



## A Study of Teachers' Strategies in Providing Feedback in English Writing Class

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### ABSTRACT

Feedback is a crucial aspect of the writing process. Feedback includes comments and suggestions to facilitate students to revise their assignments. The comments and suggestions can guide the students to revise and also support students in improving their ability, especially in writing. This study aims to find out the teacher's perspective about feedback in the writing activity in writing class and how teachers provide feedback on the student's writing activities in the writing class at an English Education Department in a university in Jakarta. The method used in this research is the descriptive qualitative method. The subject of this research was the three lecturers who taught writing classes. The instruments used in this study were interviews and documents. The result shows that the role of feedback on the writing activity in writing class is essential based on the data obtained. Lecturers use a combination of indirect-direct feedback and also the combination of oral and written feedback. Teachers use the feedback according to the class's condition and the goal of the level of writing. The combination of oral and written, direct, and indirect feedback complements each other.

**Keywords: English, feedback, writing class**



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## 1. INTRODUCTION

Writing is one of the productive skills that learners use for academic purposes and has an essential role in the English teaching and learning process. Fareed et al. (2016) supported that writing has a vital role in the language output related to knowledge. Rao and Durga (2018) added that writing is the written symbol system, which describes

sounds and words of the language with different forms- capitalization, the spelling of the word, punctuation, word form, and function. However, for several people, writing is also one of the communication tools that makes people feel more comfortable showing their feelings, especially for people who are hard to express their feelings by speaking to other people. Göçen (2019) defined writing as the communication of ideas fluently and effectively, which can transfer the writer's emotions, thoughts, hopes, and dreams by using correct symbols based on the grammatical rules.

According to Rao and Durga (2018), writing is one of the English skills in language learning. One of the purposes of writing is to complete education requirements, especially at the university level. The experts also agree that academic writing supports students in doing their academic papers to finish their degrees (Ratnawati et al., 2018; Trisnaningrum et al., 2019).

Nevertheless, a study in Indonesia encounters difficulties in acquiring writing skills. Based on Fareed et al. (2016), the lack of writing skills arises from two factors, teachers and students. Rahmatunisa (2014) showed that Indonesian students faced some problems in writing. The problem is divided into linguistic, cognitive, and psychological problems. Another problem came from China. According to Ying (2018), Chinese College EFL felt hard writing because they did not know the idea to write, and they felt confused to show their opinion. Fareed et al. (2016) also show data in Pakistan, writing skill in Pakistan has a low significance level, the data said that it is only a 2% enhancement in 2003 from 1996. Fareed et al. (2016) detailed the problem is from the syntax, coherence, the elaboration of the idea, and improper use of vocabulary.

The teacher's role in the process of writing is to give feedback to students. Based on Gielen et al. (2010), feedback is a response to information about students' performances to inform students' learning process. Feedback includes comments and suggestions to facilitate students to revise their assignments. According to Tehrani (2018), feedback not only shows the correct or the wrong progress of students, and the feedback elaborates on the student's idea and discusses it together.

In general, feedback is classified into two major classifications, oral and written feedback. It is stated in Küçükali (2017) stated that a group or individual can conduct feedback, and the feedback is classified into oral, written, or visual feedback. Based on Küçükali (2017), written feedback is explained as the response to students' performances or assignments through writing comments or suggestions; it can contain the student's

strengths and weaknesses. On the other hand, Ashrafi and Foozunfar (2018) defined oral feedback as feedback from a teacher, including the interaction between students and teachers.

Then, feedback given by the other student is called peer feedback (Cahyono & Amrina, 2016). Kuyyogsuy (2019) stated that peer feedback is one way to engage students in showing their ideas and giving and accepting constructive feedback to enhance their writing skills. Peer feedback involves students' learning motivation and increases their communication in the class with their peers, (Kuyyogsuy, 2019).

Moreover, feedback can be conducted independently; it is called self-feedback. Self-feedback is developed by the students themselves (Akmilia et al., 2017). According to Ramírez Balderas and Guillén Cuamatzi (2018), self-feedback is like indirect feedback; teachers give an option that permits students to recognize their mistakes and correct them by themselves. Self-feedback also develops students' critical awareness of their mistakes in their writing assignments. Therefore, self-feedback pushes students to be more aware of their errors, especially in writing assignments.

### *1.1. Research Question*

1. What are the teacher's perspectives about the feedback in the writing activity in writing class?
2. How do teachers provide feedback on student's writing activities in the writing class?

### *1.2. Significance of Study*

By doing this study, the researchers hope it will be useful for raising the importance of feedback. For teachers, it is a reminder that feedback is an essential aspect in writing for helping the learners to identify the error in the writing assignment. For students, it sheds light to practice identifying their errors, especially in writing assignments, and they can practice being more considerate about their mistakes in writing. For the next researchers, it will serve as a guide for analysing and implementing feedback in writing class.

## **2. METHOD**

### *2.1. Research Design*

This research is qualitative and focused on a qualitative descriptive approach. Based on Creswell (2012), qualitative research is the best research methodology to explore the researcher's variable. This research used qualitative descriptive as the design of the study. According to Lambert and Lambert (2013), qualitative descriptive is a design that describes the real condition in the research location. It is also supported by Nassaji (2015) that the goal of this method is to describe factual phenomena. The descriptive of the event is based on a logical manner, with the correct organization. Kim et al. (2017) continued that a qualitative descriptive is an appropriate approach to identifying the detail of event experience and phenomena, discovering who, what, and where the phenomena happen.

### *2.2. Samples/Participants*

The researchers chose writing lecturers as the target population of the English Education Department and used purposeful sampling as the technique to collect the data. According to Creswell (2012), a researcher selects individuals who have rich information or understand the research topic. The researchers used this type of sampling to get more detailed information and understand the phenomena.

### *2.3. Instruments*

The instrument of this research was interview and document. The first instrument was an interview. Adhabi and Anozie (2017) mentioned that interview is an interactive process where someone asks some questions to get specific information about the phenomena or based on the subject's point of view. The interview attained more in-depth and detailed information about the teacher's perspective about feedback and how teachers provide feedback in writing class. The interviewee was three lecturers who taught writing in the English department. Because of the situation, the interview was conducted online. Before the interview, the researcher prepared the interview instrument. The interview instrument consisted of eight questions; the questions were relatable to the research topic. Lecturer 1 used the zoom application for an interview, lecturer 2 was more confident to interview by WhatsApp application, and lecturer 3 chose google to meet for the interview. The researchers also prepared a hand-phone to record the lecturer's answer in every interview situation. The researchers and the lecturers needed roughly 30 minutes to finish

the interview. When the interview finished, the researchers made the transcript of the interview.

The second instrument was document reviews. Based on Creswell (2012), documents will show a good source for data in this research. This document provided information that helps the researcher analyze the research fields' phenomena. The researchers collected and used all the students' assignments, which consisted of lecturer feedback.

The researchers collected the documents from the three lectures. The documents consisted of the student's writing assignments completed with the correction or feedback from the lecturers. Every lecturer gave different documents because they teach different writing levels. Lecturer 1 gave three documents; every text had a different topic. The documents included the lecturer's feedback. Every document had comments and suggestions. Lecturer 3 also showed three students' assignments, including the lecturer's comments and suggestions. There was a different document from lecturer 2. Lecturer 2 gave more than three documents. It consisted of students' assignments and a list of codes. The list of codes was useful to guide students to revise their assignments.

#### *2.4. Data analysis*

After receiving the data, the researchers employed the data analysis model from Milles et al. (2014). The stages are data condensation, data display, and conclusion. The researchers listened and transcribed the interview and collected it. In the data condensation, the researchers filtered the data and classified the data. The researcher used codes to classify the data. Based on Braun and Clarke (2012), codes provide the characteristic of data that are relevant to the research question. In this research, there are two research questions. Based on Kiger and Varpio (2020), the data can be coded manually and by computer. The researcher used manual code to classify the data. Moreover, there are two kinds of coding frameworks, inductive and deductive (Braun & Clarke, 2012). The inductive framework is coding the data based on the content of this research, and the deductive framework is bringing the data to the concept (Braun & Clarke, 2012). In this research, the researcher used inductive data coded based on the research content. Thus, after the researcher transcribed the interview, the researcher labeled the data with the code. The first code was “the perspective of feedback,” and the second code was “type of feedback”.

Therefore, the data can be presented more straightforwardly and clearly. The researchers only used the reliable data of the research question. Next, in the data display, the researchers presented the data to analyze the data easily. In this research, the researchers displayed the data narratively. The final step of data analysis is to conclude all the things in this study. In this part, the researchers also verified the result of the data with a unified theory. The researchers also showed the previous research suitable for this study. The researchers verified the finding with the previous research. The researcher can also compare the finding with other research studies. They can be completed by each other, and the finding is credible because the expert's theory supports the finding. After that, the researchers made a conclusion from the research.

### **3.FINDINGS AND DISCUSSION**

#### *3.1. Findings*

The findings answer the research questions; the first question focuses on the teacher's feedback on a writing activity. The second question focuses on how teachers provide feedback on the writing activity. The researchers used some instruments to collect the data in determining this research. There are interviews and documents. This interview aims to find more information about how lecturer's perspective on feedback in writing and how lecturers provide feedback in writing class. And then, documents supported the lecturer's feedback.

#### **1) What are the teacher's perspectives about the feedback in the writing activity?**

Based on the lecturer's answers, all lecturers said that feedback is important, especially in writing skills. All the lecturers have the same perspective about feedback in writing.

*"Feedback tentunya sangat memegang peranan yang penting dalam pengajaran writing..."* (Feedback is currently an important aspect in teaching and learning writing...) –**Lecturer 1-**

*"Hal itu penting di dalam pengajaran kemampuan menulis karena melalui feedback guru tersebut..."* (Giving feedback on students' works is necessary for English teaching and learning...) –**Lecturer 2-**

*".....Jadi itu sebagai pengingat mereka, bahwa kemampuan mereka untuk menulis itu belum sesuai dengan standar penulisan. Maka dari itu, diberikanlah feedback,*

*itu adalah hal wajib yang harus diberikan seorang guru...*” (Feedback is a reminder to students to develop their ability in writing. Their written text must follow the writing requirement. Giving feedback is necessary.....) -- **Lecturer 3-**

There were interesting findings from this question. One of the lecturers said that in the feedback, lecturers are not only analyzing the weaknesses of the student’s writing ability, but the lecturers are also necessary to analyze the strengths part of the student’s writing ability in feedback. It is beneficial to motivate the students to improve and develop their writing ability, and also, the positive comment can increase their motivation to do better.

*“.....Namun satu hal yang perlu digaris bawahi, bahwa memberikan feedback itu bukanlah hanya kemampuan dosen untuk mampu menganalisa kelemahan tetapi juga harus bisa menganalisa kekuatan, sehingga dengan feedback yang diberikan mahasiswa itu tau dimana kekuatan mereka, sehingga mereka bisa mempertahankan dan bahkan meningkatkannya....”* (...There is an important thing that must be underlined, feedback does not only consist of the student’s weaknesses, but the teacher must be able to analyze the strength of the students so that they can maintain and also improve their ability....).

The lecturer’s document supports the statement above. In the document, lecturer 1 completes the feedback with a comment that shows the students' strengths. In the document, the lecturer used “A nice example” and “a good conclusion” to express the strength of the students.

**Figure 1. The Feedback Document of Lecturer 1**

For example, they can reduce bottle plastic. Therefore, many programs from them can be a smart solution to make a good environment. [A nice example].”

In conclusion, I believe that my discussion has allowed me to favor the regulation can [regulation that can] give benefit to fix the problem, a new invention can give benefit [benefits] ~~impact~~ and socialization [the socialization] also give [gives] the solution. [A good conclusion, but you lose some control over grammar here].”

## 2) How do teachers provide feedback in writing activities?

According to the lecturer's answers, overall, they provide oral and written feedback based on the class's condition. Moreover, the researcher also asked more in-depth about how teachers provided their feedback to students. Teachers said they use mostly direct feedback, but sometimes they even use indirect feedback.

#### **a. Written and Oral Feedback**

Based on lecturer 1, the lecture uses the combination of written and oral feedback; this statement is suitable with,

*“.....Jadi memang di combine antara written dan oral feedback. Jadi memang harus ada kombinasi antara written dan oral..”* (I use a combination of written and oral feedback...).

Lecturer 1 also explained that the combination of written and oral feedback was necessary. Oral feedback can complete written feedback. Based on the result of the interview,

*“.....Jadi memang di combine antara written dan oral feedback. Jadi memang harus ada kombinasi antara written dan oral, justru disatu sisi oral feedback pun sangat bagus. Karena dia bisa menjelaskan dengan lebih lues, karena terkadang mahasiswa juga complain terhadap feedback written yang diberikan oleh dosen, karena terkadang tidak jelas ini maksudnya apa. Jadi dosen kurang mengkomunikasikan apa yang dimaksud dengan feedbacknya tersebut...”* (..I use a combination of written and oral feedback. The combination of both written and oral is good. Oral feedback is good because oral feedback can be a medium to confirm written feedback. Because sometimes students do not understand the written feedback that the teacher gives to students, and the teacher lacks communication to focus on feedback).

*“...Nah ini justru adalah kesempatan yang baik sekali, ketika diberikan feedback secara oral. Jadi bahasanya bisa lebih luwes, misalkan teacher hanya menulis coma slices di written feedback. Itu kan bisa jadi mahasiswa belum paham mengenai coma splices itu, nah melalui oral feedback ini bisa dijelaskan apa yang dimaksud coma splices, contohnya bagaimana, lalu bagaimana cara menghindarinya dan lain sebagainya...”* (Of course, it's a good opportunity, when a teacher delivers feedback with oral feedback, they can be more comfortable to deliver the focus of feedback, for example, in the student's assignments teacher wrote "comma splices" as a comment, if students do not understand, the teacher can use oral feedback to explain more about the comma splices, the example of the comma splices, how to avoid them, etc. Thus, the combination of them is good).

Lecturer 3 is almost the same. Before this pandemic, writing classes were conducted offline, and the lecturer gave oral feedback. It is supported in,

*“Bila pertemuan tatap muka langsung, saya secara oral langsung memberi tahu mana saja yang salah....”* (....If the class is conducted offline, I give students oral feedback and show the incorrect statement....).

It was different from lecturer 2; the lecturer said that the lecture mostly uses written feedback in this pandemic. However occasionally, the lecturer uses oral feedback. The explanation is supported in:

*“Lebih banyak feedback tertulis, dan terkadang oral feedback. Untuk feedback tertulis, saya memberi tanda apa yang kurang tepat pada tugas siswa tersebut, (direct or indirect) dan meminta mereka untuk memperbaiki tugasnya. Untuk oral feedback, saya memberikan tanda apa-apa saja yang kurang tepat pada tugas mereka, dan membicarakannya di depan kelas, jadi siswa akan lebih mengetahui apa yang salah dan bagaimana cara memperbaiki hal tersebut.”* (Mostly written feedback, and oral feedback only occasionally. For written feedback, I highlight what’s wrong or inaccurate in students’ work (explicitly or implicitly) and ask them to revise their work. For oral feedback, I highlight all kinds of errors or inaccuracies and discuss them in front of the class so students will be aware of what’s wrong or inaccurate and how to revise them).

#### **b. Direct and Indirect Feedback**

This aspect is answered with interviews and documents which the researcher got from the lecturer. From the interview with lecturer 1,

*“Saya biasanya kombinasi, tetapi lebih banyak ke yang direct feedback, saya langsung lakukan koreksi terhadap kesalahn-kesalahan yang mereka lakukan. Jadi kombinasi saja, tapi masih didominasi dengan direct feedback.”* (I usually combine them, and I directly show the student’s errors and correct them. I use the combination, but mostly I use direct feedback).

The lecturer statement is strengthened by these documents below,

**Figure 2. The Feedback Document of Lecturer 1**

Another opinion is that related [is related] to the regulation [to regulation] like socialization. The citizen [citizens], especially intellectual people must be responsible for this situation. They share their knowledge and make a community that really considers the environment. They can work with other organizations to reduce the factor

of gGlobal wWarming. | For example, they can reduce the bottle plastic. Therefore, many programs from them can be a smart solution to make a good environment. | [A nice example]

In conclusion, I believe that my discussion has allowed me to favor the regulation can [regulation that can] give benefit to fix the problem, a new invention can give benefit [benefits] impact and socialization [the socialization] also give [gives] the solution. [A good conclusion, but you lose some control over grammar here]

Based on the document above. The lecturer showed the incorrect part with the red font and highlighted the correct one directly, and the correction included a correction about capitalization. Therefore, the type of feedback that the lecturer uses in the feedback is mostly direct feedback.

Lecturer 2 also said that he used the type of feedback according to the level of writing. The lecturer uses direct feedback in the first and second writing levels because students still need clear direction about what they must do to improve their writing ability or get clear feedback to revise their errors in their assignments. In the third and fourth levels of writing, the lecturer tries to provide indirect feedback. The lecturer allows the students to first think and reflect on the errors in their writing assignment and revise them. It is supported with,

*“Untuk level pemula, semester 1 atau 2 contohnya, saya lebih memilih menggunakan explicit feedback, jadi siswa memiliki petunjuk yang jelas apa yang mereka butuhkan untuk memperbaiki tulisan mereka. Untuk level yang lebih tinggi, semester 3 atau 4, saya lebih memilih implicit feedback, jadi siswa memiliki kesempatan untuk memikirkan apa yang kurang tepat pada tugas pertama mereka dan mengidentifikasi kesalahannya, kemudian memperbaikinya.”* (For low-level students, first or second-semester students, for example, I prefer explicit corrective feedback, so students will have a clear direction of what they need to do in improving their writing. For higher-level students, third or fourth-semester students, for instance, I prefer implicit corrective feedback, so students will have opportunities to reflect on what’s inaccurate in their work first and identify the errors, then revise them accordingly).

Although the feedback is given indirectly, the lecturer directly locates and shows the error by code. The list of codes is a guideline for students to revise their assignments. It is suitable with the document below.

**Figure 3. The Feedback Document of Lecturer 2**

Even human tastes are kind or weird, but people still do know when they **are** [BDeI] dislike things. They need something to help them when they are feeling blue or frustrating. It makes them **to feeling** [BIF] intense with it, and makes them **called** [BIF] [RN] 'favorite object'. The **background** reasons sometimes seem silly, and **no** [BBWN] make sense at all. But, we **don't** [BFS] have a right to judge, or even blame them. Beside, I have my own favorite object too.

Overall Comments:

Quite a number of minor grammatical mistakes in your essay. Less sensory description of the object you're talking about throughout your essay.

Next, lecturer 3 said she uses direct feedback when offline writing class is conducted. The students can share their idea or the topic directly, and when the topic or idea is incorrect, the lecturer revises it directly in the class. It is related to the lecturer's statement,

*"Jadi saya itu kalau dalam pertemuan itu biasanya memberikan feedback secara langsung, pada saat mereka mengungkapkan kembali apa yang mereka tulis, atau mengungkapkan ide, ada kesalahan dalam memproduksi kalimat, biasanya saya langsung cut kalimat tersebut.."* (In the class meeting, I give feedback directly when they show the idea that they are written, if there is an incorrect statement, I directly cut it...).

The document is also supporting the indirect feedback that the lecturer used. The lecturer gives a general comment at the end of the assignment. The document is presented below,

**Figure 4. The Feedback Document of Lecturer 3**

Comment Feedback: You do not divide the details into parts. What do you mean by context? You meant background?

### 3.2. Discussion

The research aims to know how teachers provide feedback in the class. Every teacher has their idealist to choose appropriate feedback, but the way they deliver the feedback is also important. Because feedback is one medium to help students evaluate their ability, they can improve their ability with feedback.

Based on the finding that is presented above. Feedback is important and also a crucial aspect of the learning process. Klimova (2015) also said that feedback is essential for communication skills; by feedback, the teachers can motivate students to continue learning and improve their performances. Especially in writing, Keh (1990) argues that feedback is a crucial aspect of writing. Feedback guides students to revise their assignments because Küçükali (2017) aids feedback consists of comments that can help students revise their assignments. Based on Keh (1990), the comment can guide students to broaden their idea and help students reflect on their errors. The additional comment from the feedback can help students get detailed information about their assignments (Gielen et al., 2010). Feedback is important; students can review and focus on their previous subject (Adrefiza et al., 2021; Wahyuni, 2017).

Gielen et al. (2010) showed why feedback could improve students' learning. The first is that feedback can improve the reaction rate and/or precision. The second is that feedback can affirm the correct answer in the student's assignments (focused on the correct response). The third is feedback is information to students to validate and change their incorrect responses in their assignments (focused on the incorrect response). The last is feedback can help students to build their schemata in their learning process.

It is also important; feedback does not only consist of a comment on the student's error. Based on Nelson and Schunn (2009), one feedback meaning is motivational. Wahyuni (2017) said that feedback must consist of both weaknesses and strengths of students' abilities. It is suitable with the way lecturer 1 provides the feedback; the lecturer adds a positive comment about the strengths aspect of student's assignments. Klimova (2015) supported that teachers should focus on the correction; it can make students have less confidence in their assignments. Razali and Jupri (2014) argued that students feel more interested in writing activities when their teachers are more interested in their

writing topic rather than the language form. The teachers start with a discussion about the student's topic by commenting on the topic's positive side. If the topic or the language form is inappropriate or improper, the teachers can correct or give suggestions for a better result. Therefore, feedback consists of comments about the student's weaknesses and a positive statement to encourage students to improve their abilities and maintain their strengths.

Then, the lecturers provide feedback according to the class and the student's conditions. One of the lectures mostly used written feedback in the writing class. Based on Agbayahoun (2016), written feedback can be a question, comment, or code toward a student's assignment. In the feedback, the teacher's role is important because the correction depends on the teacher's point of view. Hyland and Hyland (2006) argue that teachers play a central role in the writing class. The teachers must make sure that students understand the feedback in the feedback (Razali & Jupri, 2014). Additionally, teachers directly write comments or suggestions in the student's assignment in writing feedback.

On the other hand, other lecturers used mostly oral feedback in their writing classes. It is different from written feedback; oral feedback includes interaction between teacher and students. Ashrafi and Foozunfar (2018) also argues that there is an interaction between students and teachers in oral feedback. It can be conducted one by one or in a group. Sometimes, students understand more by listening to the explanation of the teacher. Teachers must communicate their written feedback to students (Razali & Jupri, 2014). Razali and Jupri (2014) added that students could improve their writing if teachers directly delivered the feedback frequently. When the oral feedback is conducted, it is a perfect time for students to confirm the misunderstanding about the teacher's feedback. Thus, students can be more aware of their weaknesses in their writing.

Then, to provide feedback, one lecturer used direct feedback. The lecturer showed the error directly and revised the error. Direct feedback is more precise than indirect feedback. According to Lee (2003), direct feedback is the feedback that consists of the explicit revision and consists of the correct answer, and the teachers can add the sign-in incorrect part. Nematzadeh and Siahpoosh (2017) supported that teachers located the error by circling or lining with a colored pen and giving a short comment as the correct answer in the student's assignments. Mahfoozifard and Mehdiabadi (2016) reported from her research that 31 students prefer to choose direct feedback from their teachers because the feedback can help them to revise their assignment.

Other lecturers used indirect feedback, and they delivered it differently. Based on I Lee's table, the indirect feedback is divided into two types: the lectures indicate the error, but they did not answer correctly. The second one is that the lectures only give a general comment on the student's assignments. One of the lectures used code to show students' errors, and other lecturers only gave general comments at the end of the assignments. Mahfoozifard and Mehdiabadi (2016) supported indirect feedback when teachers provide a symbol in students' assignments, but they do not give the correct forms.

Many experts believe that indirect feedback is more beneficial for advanced students (Nematzadeh & Siahpoosh, 2017). The related study has been conducted by Ayu Sekar Wulandari and entitled "An Analysis of Teacher's Corrective Feedback in Writing Skills at Eight Grade Students of MTsN Sumberlawang in Academic Year 2016/2017". In this research, Wulandari (2017, p.121) states that the teacher gives students indirect feedback the teacher asks students to find the correct form.

By practicing indirect feedback, students can learn how to solve their problems independently, based on (Nematzadeh & Siahpoosh, 2017). The use of direct and indirect feedback is also according to the students' condition and the writing level's goal. In Chen's (2018) studies, students who study in the first-year English major are still confused about the error, even though the teachers have pointed at the error. The problem can be a similarity of the words because they have limited vocabulary or are still confused to distinguish similar words. In this case, a symbol from teachers is not enough for students, and the students still need the teacher's guidance to solve their problems directly.

Furthermore, some researchers believe that the combination of oral and written is good. In her research, Rula (2015) asserts that students more accept the combination of oral and written feedback. Then, Sofi (2011) also believes that the combination of direct and indirect feedback is effective for students. Students can directly reach their errors through direct feedback, and indirect feedback encourages students to learn how to analyze their errors and revise them. The combination of oral and written, direct, and indirect feedback complements each other. In writing, the teachers not only choose appropriate feedback, but they must be able to appropriately provide the type of feedback according to the condition of the class, students, and the goal of the writing level. According to Sofi (2011, p.48) , teachers focus the feedback on both content and form, and the teacher gives the feedback at the end of the writing class; teachers give the

feedback after the students collect their writing product. Indirect and direct feedback is the method the teacher used in the writing class.

## 4. CONCLUSIONS AND SUGGESTIONS

### 4.1. Conclusion

From the teacher's perspective, feedback is an aspect that facilitates students to evaluate their assignments. It consists of a teacher's analysis of the student's ability. Teachers also help students reflect on their weaknesses and improve them with feedback. However, feedback does not only consist of the weaknesses of students. Teachers must be able to analyze the strengths of the student's abilities. Then, lecturers provide feedback on different types of feedback. Lecturers provide feedback with oral and written feedback. It is based on the class's condition.

Moreover, lecturers also provided direct and indirect feedback on students' assignments. Lecturers also provided feedback indirect and direct feedback in the class. Sometimes, Lecturers prefer to pick one or two errors from the students and explain them in the class. Lecturers used direct feedback on the student's assignments; one of them highlighted the error, gave the correct answer, and provided general comments on the assignments.

### 4.2. Suggestions

When the teachers want to provide feedback, the teachers are expected to provide feedback with a combination of written and oral feedback. The cross between them is important because their combination is important to confirm each other. The teacher is also expected to use direct and indirect feedback according to the student's writing level. One of the biggest problems with giving feedback is the limitation of time. Hence, teachers are expected to guide students through self and peer feedback. Feedback contains the negative of the students' weaknesses, but teachers should complete the feedback with positive comments to make students more confident about their performances.

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