THE USE OF LECTURER'S WRITTEN FEEDBACK IN WRITING CLASS

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Abstract
This paper aims to introduce lecturer's written feedback as an alternative approach in writing class. There are two types of written feedback used by lecturer to provide effective feedback for students namely direct and indirect feedback (coded and un-coded). Direct writen feedback has positive impact because make the students easier to understand more deeply about the meaning of feedback that given by the lecturer and also influece students to have their own effort in understanding the feedback even the students have less or low knoledge. On the other hand Indirect written feedback dose not provide complete explanations but its can encourage students to identify ther error and correct it by themselves. There are several researchers who conducted the study about this approce and the result showes that lecturer's writtn feedback has advantages in improving students writing skill.

Keywords: *Writing, Lecturer's written feedback, direct and in-direct written feedback.*

INTRODUCTION

Writing is one of the language skills which is essential for the students besides the ability of listening, speaking and reading, during their study in each level in any type of school and also in their real life in the community. Writing can be very useful for students because it help students to convey their message through their minds in written form. As cited on Uliutami Harmer (2004: 31) states that writing is a way to produce language and express the idea, feeling, and opinion. Writing is a process that often influenced by constraints of genres, than these elements have to present in learning activities.

The students produce writing through some stages process of writing as a classroom activity incorporating the four basic writing steps. Those are, planning, drafting (writing), revising (redrafting) and editing. It explains that in the writing process there must be a revising stage, a stage where a process of making changes throughout the writing of a draft occurs, change that can make the draft congruent with the writer's intention. The students need feedback from their lecturer to improve their writing skills.

Feedback is a fundamental element of a process approach to writing. Feedback can be defined as input from a reader to a writer with the effect of providing information to the writer

for revision. Feedback is information that given to the learner with the objective of improving the performance (Ur, 1996: 242). Feedback can help students to improve their writing quality. Feedback can be viewed as an important process for the improvement of writing quality for students (Hyland, 1990; Hyland & Hyland, 2001).

Giving feedback in the process of writing is important to improve students' writing quality (Brown, 2001: 335).The students will not produce writing effectively and consistently unless they have a feedback in guiding their writing and also feedback as a source of information about the students' error in writing to do improvement. In order for feedback to be effective, students' must be provided with effective feedback. One of the techniques that lecturer can apply to solve students' writing problem is written feedback. This supported by Ryan, (2013) found that the most helpful feedback is written feedback.

The two most common approaches applied by many L2 teachers in writing are direct written feedback and indirect written feedback. This statement supported by Muncie (2000) stated that teacher can provide effective written feedback for the students through direct and indirect written feedback. Moreover Ellis (2009) stated that direct written feedback is the feedback provided by the teacher by showing the correct form of the error. While indirect written feedback is divided into two types; coded feedback include (e.g., "sp" for spelling or "w.c" for wrong word choice) to show the "nature" of the error and un-coded indirect feedback includes the underlining or circling the errors.

As a lecturer, it is not easy to provide a clear feedback for the students in the teaching and learning process of writing because basically some students have different level of language proficiency to understand the feedback and also they lack of capabilities in developing their ideas in logic organization and grammatical structure in their writings. In writing, students only focus on the content which is composed in their own native language style, they did not aware about the grammar, vocabularies usage, coherence and so on.

The lecturer has to provide a clear feedback for their students to help them improve their writing proficiency so that they are able to produce their composition with minimum errors and maximum clarity. In some case the students who already get clear feedback from their lecturer but at the of class they still cannot make improvement in their writing and get low score, the perception it is also influence the process of writing. A positive perception will make lecturer's written feedback effective in improving students' writing but if the perception is negative, the process of acceptance of message from the lecturer's written feedback will be disturbed, students would repeat the mistakes and they cannot improve their writing skill.

In this situation lecturer needs to build their understanding they got and the students will analysis the kinds of comments that given by lecturer consider when framing them differently, so the lecturer need to guide students in understanding the meaning of feedback that they give before to improve the students writing itself.

Several studies concerning teachers' written feedback have been conducted by other researcher before. Moreover the negative example effect come from researcher Saeli (2016) that students feel unpleasant with all red in their essay that give by lecturer, they think if their tuition only to get their essay back turned with red ink by lecturer will never happen if students understand what lecturer mean in the written corrective feedback.

Students will get confuse if receive correction form like a circle or cross sign without any explanation such as instruction of using symbol of indirect corrective or information in the form of feedback. They will confuse what will do next also they do not know why their essay back with the sign without any explanation on it.

Another research written by Pratiwi from the English Education Department, faculty of language and arts of Yogyakarta State University in academic year 2013. In her research, she focuses on the types and categories of teachers' written feedback, besides she would like to know about the student's perception of teacher's written feedback in their writing. The result

of her research shows the teachers mostly gave feedback through written feedback. And based on her third research question, it was discovered that the students prefer written feedback than oral feedback, teacher's written feedback was objective and clear.

Therefore, the writer would like to write this paper entitle "The use of lecturer's written feedback in writing class" as a consideration for the readers to enrich their knowledge about possibility strategy like lecturer's written feedback help students to make revision in their writing.

LITERATURE REVIEW
Definition of Writing

Writing is one of the four language skills besides listening, speaking and reading in language teaching that should be mastered by foreign language students. Nunan (2003) states that writing is the way of thinking to create (invent) some ideas, express the sentences into a good writing, and arrange those ideas into statements and paragraph clearly. This is also supported by Brown (2015), stated that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In process of writing the student need to have enough ideas organize them well and express them in appropriate style. Also Nunan (2003, p.88), stated that writing is both a physical a well s mental act. It means writing is mental process of delivery ideas and thinking about how to present them effectively in form a written text.

According to (Harmer, 2004:11) writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. From the ideas above, the writer concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. It is complex because we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, etc. It means that the writer has to organize the sentences unto a coherent text whole which is as possible and complete in it, so they are able to communicate successfully with the readers through the medium of writing.

Furthermore writing is organized or shaped as with what you actually doing as you write in other words, we are concerned with the work that the particular type of organization is doing. It can said writing must be on accordance with grammar rules and in accordance with objective to be written. Based on the explanation above the writer concludes that through writing, someone can explore their idea to convey messages to the reader.

The Importance of Writing

According to Chappell (2011), stated that writing is essential it brings a lot of advantages. It is really easy to find what the advantages of writing. In education, communication, science etc. Ramelan (1992, p.13), states that the more cultivated and more technologically is the more use he will make the written language. This means that writing play very important role in a modern society. Remelan also said writing is another way of conveying ideas, examples that are around us such as many writings such as books and newspapers or journals.

In addition to examples of writing that we can find the importance of writing can also be seen every day in the field of education and business. Academicians and business people see that writing skills are crucial. For academics writing skills can be a ticket for him to enter a good university and get good academic scores.

From the statement above writer conclude that writing is very important as one media of communication that can help people have a good socialization, can express idea, feeling and opinion so that they can have a good interaction with their society, for example when they write letter application letter, or business transaction.

Genre of Writing

According to Applagate (2019), stated that there are 5 type genre in writing:

1. Expository writing.
   Expository or biographies is the types of writing to explain things, commonly found in the school. This genre has purpose to explain a person, place, things or idea in a way to give reader understand with the topic.
2. Journal and letter writing
   This genre different with expository, this type explain something and is more personal than older forms.
3. Narrative writing
   Narrative writing is usually work as well as autobiographies and histories.
4. Persuasive writing
   This genre has more pointed purpose, this genre always attempts to lead the readers to do what writer request of him.
5. Descriptive writing
   Sometimes writing is performed imply to express emotion, display feeling or merely as fun exercise. Writing as art encompasses many topics and may or not may have a deep meaning or purpose. This genre can spill in the other genres but will typically look much different in the process.

 The process of writing

To make good writing, the writers must pay attention first. Good writing can be implicated in a good idea and the writer's thoughts. According to Harmer, the writing process is the stages a writer goes through to produce something in the final written form. Before students start writing, the lecturer prepares several stages in the writing process, so that students can produce good writing. The Process in Writing Richard and Renandya, (2000, p. 315) define the process of writing a follows:

Table 1. Process of Writing (Jack C. Richard & Willy A. Renandya, 2002)
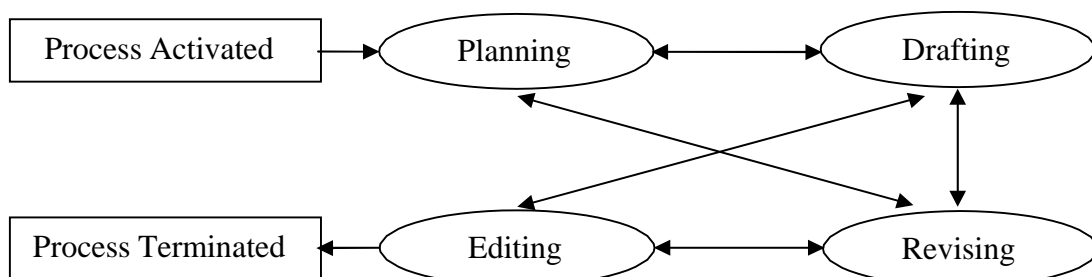
Process writing as a classroom activity incorporates the four basic writing stages. Those are, planning, drafting (writing), revising (redrafting) and editing – and there are other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing. Writing Process in the classroom is highly structured, teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for student may be described as follow:

a. Planning (pre writing)

Pre writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this age:

1. Group Brainstorming

Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

2. Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy. It is visual character seems to stimulate the flow of association and is particularly good for students who know what to say but just can't say it

3. Rapid Free Writing

Within limited time, 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limited time keeps the writes' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

4. WH Questions

Students generate *who, why, what, where, when,* and *how* questions about a topic. More such questions can be asked of answers to the first string of *wh*-questions, and so on. This can go on indefinitely.

In addition, ideas for writing can be elicited from multimedia sources (for example: printed material, videos, films), as well as from direct interviews, talks, surveys, and questionnaires. Students will be more motivated to write when given a variety of means for gathering information during pre- writing.

b. Drafting

At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Using the focus that the writer has chosen from his free writing, the first draft can be more focused than the free-writing. The drafting stages can be described:

1. Feedback

It is necessary for students to acquire after composing the first draft. It has an attention to discover whether they still have differences in their writing. As stated by Appleby and Langer (1983) and Hyland (2002: 108) feedback is vital to their performance, modify their behavior, and transfer their understanding.

The researcher clarifies the definition about feedback below. Feedback functions to assess their performance when the students find that their writing still contains some shortage. Consequently, the students need feedback receive to improve their performance in writing. It is expected that they even modify their behavior by becoming critical, aware of making mistake, and keen on writing.

2. Responding

Responding to students' writing by the teacher (or by peers) has a central role to play in the successful implementation of the writing process. It is given by teachers after the students have produced the first draft and just before the revision stage.

c. Revising

When the students revise, they re-write their texts on the basis of the feedback given in

the responding stage. The students will reexamine what was written to see how effectively they communicate their ideas to the reader. Revising is not merely checking for language errors (i.e. editing). It is done to improve global content and organization of ideas so that the writer's intention is made clearer to the reader.

d. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. The students edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, example and the like. Editing within writing process is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible.

1. Evaluating

In evaluating student's writing, the scoring may be analytical (i.e. based on specific aspects of writing ability of writing ability) or holistic (i.e. based on a global interpretation of the effectiveness of that piece of writing). It should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of elevation, a numerical score of grade may be dangling.

2. Post-writing

Post writing constitutes any classroom activity that the teacher and student can do with the complete piece of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performance, or merely displaying texts on notice-board. This stage is a platform for recognizing students' work as important and worthwhile.

It means that writing is a complex process. Moreover, Harmer (2000: 256) proposes that there are many aspects that must be considered in the process of writing, such as, language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking for unnecessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version. It shows that writing is a complex process especially for the students. Because of the limited time of teaching writing, the English teacher cannot force the students to follow all of the stages stated above. In reality, it is just given about 15 minutes for the students to make their writing. That is why, there are many errors done by the students in their writing product so that teacher feedback is needed to reduce their errors especially in the revising stage.

The Teaching of Writing

Fundamentally, teaching writing to the students is guiding and facilitating them to learn how to write. It is supported by Haland (2002) who states that writing is learned rather than taught. Same idea with Brown (2002: 7) proposes that "teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning." It implies that teaching cannot be separated from learning. The teachers' understanding of what learning is will determine his or her understanding of what teaching is. Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the teaching concept of writing is interpreted in line with the learning concept.

In a university setting, Steve Graham and Dolores Perin (2007) state that learning concept of writing plays two distinct but complementary roles. Firstly, it is a skill that draws

on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing and deepening students' knowledge; it acts as a tool for learning subject matter. It is supported by Jack C. Richard & Willy A. Renandya, (2002, p. 303) who state that writing is a process of generating and organizing ideas into readable texts. It means that for students the learning concept of writing is a process of generating and organizing ideas into readable text to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge.

By seeing those arguments, it can be inferred that in teaching writing, the teacher must facilitate the students to learn how to write. It means guiding the students generating and organizing ideas into readable texts to accomplish a variety of goals, such as a report or expressing an opinion with the support of evidence and it is also a means of extending and deepening students' knowledge that involve memory, thinking, and language. Teaching writing means guiding the students to do process of writing.

Feedback

The essence of feedback

Feedback is a fundamental element of a process approach to writing. It feedback can be defined as input from a reader to a writer with the effect of providing information to the writer for revision. Aridah (2003) believed that feedback is useful to examine the success or failure of students' performance, including writing performance. This is supported by Hyland (2009) who stated that feedback is vital to the process of learning. Research evidence revealed that feedback enables students to assess their performances, modify, their behavior and transfer their understandings. Feedback can help students edit their drafts and improve their writing skills (Fathman & Whalley, 1990; Ferris, 1995; Ferris et al, 1997). As a result, the most common approach for professors to connect and communicate with students is written feedback.

The written feedback is defined as comments, questions or error correction on students' writing (Mack, 2009). Both teacher and students believed that teachers' written feedback can give the students' opportunity to improve their writing (Montgomery & Baker, 2007). According to Srichanyachon (2012), lecturer's written feedback can be served as a powerful tool to motivate students in the writing process if done well. From those explanations, it can be concluded that teacher's written feedback has pivotal role in students' writing.

Purpose of Feedback

According to Lewis (2002), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement. Further, Lewis has listed some of the research based purpose that has been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the details.

1. Feedback provides information for teachers and students.

   Feedback is a way for teachers to describe their learners' language. It gives teacher information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language,

by stating a rule or giving an example. One way to focus on comments is to consider question about their language use.

2. Feedback provides students with advice about learning.

Teachers can provide students with more than simply description of their language use. Comments can also be made on the students' learning process.

3. Feedback provides students with language input.

The teachers' written feedback provides students with meaningful and individual learning input. The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use. In this way student can learn new vocabulary and structures in context.

4. Feedback is a Form of Motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever the teacher knows about the learners' attitudes. Both hardworking and under working students need encouragement but it needs to be given in different ways. During a course, as teachers find out more about their students, the encouragement can take personal circumstances into account.

5. Feedback can lead students to autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

By seeing those arguments, it can be inferred that actually giving feedback is not only correcting students' errors, but should also provide information for teachers and students, provides students advice about learning, language input, a form of motivation and it should lead students to autonomy.

RESULT AND DISCUSSION

The Role of Lecturer's Written Feedback on Students' Writing Performance

As proposed by psycholinguist Eric Lenneberg (1967), writing is similar to swimming in the sense that both are culturally specific, learned behavior. Since writing is not a congenital ability, the role of teachers in facilitating students to be good writers is needed. The anticipated authoritative role of lecturer has inspired research on the role of lecturer as a responder to students" writing (Brown, 2001).

This has also spearheaded various studies in the attempt to emphasize the role of lecturer as a responder. The role of lecturer as responder is achievable through lecturer written feedback. Written feedback is an on-going process. This means it should happen continuously throughout the process of teaching and writing in achieving the final product (Ravichandran, 2002). What can be concluded from this is that lecturer should provide feedback on students' drafts so that students will be able to make revisions and improvements in their writing.

University students, likewise, regard their grades highly as it can be used to predict their overall grade at the end of the course. In order to address this issue, teacher written feedback can be used as one method to facilitate students to improve their grades. This is because as

written feedback from the teacher highlights the most important aspects in student's writing that need to be improved. Through this, students would be able to make adjustments to improve their grades (Vardi, 2009).

Albeit previous researchers such as Hillocks (1986), Knoblauch and Brannon (1981) who believed that written commentary on student's writing is generally ineffective, Silver and Lee (2007) 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 student's revision, lecturer written feedback can also help students to be better motivated in writing. Ravichandran (2002) contends that students feel more motivated to engage in writing activities when lecturer are more interested in their content rather than their language forms. Correspondingly, Ferris (2004) asserts that lecturer's feedback on errors is much appreciated by students. "The lack of such feedback may lead to anxiety and resentment, which could decrease motivation and lower confidence in their teachers", (Ferris, 2004, p.56).

Types of Lecturer's Written Feedback

Lecturer's written feedback is a written feedback given from teacher to students. It can be in form of comment, suggestion, error correction, or question that can be used by the students in revising their writings (Keh, 1990 in Wen, 2013). In this study, there are two types of lecturer's written feedback used which are direct written feedback and indirect written feedback.

Direct Written Feedback

The first type of feedback is direct written feedback. In this type of feedback, the writing teacher directly and explicitly gives the feedback on the students' writing. As Ellis (2009) stated that direct written feedback provides the explicit guidance about the errors given by teacher to students and it helps those who are not able to do self-correcting by themselves. In line with that (Harmer, 2007) stated that direct written feedback is the feedback given by the teacher to provide the correct form of the error or mistakes that students made. Responding is a part of direct feedback. In responding, teacher gives comments on the students' error, after that, teacher gives recommendation towards the errors that students made. The form of direct feedback as claimed by Bitchener and Ferris (2012) is the most effective way to help the students in mastering specific targeted on the structural writing over a short term process. If the students are required to do the revision of their writing, they will just simply copy and retype the ideas or corrections that they got from the lecturer. The example of direct written feedback.

The advantages of direct written feedback according to (Ellis, 2008; Bitchener & Knoch, 2010b in Beuningen, 2010; Chandler, 2003):

- It gives benefits for the beginner level of students who still need a guidance from the teacher or instructor to make a good writing;
- It provides students with explicit guidance and information needed about how to correct the errors that they made. If the teacher does not give the correction, the students might encounter some problem in revising their writing;
- It is the fastest and easiest feedback for the students to understand and make revision of their writings.

Disadvantages of direct written feedback can be potential for hinder learning due to the following things (Ellis, 2008):

Table 2. The Disadvantages of direct written feedback


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                    is      ing                                    bicycle On
The man^stands at the corner of the street. He is repairing his byeyele.
In
                    th                    is
the right side^Smiths family are walking along the street. The man
who
        ing        is      ing
wear^a jacket^stands in front of
them.
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-   It does not train the students to be an independent learners because in revising, all they need to do is to copy and retype the error corrections, comment, or ideas that they got from the teacher;

-   It may not contribute to long-term learning since the students simply copy the teacher ideas and contribution.

Indirect Written Feedback

The second type feedback is indirect written feedback. This is a type of written feedback in which lecturer indicates an error has been made by students on their writing, but the lecturer does not give or provide the correct form of the error. The lecturer just gives explicit correction on students' writing. Furthermore indirect written feedbacks are divided into two parts. First, coded indirect written feedback means the lecturer underlines the students' errors or mistakes, then the lecturer writes the symbol above the targeted errors or mistakes and the lecturer gives the composition for the student to think what error the student made as the symbol can helps the student to think (Elashri, 2013). As a result, lecturers will let the students do correction by themselves (Ferris, 2002). Meanwhile, un-coded indirect written feedback, where the lecturer underlines or circles the error or the mistake, but the lecturer does not write the correct sentences or any symbols. The lecturer only putting a checkmark in the margin, underlining part of error, high lighting on its error, or circling of word (s) or phrase (s) in part of error indicated (Lee, 2005). Thus, The students should think clearly by themselves what the errors are and how to correct them accurately.

Table 3. The example of indirect written feedback.

A dog stole X Bone From X butcher. He escaped with XhavingX X bone.

When the dog was going XthroughX X bridge over XtheX river he found X dog in the river.

X = Missing word

X_X = Wrong word

a. Coded feedback (indirect feedback)

(Wrong tense)

Jane and Anthony go to the mall yesterday.

b. Un-coded feedback (indirect feedback)

I saw many chair in front of his room.

Harmer (2007) considered the use of coded or symbols make the correction much neater, less threatening and more helpful than random marks and comments. These symbols are defined as follows:

Table 4. correction symbols by Harmer (2007).

Symbol	Meaning	Example Error
S	A spelling error	I <u>recieved</u> your letter
WO	A mistake in word order	We know <u>well</u> this city
G	A grammar mistake	I am going to buy some furniture<u>s</u>
T	Wrong verb tense	I <u>have seen</u> him yesterday
C	Concord mistake (e.g the subject and the verb agreement)	People <u>is</u> sad
⋏	Something has been left out	He hit me on ⋏ shoulder
WW	Wrong word	I am interested <u>on</u> jazz music
{}	Something is not necessary	It was {too} much difficult
?M	Meaning is unclear	That is a very excited photograph
P	Punctuation mistake	Do you like London<u>,</u>
F/I	Too formal or informal	<u>Hi</u> Mr. Franklin, thank you for your letter…

Second, un-coded indirect feedback, where the teacher underlines or circles the error or the mistake, but the teacher does not write the correct sentences or any symbols. The students should think clearly by themselves what the errors are and how to correct them accurately. Below is the example provided by Bitchener & Ferris (2012).

> Everyone <u>have</u> been a lair once in their life. People who lie intentionally to harm others are bad <u>people and</u> their lies are harmful too. However, there are lies that are <u>done</u> with good intention. So, there are times that lies are appropriate. A lie is either a good or bad <u>base</u> upon the liar's intention. Only once person can really tell whether a lie is intended to harm or do good.

The advantages of indirect written feedback are (Ferris, 2003, p.51-52):

- It trains the students to be independent learners because they have to correct their errors that have been marked by the teachers on their own;

- It helps the students to be more aware of the errors that they make so that they will not make the same mistakes in writing.

The disadvantages of indirect written feedback (Ferris, 2003, p.52; Chandler, 2003), which are:
- It needs a long time for students to revise their writing because they have to consider to the meaning of the symbols they got in their writing;
- It may cause confusion to the students by teacher's way in circling, underlining, color-coding, or abbreviations attached to their errors;
- It may cause confusion, misunderstanding on whether their own correction is correct and accurate.

The procedure of lecturer's feedback in writing class
    This resource discusses kinds of feedback teacher use when evaluating writing, best

practices for evaluating writing, and various methods for delivering feedback.

- **Formative feedback** is feedback that's offered during a unit, on drafts or on other scaffolding assignments, to help guide students' learning and sometimes revision. It usually helps form the final product. It tends to be more often found embedded in the text using something like Track Changes or marginal comments (also called "proximate feedback").
- **Summative or holistic feedback** is feedback that's offered at the end of a document or at the end of a unit to sum up and give a holistic assessment of the student's performance. Depending on the stage in the writing process, this may also be formative in that it helps guide students to further writing and learning. Comments, usually in-text but sometimes in holistic/summative endnote feedback, generally fall under the following categories from Kennell, Elliot, & Weirick (2017):

Table 6. categories from Kennell, Elliot, & Weirick (2017)

Corrective	Edits the writing
Directive	Tells the writer what to do specifically but does not edit the writing
Interactive	Speaks directly to the writer(questions, comments, conditionals)
Evaluative	Makes a judgment about the writing

Cambridge University provide Teaching Knowledge Test about giving feedback – answer keys that can follow by the lecturers to provide feedback for their students.

Table 7. feedback of Cambridge University students.

No	Focus of feedback	Purpose of feedback
1	progress and language	to provide encouragement to learners to motivate learners to praise learners
2	structure of ideas	to help learners organize their written work
3	Language	to help learners improve their pronunciation
4	effort/attitude	to provide encouragement to learners to motivate learners to praise learners
5	Ideas	to help learners to research and to get ideas for written work
6	behavior/effort	to build confidence to provide encouragement to motivate learners to praise learners
7	Behavior	to try to improve learner's attendance

8	language and ideas	to help learners improve their writing to make it more cohesive
9	attitude and behavior	to encourage learners to work outside the classroom to encourage learners to try harder
10	Progress	to provide encouragement to learners to motivate learners to praise learners
11	quality of handwriting	to help learners improve the presentation of their written work
12	attitude/behavior	to help learners improve their speaking and to make them more fluent

Conclusion

Based on the presented relevance theories about the use of lecturer written feedback in writing class, the writer concludes that:

Feedback is a fundamental element of a process approach to writing. It feedback can be defined as input from a reader to a writer with the effect of providing information to the writer for revision. The lecturer can provide effective correction for the students to make improvement of their writing is trough written feedback.

The direct and indirect written feedback were commonly used by the lecturer in correcting the students' writing since those feedbacks made the lecturers easier to measure the level of the students' writing. In the process of writing the lecturer should know the kinds of the feedback before using them in correcting the students' writing. The lecturer must give clear marks, codes or symbols on the students' writing to help the students find their errors or mistakes.

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