WRITTEN GRAMMAR FEEDBACK ON STUDENTS' WRITING WITH VISUAL LEARNING STYLE

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Abstract

This research was intended to measure the effectiveness in the students' writing achievement by using note-written and marked-written grammar feedback on students' writing with visual learning styles. Based on the result of the computation, that in the experimental group using note-written grammar feedback, mean score for visual learning style is 78.78, while in the control group the visual learning style is 69.25. It means that there is a difference means score between experimental group and control group. Based on the statistical computation, the F value of Corrected Model was .519. It > .05 with the level of confidence 95% (a = .05). It means that was not valid. Further, the F value of Intercept was .000. It < .05 with the level of confidence 95% (a = .05). It means the dependent variable was not influenced by the independent variable. On the other words, the intercept was significant. While the effect of note-written grammar feedback to posttest score is .388. It > .05 with the level of confidence 95% (a = .05). It means that there is no a significance of note-written grammar feedback in students' writing. Furthermore, for the technique on learning style was .347> .05 with the level of confidence 95% (a = .05). It means that there was no a significance of written grammar feedback techniques and students' learning style on the students' writing.

Keywords: written grammar feedback, writing, visual learning style

Introduction

Writing is an important skill that involves a whole live skill, creative process in finding, resulting and shaping proposition, analysis system, feed-back, and revision. Brown (2007) states that a simplistic view of writing would assume that written language is simply the graphic representation of spoken language, and the written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. In addition, Coulmas (2013) specifies at least six meanings of 'writing' can be distinguished: a system of recording language by means of visible or tactile marks, the activity of putting such a system to use, the result of such activity, a text, the particular form of such a result, a script style such as block letter writing, artistic composition, and a professional occupation.

The skill required to write has a very great concerned role in today's modern world. In line with this, Brown (2004) argues that writing skills, at least at rudimentary levels, are a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures. As a result, to extend the knowledge and to study a certain academic discipline in some depth, a student has to gain the complete knowledge not only the ability to write in his native language, but also the skill required to write and perceive the ability of writing in English as well.

In relation with Brown's opinion, Graham (2007) states that along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. At the present time, many people who can write have a particular idea, opinion or belief about the ability of writing as sort of extraordinary activities. Thus, it is really something worthwhile if people all over the world have adequate quality skills in writing in their early ages.

To make good writing, knowing and mastering micro- and macro skills of writing are absolutely necessary. According to Brown (2004), micro skills of writing are to produce graphemes and orthographic patterns of English, to produce writing at an efficient rate of speed to suit the purpose, to produce an acceptable core of words and to use appropriate word order patterns, to use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules, to express a particular meaning in different grammatical forms, and to use cohesive devices in written discourse. While macro skills of writing are to use the rhetorical forms and conventions of written discourse, to appropriately accomplish the communicative functions of written texts according to form and purpose, to convey links and connections between events, and communicative such relation as main idea, supporting idea, new information, given information, generalization, and exemplification, distinguish between literal and implied meanings when writing, to correctly convey culturally specific references in the context of the written text, and to develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

As one of the most important parts of writing, grammar has a function that a writer typically has or is expected to have to write good wring. Grammar is the rule in a language for changing the form of words and combining them into sentences. In addition, Harmer (2001) states that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Furthermore, Baskervill (2004) states that English grammar is the science which treats of the nature of words, their forms, and their uses and relations in the sentence. In addition, Alexander (1998: 1) assures there is no point in learning grammar for the sake of learning grammar. Grammar is the support system of communication and learned to communicate better. Grammar explains the why and how language formed. Grammar is learned because nothing is able to be done without it.

In terms of giving grammar feedback on students' writing is completely important. Since teacher's feedback to students' writing has to be placed over all aspects of the students' writing (content, organization, grammar, vocabulary, and mechanics), it can get hold of two forms: a set of notes explaining the text on the content and organization and teacher's spoken or written feedback to grammatical issues. In the circumstance in which teaching is considered mainly, feedback is message acquired through study or instruction that is given to the learners after or as a result of learning process about his or her work. It is usually intended to improve the performance.

Feedback has a great value in developing language skills. It puts forward the role to be considered in completing a section on scoring and grading. Harmer (2001) states that feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise. In addition, Brown (2004) states that a section on scoring and grading would not complete without some consideration of the form in which you will offer feedback to your students, feedback that you want to become beneficial wash back.

According to Brown (2000), there are two kinds of information transmitted between sources (learners) and audiences (in this case, native speaker): information about the affective relationship between source and audience, and cognitive information – facts, suppositions, beliefs. Affective information is primarily encoded in term of kinesics mechanism such as gestures, tone of voice, and facial expressions, while cognitive information is usually conveyed by means of linguistic devices (sounds, phrases, structures, discourse). The feedback learners get from their audience can be either positive, neutral, somewhere in between, or negative. Furthermore, Brown (2007) adds that one of the keys, but not the only key, to successful second language learning lies in the feedback that learner receives from others. Feedback is generally regarded as essential for writing development at all levels (Biber, 2011). Information about the writing that a teacher gives back to the students that composed it is considered as a necessary element for the process of developing writing.

Harmer (2001) states that the way of giving feedback on writing will depend on the kind of writing task the students have undertaken, and the effect wished to create. When students do workbook exercises based on controlled testing activities, their efforts will be marked right or wrong, possibly penciling in the correct answer for them to study. However, when giving feedback on more creative or communicative writing (such as letters, reports, stories, or poems) the task will be approached with circumspection and clearly demonstrate our interest in the content of the students' work.

Knowing how feedback that is given to students' writing has a significant effect is required. According to Harmer (2001), a number of devices are able to be used to help students more successfully in the future: first, one way of considering feedback is to think of it as "responding to students" work rather than assessing or evaluating what they have done. How the text appears and how successful it has been thought, is told when it is responded – and, sometimes, how it could be improved. Second, some teachers use codes, and can then put these codes either in the body of the writing itself, or in corresponding margin. This makes correction much neater, less threatening, and considerably more helpful than random marks and comments. This study determines the effect of written grammar feedback on students' writing. There are two techniques of giving written grammar feedback given. They are the note-written feedback and marked-written feedback. The teacher-researcher investigates how written feedback on English grammar affects the way of students in composing the next writing. It discovers and examines the facts about whether the note-written feedback or marked-written feedback affects student in making better writing.

Written grammar feedback on students' writing with visual learning style becomes highly important and interesting issue to be discussed. Harmer (2001) states a preoccupation with learner personalities and styles has been a major factor in psycholinguistic research. This research tries to carry out feedback which appropriate with a particular learning style.

The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style. Mismatches often occur between the learning styles of students in a language class and the teaching style of the instructor, with unfortunate effects on the quality of the students' learning and on their attitudes toward the class and the subject (Felder, 1995).

When cognitive styles are specifically related to an educational context, where affective and physiological factors are intermingled, they are usually more generally referred to as learning styles (Brown, 2000). Learning styles might be thought of as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Keefe, 1979).

In addition, Harmer (2007) states that the Neuro-Linguistic Programming model (often called NLP) takes account of this by showing how some students are especially influenced by visual stimuli and are therefore likely to remember things better if they see

them. Some students, on the other hand, are especially affected by auditory input and, as a result, respond very well to things they hear. Kinesthetic activity is especially effective for other learners, who seem to learn best when they involved in some kind of physical activity, such as moving around, or rearranging things with their hands.

Today, active student involvement in learning is the key to learning (Baharun, 2015). To know learning styles of the students the questionnaire is used in this research. This questionnaire is designed to find out students' preferred learning style(s). The questionnaire will help students pinpoint students learning preferences, especially in learning writing, so that students are in a better position to select learning experiences that suit students' style.

The following describes the result of the previous study, which are relevant to the present study. The results of some journals are presented as contributions for this study.

The study of Telçeker (2010) aimed to determine the effect of oral and written teacher feedback on pre-intermediate student revisions in a process-oriented EFL writing class. The method used in the study is process approach for teaching L2 writing. The result obtained from the study is in the written feedback across students' D1s and final essays; the teacher-researcher simultaneously focused on from (i.e., grammatical accuracy of student writing), content, and organization. Wilcoxon Signed Ranks Test run on D1 ratings and final draft ratings showed that students significantly improved their grammatical accuracy across their D1s and final essays (p< 0.05) confirming the first research question which investigates the impact of oral and written teacher feedback on student revisions. The same calculations which were done to assess the effect of written teacher feedback were also used to assess the effect of oral teacher feedback. Oral feedback on form was assessed at a rating based on the total number of errors divided by the total of words in a draft. The smaller the rating was, the fewer errors per the number of words were found in a given student text. Wilcoxon Signed Rank Test run on D2 ratings and final draft ratings showed that students improved their grammatical accuracy across their D2s and final drafts (p< .05). The subtraction of mean grammatical accuracy ratings of final drafts from those of D2s produced positive results in each and every student (p< .05), showing a significant difference between the mean of grammatical ratings of final drafts and D2s. This shows significant improvement in all students' grammatical accuracy across their revision. By the result of the study, Telçeker (2010) suggested that written teacher feedback positively affects students' grammatical revisions but has a limited effect on content revisions.

Lainuddin (2013) in his research investigated whether giving feedback to students' writing has a significant effect or not. A pre-test and post-test were given to two groups of students, experimental and control. Feedback was given to the first group on their writing, while the second group received no feedback in their writing. The pre-test was given to know the starting point of the students' writing ability and a post-test was given to measure the effects of feedback and revision on students' writing. The result of the study showed that feedback improved students' writing. The score means were acquired from all the

assignments. The mean of pre-test for experimental group was 68.15. The mean of post-test for control group was 71.40 and for the experimental group were 78.62. However, in the study was not described clearly kind of feedback given to the students' writing. Therefore, in his study, Lainuddin (2013) showed that provision of feedback improves student's writing. In light of the result of the study, it is recommended that teachers provide feedback on students' writing.

The research of Srichanyachon (2012) aimed to investigate the effectiveness of teacher written feedback on L2 students' writing development including its effects on both students' language accuracy and their motivation. The methods used in the study are direct and indirect feedbacks. Direct feedback is a technique of correcting students' error by giving an explicit written correction. On the other hand, indirect feedback is when the teacher indicates that error has been made by means of underline, circle, code, etc. In the study stated that both methods can improve students' writing, but a number of researchers think that indirect feedback is generally more appropriate and effective than direct feedback and brings more benefits to students' long-term writing development than direct feedback. Indirect teacher feedback is very useful when it incorporated with student self-revision, but lower proficiency students may be unable to identify and correct errors even when they have been marked for them. On the other hand, direct feedback can be more beneficial to students in some contexts, especially when revising syntax and vocabulary. Additionally, the research of Srichanyachon (2012) stated that feedback can be given directly or indirectly. In order to give effective written feedback, teachers should consider their students' needs for error correction and classroom realities. No matter what method is used, it is important for teachers in ESL and EFL settings to give students a crystal clear explanation. Also, teachers should include comments of praise and encouragement in their written feedback because positive feedback can boost student motivation to improve their writing skills.

Pan (2010) investigated the effect of teacher error feedback on students' ability to write accurately. There were three male first-year Physics graduate students at a university in Taiwan participated in the study. They were asked to write 100-word passage about the greatest invention in human history. In the findings Pan (2010) revealed that the students made progress in the revised versions of their passages, but the success was not repeated in their later test versions. In other words, no positive relationship between teacher error feedback and students' improvement in linguistic accuracy over time was observed. This suggests that teacher error feedback alone may not facilitate the learning of linguistic information.

By considering the description above, and going beyond these theoretical justifications, an experimental study seemed to be interesting carried out the two kinds of technique of grammar written feedback; they are note-written and marked-written grammar feedback, became the techniques were implemented which their effectiveness were measured as observed on students' writing with visual learning style.

Research Method

The design of the study was quasi-experimental in which random assignments to treatment groups were used. The subjects of the study are not assigned to control and experiment group randomly because the classes cannot be reorganized, and pretest and posttest are administered before and after treatment.

The sample of this research is the second semester students of the Program of Al Qur'an Study and its Translation in Islamic Institute of Nurul Jadid Paiton of Probolinggo who take English III lecture in academic year 2016/2017. Simple random sampling was carried out since to divide the samples into control or experimental group. It was carried out by doing lottery. Hence, basically, each student of the class had the same possibility to be included to control or experimental group. There are 28 students in the class which divided into 2 groups, control and experimental group. Based on the lottery, there are 14 students in experimental group. There are 11 students with visual learning style, 2 students with auditory learning style, and 1 student with kinesthetic learning style. Meanwhile, in the control group there are also S14 students. There are 11 students with visual learning style and 2 students with auditory learning style, and 1 student with kinesthetic learning style. However, this study was only focused on the students with visual learning style. So, there were 22 students with visual learning style were analyzed.

This study ran in February and July 2017 with totally 16 meetings (including pre-test and post-test) in every group, experimental group and control group in the second semester of academic year 2016/2017. The first meeting was for carrying out introduction of the study and discussion which would be discussed in the semester. It was administered on Tuesday, February 21st, 2017. The second meeting was for carrying out learning style questionnaire. The learning style questionnaire was given on Tuesday, February 28th, 2017. The time allotment for the learning style questionnaire was scheduled as a class session that was 80 minutes. The third until the fifth meetings were for modeling. They were administered on March 7th until 21st, 2017. The sixth meeting was for guiding on March 28th,2017.

The seventh meeting was for pretest. The pre-test for experimental and control groups was administered on the same date and period. It was administered on Tuesday, April 4th, 2017. The time allotment for the pre-test was a class session that was 80 minutes. It followed the schedule for the class. In the pre-test the students in the experimental and control groups were assigned to write descriptive texts for at least 200 words or 5000 characters which topics is "knowing someone". The topic was given based on the course outline of English III for the second semester students of the Program of Al Qur'an Study and its Translation in Islamic Institute of Nurul Jadid Paiton of Probolinggo.

Based on the result of the pre-test, the mean score for the experimental group was 71.29 while the mean core for the control group was 74.25. In addition, the mean difference between the experimental group and the control group was 2.96 point.

The eighth meeting, on April 11th, 2017, was for guiding and treatment. The ninth until the fifteenth meetings were for modeling, guiding, and treatment for giving feedback on some exercises. While, the post-test was administered in the sixteenth meeting. It was held on Saturday, July 8th, 2017. In the post-test the students in the experimental and control groups were assigned to write descriptive texts for at least 200 words or 5000 characters which topics is "my dreams". The topic was given based on the course outline of English III for the second semester students of the Program of Al Qur'an Study and its Translation in Islamic Institute of Nurul Jadid Paiton of Probolinggo. There were 14 students of experimental group and 14 students of control group joined the post-test. So, totally there were 28 students joined the post-test.

This research consisted of two kinds of independent variable: active and attribute. In this study, the active variable was the techniques of giving written grammar feedback: note-written grammar feedback and marked-written grammar feedback. On the other hand, the attribute variable is the students' learning style, which was visual learning style. Further, the researcher incorporated attribute variables into this research by assigning subjects to group on the basis of such preexisting variables.

In a quasi experimental research involving observational judgment to rate the performance of the subjects between pre treatment and post treatment, the instrumentation effect may interfere in the process of measuring the results of the experiments (Latief, 2012). There were three instruments applied in this study: one questionnaire and two writing tests. The questionnaire was constructed to classify students based on their learning styles. The second instrument or the first writing test was pre-test was given to assess the level of knowledge or skills in terms of grammar used in the writing of control group and experimental group. And the third instrument or the second test was post-test was given to assess the result of the treatments of both groups. The instruments assigned to the two groups are provided by the researcher in a similar way.

The final score of students' writing in experimental and control groups obtained from post-test were used as the data in this study. Pre-test was administered to both experimental and control group to obtain students' writing score prior to the experiment to make sure that the control and experiment groups were homogeneous. To see the homogeneity of variance of the control and experiment group the researcher calculated the pre-test score of the two groups. Post-test was given to both groups to obtain their writing scores after the experiment. The final scores obtained from the post-test became the empirical evidence of the research to answers the research problem and the research objective, namely to investigate the effectiveness of giving written grammar feedback on students' writing with different learning style.

There were three satisfactory assumptions that need fulfillments: normality, linearity, and homocedasticity. Test of normality of variables can be conducted through the SPSS by using a descriptive program in which measure of skewness are produced for distribution of variables (Tabachnick & Fidell, 1983: 78). The value reported for skewness

Written Grammar Feedback On Students' Writing …

equals zero if the distribution was normal. To determine whether or not the value of skewness for a variable differs significantly from zero, a comparison against the standard error for skewness is needed. The method was based on the nonparametric method the hypothesis of which was formulated as follows.

Ho   = The data followed the normal dispersion (parametric)
H1   = The data did not follow normal dispersion (non-parametric)

Based on the result, the Z value for the pretest of Experimental Group was .533 of which the significant value was .939, the Z value for the posttest of Experimental Group was .651 which the significant value was .790. In addition, the Z value for the pretest of Control Group was .481 of which the significant value was .975, while the Z value for the posttest of Control Group was 1.189 of which the significant value was .118. Based on the computation, the significant value was bigger than α (.05), thus, the H_0 was accepted. In other words, the data followed normal dispersion and the normality assumption was fulfilled.

The assumption of homocedasticity is that the variability in scores on one is roughly the same at values of other variable. When heterocedasticity is present, the relationship between the variables may be lawful, but it is not captured totally by the correlation coefficient. An analysis based on correlation will underestimate the extent of relationship between variables. Transformation of skewed variables may restore normality and eliminate heterocedasticity (Tabachnick & Fidell, 1983)

To estimate the heterocedasticity of the data, the Levence test was utilized which the hypothesis was as follows:

Ho   = The variances of the data are equal or homogenous.
H1   = The variances of the data are different or heterogeneous.

Based on the result, the observed significance level for Levene's test is .591. Since the significance level that used is .05 (95% confidence), thus the observed significance level for the Levene's test is higher than the level of confidence used in this study. Therefore, the experimental and control groups variance are equal.

Furthermore, Tabachnick & Fidell (1983) assure that the assumption of linearity is that the relationship between two variables, between one variable and a combination of others, or between combinations of variables from each of two sets can be described using a straight line. Deviation from linearity will reduce the lower of the statistical tests in that linear combinations of dependent variables will not show maximum relationship with the independent variables.

In analyzing whether or not there were linear relationships between the variables in this research, the scatter plot was utilized to show the precise relationship. The hypothesis

used was Ho = there was no linear relationship whiles the H1 = there was linear relationship.

Based on the result, most of points of the experimental group were in a place around the line. Thus, H_1 was accepted. It meant that there was a linear relationship between the pretest and the posttest score of the experimental group. Further, most of points the posttest score of the control group were in a place around the line. Thus, H_1 was accepted. It meant that there was a linear relationship between the pretest and the posttest score of the control group.

To answer the research problems, there was a need to establish statistical hypothesis which need testing statistically. The initial step in statistical inference was to establish three null hypotheses. The null hypotheses stated that: there is no difference in achievement between students who were given note-written grammar feedback on their writing and the students who were given marked-written grammar feedback on their writing, there is no difference in writing of students with visual learning style who were given note-written grammar feedback on their writing and the those who were given marked-written grammar feedback on their writing.

Results

The main data in this study is the students' writing score of the experimental and control group obtained from the posttest. After giving a different treatment to both groups, a posttest was administered to get the data of their writing. The treatment given to experimental group was note-written grammar feedback while the control group was marked-written grammar feedback.

The post-test of the experimental and the control group was conducted on the same day, Saturday, July 8th, 2017. The posttest for experimental and control group was administered on the same time. The schedule of the posttest was adjusted to the course's schedule. All students listed in the attendance list both in the experimental and control group took the posttest. The summary of the result of the posttest of the experimental and control group is presented in following Table 1

Table 1 The Result of the Posttest of the Experimental and the Control Group

Descriptive Statistics

Dependent Variable: score

Technique	Learningstyle	Mean	Std. Deviation	N
note-written grammar feedback	Visual	78.7778	12.62961	11
marked-written grammar feedback	Visual	69.2500	22.29510	11
Total	Visual	74.2941	17.92350	22

Written Grammar Feedback On Students' Writing …

Based on the result of the computation, that in the experimental group using note-written grammar feedback, mean score for visual learning style is 78.78, while in the control group the visual learning style is 69.25. It means that there is a difference means score between experimental group and control group. The mean score between experimental and control group is 9.53.

Table 2 Levene's Test of Equality of Error Variances

Levene's Test of Equality of Error Variances[a]

Dependent Variable: score

F	df1	df2	Sig.
2.866	3	20	.062

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + tecnique + learningstyle + tecnique * learningstyle

Moreover, based on the computation above that Sig .062 > .05. It means that difference of variance between the experimental group and the control group was significance. To be more clearly understood, the mean score of the experimental and control group in the posttest score is illustrated in the form of histogram in figure 1.
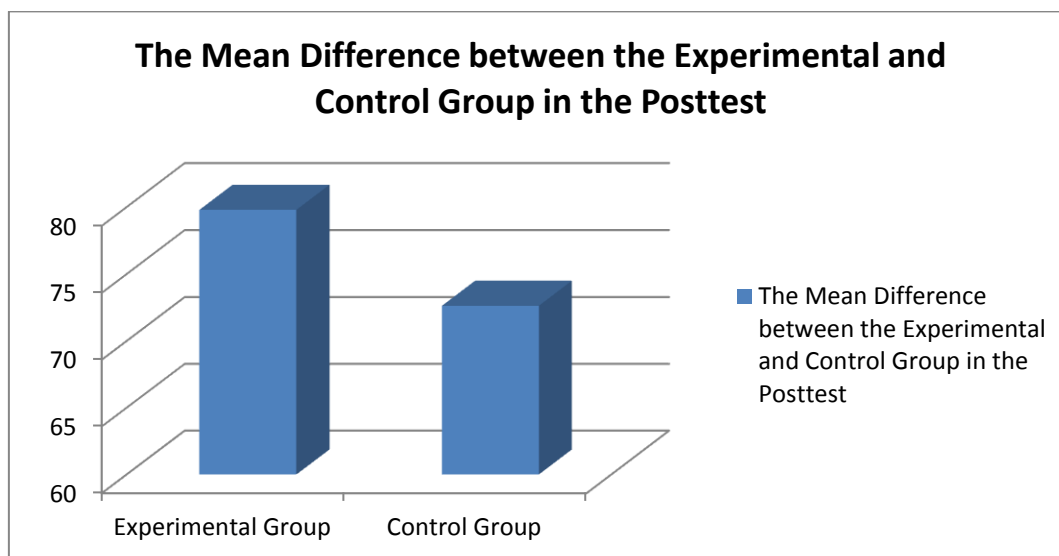

Figure 1 The Mean Difference between the Experimental and Control Group in the Posttest

The data obtained in the posttest was computed by using Two Way ANOVA by means of SPSS version 20.

Table 3 The Result of Analysis by Using Two Way ANOVA

Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	618.549[a]	3	206.183	.780	.519
Intercept	117453.288	1	117453.288	444.401	.000
Technique	205.797	1	205.797	.779	.388
Learningstyle	245.396	1	245.396	.928	.347
tecnique * learningstyle	44.955	1	44.955	.170	.684
Error	5285.910	20	264.295		
Total	145289.500	24			
Corrected Total	5904.458	23			

a. R Squared = .105 (Adjusted R Squared = -.030)

Based on the statistical computation, the F value of Corrected Model was .519. It > .05 with the level of confidence 95% (α = .05). It means that was not valid. Further, the F value of Intercept was .000. It < .05 with the level of confidence 95% (α = .05). It means the dependent variable was not influenced by the independent variable. On the other words, the intercept was significant. While the effect of note-written grammar feedback to posttest score is .388. It > .05 with the level of confidence 95% (α = .05). It means that there is no a significance of note-written grammar feedback in students' writing. Furthermore, for the technique on visual learning style was .347> .05 with the level of confidence 95% (α = .05). It means that there was no a significance of written grammar feedback techniques and students' visual learning style on the students' writing.

Discussion

The result of the final data analysis which has been derived from the analysis of ANOVA by which H_0 is rejected, revealed that there is any difference in the students' writing achievement between students given note-written grammar feedback and those given marked-written grammar feedback on their writings.

Before the treatment was carried out, the mean score of the experimental group on the pretest was 71.29 while the mean score of the control group on the pretest was 74.25. The mean difference between the experimental group and the control group was 2.96 point. In the posttest, the mean score of the experimental group was 78.78, while the

control group was 69.25. The mean difference between the experimental and control group was 9.53. The mean score of experimental group raised 7.49, while the mean score of control group dropped 5.

The improvement on the posttest score of the experimental group was affected by several reasons. Firstly, the implementation of giving the note-written grammar feedback on the students' writing helped students to get information about the errors they made in affective way. By giving the grammar feedback and write down the explanation about the errors they made provided opportunities for the students to be aware of and recall information from the writing they composed. Then, by realizing the errors they made on the writing force them to analyze and evaluate the information. By doing all of those activities, the students were trained to think critically on the next writing. Secondly, the implementation of giving note-written grammar feedback prevented the students' misperception on the errors they made. The writing score of the students in the experimental group mostly was increased. This is based on the result of the posttest. Therefore, the note-written grammar feedback is an effective way in improving students' writing achievement.

Although, the marked-written grammar feedback given to the control group, the technique did not successfully improve the control group's score, the technique of written grammar feedback given to the experimental group that was the note-written grammar feedback, had a higher effect in improving the students' writing achievement of the experimental group. Thus, in line with the finding of Srichanyachon (2012). The methods used in the study are direct and indirect feedbacks. Direct feedback is a technique of correcting students' error by giving an explicit written correction. On the other hand, indirect feedback is when the teacher indicates that error has been made by means of underline, circle, code, etc. In the study stated that both methods can improve students' writing, but a number of researchers think that indirect feedback is generally more appropriate and effective than direct feedback and brings more benefits to students' long-term writing development than direct feedback. Indirect teacher feedback is very useful when it incorporated with student self-revision, but lower proficiency students may be unable to identify and correct errors even when they have been marked for them. On the other hand, direct feedback can be more beneficial to students in some contexts, especially when revising syntax and vocabulary.

Grammar, punctuation, spelling, and mechanics are considered to be discussed in this study. In this study, then the achievement of the students in writing descriptive texts was measured by the indicators that cover writing skills in terms of produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems, and express a particular meaning in different grammatical forms.

Furthermore, the effectiveness of giving note-written grammar feedback in this study was observed from students' visual learning style. Based on the research finding, the result of the research revealed that there is no interaction between written grammar

feedback given and the students' visual learning style. A significant achievement gained by the experimental group was only attributed by treatment to the experimental group was the note-written grammar feedback is effective in improving the writing achievement for visual learning style.

Usually, the differences of the students' learning style need different treatment to teach. One particular teaching strategy will be best implemented to teach one particular learning style. However, it seems that the implementation of giving note-written grammar feedback was effective for visual learning style. This is based on the result of the research that visual in the different groups achieve the same writing achievement. Probably, in giving written grammar feedback on students' writing by giving note-written grammar feedback, the presence of students' visual learning style plays no role in influencing the students' writing achievement. Thus, this can be advantage for the teacher that the note-written grammar feedback can be applied if he or she teaches heterogeneous students consisting of the visual learning style students.

In relation to research finding, it is found that there is significant difference between mean score of the students in the experimental and control group. Therefore, the gained score in the experimental group led to the rejection of the null hypothesis stated. On the other hand, the research hypothesis works. In other words, giving note-written grammar feedback was significantly more effective than giving marked-written grammar feedback in improving the students' writing achievement.

Based on the research findings, although the posttest score of the experimental group is significantly better than the control group, the posttest score of the experimental group improved, but the posttest score of the control group dropped. This means that the note-written grammar feedback is effective in improving the students' writing achievement. As Srichanyachon (2012) states that direct feedback (further called note-written grammar feedback in this study) can be more beneficial to students in some contexts, especially when revising syntax and vocabulary.

Furthermore, as stated previously, there is significant difference between the mean scores of the students in the experimental and control group. Since the experimental group is given note-written grammar feedback and the control group is given marked-written grammar feedback in improving the students' writing. Thus, this research finding in line with the research finding carried out by Srichanyachon (2012). The result of the study carried out by Srichanyachon (2012) revealed that direct feedback (further called note-written grammar feedback in this study) was significantly in improving the students' writing achievement in some contexts, especially when revising syntax and vocabulary.

Besides, the finding of this research supports the previous studies about note-written grammar feedback. The result of data analysis of this research revealed that the students given note-written grammar feedback technique is significantly better than those given marked-written grammar feedback technique. Thus, the students given note-written grammar feedback are better in covering writing skills in terms of produce an acceptable

core of words and use appropriate word order patterns, use acceptable grammatical systems, and express a particular meaning in different grammatical forms. This research finding is in line with the result of study carried out by researcher previously. The research of Srichanyachon (2012) aimed to investigate the effectiveness of teacher written feedback on L2 students' writing development including its effects on both students' language accuracy and their motivation by implementing direct and indirect feedback. Direct feedback is a technique of correcting students' error by giving an explicit written correction. On the other hand, indirect feedback is when the teacher indicates that error has been made by means of underline, circle, code, etc. In the study stated that both methods can improve students' writing, but a number of researchers think that indirect feedback is generally more appropriate and effective than direct feedback and brings more benefits to students' long-term writing development than direct feedback. Indirect teacher feedback is very useful when it incorporated with student self-revision, but lower proficiency students may be unable to identify and correct errors even when they have been marked for them. On the other hand, direct feedback can be more beneficial to students in some contexts, especially when revising syntax and vocabulary.

Furthermore, the result of the research showed that there is no interaction between the note-written grammar feedback and the students' visual learning style. The finding of this research revealed that there is no difference in writing of students with visual learning style given note-written grammar feedback and those with visual learning style given marked-written grammar feedback. To sum up, there is no interaction between the note-written grammar feedback and students' visual learning style. A significant achievement gained by the experimental group in the posttest score compared with the control group is attributed only by the treatment implemented in the experimental group that is the note-written grammar feedback. Visual learning style students gained a significant achievement in the posttest after they given the note-written grammar feedback technique. In contrast, the achievement of visual learning style in the control group is less than the experimental group.

Conclusions and Suggestions

Based on the research problems and the result of the data analysis, it can be concluded that there is any difference in students' writing given the note-written grammar feedback technique and the marked-written grammar feedback technique. Thus, giving the note-written grammar feedback on students' writing has impact on the students' writing achievement in terms of grammar used than giving the marked-written grammar feedback technique.

In addition, the result of the analysis showed that there was no interaction between giving the written grammar feedback on students' writing and the students' learning style. Thus, the significant achievement gained by the experimental group is only attributed by giving written grammar feedback technique that is note-written grammar feedback

technique. The presence of interactions can have important implications for the interpretation of statistical models. If two variables of interest interact, the relationship between each of the interacting variables and a third dependent variable depends on the value of the other interacting variable. In practice, this makes it more difficult to predict the consequences of changing the value of a variable, particularly if the variables it interacts with are hard to measure or difficult to control. Therefore, the presence of the students' visual learning style plays no role in influencing the students' writing achievement given the note-written grammar feedback technique.

Furthermore, the results of this research have both theoretical and practical contributions to consider alternative and effective strategies to develop teaching and learning English.

Theoretically, the findings of this research reveal that this study is valuable in testing the effectiveness of giving the note-written grammar feedback on students' writing. On the other hand, the result of this study gives practical contribution to the school or university committee, English teacher or lecturer. For the school or university committee, the findings of this research can be as one of the considerations for them to establish policies on giving note-written grammar feedback technique since there is empirical evidence that giving note-written grammar feedback technique is effective in improving the students' writing achievement. Besides the school or university committee can invite an expert giving note-written grammar feedback technique to train the English teachers or lecturers in applying the note-written grammar feedback.

For English teachers or lecturers, the result of this research can be used as information dealing with giving written grammar feedback on students' writing. In addition, it is expected that they will use the note-written grammar feedback technique in giving written grammar feedback on students' writing since the investigations of giving note-written grammar feedback on the writing yielded positive result and it has been empirically tested in this research. The English teachers and lecturers can use the note-written grammar feedback technique in their writing class since the note-written grammar feedback technique gives some benefits to the students. When the English teachers or lecturers have a writing class, then, they can train their student how to write well by giving the note-written grammar feedback on the students' writing. The English teachers or lecturers should explain the errors the students' make by giving circle, cross, and explanation on the errors in the students' writing so that the students will have an effective learning experience by giving the note-written grammar feedback on their writing. Besides, the result of this study is valuable in confirming further kinds of students' learning style in approaching the written materials. Each has different learning style in approaching the written materials and each style of learning style needs different teaching strategy. Thus, every teacher or lecturer should be careful in deciding which teaching strategy will be best implemented in a certain classroom setting. Usually, the differences of the students' learning style need different treatment to teach. One particular teaching strategy will be

best implemented to teach one particular learning style. Although the note-written grammar feedback is the best implemented to give on students' writing, however, another technique of feedback, especially written feedback, may be effective to give on the writing of the students with different learning style.

For other researchers, especially for those who mean to conduct further research in the relation with this research's findings, hopefully those further experimental studies dealing with the written grammar feedback techniques can be conducted in different subjects of study. Research on giving note-written grammar feedback technique in different level of education is highly recommended. Since for those, the students in different level of education have different level and knowledge of writing. Thus, it gives other challenges in investigating the effectiveness of giving note-written grammar feedback on students' writing in different level.

Besides, there is the possibility to investigate the effectiveness of giving written grammar feedback technique in different areas of language skills such as speaking. In speaking activities, the students also need feedback to speak English well, thus, giving the note-written grammar feedback may be able to lead them for better speaking. Moreover, since the students' writing achievement in this study was assessed by a set of test in writing descriptive texts, future research may be assessed by writing other kinds of texts such as exposition, narrative, etc. Therefore, the investigation of the effectiveness of the note-written grammar feedback technique both in the different area of language skills and different level of students still need to be carried out.

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