STUDENT' PREFERENCES ON TEACHER'S WRITTEN FEEDBACKS IN ENGLISH DESCRIPTIVE WRITING AT SMA NEGERI 2 SIDOARJO

THESIS

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Sarjana Pendidikan Bahasa Inggris (S.Pd) in Teaching English

By:

Fajar Kresno Alwiyono

NIM D75214054

ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA
2019

PERNYATAAN KEASLIAN TULISAN

Dengan ini saya:

Nama : Fajar Kresno Alwiyono
NIM : D75214054
Prodi/ Jurusan : Pendidikan Bahasa Inggris

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Fajar Kresno Alwiyono

ADVISOR APPROVAL SHEET

This thesis by Fajar Kresno Alwiyono entitled "*Student' Preferences on Teacher's Written Feedbacks in English Descriptive Writing at SMA Negeri 2 Sidoarjo*" has been approved by thesis advisors for further approval by the board of examiners.

Surabaya, January 4th 2019.
Advisor I,

Fitriah, Ph.D
NIP. 19761004120092001

Advisor II,

Dr. Siti Asmiyah, M.TESOL
NIP. 197704142006042003

EXAMINER APPROVAL SHEET

This thesis by Fajar Kresno Alwiyono entitled "*Student' Preferences on Teacher's Written Feedbacks in English Descriptive Writing at SMA Negeri 2 Sidoarjo*" has been examinated January, 18th 2019 and approved by the board of examiners.

KEMENTERIAN AGAMA REPUBLIK INDONESIA

Dean,

Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.I
NIP. 1963011231993031002

Examiner I,

Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002

Examiner II,

Drs. Muhtarom, M.Ed. Grad. Dip TESOL
NIP. 196512201992031005

Examiner III,

Fitriah, Ph.D
NIP. 197610042009122001

Examiner IV,

Rakhmawati, M.Pd
NIP. 197803172009122002

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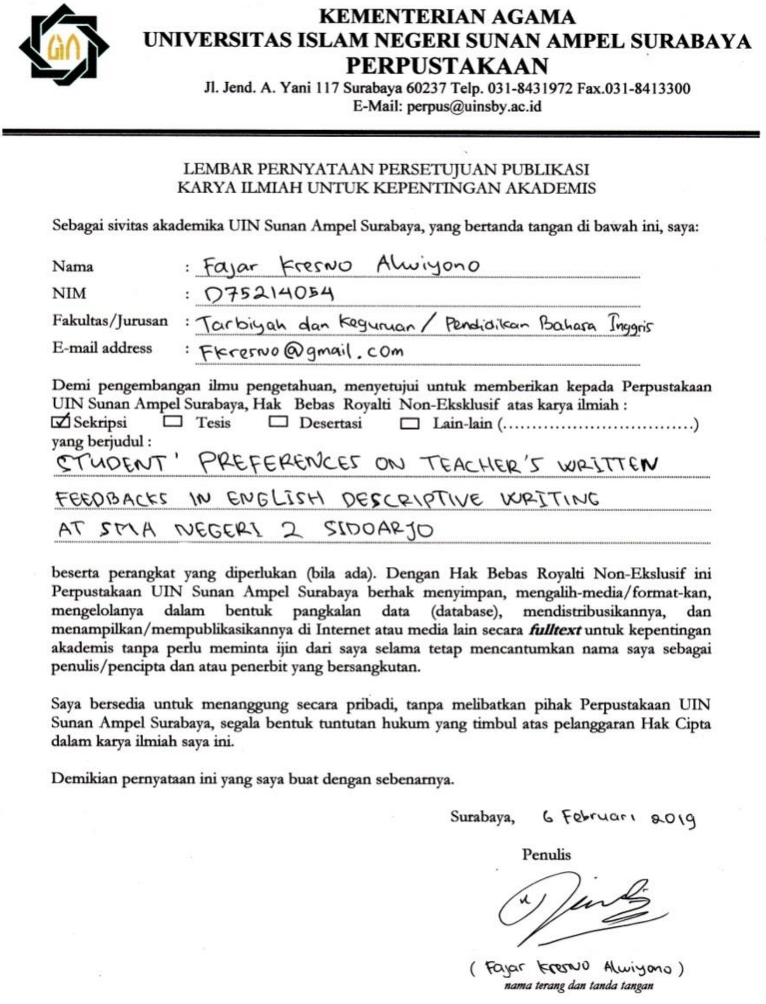

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN
Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
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Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Fajar Kresno Alwiyono
NIM : D75214054
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : Fkresno@gmail.com

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(Fajar Kresno Alwiyono)
nama terang dan tanda tangan

ABSTRACT

Kresno Alwiyono, F. (2019). *Student' Preferences on Teacher's Written Feedbacks in English Descriptive Writing at SMA Negeri 2 Sidoarjo*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, SunanAmpel State Islamic University, Surabaya, Advisor: Fitriah, Ph.D, Dr. Siti Asmiyah, M. TESOL

Key Words: *Student Preference, Teacher Written Feedback*

This thesis discusses student preferences on teacher's written feedback in English descriptive writing at SMA Negeri 2 Sidoarjo. The student' preference is important because it can avoid the mismatching between the teacher's feedback given and the student preference on teacher's feedback. The aims of this qualitative research answers the two research questions; 1) what are the types of feedback given by the teacher in English descriptive writing at SMA Negeri 2 Sidoarjo? 2) what are the students' preferences on teacher written feedback in English descriptive writing at SMA Negeri 2 Sidoarjo? The data collected through content analysis and questionnaire highlight that 1) there are 4 types of teacher written feedback, praise, criticism, suggestion and corrective feedback. 2) the students' preference on teacher written feedback shows that the students prefer to corrective feedback, it is followed by suggestion, praise and criticism. Besides that the feedback mostly used by the teacher is corrective feedback. This indicates that the major type of feedback given by the teacher is aligned with the students' preferences.

ABSTRACT

Kresno Alwiyono, F. (2019). *Student' Preferences on Teacher's Written Feedbacks in English Descriptive Writing at SMA Negeri 2 Sidoarjo*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, SunanAmpel State Islamic University, Surabaya, Advisor: Fitriah, Ph.D, Dr. Siti Asmiyah, M. TESOL

Key Words: *Kesukaan siswa, masukan tulis guru*

Tesis ini membahas preferensi siswa pada umpan balik tertulis guru dalam penulisan deskriptif Bahasa Inggris di SMA Negeri 2 Sidoarjo. Preferensi siswa penting karena dapat menghindari ketidaksesuaian antara umpan balik guru yang diberikan dan preferensi siswa pada umpan balik guru. Tujuan dari penelitian kualitatif ini menjawab dua pertanyaan penelitian; 1) apa jenis umpan balik yang diberikan oleh guru dalam penulisan deskriptif Bahasa Inggris di SMA Negeri 2 Sidoarjo? 2) apa preferensi siswa pada umpan balik tertulis guru dalam penulisan deskriptif Bahsa Inggris di SMA Negeri 2 Sidoarjo? Data yang dikumpulkan melalui analisis isi dan kuesioner menyoroti bahwa 1) ada 4 jenis umpan balik tertulis guru, pujian, kritik, saran dan umpan balik korektif. 2) Preferensi siswa pada umpan balik tertulis guru menunjukan bahwa para siswa lebih suka umpan balik korektif, diikuti oleh saran, pujian dan kritik. Selain itu umpan balik yang sering digunakan guru adalah umpan balik korektif. Ini menunjukan bahwa jenis umpan balik utama yang diberikan oleh guru selaras dengan preferensi siswa.

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LIST OF ABBREVIATION

ESL	English Second Language
SMA	Sekolah Menengah Atas
SA	Strongly Agree
A	Agree
N	Neutral
SD	Strongly Disagree
D	Disagree

CHAPTER I

INTRODUCTION

The aim of this study is to investigate the type of teacher written feedback in descriptive writing and the student preference on certain type of teacher written feedback at SMA Negeri 2 Sidoarjo. This chapter presents the background of the study, the research question, the objectives of the study, the scope and limitation and the definition of key term.

A. Background of The Study

Some studies such as ESL Learners' Writing Skills: Problems, Factors and Suggestions by Muhammad Fareed, Almas Ashraf and Muhammad Bilal[1] and Writing Problems and Strategies: An Investigative Study in the Omani School and University Context by Fawzia Al Seyabi and Victoria Tuzlukova[2] show that there are problems in students' writing. One of the problem is lack of ideas because the learners do not make a plan before writing. Sometime students do not know, how to get started in writing. Other problems are related to writing problems are grammatical error, lack of vocabulary, writing anxiety, and weak structure of organization[3]. This shows that students need assistance to develop their writing to be better. Such as assistance can be in form of written feedback on students' English writing assignment.

Teacher giving feedback is one of the ways to improve students' writing. The teacher feedback can help students improve their writing ability and minimize the repetition of mistakes. Students can also learn from their mistakes and improve their writing. In addition, the emergence of process writing also sees revision as central in the teaching of writing particularly in a process writing class.[4] How students revise is sometimes influenced by the way they perceive their teacher's comments or feedback. It is necessary that the teachers provide the appropriate feedback to the students that can help them to improve their writing. There are a number of ways of how the teachers give feedback on students' writing.

---

[1] Muhammad Fareed, et.al., "ESL Learners' Writing Skills: Problems, Factors and Suggestions". *Journal of Education and Social Sciences*, 2016 Vol. 4 No. 2, 1.

[2] Fawzia Al Seyabi – Victoria Tuzlukova, "Writing Problems and Strategies: An Investigative Study in the Omani School and University Context". *Asia Journal of Social Sciences & Humanities*. 2014 Vol. 3 No. 4. 1.

[3] Muhammad Fareed, et.al., " ESL Learners'… 1.

Feedback can be delivered as oral feedback or written feedback[5]. Oral feedback is a natural part of the verbal interaction between students and teachers, or students and students[6]. The oral feedback means that the feedback orally given to the students. While the written feedback is writing comments directly on student work or making notes on a rubric or an assignment sheet. Written feedback is commonly used in writing class. It is slightly different from oral feedback in that it requires written comments and correction to the students' writing assignment.

In writing classes, feedback is viewed as essential. Written comments or feedback can be given to students at any point during the writing process. It is a form of intervention and is one of the most common ways of responding to students' writing. It helps students know whether their message or ideas are well conveyed or not. It gives students the opportunity to revise, rethink and rewrite their ideas. Muncie states that feedback is vital in helping learners and writing to improve their writing skills and it also have positive effect of producing in the learner a sense of reader awareness and of giving students an outside view of texts[7].

There are three main purposes for providing teacher feedback on writing such as to inform writers and to evaluate whether their written products have conveyed their writing ideas. Other purposes of feedback are to give the students' writing a sense of audience and make the students happy with their writings and to offer students an impetus or encouragement for revision because without comments from a critical reader or expert, writers will feel it does not need to revise thoroughly if they ever think about revision[8]. Teacher feedback also has the role such as to explain and justify a grade including also some general suggestions for the students to consider their next writing. Moreover, teacher feedback has become a crucial to the students' improvement as a writer. So, the English teacher should select the feedback wisely which appropriate to the condition of the students.

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[4] Vivian Zamel, *Writing: The Process of Discovery Meaning*(TESOL Quarterly, 1982), 206.

[5] Susan Brookhart, *How to Give Effective Feedback to Your Students* (Association for Supervision and Curriculum Development Alexandria, Virginia USA, 2008), 15.

[6] Susan Brookhart, *How to…* 48.

[7] James Muncie, "Using written teacher feedback in EFL composition classes". *ELT Journal Vol 54 no. 1*, 1999. 52.

In addition to teacher feedback, students' preferences become the important thing and need to be considered by the teacher. Students' preferences are important because they can influence their learning behaviors. Also, there can be the mismatch between the teacher and students' preference if there is no thorough study on this issue. Guenette claims that research concerning student attitudes and preferences are importance among other studies revealing different dimensions of feedback[9]. Particular importance in the area of English writing is knowing about students' attitudes, reactions and preferences to teacher written feedback and assessment of their own weaknesses in writing[10]. So, students' preference should be considered and selected appropriately by the teacher and need a thorough study on this particular topic.

In fact, there are previous studies which discuss feedback such as those by Fasya[11], Dessy[12], Uli[13] and Rendy[14]. These studies however have similarity and the differences from the current research. The research done by Fasya and Dessy focuses on effectiveness of peer feedback and students' responses about it but does not explore the students' preferences. The other research by Uli and Rendy focus on teacher feedback in high school level. Despite the same school level, these two researches also do not explore the students' preferences. Even though the most of previous study focus on feedback, what seems to be missing from these previous study especially on teacher written feedback is investigation of students' preferences which according to Guenette cannot be neglected[15]. Hence, investigating students' preference on teacher feedback and the reason for preference by the students is important.

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[8] Nancy Sommers, "Responding to student writing". *College Composition and Communication,* Vol. 33, No. 2 1982, 156.

[9] Danielle Guenette, "Is feedback pedagogically correct? Research design issues in studies of feedback on writing". *Journal of Second Language Writing 2007* Vol. 16. No. 1. 50.

[10] Dana Ferris – Barrie Roberts, "Error Feedback in L2 writing classes. How explicit does it need to be?"*Journal of Second Language Writing*, 2001. Vol. 10. 166.

[11] Laila Fasya, "*The Use of Peer Feedback to Improve Writing Ability Through Facebook at English Education Department Students State Institute for Islamic Studies SunanAmpel Surabaya*". (Surabaya: State Institute for Islamic Studies SunanAmpel Surabaya, 2011)

[12] Dessy Iryanti, "*The Effectiveness of Peer Feedback in Improving Students' Writing Achievement*". (Jakarta: SyarifHidayatullah State Islamic University,2015)

[13] Uli Tri Utami. "*Improving Students' Writing Through Teacher's Direct Feedback in SMA Negeri 1 Jogonalan*". (Yogyakarta: Yogyakarta State University, 2012)

[14] Rendy Saputra,"*The Effectiveness of Using Indirect Feedback on Students' Writing of Procedure Text*". (Jakarta: SyarifHidayatullah State Islamic University,2016)

This research investigates type of teacher written feedback and students' preference on type of teacher written feedback in English descriptive writing. This study further investigates the reason why the students prefer the certain type of teacher written feedback. Based on a preliminary research observation in SMA Negeri 2 Sidoarjo, one of the good and favorite schools in Sidoarjo. The English teachers also apply the good standard in English and engage the students to write or speak English in English lesson. Moreover, SMA Negeri 2 also has an acceleration program for chosen students that fulfill the standard. So, the chosen students only need 2 years to finish the school. This research will focus on what are the students' preference on teacher's feedback in students' writing and why the students prefer to a certain type of teacher's feedback. The teacher should know the students' preference in the type of feedback. Doing research in the school about students' preference on teacher's feedback to get information is good way, not only to better understand types of feedback in English descriptive writing but also whether such feedback meet students' preferences.

The results of this research are hoped to give some significances. For students, the students can understand about the type of teacher's written feedback. Then through written feedback, the students are helped in improving their writing skill of English descriptive text. Then for teachers, this study can help teachers in selecting or choosing the type of feedback to the students. For the further research, they can conduct a research in the same topic but on different focus, for example, comparing each type of feedback oral and written.

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[15] Danielle Guenette, "Is feedback... 50.

B. Research Questions

The study aims to answer the following research questions:

1. What are the types of feedback given by the teacher in English descriptive writing in SMA Negeri 2 Sidoarjo?
2. What are the students' preferences on teacher feedback in English descriptive writing in SMA Negeri 2 Sidoarjo?

C. Objective of Study

This study aims to investigate:

1. The type of teacher's feedback that teacher used in students' English descriptive writing at SMA Negeri 2 Sidoarjo.
2. The students' preference on teacher's written feedback in English writing descriptive text and to describe the reason why the students prefer that kind of written feedback at SMA Negeri 2 Sidoarjo.

D. Significance of Study

1. Theoretical

   To bring better understanding on type of feedback in English Foreign Language writing, particularly in Indonesia context and how student view such feedback in their English foreign language writing development.

2. Practical

   The teacher can understand what the learner want especially in teacher written feedback and the students can express their preference on teacher written feedback. The teacher can also use the feedback that students' preference.

3. Further Research

   The other research can conduct a research on the same topic but on the different focus. For example, they can explore the students' preference on oral feedback, they also can explore the varieties of expression when the teacher gives feedback and also they can explore the feedback in different level of students.

E. Scope and Limitation

This research has the scope and limitation as follow:

1. Scope of the study

   To make the research not going to broad, the research focuses on the analysis of teacher's feedbacks and the students' preference on teacher's feedbacks in descriptive writing at tenth grade in SMA Negeri 2 Sidoarjo. Since there were many studies of written feedback in language use, yet this research investigate about teacher written feedback and the students' preference on a certain type of feedback.

2. Limitation of the study

   This study has the limitation, the researcher only takes responses from the students in tenth grade that is given feedback by the teacher. This response will be taken after the class by giving the questioners to students who become the participants of English descriptive writing class. So that the researcher makes the questioner talking only how students prefer and response to teacher's feedback. The researcher also limiting the feedback, in this research based on Fiona - Ken Hyland and Leila's theory. According to Fiona - Ken and Leila, teacher as the source can deliver feedback such as praise, criticism, suggestion and corrective feedback.

F. Definition of Key terms

1. Preference

   Preference is latent tendency to consider something desirable or undesirable[16]. In this study, preference means the students' tendency to desired feedback from the teacher toward their English descriptive writing.

2. Feedback

   Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding[17]. In this study, feedback is comment from the teacher regarding aspects of students' performance in English descriptive writing.

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[16] Caleb Warren et al., Values and Preferences: Defining Preference Construction. (WIREs Cognitive Science), 2010, 2

[17] John Hattie - Helen Timperley, "The Power of Feedback", *Review of Educational Research*, Vol. 77, No. 1 2007, 81.

3. Descriptive writing

Writing is about how something (or someone) looks and uses space order.[18] In this study, it means students' English writing that describes a person, place or thing in a way that enables the reader to visualize it.

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[18] Alice Oshima – Ann Hogue, *Introduction Academic Writing Second Edition* (London: Wesley Longman,1997), 50.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to the type of teacher written feedback and the students' preferences on certain type of feedback. This chapter is divided into two parts, those are some theories to approach the research questions discussed in this study and the review of some related previous studies.

A. Theoretical Framework

1. Feedback

a. Definition of Feedback

Feedback is information provided by an agent such as teacher, peer regarding aspects of one's performance or understanding[1]. The information that is provided by the teacher has the purpose to help the students in improving their assignment. Claudia L. Keh states that feedback means a process approach to writing with a fundamental element. It is as input providing information for revision from the reviewer to a writer[2]. Hyland and Hyland also define feedback, as the teacher and the literacy resources providing a key element of the scaffolding to build learner confidence and to participate in target communities[3]. This indicates that feedback not only improves students' writing, but is also useful to build the students' confidence. Furthermore, feedback can be used as information to make the students' work or assignment becoming better. So, feedback is needed by the students to improve students' writing and confidence. So, feedback can define as comment from the teacher regarding aspects of students' performance in students' work.

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[1] John Hattie - Helen Timperley, "The Power of Feedback", *Review of Educational Research*, Vol. 77, No. 1 2007, 81.

[2] Claudia L. Keh, "Feedback in the Writing Process: a model and methods for implementation". *ELT Journal Vol 44 No. 4,* 294.

[3] Ken Hyland - Fiona Hyland, *Feedback on second language students' writing.* (Language Teaching, 2006), 83.

b. Types of Feedback Based on Source

Based on its source, feedback can be categorized into teacher feedback, peer feedback and self-feedback that can be used to improve and make students' writing be better[4].

1) Teacher Feedback

Teacher feedback is comment given by the teacher to the students. For example, when students have done a presentation or a writing, the teacher will give feedback or comment to the students' performance or product both orally or in written form. Despite using oral response and peers as sources of feedback increase, teacher written feedback continues to become a central role in most second language and foreign language writing classes[5]. Many teachers feel, they should write feedback to students' efforts, to help them improve their writing and to justify the grade they have been given[6]. Silver and Lee state that teacher written feedback is crucial for English second language students' revision process as feedback helps to pinpoint their strengths and weaknesses[7]. This emphasizes that when teaching writing text, the value of teacher feedback for the students' development of writing, particularly foreign language such as English.

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[4] John Hattie - Helen Timperley, "The Power… 82.

[5] Ken Hyland - Fiona Hyland, *Feedback on…* 84.

[6] Ken Hyland - Fiona Hyland, *Feedback on…* 84.

[7] Rita Silver – Sandra Lee, *What does it take to make a change? Teacher feedback and student revisions*. (English Teaching:Practice and Critique, 2007), 32.

2) Peer Feedback

Feedback also can be given by the student to others student and it is usually called peer feedback. Peer feedback is to invite students to exchange lecture notes in the final of assignment and discuss gaps and differences in understanding[8]. For example, when students have finished the work, the students are asked by the teacher to give read and analyze their friend's work and give comment to their friends' product. In this ways, students do not only actively assist their peer to improve their writing but it also develops their understanding on what they write for giving feedbacks.

3) Self-Feedback

Self-feedback is comment to evaluate from one own self toward their own product and to improve their understanding[9]. For example, when the teacher asks the students to write text, the teacher also asks the students to read their own work and try to correct their own mistake. The teacher sometimes ask the students to evaluate their own work in writing. Through self-evaluation, the students are hoped to know their strength and their weaknesses in their own writing and self-feedback includes in one of assessment of learning.

c. Types of Feedback Based on The Comments

Hyland and Hyland propose a framework of categorizing learning feedback into three types of feedback. The feedbacks are praise, criticism and suggestion[10]. Similarly, Sutton and Dougles also state that feedback is praise, criticism, and advice.[11] Hyland and Hyland's suggestion is termed as advice by Sutton and Douglas. Roy and Lelia add another category that is corrective feedback[12]. Hence, there are four type of feedback based on the comments:

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[8] John Hattie - Helen Timperley, "The Power… 82.

[9] Kay Sambell, *Rethinking Feedback In Higher Education.* (Northumbria University:The Higher Education Academy, 2010), 8.

[10] Ken Hyland – Fiona Hyland, *Feedback on…* 86.

1) Praise

Praise is quite useful. It encourages most of students' revision[13]. Hyland and Hyland states praise is as an act which is positively valued by the person giving feedback, and it is credit to characteristic, attribute, skill or work[14]. Jere Brophy states that praise can be defined as spoken or written statements that commend the worth of express approval or admiration for others[15]. This type of feedback is probably becoming one of the most common kind that students receive from their teachers.

Jere Brophy also states that praise statement is expression of positive teacher affect such as surprise, delight, excitement[16]. Generally praise has good effect such as to provide encouragement to students, to help build self-esteem, to help build a close teacher-student relationship[17]. Poonam also states that praise has benefits such as students' self-esteem, motivation, and performance are believed, the beneficial effects from praise[18]. So, praise can be concluded as positive spoken or written statement for others to credit their work, skill or characteristic. The example of the praise expression such as “great job”, “good writing”.

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[11] Robbie Sutton, et.al., *Feedback in Schools.* (Peter Lang Publishing: New York.2011), 1.

[12] Roy Lyster – Leila Ranta, *Corrective Feedback and Leaner Uptake*. *(*Cambridge University, 1997),39.

[13] Rita Silver – Sandra Lee. *What does*... 11.

[14] Fiona Hyland – Ken Hyland, *Sugaring the Pill Praise and Criticism in Written Feedback.(* Pergamon: Journal of Second Language Writing), 2001, 186.

[15] Jere Brophy, "Teacher praise: a functional analysis". *Review of Educational Research*, Vol. 51 No. 1, 1981, 5.

[16] Jere Brophy, "Teacher praise... 5.

[17] Jere Brophy, "Teacher praise... 7.

[18] Poonam Dev C, "Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher*". Remedial and Special Education,*Vol. 18 No. 1 1997, 15.

2) Criticism

Negative teacher responses to student can be defined as criticism. Criticism from teacher connotes expressions of disapproval, disgust, or rejection[19]. According to Hyland and Hyland defines criticism as expression of dissatisfaction or negative comment[20].

Criticism here is a negative comments used by reviewers in expressing their dissatisfaction with the text. Here, reviewers are the teachers, students or other people. When the reviewers feel dissatisfaction with the other’s work, they sometimes give criticism to their work. Therefore, criticism is negative feedback but it is helpful and having good aim for the students. The example of the criticism: “wrong grammar” and “it is incorrect”.

3) Suggestion

The third category of feedback is suggestion. Suggestion is related to criticism but it has positive orientation for improvement. Suggestion contains commentary and it is relatively clear and accomplishable action for improvement[21].

Suggestion is preferred by the students in some researches such as Razlina – Rohaliza[22]. Suggestion is important for students, it can help students understand their problems. The examples of suggestion expression are "It is better to ….", "You should …."

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[19] Jere Brophy, “Teacher praise... 6.

[20] Fiona Hyland – Ken Hyland. *Sugaring the*… 186.

[21] Fiona Hyland – Ken Hyland. *Sugaring the*… 186.

[22] Razlina Razali – Rohaiza Jupri, “Exploring Teacher Written Feedback and Student Revisions on ESL Students’ Writing”. *Journal Of Humanities And Social Science* Vol. 19. No. 5, 2014, 67.

4) Corrective feedback

Bitchener and Knoch define written corrective feedback as a menas of helping students acquire and demonstrate mastery in the use of targeted linguistics form and structures[23]. There are types of corrective feedback. Some of it is recast, it refers to the reformulation of the whole or part of learner's erroneous utterance without changing its meaning. Next is elicitation, Reformulation request, clarification request to check when they do not understand the word. Then explicit correction; it provides learners with a correct form with a clear indication of what is being corrected[24]. This research focuses on written feedback from the teachers that correct the students' mistake in grammar or targeted language. The example of corrective expression are "Use which", "use who", "you need to put s or es".

d. The Importance of Teacher's Feedback

There are three main aims for teachers' feedback on writing such as to give information to the writer whether students' writing products have delivered their meanings into their writing. Then it is to give the students' writing a sense of readers, sharing the ideas, and make the students' writing be better. Furthermore it is also to offer students an encouragement for better revision, without a critical reader's comments for students, students will feel no need to revise it if they ever think about revision[25].

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[23] John Bitchener – Ute Knoch, "The Value of Written Corrective Feedback for Migrant and International Students". *Language Teaching Research*. Vol. 12 No. 3, 2008, 410.

[24] Roy Lyster – Leila Ranta, *Corrective Feedback…* 10.

[25] Nancy Sommers, "Responding to student writing". *College Composition and Communication*, Vol. 33, No. 2 1982, 156.

Study by Karim and Ivi shows that feedback has some important roles in the writing process to develop students' writing skill. The benefits of feedback are as follows[26]. Students need more than a general guideline on how to improve their writing and feedback serves the purpose. Then, feedback is also aimed to motivate the students in a positive way and giving them confidence. Feedback enables students to find out their own way to use their innate talent and intuitive power because it provides a transparent idea of what the students have acquired and helps them to review their mistakes. The students also can understand their strength and weakness.

Moreover, Silver and Lee confirmed in their study that teacher written feedback is crucial for ESL students' revision process as it helps to pinpoint their strengths and weaknesses. Other than helping in students' revision, teacher written feedback can also help students to be better motivated in writing[27]. Giving feedback to the students should be done and considered by the teacher. Choosing the right feedback to the students is very important to make the students more motivated in revising their work.

2. Students' Preference

According to Birenbaum, such higher education institutes is not only assisted by the information to better serve for the students, but doing research of students' preferences for instruction and assessment is valuable to understand a variety of other factors that drive the learning process and its outcomes.[28] A study by Phillips, for example, link student learning and testing preferences to performance differences.[29] Birenbaum also states that student preferences influenced the teacher evaluation.

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[26] Ziaul Karim – Taslima Irine Ivy, "The Nature of Teacher Feedback in Second language Writing Clasroom",*Journal of the Bangladesh Association of Young Researchers (JBAYR),* Vol 1 NO. 1, 2011, 38.

[27] Rita Silver – Sandra Lee, *What does...* 43.

[28] Menucha Birenbaun, *Assessment and instruction preferences and their relationship with test anxiety and learning strategies*(School of Education: Israel, 2007), 749.

Knowing the students' preferences helps the teacher to give feedback in the students' work. When the teacher know the students' preferences, the teacher can consider it to give the feedback. Teaching preferences received much attention but it is only few studies available regarding student assessment preferences, especially on teacher written feedback.

a. Preference in feedback

Students' preferences become the important thing and it should be considered by the teacher. Students' preferences are important because they can influence learning behaviors and there could be the mismatch between the teacher and students preference. Guenette claims that among other studies revealing different dimensions of feedback, research concerning student attitudes and preferences are importance[30]. Then knowing about students' attitudes, reactions and preferences to teacher written feedback and assessment of their own weaknesses in writing are important[31].

The students preferred most useful comments framed in moderatemodes, comments that provided direction, and came across to them as helpful[32]. Lee states that students had high preference on suggestion[33]. Razlina – Rohalisa in their research shows that suggestion is the students' preference[34]. Furthermore, students' preference should be considered and feedback should be selected appropriately by the teacher.

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[29] Fred Philip, *Business students' learning preferences and associated task performance*(Journal of Education for Business, 1999), 28.

[30] Danielle Guenette, "Is feedback pedagogically correct? Research design issues in studies of feedback on writing". *Journal of Second Language Writing 2007* Vol. 16. No. 1. 50.

[31] Dana Ferris – Barrie Roberts, "Error Feedback in L2 writing classes. How explicit does it need to be?"*Journal of Second Language Writing*, 2001. Vol. 10. 166.

[32] Richard Straub. "Students' reactions to teacher comments: An exploratory study." *Research in the Teaching of English*, 1997. Vol. 31 No. 1 103.

[33] Rita Silver – Sandra Lee, *What does...* 40.

[34] Razlina Razali – Rohaiza Jupri, "Exploring Teacher... 67.

b. Factors influencing preferences

Although a number of previous studies have addressed the effectiveness of and preference for different types of feedback, recent studies have begun to include new considerations. A few studies have attempted to determine whether preferences for feedback may be shaped by considerations, such as gender[35], education program or educational context[36]. So, there are some factors that influence students' preferences such as gender of the students, education program or educational context for the students.

3. Writing

Writing is an important productive skill. It can be used to know the ability of the students in understanding the material. There are many texts that should be learned from the teacher and then the students are asked to write the text to know how far the understanding of the students. Writing skill is an important part of communication[37].

Writing is a way to sharing of personal meanings and writing courses emphasizes the power of individual to construct his or her own views on a topic[38]. It can be mentioned, writing as the way of communication that produce written language and it needed a process to write what the writer wants to share. Then writing can be said the way of sharing ideas.

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[35] Elahel Khorshidi - Ehsan Rassaei, "The Effects of Learners' Gender on Their Preferences for Corrective Feedback". *Journal of Studies in Learning and Teaching English.* Vol.1 No. 4, 2013, 81.

[36] Behnam Behroozi -Amin Karimnia, "Educational context and ELT teachers' corrective feedback preference: Public and private school teachers in focus". *International Journal of Research in English Education*, Vol. 2 No. 2, 2017, 14.

[37] Umme Salma, "Problems and practical needs of writing skill in EFL context ". *Journal of humanities and social sciene*. Vol. 20, No.11, 2015, 74.

[38] Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 1996), 9.

Writing is a productive skill which is directly can produced a written or text. According to Carol Ellison who states writing is a thinking process[39]. From the theories above, we sum up that writing is important because it is the product and it also needs a thinking process. So we can say, it is the way of learning.

4. Descriptive text

Functional text is text which is having a specific function and purpose. To write a good text, the students are introduced with some texts; such as narrative, recount, descriptive, argumentative, expository, and so on. Each of the texts has its own purpose and characteristic.

a. Definition of Descriptive Text

Oshima and Hogue, writing about how something or someone looks and uses space order can be defined as descriptive text.[40] It usually describes a person, place or thing in a way that enables the reader visualized it. The present tense is mostly used in descriptive text and past tense is also used but it is used to describe an object that does not exist anymore.

A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. There are several aims of descriptive text such as to help the reader to see the object, persons and sensations, to explain the reader about a subject, and to describe something to make the reader interested.

b. Kind of Descriptive Text

As we know from the expalantion above that descriptive text is a text to describe something such as person, palce or object.

1) Description of Person

People are different and people's writing description are different. We need to pay attention to identification, impression and sketch of the character to better understand our writing[41]. The appearance of person is one of the important thing to be described. So, it should be clear when a person describe.

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[39] Carol Ellison, *Concise Guide to writing research papers* (New York: The McGraw Hill Company, 2010), 95.

[40] Alice Oshima – Ann Hogue, *Introduction Academic Writing Second Edition* (London: Wesley Longman,1997), 50.

2) Description of Place

In describing a place such as a school class does not need to start with one are and then process to another area. Even so, the sentence should not be randomly arranged. The description should be arranged in such a way that the rader can clearly visualize the scene being described[42]. To make the paragraph more interesting, we can add an idea that expresses an impression of where it is being described. The setting of details in our writing description depends on the subject and the purpose by the writer.

3) Description of Thing

To write a description of something, the author must have a good imagination about what will be explained. In addition, to make our subject more interesting and prosperous for the readers we can use proper effective nouns and verbs[43]. It should specific to make the reader understand with the idea or thing that will be described.

B. Previous Studies

Some studies have investigated the use of feedback, for example the use of feedback in writing class, as described in the following paragraph:

Then, there are previous studies which similar to this study. First,“The Use of Peer Feedback to Improve Writing Ability Through Facebook at English Education Department Students

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[41] Michael.E. Adelestin – Jean G Pival. *The Writter Commitment* , (New York: Harcourt Brance Jovanovich, inc.,1976), 150.

[42] William Zinsser, *On Writing* Well, (New York: Harper and Row Publisher, 1980), 88.

[43] William Zinsser, On Writing… 88.

State Institute for Islamic Studies Sunan Ampel Surabaya" by Laila Fasya[44]. It discusses feedback and writing text. The research focused on classroom action research. Then the research discussed about peer feedback. The result of this study shows that there are improvement for the students' writing and the general respond of peer feedback was positive respond.

The second is a study by Dessy Iryanti who conducted a research with the title "The Effectiveness of Peer Feedback in Improving Students' Writing Achievement"[45]. It discussed about how does peer feedback effect in improving students' writing achievement. Moreover, this previous study used experimental method and it was done in SMA Negeri 11 Tangerang Selatan. The participants were as many 64 students. The result shows that peer feedback gave valuable effect in improving students' achievement.

The third is a study by Uli Tri Utami. The title is "Improving Students' Writing Through Teacher's Direct Feedback in SMA Negeri 1 Jogonalan"[46]. The research is about teacher feedback. The difference of it, the research used 2 methods to take the data qualitative and quantitative. Then this previous research used action research and as many 36 students becoming the sample of the study. The result of the study, in term of qualitative data such as the students perform better understanding identifying component, process to write of spoof text, teacher feedback can improve students' writing. While the quantitative data, the little improvement of students' writing skill is supported by students' writing score.

The fourth is a study by Rendy Saputra. The title of the study is "The Effectiveness of Using Indirect Feedback on Students' Writing of Procedure Text"[47]. This was a quasi-experimental design and there were 50 students as the sample of the research. Then the result of this study was indirect feedback technique is effective to improve student’s achievement in writing of procedure text at the second grade of SMP Ibadurrahman Cipondoh, Tangerang.

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[44] Laila Fasya, "*The Use of Peer Feedback to Improve Writing Ability Through Facebook at English Education Department Students State Institute for Islamic Studies SunanAmpel Surabaya*". (Surabaya: State Institute for Islamic Studies SunanAmpel Surabaya, 2011)

[45] Dessy Iryanti, "*The Effectiveness of Peer Feedback in Improving Students' Writing Achievement*". (Jakarta: SyarifHidayatullah State Islamic University,2015)

[46] Uli Tri Utami. "*Improving Students' Writing Through Teacher's Direct Feedback in SMA Negeri 1 Jogonalan*". (Yogyakarta: Yogyakarta State University, 2012)

[47] Rendy Saputra,"*The Effectiveness of Using Indirect Feedback on Students' Writing of Procedure Text*". (Jakarta: SyarifHidayatullah State Islamic University,2016)

While these research has the similarity and differences between the previous study that has mentioned above. The research done by fasya and dessy focuses on the peer feedback even though the subject was different. The other research by Uli and Rendy, it focuses on teacher’s feedback. They also have difference subject in their research. Even though the most of previous study focus on feedback, what seems to be missing from these previous study especially on teacher written feedback is investigation on students’ preferences which according to Guenette cannot be neglected. Hence, investigating students’ preference and the reason for preference by the students is important.

CHAPTER III

RESEARCH METHOD

This chapter deals with procedure to conduct the study. It consists of research design, research location, data and source of data, data collection technique, research instrument, data analysis technique, checking validity of the finding and research stages

A. Research Design

This study is a descriptive qualitative study. Qualitative descriptive is used in this research to find out the type of teacher feedback in students' descriptive writing and the students' preference on certain type of feedback. A research that uses natural setting to interpret a particular phenomenon and done using various methods can be defined as qualitative research [1]. John W. Creswell argues that qualitative research means study which researcher trusts on the view of contributors like asks board, general questions, gather data from participants, defines and investigates for themes, and conduct the inquiry in a subjective, biased manner[2]. So, qualitative research is a study which sees the participant point of view. As this research aims to investigate students' point of view on feedback given by their teacher in descriptive writing. Qualitative design suits the purpose of the research.

The descriptive research also requires the researcher to interpret, describe, and explain thoroughly the natural situation. Also, as this research investigate the teacher's feedback and students' preference in their natural situation, the current research is descriptive in nature. The result of this research described in the form of words. Based on the theory above, it can be concluded that this research was qualitative method.

B. Research Location

This research conducted at SMA Negeri 2 Sidoarjo, located in Jalan Lingkar Barat Gading Fajar *2, Sidoarjo*, Jawa Timur. The subject of this research is students who study English in the tenth grade especially in writing descriptive in academic year 2018/2019. The data were taken from 4 classes with 128 participants.

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[1] Donald Ary, et.al., *Introduction to research in education*(Canada: wadsworth,2010), 22.

[2] John W. Creswell, *Educational Research* (New Jersey: Pearson Education, 2008), 46.

C. Data and Source of Data

The researcher needs the data to answer the research questions related to students' preference on teacher written feedback. Qualitative data generally takes the form of words, it can be descriptions, observations, impressions, recordings, and the like[3]. The data are the type of teacher feedback in descriptive writing and the preferences of the students on teacher's feedback with their reason. Then sources of the data are the teacher's feedback in students' descriptive writing for type of feedback and the students for the preferences on teacher's feedback.

D. Data Collection Technique

The data collection technique is how the way the researcher collect the data. The data on type of teacher feedback were collected using content analysis. It is a techniquethat enables researchers to study human behavior inan indirect way, through an analysis of their communications, it can be written content of text, essay, novel, song and the others[4].Content analysis was used to categorize the type of teachers' feedback that the teacher used in English descriptive writing. To collect the data the researcher need to read the students' descriptive writing work that have been given by the teacher. After the researcher read the students' work, the researcher can get the data for type of teacher feedbacks. While for preferences, the data were collected using questionnaire. The researcher used 16 questions to know the students' preferences.

E. Research Instrument

The instrument of the research is needed to answer the research question of this study. According to Wiersma, something which is used in order to measure the variables of research, it can be called instrument.[5] The instruments that the researcher uses to collect the data are the following:

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[3] Donald Ary, et.al., *Introduction to*... 32.

[4] Jack Fraenkel – Norman Wallen, *How to Design and Evaluate Research in Education* (McGraw Hill Company,2009), 472.

1. The researcher as the instrument

   It means the researcher analyze the data. The researcher categorize the teacher written feedback based on Hyland and Hyland written categorize. Then content analysis is used to answer the first research question. It uses to categorize the type of teachers' feedback that the teacher used in descriptive writing. Table of keyword is also used to categorizing the feedback that the teacher used in descriptive writing.

2. Questionnaire

   A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher[6]. The questionnaire is used to get the data and answer the second research question. The questionnaire is open-ended question. There are sixteen questions in the questionnaire. It contained preference on type of teacher feedback, students' responses and other question related to feedback. Question number 1,2,15 and 16 is asking about the teacher's feedback in general. then number 1 until 5, it is about criticism feedback, 6 until 8 is about corrective, 9 until 11 is about praise and 12 until 14 is about suggestion. The opened question contained two question which was asking about the students' preferences directly.

F. Data Analysis Technique

Data analysis is used to analyze the collected data from the result of the students' writing that given feedback or comment by the teacher and the result of the students' questionnaire. There are some stages analyzing the data:

1. After getting the information from field. The researcher read the students' writing that given feedback by the teacher
2. The researcher uses the theories about teacher feedback to identify the type of feedback that the teacher used. Content analyzing is needed in this stage. It is used the definition of the feedback to categorize the feedback.

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[5] Wiersma William, *Research Method in Education: An Introduction*, (Boston: Allyn and Bacon, 2000), 12.

[6] John W. Creswell, *Educational Research…* 382.

3. Then the researcher analyzes the questionnaire. The questionnaire that used is close and open questionnaire. It is done when the students finished the lesson and after the teacher gave the feedback to the students.
4. Analyze the students' preferences on teacher's feedback.
5. Then analyze the reason of the students' preference on certain type of feedback.
6. To make simple and easy of the result of the questionnaire. The data were input to spss for descriptive statistic. It is shown in percentage and frequency.
7. From the result of the questionnaire, the researcher will describe it what is the most preferred feedback and the reason of it. Then the researcher also sort of the preferred feedback and the reason.

G. Checking Validity of Finding

The accuracy of the research needs to be checked. In the qualitative method, there are three validation procedures. It is such as member checking, triangulation, and auditing.[7] This study used triangulation procedure as the validation procedure for checking the accuracy of the research. The research used triangulation, it is a technique to examine validity and credibility by checking the data on the same object of the study[8]. There are four types of triangulation; they are triangulation by the method, by observers, by source, and by theories. In this study, the researcher used triangulation by expert. So, the data were confirmed and consulted to the thesis supervisor or expert lecturer.

H. Research Stages

The process of research stages such as Preliminary research, planning, implementing, analyzing data and concluding data.

1. Preliminary research

   The research did preliminary research to know this research is possible to be done or not. In this preliminary, the researcher went to the school targeted and asked the English teacher whether the teacher used feedback or not. Based on the preliminary result, the researcher could conduct the research in this school because the teacher used the teacher feedback.

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[7] John W. Creswell, *Educational Research…* 262.

[8] Louis Cohen et.al., *Research Method in Education*, (New York: Rouletdge, 2007). 142.

2. Planning
   After preliminary research, the researcher starts to make the research proposal. Then the researcher used theory to help categorized the feedback from the teacher. Then the research made the questionnaire and some of the questions adapt from the other researchers' questionnaire
3. Implementing
   In this stage, the researcher collected data on the teacher feedback. The researcher used document or content analyzing to get the data and it is to answer the first research question. The researcher also used questionnaire to answer the second and third research question
4. Analyzing Data
   In the next stage is the researcher processes the collected data.
5. Concluding
   The last stage is the researcher describes and discusses all the information obtained relate to the theory. After that, the researcher concludes that findings to answer the research questions.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the research findings and discussion of the study toward type of written feedback applied by the teacher on students' writing at Negeri 2 Sidoarjo, the students' preferences of teachers' written feedbacks and the reason of students' preference. The data was from the students' writing assignments with the feedback from the teacher and the questionnaire. The organization of this chapter is arranged based on the research questions.

A. Research Findings

The data were from four classes: X MIPA 5, X MIPA 6, X MIPA 7 and X MIPA 8 with the number of 128 students.. There weretwo research questions in this study; (1) What are the types of feedback given by the teacher in descriptive writing? (2) What types of teacher's written feedback do the students' prefer in writing descriptive text? Further explanation of the findings as follows.

1. The Type of Teacher's Written Feedback in Descriptive Writing

The steps to investigate the teacher's written feedback in descriptive writing are: collecting the students' descriptive writing assignment (asked the permission), analyzing the teacher's written feedback on each of students' descriptive writing assignment, classifying the feedback and putting the classification feedback in the tables. The detail information of the feedback used by the English teachers are presented in the following paragraph:

The data were from students' writing. The data shown that the teacher used some feedbacks in the students' English descriptive writing namely praise, criticism, suggestion and corrective feedback.

The first feedback identified was praise. Praise is positive comment. It is given by the teacher when the students can write descriptive text well. The teacher also gives praise when the teacher feels satisfied with the students' writing. There are no problems with grammar, the organization of the text is well and the content of the descriptive text is clear.

The second feedback is criticism. Criticism is got the students when the students make some mistakes and the teacher give the feedback with negative comments. When the students' sentence is wrong, sometimes the teacher will give criticism as the feedback. The teacher gives criticism indicating there are something wrong with the sentence. Hence, by getting criticism the students can improve their writing.

The third feedback is suggestion. Suggestion is almost the same with criticism but it is little bit different. Suggestion is got by the students when the students make some mistakes and the teacher suggest the revision for the mistake. The teacher gives instruction to help the students' mistakes. So, the teacher does not directly give negative comments but a suggestion for improvement.

The forth feedback is corrective feedback. Corrective feedback here means when the teacher gives ratification toward the students' mistakes or errors. It happens when the students make some mistake and the teacher give correction directly on the mistakes. So, the students can repair their mistake directly and know the mistake directly.

From these four feedback that the majority of the teachers used is corrective feedback. It is used by the teachers to correct the students' mistake directly. It is shown by the finding that the teacher give more corrective feedback or directly correct the mistake than the others feedback. Then corrective feedback is followed by praise, suggestion and criticism. The following paragraphs explain detail information of the four feedback:

a. Praise

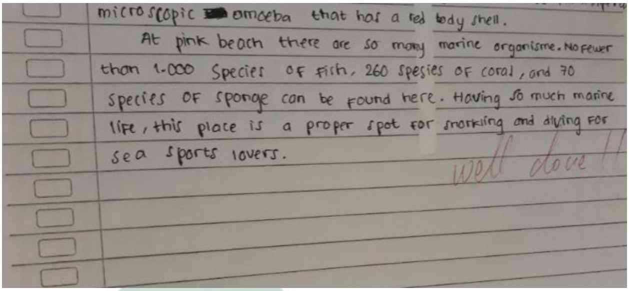
The teachers used praise as feedback in the students' English writing descriptive text. It indicates that the teacher feels satisfied and the students' writing is good. The teacher gives some expressions with different ways on how to praise the students' writing such as "good job", "well done" and "good text" (see table 4.1).

Table 4.1
Expression of praise used by the teachers

Praise
Good job
Good text
Well done
Good enough
Your text is good
Well paragraph
Easy to understand
Good and clear paragraph
Good enough

The teachers used these nine expressions to show the teachers satisfied with the students’ text. It indicates that the students’ writing meets the criteria as a good text especially in English descriptive writing. There are no major mistake in the students’ writing. Hence, the teacher gives one of these expressions to the students to show the teacher satisfaction. Then praise is used as many 98 times for feedback.

The figure 4.1. below shows that the well done is used to give praise. It is used by the teachers when the students’ work is good. It indicates the students’ work is good and it meets the criteria of the good descriptive writing. It also means there is no problem in grammatical aspects, organization of the text and the content of the description is good.



microscopic amoeba that has a red body shell.

At pink beach there are so many marine organisme. No fewer than 1.000 Species of fish, 260 spesies of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkling and diving for sea sports lovers.

well done !!

Figure 4.1 Example of praise by the teacher.

b. Criticism

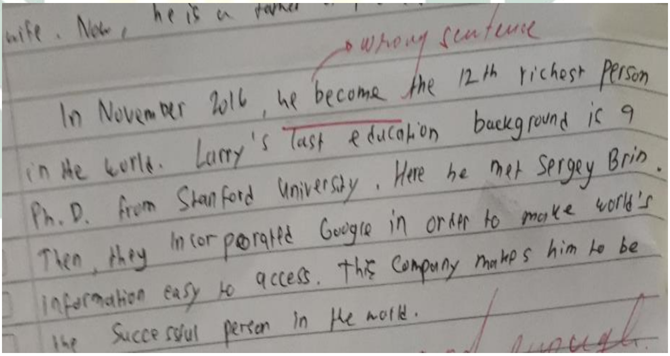
The second type of feedback is criticism. Criticism is negative comment used to show that the students' work still having problem. The problems such as grammatical mistake, the word wrong spelling, or the contents is not organized well. The teachers express the criticism in some ways such as "wrong sentence", "wrong grammar" or "it is incorrect" (see table 4.2)

Table 4.2
Expression of criticism used by the teachers

Criticism
Wrong grammar
I didn't know the meaning of it
Don't separate the paragraphs
It is not suitable with the text
Incorrect grammar
Wrong verb
I did not understand with it
Wrong sentence
This sentence is unclear
Confusing sentence

These expressions are used by the teachers to show the students that there are something wrong with their writing or work. Criticism is used as many 56 times and from these expressions the major problem from the students is grammatical mistake. Beside grammatical mistake, the other problem are word choice because it can be seen when the teacher said “wrong word” or “confusing sentence”, the content problem, it can be seen by criticism “it is not suitable with the text” and organization problem “don’t separate the paragraphs”. So, it can be said that when the students’ get criticism, it means that the students’ work is not quite good.

Figure 4.2.1 below is to show criticism by the teacher. The teacher used “wrong sentence” to show the criticism. Criticism is shown when the students’ writing is not proper or there are something wrong or error. The sentence “he become” is incorrect and it should be “he became”. The teacher gives criticism to fix the wrong sentence.



wife. Now, he is a
wrong sentence
In November 2016, he become the 12th richest person
in the world. Larry's last education background is a
Ph.D. from Stanford University. Here he met Sergey Brin.
Then, they incorporated Google in order to make world's
information easy to access. This Company makes him to be
the Successful person in the world.

Figure 4.2 Example of criticism by the teacher.

c. Suggestion

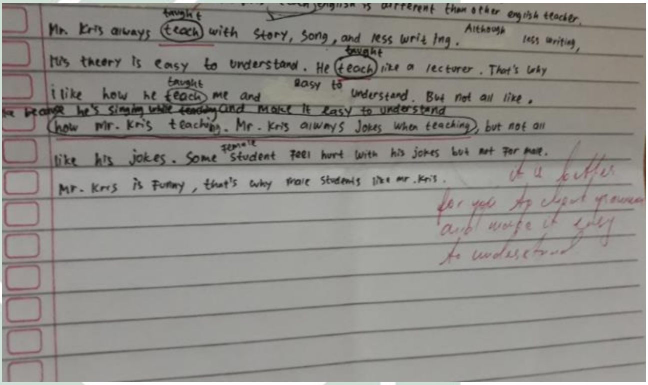
The suggestion is also used by the teachers. It is given to the students’ work because the students’ works still have some problems. The problems such as grammatical mistake, the word wrong spelling, or the contents is not organized well. The teachers express the suggestion for the students' work in different way. The teacher express with "You should explain it clearly to make it better"," You should describe the guitar more specific" and "It is better if you pay attention on conjunction and punctuation" (see table 4.3).

Table 4.3
Expression of suggestion used by the teacher

Suggestion
You should check the verb
Please, check the grammar before you submit your work
You should describe the guitar more specific
It is better for you to delete this word, to make it simple
You should explain it clearly to make it better
It is better if you check the grammar/to be / spelling
To make paragraph, you must give space in the first line
You can delete this word, to make it simple
It is better if you pay attention on conjunction and punctuation
You have to use simple words and easy to understand
You should give the title

The table 4.3 shows the suggestion by the teacher. The teachers use suggestion as many 58 times and they use suggestion to show something wrong but it is different with criticism. It contains something for improvement with no directly saying or giving negative comments to the students' work. Moreover, suggestion is more acceptable than criticism because it is not containing directly negative word to show the students' work still having problems.

Figure 4.3. below is suggestion by the teacher. The teacher used "it is better to check the grammar" to show the suggestion. The teacher asks the students to check the grammar, because the sentence is incorrect. "Mr. Kris always jokes when teaching", it seems to be wrong because it should be Mr. Kris always makes some jokes when he teaches". The teacher helps students to know where the incorrect sentence by circling the sentence.



english is different than other english teacher.
taught
Mr. Kris always teach with story, song, and less writing. Although less writing,
taught
His theory is easy to understand. He teach like a lecturer. That's why
taught easy to
I like how he teach me and understand. But not all like.
because he's singing ~~while teaching~~ and make it easy to understand
how Mr. Kris teaching. Mr. Kris always jokes when teaching, but not all
female
like his jokes. Some student feel hurt with his jokes but not for male.
Mr. Kris is funny, that's why male students like mr. Kris.

it is better
for you to check grammar
and make it easy
to understand

Figure 4.3 Example of suggestion by the teacher.

d. Corrective Feedback

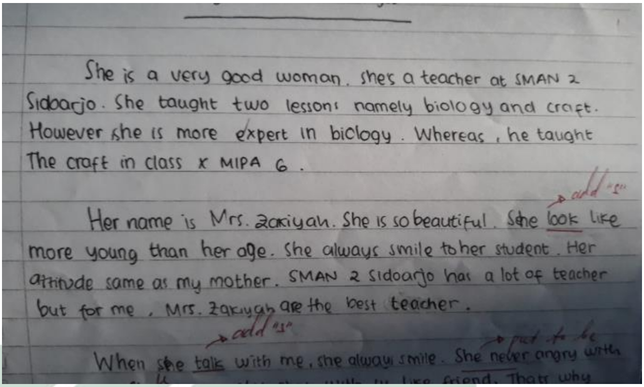
Corrective feedback was also used by the teacher. Corrective here means the teacher correct the words directly. It was focused to help students on grammatical errors. Grammatical errors or mistakes seem to be the major problem in students' English descriptive writing. Corrective feedback is the most used feedback by the teacher. The expression of corrective feedback such as "add to be", "add s or es" and "you don't need put s". The full expressions of corrective feedback are presented in table 4.4.

Table 4.4
Expression of corrective feedback used by the teacher

Corrective Feedback
Add to be
It should be “it is”
Add s or es
It should be plural, add s
You don’t need put to be
Dark?
Better you use, “its” …,
This sentence should not use to be, without to be
Put “s”
You don’t need put “s”
Delete “s”

These expression is used by the teachers to express their corrective feedback. The teachers use it as many 101 times and there are some variations of corrective feedback in the table but those variations are used to correct the grammar directly. As we know the major problem of writing is grammatical mistakes. Hence, the teachers use corrective feedback more than the others feedback. It indicates that the students’ really need to help in correcting their grammar.

Then the figure 4.4. shows data of corrective feedback. It is feedback that is used to correct the mistake directly. In the figure below, the teacher correct the wrong sentence or word by writing “add s or es”. The teacher corrects the wrong sentence by writing “add s”, because the student’ writing is “she look”. As we know the correct sentences she looks. It need s because the subject uses “she”.



She is a very good woman. she's a teacher at SMAN 2 Sidoarjo. She taught two lessons namely biology and craft. However she is more expert in biology. Whereas, he taught The craft in class X MIPA 6.

add "s"

Her name is Mrs. Zakiyah. She is so beautiful. She look like more young than her age. She always smile to her student. Her attitude same as my mother. SMAN 2 Sidoarjo has a lot of teacher but for me, Mrs. Zakiyah are the best teacher.

add "s"

put to be

When she talk with me, she always smile. She never angry with

Figure 4.4 Example of corrective feedback by the teacher.

2. Students' Preference on Teacher Written Feedback

The finding about students' preferences was from the questionnaire, it used Likert scale. Students were asked to identify their responses towards teacher' feedback and the type of feedback used. The students respond to the questionnaire, the result of it indicate that students in majority like to be given feedback by the teacher and they also pay careful attention on teacher feedback. However, they also respond that the teacher handwriting feedback is readable so they also understand the meaning of the feedback.

Regarding the types of feedback that the students prefer, the result shown that corrective feedback is the most preferred by the students. It is followed by suggestion. After suggestion, the students preferred getting praise. The last is criticism. It seems that criticism is less preferred by the students. Besides that, the students states their several reasons why they prefer on certain type of feedback.

For the students' preference toward teacher' feedback, it seems that corrective feedback is the most preferred. The result of the questionnaire about feedback, there are praise, criticism, suggestion and corrective feedback shows in table 4.5 shows students' preference of 4 types of feedback. Here SD means strongly disagree, D is disagree, N stands for neutral, A means agree and SA stands for strongly agree.

Table 4.5
The students' preference toward the types of feedback

Statement	Percentage of the answers				
	SD	D	N	A	SA
Praise	1,8%	3,9%	32%	33,6%	28,9%
Criticism	22,9 %	32,1 %	34,4%	9,4%	1,9%
Suggestion		2,6%	26,1%	38,5%	32,6%
Corrective	0,8%	1,8%	20,3%	49,9%	27,3%

This table shows students' preference toward feedback. From the four types of feedback given, the majority of students preferred having corrective feedback in their writing with of 77,2 % responses. The students choose corrective feedback as their most preferred, because they can get the benefit getting corrective feedback by the teacher. Moreover, corrective also can revise directly the wrong mistake by the students.

Then the second feedback is preferred by the students is suggestion. It shows that 71,1 % of the students agree with it. Suggestion has its own benefit to make the students preferring it. Moreover, suggestion also can help the students to revise their work without getting any negative comment directly.

The third feedback is praise. It became the third preferred feedback by the students. The students have agreement with 62,5 % of the students that praise is their third preference feedback. as we know the praise can make the students feel confident and the feel appreciate with their work.

The fourth is criticism. The finding shows that 11,3 % of the students agree that criticism becomes their preference but 55 % of the students disagree with it. It can be summed up that criticism is less preferred by the students. As we know that criticism here, the teacher gives the negative comments directly. It makes many students not choosing it.

From the table above, it can be summed that corrective as the students' preference. The other preference by the students is suggestion. Then suggestion is followed by praise. Criticism is the last preference by the students.

Then there are the detail information about the questionnaire. It presents the students' response toward the teacher feedback and the students' preference toward types of feedback.

Table 4.6
The students' response toward teacher feedback

Statement	Percentage of the answers				
	SD	D	N	A	SA
I like my teacher to give me feedback on my writing		0.8 %	7,8 %	43%	48,4 %
I pay very careful attention to what my teacher wrote on my piece of work	0,8 %	0,8 %	10,9 %	46,9 %	40,6 %
I cannot read my teacher's handwriting	18 %	39,1 %	30,5 %	8,6 %	3,9%
I do not understand the meaning of some of the comments made so I ignore them	28,1 %	46,1 %	20,3 %	3,1 %	2,3%

In the table above, It shows that the students as many 91,4 % having agreement if they like getting feedback from the teacher. Hence, as many 87,5 % of the students also pay very careful attention to what the teacher wrote on the piece of work. Besides that, number of 14,5 % students agree that they cannot read their teacher's handwriting while as many 57,1 % students disagree, it means that the teacher's handwrite are able to read. Hence, the students disagree if they do not understand the meaning of the comments by teacher, they ignore them.

From the findings above, it is shown that the students in general like getting feedback from the teacher or it can be said positive response toward teacher's feedback. They pay attention on what the teacher writes on their works, they also do not ignore the teacher's comment when they do not understand the meaning. Moreover, the students feel there is no problem with their teacher writing, it is clear and the students can read it.

Then to further information about preferences, there are divided four categories for feedback. The questionnaire describes the students' preference toward the teacher feedback. Besides that, the further information also presents data about the students' reason on preferring certain type of feedback. In the table 4.7 and 4.8 shows detail information about praise. Table 4.9 and 4.10 are about criticism, and table 4.11 and 4.12 are about suggestion, while table 4.13 and table 4.14 are about corrective feedback.

Table 4.7 below shows the present detail information toward the students' preference toward praise.

Table 4.7
The students' preference toward praise

Statement	Percentage of the answers				
	SD	D	N	A	SA
I prefer to get praise than criticism	3,9 %	9,4%	56,2 %	20,3 %	10,2 %
Getting praise for my work makes me more serious to my next writing	0.8 %	1,6%	17,2 %	40,6 %	39,8 %
I am motivated when I get good feedback or praise	0,8 %	0,8%	22,7 %	39,1 %	36,7 %

The first statement above it was about students' preference on praise. As many of 56,2 % students do not choose whether agree or disagree. It means they are choose neutral, it indicates that the praise is not high preference by the students. Even praise is not high preference by the students, the students have agreement as many 80,4 % that praise can make them more serious to their next writing text especially in English descriptive writing. They also motivated when they get good feedback or praise, as many 75,8 % students agree about it.

From the table above, it shows that praise is not high preference for the students. Even praise is not students' preference but it makes the students more serious for the next writing or work. Besides that, when students get praise, they will feel motivated for their next writing or work.

Then table 4.8 shows the students have some reason why they prefer for the praise as feedback. It is shown below:

Table 4.8
The reason of students' preference on praise

The Students' Reason
feel appreciated
motivate me to be better
more confident and trying to improve
give confidence
makes me more enthusiastic about doing assignments
make me more excited
feel motivated and make more serious
make happy and proud
motivated and make it even harder
make more excited

Those are the students' reason in students' preference on teacher written feedback, praise. Those are the students' reasons to prefer on praise. One of the reason to prefer praise is the students feel confidence if they are getting praise and it is motivated them.

Table 4.9 below show the present detail information toward the students' preference toward criticism.

Table 4.9
The students' preference toward criticism

Statement	Percentage of the answers				
	SD	D	N	A	SA
I prefer to get criticism or negative feedback than positive feedback	2,3%	14,1 %	60,9 %	19,5 %	3,1 %
If I get negative feedback, I feel lazy to revise my work	29,7 %	43 %	19,5 %	7%	0,8 %
Criticism or negative feedback makes me angry	36,7 %	39,1 %	22,7 %	1,6 %	

For the table above, it shows that as many 60,9 % of the students choose neutral. It means that they are not high preferred criticism as feedback. However, even they are not high preferred the criticism, the students as many 72,3 % disagree if they get negative feedback, they feel lazy to revise their work. Moreover, the students also have agreement that criticism from the teacher does not make them angry, it mentions by 75,8 % of the students.

From the table 4.8. It can be summed that criticism is not the students' preference but the data shown that even the students get criticism, they are not lazy to revise their work. In addition to criticism do not make students emotional or angry.

Then the students have some reason why they prefer for criticism as the feedback. It is shown below in table 4.10:

Table 4.10
The reasons of students' preference on criticism

The Students' Reason
more eager to improve
can make writing better
can be even better
can motivate
we can correct previous mistake
make better and correct mistakes made
build and make it even better
more motivated
know what my mistakes are and try not to repeat them
want to be better because of criticism

Those are the students' reason in students' preference on teacher written feedback, criticism. Even criticism getting the lower preferences. Some students still prefer in criticism. One of the reason, it is preferred by the students because can motivate them and to know mistakes and try not to repeat it.

Table 4.11 below shows the present detail information toward the students' preference toward suggestion.

Table 4.11
The students' preference toward suggestion

Statement	Percentage of the answers				
	SD	D	N	A	SA
I prefer to get suggestion than the others feedback		4,7 %	43 %	31,2 %	21,1 %
I feel happy if I get feedback and know the solution		0,8 %	2,3 %	43 %	53,9 %
Getting many suggestions make my writing better		2,3 %	33,6 %	41,4 %	22,7 %

From the table above shows that as many 52,3 % of the students have agreement that suggestion is their preference but as many 43 % students choose neutral. It indicate that suggestion is not their most preferred feedback. However, the students fell happy if they can get feedback and know the solution of their problems, it has been agreed by 96,9 % of the students. Besides that, if the students getting many suggestion for their work, they assume making their writing better. It is stated by 63,1 % of the students.

From the table above, it shows that suggestion becomes one of the students' preference. Moreover, the students feel happy if they know the solution of their problem. The Students also feel that if they get many suggestion, it makes their writing be better.

Then the students have some reason why they prefer for suggestion. It is shown below in table 4.12:

Table 4.12
The reasons of students' preference on suggestion

The students' reason
Know the shortcomings in my work and can fix them
Can show the location of my mistakes and give solutions to the problems
Providing solutions to my mistake that I made
Knowing your own weaknesses or mistakes
There is a solution to the problem that I have
Can correct mistakes and be motivated to be better
Make writing better because there is justification and know how to go
Make my enthusiasm increased
Make my work even better
Can make my work better than before

There are many reasons from the students. But it is the ten examples of reasons from the students chosen by the researcher to show in the table. Those are the students' reason in students' preference on teacher written feedback, suggestion. There are some students stated with the same statement. In addition, there are also the other students stated with difference reason. One of the most reason preferring in suggestion because it helped their shortcomings and they can know the solution of it.

Table 4.13 below shows the present detail information toward the students' preference toward corrective feedback.

Table 4.13
The students' preference toward Corrective feedback

Statement	Percentage of the answers				
	SD	D	N	A	SA
I prefer getting feedback which correct my mistake		0,8 %	11,7 %	49,2 %	38,3 %
I like if the correction is about grammar	0,8 %	3,1 %	24,2 %	48,4 %	23,4 %
I like if the correction is about content	0,8 %	1,6 %	25 %	52,3 %	20,3 %

In the table 4.13 above it shows that, the students prefer getting feedback that correct their mistake. As many 88,5 % of the students have agreement about it. Besides that, students also mention that they like if the correction is about grammar, as many 71,8 % students agree about it, then the students also mention that the also like if they getting correction about their content. As many 72,6 % students agree about it.

The table above shows that corrective is the students' preference. Moreover, the students like if the correction is about grammar and content. They know that grammar and content becomes one of the problems in writing. Because of it, the students like if the teacher gives them correction especially on their grammar problems and content or what do they write for their writing.

Then the students have some reason why they prefer for corrective feedback. It is shown below in table 4.14:

Table 4.14
The reason of students' preference on corrective feedback

The Students' Reason
can find out my mistakes in grammar
can find out where my mistakes are and add writing material
can find out mistakes in order to be able to repair and learn them
so we can correct previous errors
to not repeat the second error
build and make it even better
correct what's wrong
to know what my mistakes are and try not to repeat them
can show which is right and wrong
show mistakes in assignments and know how to solve it

Those are the students' reason in students' preference on teacher written feedback, for corrective. One of the most reason preferring in corrective because it helped them to show their mistake especially in grammar. This highlights that corrective feedback as the most preferred type of feedback can better assist students identifying their mistake and revise the mistake.

B. Discussion

This section presents the results of data analysis and discusses the finding with the review of related theory to clarify the findings. The discussion focusses on: the types of feedback and the students' preference toward teacher's written feedback in English descriptive writing.

1. Type of Teacher’s Written Feedback

As discussed in the finding section, teachers used four different types of feedback namely praise, criticism, suggestion and corrective feedback. From these four feedback, teacher commonly used corrective feedback to correct the students’ mistake. This finding confirmed the feedback proposed by Ken Hyland - Fiona Hyland and Leila, these four types of feedback are praise, criticism and suggestion[1] and corrective feedback[2]. So, it can be summed up that these feedback by the teacher is supported by the theory.

The first feedback is praise. Praise here is can be defined as expression of satisfaction toward students’ work. Praise is as an act which is positively valued by the person giving feedback, and it is credit to characteristic, attribute, skill or work[3]. The examples of praise as feedback from the teacher are such as; “good job”, “good text”, “well done”, “your text is good”, “easy to understand”, “well paragraphs”, “good & clear paragraphs” and “good enough.”

The second feedback is criticism, in the students’ work the teacher also used it. Criticism can be defines as negative comments by the teacher to show something wrong with the students’ work. The examples of criticism that both teachers used such as; “wrong grammar”, “I didn’t know the meaning of it”, “it is incorrect”, “it is not suitable with the text”, “it is not correct”, “this sentence is unclear”, “I did not understand with it”, “it is less description sentences”, “confusing sentence”, “it is difficult to understand”. It is negative comment or the words or sentence that expressed dissatisfaction[4]. Those are the criticism that both teachers used.

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[1] Ken Hyland - Fiona Hyland, *Feedback on second language students’ writing.* (Language Teaching, 2006), 86.

[2] Roy Lyster – Leila Ranta, *Corrective Feedback and Leaner Uptake*. *(*Cambridge University, 1997),39.

[3] Fiona Hyland – Ken Hyland, *Sugaring the Pill Praise and Criticism in Written Feedback.(* Pergamon: Journal of Second Language Writing), 2001, 186.

[4] Fiona Hyland – Ken Hyland. *Sugaring the…* 186.

The third feedback is suggestion. If the teacher give suggestion, it here also shows the students' work still having problem. Suggestion here is accomplishable action for improvement[5]. The examples of suggestion by the teacher are such as "you should check the verb", "you should describe the guitar more specific", "it is better for you to delete this word", "to make it simple", "you should explain it clearly to make it better", "to make paragraph", "you must give space in the first line", "it is better if you pay attention on conjunction and punctuation", "you have to use simple words and easy to understand", "you had better change this sentence", "divide the paragraph into two paragraph".

The next feedback is corrective. It is included in feedback based on Roy and leila[6]. Corrective feedback is one type of feedback, it is also stated by Ellis[7]. Corrective feedback focused helping the students in acquiring the use of targeted linguistics forms and structures[8]. The examples are found in the students' assignment such as "add to be", it should be "it is", "add s or es", "do you mean, dark? Not drak", "this sentence should not use to be", "without to be", "put s", "delete s".

There are some previous study that related to this study. There are four type of feedback and it is supported with study by Uli[9], Sholahuddin[10] and Silver – Lee[11]. The types of feedback are praise, criticism, suggestion and corrective. So, it can be summed that the teacher can use those type of feedback to help the students in their writing.

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[5] Fiona Hyland – Ken Hyland. *Sugaring the…* 186.

[6] Roy Lyster - Leila Ranta, *Corrective feedback...* 39.

[7] Rod Ellis, "Corrective Feedback and Teacher Development". *L2 Journal,* Vol. 1 No. 1, 2009, 3.

[8] John Bitchener – Ute Knoch, "The Value of Written Corrective Feedback for Migrant and International Students". *Language Teaching Research*. Vol. 12 No. 3, 2008, 410.

[9] Uli Tri Utami. "*Improving Students' Writing Through Teacher's Direct Feedback in SMA Negeri 1 Jogonalan*". (Yogyakarta: Yogyakarta State University, 2012)

[10] Ahmad Mu'ammar Sholahuddin, "*Students' Feedback in Paragraph Writing Class of English Education Department".* (Surabaya: UINSA Sunan Ampel Surabaya, 2014)

[11] Rita Silver – Sandra Lee, *What does it take to make a change? Teacher feedback and student revisions*. (English Teaching:Practice and Critique, 2007)

2. Students' Preference on Teacher Written Feedback

Based on findings for preferences, the students' preference is corrective feedback, corrective feedback got the high number of electors than the others feedback. Corrective feedback is followed by suggestion, praise and criticism. It is serially that the students' preference. Besides that the students' responses toward feedback is also positive response.The students preferred most useful comments framed in moderatemodes, comments that provided direction, and came across to them as helpful[12]. So, corrective feedback can be said as helpful feedback in English descriptive writing.

Then the result of students' preference of teacher written feedback in writing descriptive text at SMA Negeri 2 Sidoarjo is corrective feedback. It is based from the students' questionnaire. Corrective is followed by suggestion, praise and criticism. It is little bit different with previous study by Sholahuddin[13] and by Rita -Silver[14]. The result shows the students' preference based on the questionnaire is suggestion. It is followed by corrective, praise and criticism. The reasons, there are differences between the previous study from Sholahuddin are the source of feedback used and the level, it is in university. While from Rita – Silver, the level of the students, the subject of the study is elementary school students. Hence, the education program of science becomes one of the factors that influence the most of students' preferences. It is aligned with the theory by Elahel Khorshidi - Ehsan Rassaei. It is said that whether preferences for feedback may be shaped by considerations, such as gender[15], education program or educational context[16].

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[12] Richard Straub. "Students' reactions to teacher comments: An exploratory study." *Research in the Teaching of English*, 1997. Vol. 31 No. 1 103.

[13] Ahmad Mu'ammar Sholahuddin, "*Students' Feedback in Paragraph Writing Class of English Education Department*". (Surabaya: UINSA Sunan Ampel Surabaya, 2014)"

[14] Rita Silver – Sandra Lee, *What does it take to make a change? Teacher feedback and student revisions*. (English Teaching:Practice and Critique, 2007)

Besides that most of the students' reasons based on findings, the students can find out mistakes in grammar, they know their mistake and can solve it, they also can correct the previous error and they do not repeat the same mistakes.Based on the finding, the students need feedback that can help the students in their writing, especially in the grammar problem. It is the reason why the students prefer corrective feedback. Other than helping in students' revision, teacher written feedback can also help students to be better motivated in writing[17]. It also can motivate the students to be better in their next writing. The finding shows that the students' preference on teacher written feedback is corrective feedback. However, the students' preference certainly need some reasons why the students prefer a certain type of written feedback by the teacher. The students' reason is based on their experience getting the teacher written feedback. Afterwards, when they got feedback from teacher in their writing, they got the benefit that they can used it to improve their writing in their next chance.

Finding also shows that teacher have accomodated this need by mostly giving corrective feedback. Such finding indicate that in English foreign language setting both teacher and students see the important of grammatical aspect in the development of student English writing. Hence, any mistakes need to be corrected.

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[15] Elahel Khorshidi - Ehsan Rassaei, "The Effects of Learners' Gender on Their Preferences for Corrective Feedback". *Journal of Studies in Learning and Teaching English.* Vol.1 No. 4, 2013, 81.

[16] Behnam Behroozi -Amin Karimnia, "Educational context and ELT teachers' corrective feedback preference: Public and private school teachers in focus". *International Journal of Research in English Education*, Vol. 2 No. 2, 2017, 14.

[17] Rita Silver – Sandra Lee, *What does...* 43.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research and suggestion for the future research related with this topic. The result of the finding and discussion can be concluded and as the following representation.

A. Conclusion

Based on the data obtained in finding, there are four types of feedback by the teachers. These feedbacks are praise, criticism, suggestion and corrective feedback. “good job” and “well done” can be categorized into praise, “wrong sentence” and “it is incorrect” can be categorized into criticism, then words “it is better to check you grammar” and “you should describe it specifically” can be classify into suggestion, while “add s”, “don’t need put s” can be categorized into corrective feedback.

Then the students’ preference on teacher written feedback in finding, it is shown that students have high preference on corrective. Then most of the students from all classes also agree with it. The preference of feedback can be used by the teacher to select the feedback for the students. It also avoids from mismatch between the teacher and students. Moreover, students’ preference also influenced the teacher evaluation, learning process and its outcome. So, the teacher can used this finding for their consideration in giving feedback.

Corrective feedback became the students’ preference because of some reasons. Students believed that corrective feedback can know mistakes in grammar, they also know their mistake and know how to solve it, they also can correct the previous error. Based on the finding, the students need feedback that can help the students in their writing, especially in the grammar problem. It is the reason why the students prefer corrective. So, the teacher can used corrective feedback more than the others feedback for English descriptive writing.

B. Suggestion

Based on the conclusion of the study, the suggestions are given for the students and further research.

1. Suggestion for the teacher

The teacher are suggested to use corrective feedback or directly correct the students' mistake and reduce the use of criticism. From the findings, that the students' most preferred getting corrective feedback and the criticism is the last preference. So, it means that the use of criticism should be reduce and it is better to use corrective feedback.

2. Suggestion for the further research

For the next researchers who are interested in the same topic, but on the different focus. For example, they can explore the students' preference on oral feedback, they also can explore the varieties of expression when the teacher gives feedback and also they can explore the feedback in different level of students.

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