STUDENTS’ TEACHER FEEDBACK PREFERENCES IN ARGUMENTATIVE WRITING

THESIS
Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
2016
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THESIS
Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan

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INTRODUCTION

In Indonesia, English is studied as a foreign language. Among the four skills in English, which are speaking, listening, reading, and writing, Tangpermpoon (2008, p.1) argued that “writing is the most difficult skill because it requires writers to have a great deal of lexical and syntactic knowledge as well as principles of organization in L2 to produce a good writing.” To deal with students’ difficulties in writing, teachers usually give feedback to improve the students writing. In five-step writing process model of Herwins that was cited in Tangpermpoon (2008, p.4), one of the steps is feedback, where “learners will receive comment from real audiences which can be a writing teacher or their peers and move on to new ideas in another draft.” Nazif, Biswas, and Hilbig (2004, p.1) said in their study that “most of teachers and students would agree that feedback is an important element in language learning.” There are two kinds of feedback in writing: teacher written feedback and oral feedback. In teacher written feedback there are direct and indirect written feedback, while in teacher oral feedback there are consultation or conferencing and general oral feedback in class.

A lot of research studies have been conducted to show which type of teacher feedback is the most beneficial for the students to improve their writing, like the study conducted by Erel and Bulut (2007) with pre-intermediate level students in Turkish university, which mentioned that indirect coded written feedback was better. Gulley (2012) conducted research conducted in University of Kansas to know which one between oral feedback only, written feedback only, and both oral and written feedback is the most beneficial for the students. The
result showed that there is no significant difference between three treatments group, which means that all the groups remains the same result no matter which type of feedback is given.

However, few of the previous studies discussed students’ preferences as regard to teacher feedback in writing, like the studies conducted by Nazif, Biswas, and Hilbig (2004) with writing students of English as a second language for academic purpose at Carleton University, which investigated students’ preference between oral feedback and written feedback. Therefore, to answer the research gap, this study is conducted to investigate students’ preferences with regard to teacher feedback in writing: written feedback, oral feedback, and written feedback plus oral feedback. To deal with the purpose of the research, the research question that guides this study is “What kind of teacher feedback do the students prefer to have to help revise their writing?”

The significance of this study is to give writing teachers information about the kind of feedback that the students would like to get and which form of feedback that the students most understand to help them improve their writing. In turn, it will help the teachers to provide their writing students with better feedback based on the students’ preference. It is important to know the students’ preference so that the teachers know better what the students need to improve their writing.
LITERATURE REVIEW

Teacher feedback is usually found in writing classes. This literature review discusses issues related to writing and teacher feedback to aid understanding of this study.

Writing

Writing is an expression of thought in a form of written language that indirectly contacts the writer and the reader (Williams, 2003). In this regard, Kim (2005) said that writing is a result of steps applied during composition—making process, or regenerating a text step by step. Purnawarman (2011) stated that in writing, students are taught about the steps of making a good piece of writing such as generating ideas, organizing information, selecting appropriate language, making a draft, and then reading it by themselves. In line with that, Herwins, as cited in Tangpermpoon (2008) mentioned a five-step writing process model that involves prewriting, first draft composing, feedback, second draft writing, and proofreading. In the prewriting step, the teacher will provide a writing task and help learners to generate vocabulary and ideas by applying a number of strategies in class namely brainstorming, clustering, and discussion, without a strict concern for correctness or appropriateness. In the first draft composing step, learners will use vocabulary and ideas that they have got from the previous stage to express what they want to convey in their writing. After that, in the feedback step, learners will receive comments from real audiences, which can be a writing teacher or their peers, and move on to the next step: second draft writing. In this step, based on the comments from teachers and peers, learners will modify their
previous draft by revising, adding, and rearranging ideas. After the learners have
gone through those steps, the last step they need to follow is proofreading. In the
final step, student writers will not only discover new ideas and language forms to
express their ideas in writing but also focus on the appropriate use of vocabulary,
layout, grammar, and mechanics.

**Teacher Feedback**

Feedback can be defined as “a method used openly, and with responsibility,
to express one’s views with the aim of facilitating/promoting more appropriate
actions in the future, in relation to a goal and a vision” (Nilsson, 2004, cited in
Rydahl, 2005). Jimena (2005) mentioned that feedback is an integral and vital
part of learning; feedback tells us what we are doing right, and where we could
improve, because it is a positive and helpful comment. Another claim comes from
Wu (2003), who regarded teacher feedback as useful and acceptable for students
due to the high quality and accuracy of teacher’s feedback. She added that
feedback can be used to examine the success or the failure of students’
performance in writing. Therefore, teacher feedback is helpful comments that
come from a teacher to his/her students to make the students improve their writing
drafts.

According to Williams (2003), feedback has the goal to teach skills that help
students improve their writing ability, aware of their expectation as writers, and
able to produce writing with minimal errors and maximum clarity. There are two kinds of teacher feedback: written feedback and oral feedback.

Written feedback is feedback that is written on the students’ draft, which can be direct or indirect written feedback. Direct written feedback is a technique of correcting students’ error by giving an explicit written correction. When the students are going to revise their paper, they are simply copying the teacher’s suggestion into the next draft of their paper. The teacher provides a correct form, i.e. crossing out an unnecessary word, phrase or morpheme, inserting a missing word or morpheme, and writing the correct form above or near the erroneous form (Ferris, 2006). Meanwhile, indirect written feedback is the written feedback from the teacher that alerts students to their errors using general comments, but gives students the opportunity to fix the errors themselves (Ferris, 2002). In indirect written feedback, the teacher usually uses some codes like underline or circle. This indirect written feedback also use some symbols like SP for spelling mistake or NA for noun agreement.

Some researchers argued about which kind of written feedback is the most beneficial for the students. Hashemnezhad and Mohammadnejad (2012) in their experimental study found that direct feedback is more beneficial than indirect feedback especially in correcting the form error not content error for proficient learners. Meanwhile, the experimental study conducted by Erel and Bulut in 2007 investigated the possible effects of direct and indirect coded error feedback with two groups of pre-intermediate level students in Turkish university context with regard to accuracy in writing. The results indicated that an overall comparison of
the groups for the whole semester did not yield any statistically significant
differences. However, the indirect coded feedback group committed fewer errors
than the direct feedback group for the whole semester. The results showed that
even though there was no significant difference between those two feedback
types, indirect coded feedback was more effective to reduce errors than direct
feedback.

The other kind of teacher feedback is oral feedback. In teaching writing,
Leki (2006), as cited in Faradita (2013), suggested two ways in giving oral
feedback: conferencing one by one and commenting orally in class discussion.
Conferencing between teachers and students is done one to one. This is the
chance to discuss students’ work in a combination of commenting and
questioning. In this one to one meeting, the teacher tells the students about their
mistakes in writing. The other method is commenting orally in a class discussion.
Unlike the conferencing, in this method, teachers collect students’ works, read
them aloud in the class so that the whole class will know about other students’
works and then give comments on them.

Some researchers had conducted many studies about teacher feedback.
Apart from the benefit of feedback that can help the students improve their
stated that feedback may help the students improve their writing, but it may also
make the students become passive. Research conducted by Lee in 2007
investigated the reactions of students in two Hong Kong secondary classrooms to
their teachers’ feedback, focusing particularly on the factors that might have
influenced their reactions. In Lee’s study, students’ questionnaires, checklists and protocols were triangulated with teacher data from interviews, classroom observations and feedback analysis to situate student reactions in their specific contexts. The results showed that students, irrespective of proficiency level, wanted more written comments from teachers. The students of lower proficiency were less interested in error feedback than those of higher proficiency, though both groups preferred more explicit error feedback from teachers. The results suggested that the teachers’ feedback, which was mostly teacher-centered, made students passive and dependent on teachers.

Another study about written and spoken teacher feedback was from Gulley (2012) entitled Feedback on Developmental Writing Students' First Drafts. That research study was conducted in University of Kansas and the community college. It was an experimental research study which treated 70 developmental writing students at a midwestern community college. The students were randomly assigned to one of three types of feedback on their rough draft (oral feedback only, written feedback only, and both oral and written feedback). The result showed that there is no significant difference between three treatments group, which means that all the groups remains the same result no matter which type of feedback is given.

Hamouda (2011) conducted a research study using a questionnaire, investigating Saudi EFL students' and teachers' preferences and attitudes towards written error corrections and identifying the difficulties encountered by teachers and students during the feedback process. Both teachers and students have
positive attitudes towards written error corrections. Even though teachers and students had common preferences as the importance of error correction and the types of errors, they have different preferences for the techniques of error correction. The students favored the overall correction, whereas most teachers did not. However, the results showed that students prefer teacher correction to peer and self-correction. This happened because the students believed that giving comments and marked errors were teacher’s job and responsibility.

One of research study about students’ preference of kind of feedback was conducted by Nazif, Biswas, and Hilbig in 2004. They observed two writing classes and interviewed four writing students of English as a second language for academic purpose at Carleton University. From their observation and interview, they got the result that all the participants prefer oral feedback to written feedback. It is related to the fact that oral feedback gives a chance for the students to get clarification of their confusion or misunderstanding about the feedback given by their teacher.

From the previous studies above, teacher feedback in writing is a useful process for the students in developing their writing. Even though there are some types of teacher feedback, the most beneficial teacher feedback type would be different from one context to another. The students and teacher preference about teacher feedback also might be different when the research conducted in different places. Apart from the teacher feedback benefits, teacher feedback might make the students become passive and depend on their teacher’s feedback.
THE STUDY

This research study was a descriptive qualitative study. The study used primary data that were gathered from a questionnaire.

Context

This study was conducted in Satya Wacana Christian University, specifically in the Faculty of Language and Literature, Salatiga. This research involved five classes of the Argumentative Writing course in Semester 1 of 2015/2016 Academic Year. Argumentative Writing is a required writing course. In this course, the students learned how to deliver their arguments and thoughts in the form of written texts.

Research Question

To deal with the purpose of the research, which is to investigate the students’ preference about kind of teacher feedback in writing class, the researcher came up with the research question:

What kind of teacher feedback do the students prefer to have to help revise their writing in Argumentative Writing course?

Participants

The participants were students of batch 2014 of the English Language Education program of the Faculty of Language and Literature. They were sophomores and had just taken the Argumentative Writing course when the data for this study was gathered. The students were chosen because they had
experienced the process of getting teacher feedback and revising their draft based on the feedback in several writing courses, including the Argumentative Writing course. Hence, these students were considered to have enough experience to be able to share their preferences concerning teacher feedback. The targeted participants were all students (91 students) who took the Argumentative Writing course in 2015/2016 Academic Year, but there were only 80 students who participated because the others did not come to class when the questionnaire was distributed. However, two questionnaire results were invalid, so the participants of this research were only 78 students. Pseudonyms (Student 1, Student 2, Student 3, etc.) were used when referring to the participants to keep the participants’ confidentiality.

**Data Collection Instruments**

This study used a questionnaire to gain the data from the participants. Each item has several options to choose and some space to write the reasons for their choice. Such a questionnaire was used to get more opinion and preferences from the students. The questionnaire has four items, which were adapted from Lee (2008) and Hamaouda (2011).

Before collecting the data, the piloting had been done twice to get the fixed questionnaire items. The first piloting was done with ten students from batch 2013 using a questionnaire with seven questionnaire items. However, the results did not really answer the research question. Therefore, the researcher modified the questionnaire into four items only and did the second piloting with
ten other students from batch 2013. This time, the results could answer the previously set research question. Therefore, the fixed data collection instrument was decided to be this questionnaire (see Appendix) with four items.

Data Collection Procedure

The first step that the writer did to collect the data was asking permissions to the lecturers of the Academic Writing course to distribute the questionnaires, because the data collection was in the following semester after the students took Argumentative Writing class. Then, the researcher went to six classes of Academic Writing course to distribute the questionnaire with the teachers’ permission.

Data Analysis

The data from the questionnaire were analyzed using Microsoft Excel, and the frequency and the percentages were counted in order to find the answer to the research question. After the results were gained, the data from the students’ reasons of choosing the option in the questionnaire were used to support the percentage of the result. The data were discussed one by one according to four themes that would be discussed further in discussion section. Finally, the conclusion was drawn by accordance of the findings.
DISCUSSION

This study investigates students’ preferences regarding teacher feedback in the Argumentative Writing course. Questionnaires were distributed to answer the research question that is, “What kind of teacher feedback do the students prefer to have to help revise their writing in Argumentative Writing course?” The questions in the questionnaire are divided into four themes, namely the amount of correction, the comments’ focus, the types of feedback, and students’ ability to revise their writing based on teacher feedback. The findings will be discussed one by one according to the theme above.

Students’ Preferences Regarding the Amount of Teacher’s Comments

Table 1 sums up the students’ preferences regarding the amount of feedback that the students wished to get from their teacher.

<table>
<thead>
<tr>
<th>Teacher’s Comments</th>
<th>Frequency (N=78)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correcting all the errors</td>
<td>62</td>
<td>79.5%</td>
</tr>
<tr>
<td>Selecting some errors</td>
<td>16</td>
<td>20.5%</td>
</tr>
<tr>
<td>Not correcting any error</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Of the 78 participants, 79.5% (62 students) liked their teacher to correct all the errors in their writing drafts, whereas 20.5% of the participants (16 students) liked to get the correction of some errors only, and none of the participants wanted their teacher not to correct any error. The majority of the participants liked to get all the errors corrected.

There are some reasons behind the students’ preference of having all the errors corrected. One of the reasons is that they did not know where their mistakes were, and when they knew the mistakes they could improve their writing and hopefully would not make the same mistake again, like what this student reasoned below:

Because we can know the mistakes of our writing and it can add some knowledge to get the comprehension, so we will not make the same mistakes. (Student 32)

Another reason that mostly appeared was that when the teacher gave comments by correcting all errors, they could revise the draft easily. They thought that the comments on all errors helped them a lot when they did revising, like what these students thought:

Because it will help me a lot in revising the work. (Student 8)
Because if the teacher only correct some errors, in the next draft, the teacher will give more revision in different part. So, I have to revise it twice. (Student 68)

Surprisingly, there was one participant who said that the reason why he/she liked to get all the errors commented was that he/she was too lazy to find the errors. It
was the same as Lee’s result in his study in 2007 that feedback may not only make the student improve, but also make the students become passive.

Unlike the majority who liked the teacher to correct all the errors, the rest of the participants (20.5%) thought that they only needed some errors to be corrected. By having the teacher selected some errors only, the students could try to find or analyze other errors by themselves. Besides, the students thought that they could do self-studying when the teacher selected only some errors. These are some reasons why these students expected some corrections only:

Because it can help me to train myself in correcting my own work. (Student 26)
Because I think teacher only need [sic] to comment on the particular error that is very important and not commenting on the error which is less important to provoke the students to learn. (Student 49)
I don’t want the lecturer to just correct the answer. I thank the lecturer for only selecting the errors and trust me to fix the errors by myself. (Student 77)

One of the participants also stated his/her feeling about getting many things that should be corrected. He or she mentioned that “It’ll make me upset if know that I made a lot of mistake”. Therefore he/she wants his or her teacher to select some errors only.

From the data above, the majority of the students liked to get all the errors commented by their teacher because they could not recognize their mistakes by themselves. Besides, the students also thought that it would be easier to revise their draft when all the errors are commented, and hopefully they would not make the same mistakes. However, by commenting all the errors, it would make the students become lazy to check and correct the mistakes by themselves. In turn,
the other students who prefer the teacher selected some errors thought that they could do self-studying and could find other errors by themselves.

Students’ Preference Regarding the Focus of Teacher’s Comments

Table 2 summarizes students’ preference as regard to the focus of the comments that the teacher provided. For this questionnaire item, the students were allowed to choose more than one option. Therefore, there appeared several combinations of the focus of teacher’s comments. To provide the summary of the responses, the participants’ responses were coded and their frequency of occurrence was counted. Letter ‘a’ represents grammar, letter ‘b’ is for mechanics (punctuation, spelling, etc), letter ‘c’ is for vocabulary or word choices, letter ‘d’ is for content (main idea and its supporting points), and letter ‘e’ is for organization and paragraph construction (unity and coherence). The addition symbol (+) is to show the combination of any of the components that were chosen by the participants.

Table 2.
Focus of teacher’s comment

<table>
<thead>
<tr>
<th>Focused components</th>
<th>Freq. (N=78)</th>
<th>Percentage</th>
<th>Focused components</th>
<th>Freq. (N=78)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>2</td>
<td>2.56%</td>
<td>d+e</td>
<td>7</td>
<td>8.97%</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>1.28%</td>
<td>a+b+c</td>
<td>1</td>
<td>1.28%</td>
</tr>
<tr>
<td>c</td>
<td>1</td>
<td>1.28%</td>
<td>a+c+d</td>
<td>6</td>
<td>7.69%</td>
</tr>
<tr>
<td>d</td>
<td>9</td>
<td>11.53%</td>
<td>a+c+e</td>
<td>3</td>
<td>3.84%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5.12%</td>
<td>a+d+e</td>
<td>11</td>
<td>14.10%</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-------</td>
<td>-------</td>
<td>----</td>
<td>--------</td>
</tr>
<tr>
<td>a+b</td>
<td>2</td>
<td>2.56%</td>
<td>c+d+e</td>
<td>3</td>
<td>3.84%</td>
</tr>
<tr>
<td>a+c</td>
<td>4</td>
<td>5.12%</td>
<td>a+b+c+e</td>
<td>1</td>
<td>1.28%</td>
</tr>
<tr>
<td>a+d</td>
<td>3</td>
<td>3.84%</td>
<td>a+c+d+e</td>
<td>5</td>
<td>6.41%</td>
</tr>
<tr>
<td>c+d</td>
<td>2</td>
<td>2.56%</td>
<td>b+c+d+e</td>
<td>1</td>
<td>1.28%</td>
</tr>
<tr>
<td>c+e</td>
<td>1</td>
<td>1.28%</td>
<td>a+b+c+d+e</td>
<td>11</td>
<td>14.10%</td>
</tr>
</tbody>
</table>

The majority of the students (11 out of 78 students, 14.10%) liked their teacher’s comments to focus on the combination of grammar, content, and organization. Another group of eleven students (14.10%), however, preferred comments on the combination of all of the components: grammar, mechanic, vocabulary, content, and organization or the paragraph reconstruction. Meanwhile, the rest of the students had different preferences concerning the focus of the comments, depending on their different needs and different weaknesses.

Students who liked to get comments on the combination of grammar, content, and organization thought that those three parts were the most important things to be commented. Besides, some of them also thought that they had ideas but sometimes it was difficult to write them down in the content of the writing and it was difficult to arrange them in good paragraphs, like what these two students mentioned as their reasons:

Because I think three of them are the important things on writing.” (Student 53)

Grammar does, but content and organization mean much better to be commented, remembering every people have their own opinion and still need to be arranged in a good way. That’s why we call it a process. (Student 16)
From those reasons, it can be interpreted that they were confident enough to correct vocabulary and mechanic themselves.

Meanwhile, the finding that the students liked to get all the components commented, was almost the same with Hamouda’s (2011) research finding in investigating Saudi’s EFL students’ and teachers’ preferences and attitudes towards written error corrections, that the students favor the overall correction. It can be inferred that students who wanted to get the comments on those five components were not confident enough in writing and they thought that all of those points were important for them to improve, like these two students’ reasons:

- Sometimes I confuse to make a good essay, and I often not sure with word choice, that it correct or not. (Student 38)
- Sometimes my essay is not good enough. (Student 45)

From the data presented above, it can be inferred that students have different confidence in writing. It could be seen by their preferences on the focus of the teacher’s comment. The majority of the students did not choose one of elements only but combinations of some elements. The majority would like to get combination of grammar, content, and organization, as well as combination of grammar, content, organization, vocabulary, and mechanic.

**Students’ Preference Regarding the Types of Teacher Feedback**

Table 3 is about the type of feedback that the students preferred to get. In this questionnaire item, the students can choose more than one option. The codes for Table 3 are different from those in the previous table. Here, letter ‘a’ stands for direct written feedback, letter ‘b’ is for indirect written feedback, letter ‘c’ is
for general written feedback, letter ‘d’ is for oral feedback or consultation, and letter ‘e’ is for general oral feedback in class. The symbol ‘+’ is to show the combination between the options that the students chose.

Table 3

Students Preference Regarding Types of Teacher Feedback

<table>
<thead>
<tr>
<th>Types of feedback</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Types of feedback</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>23</td>
<td>29.49%</td>
<td>a+c</td>
<td>4</td>
<td>5.13%</td>
</tr>
<tr>
<td>b</td>
<td>4</td>
<td>5.13%</td>
<td>a+d</td>
<td>28</td>
<td>35.90%</td>
</tr>
<tr>
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<td>0%</td>
<td>a+e</td>
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</tr>
<tr>
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<td>7</td>
<td>8.97%</td>
<td>b+d</td>
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</tr>
<tr>
<td>e</td>
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<td>0%</td>
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</tr>
<tr>
<td>a+b</td>
<td>1</td>
<td>1.28%</td>
<td>a+c+d</td>
<td>2</td>
<td>2.56%</td>
</tr>
</tbody>
</table>

Table 3 indicates that 28 out of 78 students (35.90%) preferred to get direct written feedback (a) plus consultation (d), while 23 out of 78 students (29.49%) preferred to get direct written feedback only. The other participants have different preferences for the types of feedback provided in their writing class. However, no participants preferred to get only general written feedback (c) or general oral feedback in class (e).

As depicted from Table 3, the majority of the students felt that they liked to get direct written feedback plus consultation. The students thought that when they got direct written feedback plus consultation, the feedback
given by the teacher was clear and detailed. Especially during the consultation, students could ask directly to the teacher about the written feedback given to them that they still did not understand. Besides, they felt that it was comfortable to ask about teacher’s feedback privately and they got freedom to ask anything related to their writing assignment. This finding was in line with research conducted by Nazif, Biswas, and Hilbig in 2004 that oral feedback gives a chance for the students to get clarification of their confusion or misunderstanding about the feedback given by their teacher. These are some reasons that the students stated on the questionnaire:

I think it is really effective when the teacher gives written and then oral consultation. I can ask about any unclear feedback and ask suggestions what to write as revise. (Student 33)

Consultation feels more private and gives students more freedom to ask anything related to their work to the teacher. (Student 49)

Because if the teacher indicates errors and suggesting specific correcting, students can revise it easily and if we do the consultation, we can know and understand about the correction clearer. (Student 53)

In the meantime, students who liked their teacher to give direct written feedback reasoned that direct feedback was clear and helpful for them to revise their writing.

It is more helpful for the students. Sometimes the students did not know the correct one. (Student 25)

For me, direct written feedback is more detaily [sic], so I could know how my mistake is and how I can revise it. It would be easier. (Student 80)

From students’ statements above, they indicate that direct feedback also gave detailed correction that made students could easily revise the errors. Sometimes
they also felt that it was difficult to correct the error, so it was better to get direct feedback instead of other kinds of feedback to make them revised it easily.

However, some students felt that they need to get feedback in details because they thought they needed to write an essay that the teacher expected or wanted. They still depend on the teacher in order to get the best result of their writing in accordance to the teacher’s expectation, like the student’s response below:

So that students can improve their skills in time for example like oral feedback and for direct written feedback, by that students will know what is expected by the teachers. (Student 1)

The majority of the students would like to get direct written feedback plus consultation. It was because they thought that they those combinations of feedback gave clear and detailed feedback. Besides, they had chance to ask directly to their teacher when they got difficulties. It was in line with the students who chose direct written feedback only. They thought that direct written feedback was clear, detail, and helpful for them to revise their writing.

**Students’ Ability to Revise Their Draft based on Teacher’s Feedback**

<table>
<thead>
<tr>
<th>Revision</th>
<th>100%</th>
<th>80%</th>
<th>60%</th>
<th>40%</th>
<th>20%</th>
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<tbody>
<tr>
<td>Participant</td>
<td>4</td>
<td>58</td>
<td>14</td>
<td>2</td>
<td>0</td>
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<tr>
<td>Percentage</td>
<td>5.1%</td>
<td>74.3%</td>
<td>17.9%</td>
<td>2.7%</td>
<td>0%</td>
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</table>
As shown in Table 4, the majority of the participants (58 out of 78 students, or 74.3%) thought that they could revise their writing based on their teacher feedback up to 80%. While 14 students (17.9%) thought that they could only revise 60%, 4 students (5.1%) thought that they could revise up to 100%, 2 students (2.7%) thought that they could revise only 40%, and none of the students thought that they could not revise their writing based on teacher’s feedback.

The majority of the students thought that they could revise their writing based on their teacher's feedback up to 80% because their teacher gave clear comments on their papers and some students got the opportunity to have a consultation too. They stated in their reasons that the teacher feedback was clear and understandable so that they could revise it easily, and the comments were really helpful for them to revise their work. Their teacher feedback was also good enough to make them revise their work based on the feedback given, like what the students stated below:

Because my teacher give a good feedback and explain my mistake, so I can revise my essay from the teacher feedback. (Student 14)

I understand most of the feedback so I did a good development. (Student 64)

The teacher could give very clear feedback and it really helps me. (Student 65)

The other reason was that the teacher gave solution to their writing by providing the feedback that enabled the students to revise the draft easily, like what Student 20 stated, “I know the errors and teacher showed me the solutions.”

Although the majority of the students agreed that they could revise their writing up to 80% based on the feedback given, there were two students who
could only revise their writing up to 40%. Student 32 mentioned that the teacher only corrected the word choice and main ideas, but did not correct the supporting details.

because sometimes they only correct the word choice and some main ideas or just topic, I mean the supporting details not corrected [sic]. (Students 32)

Furthermore, when the participants’ responses to question about their ability to revise their draft based on teacher’s feedback were crosschecked with their responses to question about types of teacher feedback they preferred, it was found that students who mentioned that they could revise 80% until 100% based on the teacher’s feedback mostly chose the combined feedback of direct written feedback and consultation (24 out of 62 students, 38.7%) to help them revised their drafts. 16 out of 62 students chose direct feedback while the other 22 students chose the other different combinations. It can be inferred that the clearer and the more complete the feedback was, the better the students could understand and the better they could revise their papers.

CONCLUSION

This study aimed to investigate students’ preference among teacher written feedback, teacher oral feedback, and teacher written feedback plus oral feedback in the Argumentative Writing course of English Language Education Program in Semester 1/2015-2016 at Satya Wacana Christian University.

The findings of this study showed that most of the students liked to get all the errors corrected by the teacher because sometimes the students did not know
where their mistakes were, and it would be easier for them to revise their writing when the teacher recognized all the mistakes. Most students also preferred their teacher’s comments to focus on the combination of grammar, content, and organization, as well as on the combination of all of the components: grammar, mechanic, vocabulary, content, and organization or the paragraph reconstruction. It indicated that while some students were quite confident with their mechanic and vocabulary and needed some support in grammar, content and organization, some other students were not really confident and needed support in all those five components. The next finding showed that most of the students would like to get feedback in a form of direct written feedback plus consultation because they could have a chance to ask for confirmation or further explanation during the consultation if they did not understand the written feedback. Finally, from the data gathered, almost all students reported that they could correct the errors up to 80% based on the teacher’s feedback, the majority of whom preferred to receive the combination of direct feedback and consultation. This indicates that the more complete teacher feedback the students receive; the better they can improve their draft.

In short, the most dominant preferred teacher feedback by the student participants is direct written feedback plus consultation. Based on the findings of this study, teachers can consider the kinds of teacher feedback which are suitable and beneficial for the students according to the students’ preference and need to make the students improving in writing. However, as stated by Lee (2008), teacher feedback can lead to students’ passiveness and dependence. Therefore,
teacher should still need to encourage the students to do self-studying and try to correct their mistakes by themselves; and accordingly, students should also respond to this positively.

However, some parts of this study can still be improved. This study only had 78 participants and they were just from one of the writing courses offered by the Faculty of Language and Literature. Therefore, it cannot be generalized; different class may have different experience and different preference from these findings. Other researchers may get different findings from a similar study when they do the research in different contexts. Further studies can be done by interviewing the participants to get deeper data. Other researchers also can investigate writing teachers’ preference of giving feedback to students.
Acknowledgment

My deepest gratitude would go to Jesus Christ for his blessing. I also would say thank you to my thesis supervisor Mrs. Gita Hastuti, S.Pd., M.A who was abundantly helpful and offered invaluable assistance and guidance. My gratitude goes to Ms. Yustina Priska Kislanto, S.Pd., M.Hum as my thesis examiner who has kindly advised meaningful revisions. My gratitude and love will also for my parents who always support and give me strength. Thanks to my beloved sister, Vivi, and my lovely friends, Yosafat, Anes, Yudith, Citra, Cik Puput, Sandra, Vania, and Yanti who always be a good listener and I am glad of this friendship. I would like to thank all the lecturers, staffs, and my participants of this study. I would not to be able to mention one by one those other helpful people. Simply thank you to all of them who have accompanied and taught me a lot until I finish my study.
REFERENCES


APPENDIX

Questionnaire

Dear friends,

I am a 2012 student of the Faculty of Language and Literature who is doing research for my thesis. In order to investigate students’ preferences of the kinds of teacher feedback in Argumentative Writing course, I need your help to fill in this questionnaire honestly. Your response to the questionnaire will in no way affect your grade and will be kept confidential. Feel free to use the Indonesian language if necessary. Thank you.

Please answer these questions honestly by circling the statement that is appropriate to you, for number 2 and 3 you may choose more than one.

1. I like it if my teacher gives comments by:
   a. Correcting all the errors
   b. Selecting some errors
   c. Not correcting any error

Reason (s)

...................................................................................................................................................................
...................................................................................................................................................................
...................................................................................................................................................................
2. I prefer my teacher’s comments to focus on:
   a. Grammar
   b. Mechanics (punctuation, spelling, etc)
   c. Vocabulary / Word choice
   d. Content (main idea and its supporting points)
   e. Organization and paragraph construction (unity and coherence)

   Reason(s)

   ……………………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………

3. Which of the following types of feedback would you like your teacher to give?
   a. Direct written feedback (indicating the errors and suggesting specific corrections)
   b. Indirect written feedback (indicating the errors without suggesting correction, or only providing symbols/codes to correct the errors, e.g. NA for noun agreement)
   c. General written feedback
   d. Oral feedback or consultation
   e. General oral feedback in class

   Reason(s)

   ……………………………………………………………………………………
4. How well can you revise your writing based on the teacher’s feedback?

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Reason(s)

Consent Form

If I need clarification on your questionnaire, can I contact you to know your clarification?

Yes/No (Please circle one!)

If you say Yes, please, complete the following information:

Name: .............................  Phone number: .............................

😊 Thank You 😊