.

Table 4. 2 Students' Response on The Written-Oral Feedback

Respondents	Type	Questions	Answers
Student 1 (SA)	Writ-ten	Did the lecturer provide written-feedback?	Yes.
		If yes, how did the lecturer deliver the feedback?	One week after giving the assignment, the lecturer gave written comment on personal comment





	Oral		column at Google Classroom.
		In what form did the lecturer deliver the feedback?	Written comment.
		Did the lecturer provide oral-feedback?	Yes. Oral feedback were also exist.
		If yes, how did the lecturer deliver the feedback?	The lecturer delivered the feedback via Zoom online meeting. 3-5 students who submitted the work earlier will be checked and commented orally by the lecturer in front of other students as a discussion.
		In what form did the lecturer deliver the feedback?	Oral comments, correction, suggestion, and question.
Student 2 (MAI)	Written	Did the lecturer provide written-feedback?	Yes.
	Oral	If yes, how did the lecturer deliver the feedback?	Using her own parameters, or, I mean, scoring criteria, she provided the feedback in the personal comment column on Google Classroom.
		In what form did the lecturer deliver the feedback?	Written comment.
		Did the lecturer provide oral-feedback?	Yes, yes.
		If yes, how did the lecturer deliver the feedback?	The lecturer took only few, maybe 3 to 5 of students' works, not all, that had been submitted earlier as examples to do the discussion in Zoom online meeting. She did not take all of our works because of the limited amount of time for the course.
		In what form did the lecturer deliver the feedback?	Oral comments whether it is correction, suggestion, sometimes questions.
Student 3 (AN)	Written	Did the lecturer provide written-feedback?	Yes. At the Google Classroom.
	Oral	If yes, how did the lecturer deliver the feedback?	We sent our writing to the lecturer on Google Classroom, after that it will be commented at the private comment column.
		In what form did the lecturer deliver the feedback?	Private written comment.
		Did the lecturer provide oral-feedback?	Yes. It's on Zoom meeting.

	If yes, how did the lecturer deliver the feedback?	After submitted, some examples were taken, the correct one and the error one. The lecturer showed them in comparison.
	In what form did the lecturer deliver the feedback?	Oral comments, given in comparison.

Table 4.3 confirmed the first question of the interview. The written and oral feedback were found in the interview with the students. Three of the students confirmed that the lecturer gave the feedback both in oral and written form. Then, it also answers the second question of the interview. The lecturer gave the written feedback by using private comment section on Google Classroom, and typed the comments there. In oral feedback, the lecturer gave the feedback by taking 3-5 of students' work submitted earlier to be given feedback in the online class conducted via Zoom meeting. The written feedback were found in the form of written comments on the private comment column available at Google Classroom, while the oral feedback were found in the form of oral comments, such as questions, correction, suggestion, and comparison in the online class conducted via Zoom meeting.

The responses on the direct-indirect feedback are got from the interview with the students. They are shown in the table below. Here, the researcher put both the direct and indirect feedback in the same table to let the readers interpret the data easily.

Table 4. 3 Students' Response on The Direct-Indirect Feedback

Respondents	Type	Questions	Answers
Student 1 (SA)	Direct	Did the lecturer provide direct-feedback?	Yes. There were.
		If yes, how did the lecturer deliver the feedback?	By questioning the student regarding the difficulties and confirming what the student meant, encouraging the other students to participate in the discussion, then guiding students to the correct path they should have taken.
		In what form did the lecturer deliver the feedback?	Mostly in oral form.
	Indirect	Did the lecturer provide	Yes.



		indirect feedback?	
		If yes, how did the lecturer deliver the feedback?	Via written comments on Google Classroom. The comments were delivered generally, no circling or cross, we needed to find the problematic part by ourselves, correct it, and resubmit it.
		In what form did the lecturer deliver the feedback?	Written comments.
Student 2 (MAI)	Direct	Did the lecturer provide direct feedback?	Yea.
		If yes, how did the lecturer deliver the feedback?	Often questioning if there are some unclear parts, just to confirm. Often commenting and giving suggestions as well, and of course directly provided the correct form.
		In what form did the lecturer deliver the feedback?	More in oral form.
	Indirect	Did the lecturer provide indirect feedback?	I think so.
		If yes, how did the lecturer deliver the feedback?	In personal comment column on Google Classroom. The lecturer gave the comment mostly on general mistakes appeared in the draft.
		In what form did the lecturer deliver the feedback?	Written comments.
Student 3 (AN)	Direct	Did the lecturer provide direct feedback?	It's on Zoom meeting.
		If yes, how did the lecturer deliver the feedback?	Commenting on students' work, sometimes providing suggestions and the correct form by showing them directly in a new file of Ms. Word shared through <i>sharescreen</i> feature.
		In what form did the lecturer deliver the feedback?	Oral form.
	Indirect	Did the lecturer provide indirect feedback?	It's on GC.
		If yes, how did the lecturer deliver the feedback?	In private comment column on Google Classroom. The comments were typed. Many of the comments I could not catch, but luckily I understood after the direct

			explanation on Zoom meeting.
		In what form did the lecturer deliver the feedback?	Written comments.

Table 4.4 confirmed the first question of the interview. The direct and indirect feedback were found in the interview with the students. Three of the students confirmed that the lecturer gave the feedback both in direct and indirect way. Then, it also answers the second question of the interview. All three students confirmed that the lecturer gave the direct feedback by questioning, giving comments, suggesting, and also providing the correct form. One student (Student 3: AN) reportedly stated that the lecturer provided the correct form by directly showing the students in a new file of Ms. Word shared through *sharescreen* feature available on Zoom meeting. The form of the direct feedback was found to be oral form.

Meanwhile, in indirect feedback, the lecturer provided the feedback by commenting on the private comment section available at Google Classroom. The comments appeared to be delivered generally after reading the whole draft using no circles, neither crosses to indicate where were the mistakes. The form of the feedback were found to be written form using typed text.

The responses were acquired from the interview with students. They are shown in the table below. Here, the researcher put both the form and content feedback, questions and answers, in the same table to let the readers get better experience interpreting the data.

Table 4. 4 Students' Response on The Form-Content Feedback

Respondents	Type	Questions	Answers
Student 1 (SA)	Form	Did the lecturer provide form-feedback?	Yes.
		If yes, how did the lecturer deliver the feedback?	In Google Classroom, the lecturer gave the feedback on the grammatical errors, transitional words, and language use in score and mentioning the common mistakes while in Zoom meeting, it was a little less than in GC.



		In what form did the lecturer deliver the feedback?	More written, less oral.
	Content	Did the lecturer provide content feedback?	Yes.
		If yes, how did the lecturer deliver the feedback?	It existed in both written and oral comment, on GC and Zoom meeting, but delivered more in Zoom meeting. The focus were on the coherence, cohesion, and unity of the paragraphs.
		In what form did the lecturer deliver the feedback?	Less written and more oral.
Student 2 (MAI)	Form	Did the lecturer provide form feedback?	Not really. I think there might be some, but not as much as content.
	Content	If yes, how did the lecturer deliver the feedback?	The lecturer provided it on written comment on Google Classroom and delivered it indirectly.
		In what form did the lecturer deliver the feedback?	Written comment.
		Did the lecturer provide content feedback?	Yes.
		If yes, how did the lecturer deliver the feedback?	I think it was delivered both written and oral comment, on GC and Zoom meeting. The focus were on the coherence, cohesion, and unity.
		In what form did the lecturer deliver the feedback?	Both written and oral form. I think it is balance.
Student 3 (AN)	Form	Did the lecturer provide form feedback?	Yes.
		If yes, how did the lecturer deliver the feedback?	I think it was very little comment about it, and it was not very detail.
		In what form did the lecturer deliver the feedback?	It was both given on oral and written form.
	Content	Did the lecturer provide content feedback?	Yes.
		If yes, how did the lecturer deliver the feedback?	The comment and explanation about content were delivered both in written and oral form, Zoom and also GC. It was explained more detail in Zoom meeting.

		In what form did the lecturer deliver the feedback?	Written and oral form in a detailed explanation.
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Table 4.5 confirmed the existence of form and content feedback given by the lecturer. The feedback given on the form feedback were found to be delivered more in the private comment at Google Classroom than directly in Zoom meeting. Student 1 said that the focus of the form feedback was on the grammatical errors, transitional words, and language use. Each of them are entailed with the score. While at Zoom meeting, the lecturer mentioned the common mistakes, but it appeared to be a little less than in GC. Student 2 reported that the form feedback was often found not as much as the content feedback. While Student 3 mentioned that the form feedback seemed to be given very little and was not very detail. Based on the last question, all students provided the same answer which was the form feedback delivered in more written and less oral form. Meanwhile, the content feedback appeared to be given both in oral and written form. Based on the interview, the feedback were delivered by giving detailed comments on GC and giving a detailed explanation on Zoom meeting, and were focused on the coherence, cohesion, and unity of the paragraphs.

The responses gained from the interview with students are shown in the table below. Here, the researcher put both the first draft and the final draft feedback, also the questions and answers, in the same table. The responses from the three of the students are also viewed in the same table, as follows:

Table 4. 5 Students' Responses on The First and Final Draft Feedback

Respondents	Type	Questions	Answers
Student 1 (SA)	First Draft	Did the lecturer provide first draft feedback?	Yes.
		If yes, how did the lecturer deliver the feedback?	By asking us to make a draft of an essay, then submit it. After corrected, it will be given back to us to be revised, and then revise again until the lecturer thinks it is good enough.



	Final Draft	In what form did the lecturer deliver the feedback?	Written in GC comment, and oral in Zoom meeting online discussion.
		Did the lecturer provide final draft feedback?	Yes. For example on the middle test.
		If yes, how did the lecturer deliver the feedback?	After we all get scored and the work was given back to us, there was a Zoom meeting to discuss about the final writing. But in the final exam, there were no feedback unless the score.
		In what form did the lecturer deliver the feedback?	Written in GC comment, and oral in Zoom meeting online discussion.
		Did the lecturer provide first draft feedback?	Yes.
Student 2 (MAI)	First Draft	Did the lecturer provide first draft feedback?	Yes.
	Final Draft	If yes, how did the lecturer deliver the feedback?	The work we submitted will be returned to us and we were required to revise it until it is good enough.
		In what form did the lecturer deliver the feedback?	Written comment, and online discussion.
	Final Draft	Did the lecturer provide final draft feedback?	Hmm.. I think not really, but we ever got the feedback on the middle exam.
		If yes, how did the lecturer deliver the feedback?	In the middle exam, the result of the exam was discussed via Zoom online meeting. There are also some written comment.
		In what form did the lecturer deliver the feedback?	Written comment, and online discussion.
		Did the lecturer provide first draft feedback?	Yes.
Student 3 (AN)	First Draft	Did the lecturer provide first draft feedback?	Yes.
	Final Draft	If yes, how did the lecturer deliver the feedback?	At first, when we were asked to make a draft, we were confused about what is a draft. There were many of my friends were late in submission because they did not understand how to make a draft. After a detailed explanation on Zoom meeting, then they understood. I can say the feedback was delivered clearly in Zoom meeting.
		In what form did the lecturer deliver the feedback?	Written comment and oral explanation.

Final Draft	deliver the feedback?	
	Did the lecturer provide final draft feedback?	I think, yes.
	If yes, how did the lecturer deliver the feedback?	At the final draft, it was clearer than the first draft because we have understood the explanation better.
	In what form did the lecturer deliver the feedback?	Written comment, and oral explanation

Table 4.6 showed that the lecturer provided both the first and the final draft feedback. On the first draft, it was found that the lecturer asked the students to make a draft, then submit it. After that, the lecturer gave some correction and comments in Google Classroom, then asked the students to revise and give the work back to the students. There was also Zoom meeting class to discuss the draft. Therefore, the form of the first draft feedback were in the written comment and oral explanation.

The responses taken from the interview with students are shown in the table below. In this part, the researcher asked a question to three of the students related to the feedback they liked the most. The responses from the three of the students are also viewed in the same table, as follows:

*Table 4. 6 Students' Feedback Preferences*

Respondents	Questions	Answers
Student 1 (SA)	Which of the feedback that you think give more improvement or influential to your writing skill?	I think I am more to the written feedback because I can see it again if I forgot. But I prefer direct feedback in delivery, content feedback in focus, and feedback on the first draft.
Student 2 (MAI)	Which of the feedback that you think give more improvement or influential to your writing skill?	I think I like oral and direct feedback. It feels challenging for me. I also like the content feedback because I think it is more difficult than grammar, and for the first or final draft, I think I'm fine with both.
Student 3 (AN)	Which of the feedback that you think give more improvement or influential to your writing skill?	For me, I like oral and direct feedback more than written and indirect feedback because of the same reason that it is just more detail and clear. For the focus, I like content feedback. For the last type, I like final draft

		because I still confused at the first draft.
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Table 4.7 shows students' preferences on all types of feedback given by the lecturer. On the written-oral feedback, students' preferences were varied. On the direct-indirect feedback, all three students were found to prefer to the direct rather than indirect feedback. On the form-content feedback, all three students preferred content feedback than form feedback. While on the first and final draft feedback, the answers were varied.

## DISCUSSION

Based on the research findings, there were four (paired) types of feedback found in this research; written-oral feedback, direct-indirect feedback, form-content feedback, and first-final draft feedback. The lecturer gave written feedback on Google Classroom through written comment, while oral feedback was found to be given on Zoom meeting. The direct feedback was given via Zoom meeting in oral form, while the indirect feedback was given via Google Classroom at the private comment section. Then, the lecturer giving form feedback was mostly found in written comment rather than oral explanation, while the content feedback was found to be given both in written and oral form. The last type, the first draft feedback was proven to exist as well as the final draft feedback. The findings of this research revealed that all types of feedback are found in the writing lecture of fourth semester students of UINSI Samarinda, academic year 2020/2021.

The researcher found that the lecturer provided both written and oral feedback. The written feedback were proven by the screenshot data of the writing class on Google Classroom. There, the lecturer provided feedback on assessment by giving score, and also feedback on

correction by giving comments. This is in line with the definition of written feedback provided by Rofiqoh and Chakim who said that written feedback is the feedback given to students by providing certain comments, corrections, and marks on their work.<sup>24</sup> Though this is in line with what Rofiqoh and Chakim, the researcher also found the difference. Rofiqoh and Chakim stated at first that on written feedback, circling, underlining, or other signs are often used by teachers to mark students' work.<sup>25</sup> While here, what the researcher found on this research was the lecturer provided the written feedback only in the form of general comments and scoring. The lecturer did not indicate any circling, underlining, or other signs. This was understandable since the course was done during the pandemic of Covid-19. Although the circling or underlining could also be done, the lecturer chose to sum up the comments on errors and suggestions all in one detailed note. This could be seen through some figures provided by the researcher at the research findings.

Not only defined by Rofiqoh and Chakim, the researcher also found some researches about written feedback. Zhang conducted a research on 2016 entitled *An Investigation into teacher Written Feedback on English Writing*.<sup>26</sup> Zahida et al. also conducted a research entitled *The Impact of Three Types of Written Feedback on the Motivation and Writing Skill of English Major Students at Hebron University* on 2014.<sup>27</sup> These researches showed that in learning writing, written feedback is essentially needed. That is why in writing course, written feedback can be easily found.

While oral feedback, according to Cohen, as cited in Rofiqoh and Chakim, refers to the instructor personal consultation with the students, which in most cases, takes more time to provide it to students.<sup>28</sup> This is also what reasoned the lecturer to conduct the course

<sup>24</sup> Ma'idatur Rofiqoh & Nur Chakim, "Students' Perceptions...", 2020, p. 59.

<sup>25</sup> Ma'idatur Rofiqoh & Nur Chakim, "Students' Perceptions...", 2020, p. 59.

<sup>26</sup> Chunxia Zhang, "An Investigation...", 2016.

<sup>27</sup> Riyad Zahida, Mohammed Farrah & Naji Zaru, "The Impact of ...", 2014.

<sup>28</sup> Ma'idatur Rofiqoh & Nur Chakim, "Students' Perceptions...", 2020, p. 59.



consultation via Zoom Meeting, since the personal or one-by-one consultation takes a longer time. Though it was not a personal consultation, the lecturer still provided sharing time to students in order to discuss their work. The personal consultation could not be conducted regarding the inadequate amount of time given for one lecture.

Based on some figures and observation result presented on research findings, it is true that the lecturer also provided the oral feedback. It was done by sharing students' work on the screen, then telling the students about the major mistakes the class made. The lecturer also did not forget to provide the correct examples by also using one of the correct students' works to be shared on the screen during the lecture. So, here, it can be concluded that the lecturer firstly found the major mistakes students have made on their work, and noted some correct forms she found on another work of the students, then sharing them to the class.

The researcher also found that the lecturer provided both direct and indirect feedback. The direct feedback were proven to be delivered orally. While in written form, the researcher found no direct feedback was given. In other words, the lecturer delivered indirect feedback more in the written form. It can be seen through some figures provided in the research findings. The lecturer's comments on students' worksheet at Google Classroom showed that the lecturer only indicated major mistakes made by students without showing where the mistakes were. This implied that the lecturer used indirect feedback in written comments, and wanted the students to be able to recognize their own mistakes.

Results from Hutari's research in 2020 showed that the direct and indirect feedback was given both at written form.<sup>29</sup> While in this research, the researcher found that the direct feedback were given in oral form. Then, the

indirect feedback were given in written form through comments at Google Classroom. Pearson, in his research conducted in 2018, also noted that the direct and indirect feedback are given to participants in their writing work preparation for IELTS Writing Task 2.<sup>30</sup> He also found that the teacher provided the feedback in written form. While in this research, the direct and indirect feedback were found in oral and written form. The similarity between this research and the previous researches mentioned above lies on the direct and indirect feedback that were found to be exist or used by the teachers or the lecturers.

Meanwhile, what the researcher found here in this research is also similar to what Sari et al. found on their research in June 2020. They found that the lecturer provided both direct and indirect feedback in both written and oral form.<sup>31</sup> The difference lies on the timing of the feedback given. In this research, the researcher found that the lecturer sometimes provided indirect feedback firstly in a written comment, and after that on the Zoom Meeting discussion, the lecturer provided direct feedback in oral form, or the lecturer provided the direct feedback first at Zoom Meeting, then after that the lecturer gave written feedback and the score on students' worksheet at Google Classroom. This was pretty much caused by the lateness of the draft submission by the students. While in Sari et al.'s research, the lecturer provided indirect feedback to be given at first because the lecturer wants the students to share knowledge by finding the correct form of the mistakes through discussion with their friends. After that then the lecturer would likely to provide the direct feedback by showing the correct form.<sup>32</sup> Apart from having similarities, the finding of this type of feedback is considered to have some differences from another findings because the writing practice was conducted online during the pandemic of Covid-19.

<sup>29</sup> Igustiana Hutari, "The Lecturer's Corrective ...2019, p. 38-41.

<sup>30</sup> William S. Pearson, "Written Corrective Feedback in IELTS Writing Task 2: Teachers' Priorities, Practices, and Beliefs", *TESL-EJ*, Vol. 21, No. 4, 2018.

<sup>31</sup> Rianti Widha Sari, Rina Listia, & Asmi Rusmanayanti, "Types Of Lecturer's ...", 2020, p. 173-174.

<sup>32</sup> Rianti Widha Sari, Rina Listia, & Asmi Rusmanayanti, "Types Of Lecturer's ...", 2020, p. 174.

Another types of feedback, the form and content feedback, were also found to be given by the lecturer. Ashwell's research as cited in Susanti et al., revealed that ESL/EFL students were more concerned with the feedback of form than feedback of content.<sup>33</sup> Another current research came from Novia, in her research on teacher's written feedback conducted in 2018, who found that teachers and students both felt that form-focused feedback, particularly grammatical input, needed to be prioritized.<sup>34</sup> Pearson also revealed the same thing when conducting a research about written corrective feedback on IELTS writing. He discovered that the majority of corrective feedback was grammar-focused.<sup>35</sup> Furtherly, Zhang found on his research conducted on 2016, that when correcting a student's work, the teacher focuses mostly on the correctness and accuracy of the language, as well as word spellings and grammatical errors, with little concern for the cohesiveness and coherence of the material.<sup>36</sup> On the contrary, this research revealed that the lecturer focused the feedback more into the content rather than form feedback. The students participated on this research also stated that they preferred the content feedback than the form feedback because they think that the content is more important. This implied that the lecturer put much concern on the cohesiveness, coherence, and ideas organization, rather than the accuracy of the language (grammatical) which the researcher found to be different from another previous researches.

Zahida et al. conducted a research about the impacts of three types of written feedback on students' motivation. It showed that the post-treatment questionnaire findings indicated that G3 (the group given the form-focused feedback) were extremely frustrated and

disappointed by the feedback they received from their teachers. The entire experience was a waste of time, and the response they received was useless and far below their expectations.<sup>37</sup> This implied that too much attention paid on the language form and accuracy lower students' motivation in learning writing. At the same time, this also implied that in this research, the lecturer had done well in giving more focus to the content than the form.

The last type of feedback is first draft and final draft feedback. Both of the feedback were also found in this research. Diab, as cited in Susanti et al., conducted a research about students' preferences of error correction, and found that L2 students were found to be liking teacher feedback on the first draft instead of the final draft.<sup>38</sup> While in this research, the researcher found that students' answers are varied. There was a student chose the first draft feedback, a student felt fine with both first and final draft feedback, and a students with the choice of final draft feedback because the lack of understanding on the first draft instruction. Ragini's experimental research using multiple draft technique to improve writing skills, which included first draft and final draft feedback, revealed that writing multiple drafts supported with teacher feedback affected the students' quality text results in the final draft.<sup>39</sup> This means Ragini also gave feedback on the first and the final draft, which makes it in line with this research, and also beneficial to students' knowing that it also improves students' quality in writing.

## CONCLUSION

Based on the findings, the researcher found that there were four types of feedback given by the lecturer in the writing lecture.

<sup>33</sup> Rini Susanti, Deepali Mallya M., Indawan, "The Effective Feedback...", p. 922.

<sup>34</sup> Tri Febriani Novia, "An Analysis Of Teacher Written Feedback On EFL Students' Writing : A Descriptive Study of the Second Graders of Senior High Schools in Pekanbaru", *Thesis*, <http://repository.upi.edu/34383/2018>. Accessed on Wednesday, March 16, 2022 at 12:40 AM.

<sup>35</sup> William S. Pearson, "Written Corrective...2018, p. 1.

<sup>36</sup> Chunxia Zhang, "An Investigation...2016, p. 844.

<sup>37</sup> Riyad Zahida, Mohammed Farrah & Najj Zaru, "The Impact of...2014, p. 1290.

<sup>38</sup> Rini Susanti, Deepali Mallya M., Indawan, "The Effective Feedback...", p. 922.

<sup>39</sup> Ch. Suvarna Ragini, "Multiple Draft Technique with Relevant Feedback to Improve Writing Skills: A Case Study", *Journal of Advances in Linguistic*, Vol. 10, 2019, p. 1568.



They are written-oral feedback, direct-indirect feedback, form-content feedback, and first draft-final draft feedback. Through lecturer feedback students can improve their work and motivate to write more better than before.

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