

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter review some related theories and studies upon which the hypothesis of this study has been built. There are three main topics in this chapter. They are theoretical review, conceptual framework and hypothesis.

#### **A. Literature Review**

This sub-chapter discusses some relevant theories which are related to the study. They are divided into discussion about writing ability, errors, feedback, techniques in giving feedback on writing, and the definition of the effective technique in teaching writing.

#### **1. Writing Ability**

##### **a. The Nature of Writing**

Spratt, Pulverness, and Williams (2005: 26) write that writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It means when the students doing the writing process they involve in producing language output rather than receiving it. Writing involves students' creativity in forming a message by creating some signs (comas, slashes, quotation marks and full stops), forming letters and words, and joining them together to make sentences on a page.

In relation to writing, Brown (2001: 335) writes that writing is a written product of thinking, drafting, and revising that require specialized skills. It involves skills on how to generate ideas, how to organize them coherently, how to

use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Another definition of writing was written by Richards and Renandya (2002: 309). They write that written language is complex at the clause level. According to their statement, writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

Supporting the statement above, Gower, Philips, and Walters (2008: 113) add that writing involves many different aspects which include spelling, punctuation, sentence construction, organization, cohesion, and register/style. Students can have positive and co-operative attitude toward writing by encouraging real writing tasks in the classroom, planning sufficient time for writing activities, and give them due importance in the program of works, tasks on the wall or in a class book.

Based on the definitions above, it can be concluded that writing is a productive language skill of thinking, drafting, and revising a written text that involves many aspects. They are spelling, punctuation, sentence construction, organization, cohesion and register/style.

#### **b. Teaching Writing in Senior High School**

Writing is a representation of language in a textual context, it is usually shown as a set of signs or symbols which has meaning. Supporting the statement before, Bell and Burnaby in Nunan (1989: 36) state that writing is an extremely

complex cognitive activity which demanded the writer to think of the content, format, structure, vocabulary, and mechanics as variables of writing.

In relation with teaching writing in senior high school, the level of English accomplishments of senior high school students should achieve three levels, namely performative, functional, and informational. The focus of English lesson in senior high school is to achieve informational level, since the students are prepared to continue their study to a higher education level. From what is described in BSNP (*Badan Standar Nasional Pendidikan*), the aims and the scopes of English lesson in senior high school are as follows.

- 1) The aims of English lesson in senior high school are:
  - a) Developing communication competence in oral and written form to achieve the level of informational literacy
  - b) Having awareness about the nature and importance of English to improve the nation's competitiveness in the global community
  - c) Developing an understanding of students about the relationship between languages with culture
- 2) The scopes of English lesson in senior high school are:
  - a) The ability to express written texts to achieve informational level
  - b. The ability to express various short functional texts and monologues in the written forms of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition , and spoof.

### **c. Teaching Writing in the School-based Curriculum**

The school-based curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is ready and able to develop it (Mulyasa, 2006: 12). The aim of the English teaching and learning process according the school-based curriculum is to achieve students' communicative competence, in which students are expected to be able to master five competence: linguistic competence (vocabulary, grammar, punctuation, and intonation), socio-cultural competence (the way to communicate such as language style and politeness), discourse competence (context), strategic competence (competence to overcome the problems or difficulties in communication), and actional competence (listening, speaking, reading and writing).

Communicative competence, as the aim of the school-based curriculum, can be achieved by written and spoken communication. In relation to written communication, writing becomes one of the productive language skills beside speaking. Therefore, writing is very important to achieve the communicative competence. Students need to be able to produce written products to communicate with others. In reference to the school-based curriculum 2006, the expected writing competence from the first grade students in Senior High School of the first semester is presented in the table below.

*Table 1: Tenth Grade Writing Competence based on the School-based Curriculum*

<b>Standard of Competence</b>	<b>Base of Competence</b>	<b>Indicators</b>
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<p>6. Expressing the meaning of short functional texts and short essays in the forms of descriptive and recount in the daily life context.</p>	<p>6.1. Expressing the meaning of short functional texts accurately, fluently, and acceptably in the daily life context.</p> <p>6.2. Expressing the meaning and the rhetoric of short essays in the forms of descriptive and recount accurately, fluently, and acceptably in the daily life context.</p>	<ul style="list-style-type: none"> <li>• Completing short functional texts.</li> <li>• Arranging words into short functional texts.</li> <li>• Writing short functional texts.</li>   <li>• Completing short essays in the form of descriptive.</li> <li>• Arranging sentences into short essays in the form of descriptive.</li> <li>• Writing short essays in the form of descriptive.</li> <li>• Completing short essays in the form of recount.</li> <li>• Arranging sentences into short essays in the form of recount.</li> <li>• Writing short essays in the form of recount.</li> </ul>
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#### **d. Types of Classroom Writing Performance**

There are many types of writing performances. Brown (2004: 220) divides written performance into four categories that capture the range of written production. They are as follows.

##### **1) Imitative**

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.

##### **2) Intensive (controlled)**

The fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

##### **3) Responsive**

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narratives and descriptions, short reports, summaries, brief responses to reading, and interpretations of charts or graphs.

##### **4) Extensive**

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or a thesis.

To improve the ability of the pupil in learning English, basic training and assessment of imitative writing are needed by both of the beginner English learner and the advance learner. Forming letters, words, and simple sentences are the first step in writing activities which is commonly do by the students. Afterward, controlled writing or intensive writing is the next step in learning writing. Observing grammar, vocabulary, or sentence formation, and not necessarily convey the meaning of the sentence are the main part in the writing ability. Since the writing process allows the students to do open-ended tasks such as writing short reports, essays, summaries, and responses, even up to texts of several pages or more, then the activity in both of the responsive and extensive writing, is more complex.

#### **e. The Writing Process**

Writing is a process. The writers cannot make a good writing instantly. It needs a process to make a good writing. According to Richard and Renandya (2002: 316), the process of writing has four basic writing stages those are planning, drafting, revising and editing and three other stages externally imposed on students by the teacher, namely responding, evaluating and post writing. Writing process in the classroom is highly structured, teacher often plans appropriate classroom activities that support learning of specific writing skills at every stage. The planed learning experiences for students may describe as follows.

##### **1) Planning**

In this stage, before starting to write, the writers have to decide what is going to write. In planning to write, the writers have to consider three main issues.

The first is the purpose of their writing. It includes the language they use and the information they choose. The second is the audience they are writing for because it can influence the shape of the writing. The third is the content of structure; it includes how the writers sequence the facts, ideas, or arguments which they have to decide to include.

## **2) Drafting**

Before going to revising, the process of writing is drafting. The writer is focused on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft.

## **3) Revising**

After planning and drafting, the next step is revising. The writers usually read through what they have written to see their writing again. Perhaps, there are still some errors in their writing, such as the order of the information is not clear, the information they write is still ambiguous or confusing and the information is not clear enough. More skilled writers are more focused on the issues of general meaning.

## **4) Editing**

At this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. The students edit their own mistakes for grammar, spelling, punctuation, diction and accuracy of supportive textual material such as quotations, example and etc. Editing within writing process is meaningful because students can see the connection between exercise and their own writing.



From the explanation above, it can be concluded that writing is the most difficult skill to learn, so it would be better if the English teacher guide them step by step in forming good structural sentences. Since there are many expert states that giving feedback is the most suitable technique to improve students' writing ability and supported by the previous research conducted by another researcher which also shows the same result. Then it would be better if the English teacher apply the technique of giving feedback to the students in learning writing.

#### **f. How to Teach Writing**

Brown (2000: 346-356) states that there are some specific principles for designing writing activities. They are as follows.

##### **1) Incorporate practices of “good” writers**

This first guideline is sweeping. But as we contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if our technique includes some of these practices.

##### **2) Balance process of product**

Because writing is a composing process and usually requires multiple drafts before an effective product is created, the teacher should make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. She also has to make sure students see that everything leading up to this final creation was worth the effort.

### **3) Account for cultural/literary backgrounds**

The teacher has to make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that she is trying to teach, she has to try to help students to understand what it is, exactly, that they are accustomed to and then by degrees, bring them to the use of acceptable English rhetoric.

### **4) Connect reading and writing**

Clearly, students learn to write in part by carefully observing what is already written. They learn by observing, or reading the written word. By reading and studying a variety of relevant types of text, student can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

### **5) Provide as much authentic writing as possible**

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

## **6) Frame our techniques in terms of prewriting, drafting and revising stages**

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing. In traditional approaches to writing instruction, students are given time in-class compositions to write from start to finish within a class hour, or they are given a homework writing assignment. The first option gives no opportunity systematic drafting, and the second assumes that if students did any drafting at all, they would simply have to learn the tricks of the trade of their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

Based on the explanation above, it can be inferred that teaching writing in senior high school is not as easy as what it seen. There were several aspects which are needed to improve the students' writing ability such as providing authentic writing as much as possible and the English teacher have to frame her techniques in terms of prewriting, drafting and revising stages. So there would be a balance on the process of product.

## **2. Errors in Writing**

In relation to the quality of errors made by students, Lewis (2002: 9) identifies errors on writing into some types. The first error concerns with omission. For particular learners, a pattern of errors often emerges. Students may keep omitting the article or word endings in their writing. The second error deals

with overuse. Students usually overuse some words in English. For this kind of error, it is not noticeable if teachers are giving feedback sentence by sentence, but becomes obvious when marking whole essays and a student uses the word *furthermore* at the start of each paragraph. The third error is meaning. In some communicative language classes the students' attention is supposed to be on conveying the meaning as best as possible. In this case, teachers are likely to interrupt if someone gives factually incorrect information. Students need to understand the focus of the language use. The last error is related to forms. Errors of forms are probably the most frequently marked aspects of students' writing. Errors of forms include using wrong verbs, spelling, pronunciation, and sentence patterns.

### **3. Feedback**

#### **a. Definition of feedback**

There are many definitions of feedback. As quoted by Berewot (2001: 17), Gagne (1961) presents that the feedback is the closing of a 'loop' in the learning process which serves to fix the learning result and make it permanently available. It means that as students already accomplish their learning, they need correction, criticism, or even appreciation from any other sources to assess their learning result. More to the point, Kauchack and Eggen (1989: 85) define that feedback is any information about current behavior that can be used to improve the future performance of the students. From those two definitions, it can be concluded that feedback is beneficial to be provided for students to improve their performance from what they have learnt.

## **b. Function of feedback**

Brown (2000: 335) writes that writing is a written product of thinking, drafting and revising that require specialized skills in how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical convention to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product. Supporting the statement above, Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language learners, the difficulties are not only lies in generating and organizing ideas, but also translating the ideas into readable text.

Based on the statements above, it can be concluded that writing is the most difficult skill to learn, that is why giving feedback to the students is one of the most effective methods in improving their writing ability. It is supported by Leki (1991), he states that it is important for teachers to provide feedback since a research on student attitudes towards feedback has found that many students do want the errors in their writing to be corrected and may be frustrated if this does not happen. Besides, Lewis (2002) mentions that feedback can lead students toward autonomy, provides them with language input, advice about language learning and it provides information both for the English teachers and the students.

Considering the explanation above it can be concluded that there are many scholars and researchers agree that feedback is essential and has a positive effect on students' writing. Thus, feedback on writing can be selected as a means of helping students to make revision and improve their writing ability.

### **c. Purposes of feedback**

Lewis (2002) states that 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 purposes that have 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 teacher's 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 into 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 toward 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 it should also provide information for the teachers and the students, provides students advice about learning, language input and a form of motivation. So, it is expected that giving feedback to the students can lead them toward autonomy.

#### **d. Forms of feedback**

Hyland (2002: 230) states that feedback is widely regarded as central to writing development. It is the response given to students' working. It can refer to either oral or written types provided by peers or teachers.

##### **1. Oral feedback**

Oral feedback, also known as oral conference, refers to personal consultation between teacher and student during the evaluation of composition. The major problem in conducting this feedback is that the teacher needs to have sufficient time.

##### **2. Written feedback**

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on words or quick symbols such as underlining, circles, and other signs.

This form fits well with older students (late elementary through high school). Written information of students' efforts are most helpful when they are



personalized or stereotyped and when they provide constructive information. Here it means that the teacher should provide the specific comments on students' errors or faulty strategies but balanced this criticism with suggestion about how to improve as well as with the comments of the positive aspect of the work. Therefore, as stated in the delimitation of problem, the researcher focuses on written feedback because the research population is senior high school students.

#### **e. Sources of feedback**

Lewis (2002: 15-23) writes that there are three sources of feedback, namely, teacher feedback, peer feedback and self evaluation, which is equivalent with self-directed feedback.

##### **1. Teacher**

Lewis (2002: 15) writes that teacher has been the main source of feedback both an oral or written language in many classes. It is supported by Gebhard (1996: 238), he states that this kind of situation also occurs in the writing class in which teachers read and mark students' paper, offer revision, suggestion, and feedback on language errors. In many classes teachers are the sources of feedback. Indeed, teachers are very helpful in facing some difficulties in their writing. Teachers help them by giving some outlines of how to write well and check the content and the written mistakes.

According to Berzsenyi (2001), teachers can give feedback in the form of question to ask for clarification or suggest expansion. Besides, teachers may give remarks which reveal understanding towards students' composition, identify mechanical problem in a specific sentence and/or give praise when students are

working well in their writing. Those can be done to ensure the students that their written works are in line with the message they want to convey.

After receiving feedback, the students could directly re-check and correct what mistakes they have done based on the teacher correction. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. It is called conferencing feedback. In addition they might use another variation to give feedback to their students, for instance collective feedback by commenting the students' mistakes one by one orally and putting the summary on the board.

## **2. Peer**

Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in their process of writing. Further, Rina (2007) finds that peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. Peer feedback can reflect cooperative learning as it requires interaction between one student with the another.

## **3. Self- evaluation (self-directed feedback)**

Self evaluation means the students correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, the students are expected to remember

what mistakes they have done so that they will not make the same mistakes later on. Moreover, self evaluation saves time in a large class.

On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective points of views of other people are needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

#### **f. Types of feedback**

According to Stone and Nielsen (1982) as quoted by Berewot (2001: 23) he says that there are two types of feedback, namely informational feedback and affective feedback. Informational feedback refers to the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students. Meanwhile, affective feedback refers to the occurrence of positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotion to the classroom.

Related to the above explanation on the types of feedback, in this research context, the researcher includes teacher written feedback as informational feedback which is indeed to give correction to the students' mistakes in order to improve the product of writing. The teachers who are checking the students' drafts identify some mistakes which occur in the drafts. Then, the teacher will correct the mistakes found, implicitly or explicitly. The students whose drafts are

being checked use the feedback for the evaluation so that they will not repeat the mistakes that they have done. However, affective feedback might occur to balance criticisms with praises to make students less vexed and motivate them to keep writing.

Further, teachers' written feedback refers to written responses provided by the teacher to the students' writing. There were five techniques in giving feedback in writing tasks, they were as follows.

1. The teacher gives sufficient clues to enable self-correction to be made.
2. The teacher corrects the script.
3. The teacher deals with errors through marginal comments and footnotes.
4. The teacher explains orally to individual students.
5. The teacher uses the error as an illustration for a class explanation.

In relation to error feedback, Siriluck (2008) proposes different types of teacher feedback referring to the different strategies in providing feedback. Feedback is divided according to the degrees of explicitness of error correction. There are two different types of teacher feedback used in the study. These are (1) direct feedback; (2) indirect feedback, which can be divided into two details, *i.e.* coded feedback and uncoded feedback.

### **1. Direct feedback**

In the literature of error correction, the similar kind of direct feedback can be referred as: Direct correction (Chandler, 2003), Corrective feedback (Lalande, 1982), Form-focused feedback / correction (Fazio, 2001) and Overt correction (Lee, 2004). According to Ferris (2002), direct feedback refers to teacher

providing correct linguistic form for students (i.e. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]).

*Example of direct feedback:* I like Jane because she is ~~speaks so much~~.  
(*talkative*)

## 2. Indirect Feedback

### a. Coded feedback (indirect)

Coded feedback is a type of indirect feedback (Ferris, 2002) and it could be referred to as error identification (Lee, 2004) in which it occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a code sheet containing codes of error types, their definitions, and examples of errors are provided while a teacher gives coded feedback to the students.

*Example of coded feedback:* (wrong tenses)  
I drive my car to the university yesterday.

### b. Uncoded feedback (indirect)

As opposed to coded feedback, it can be referred to as error location (Ferris, 2002). The teacher simply locates an error by circling it, underlining it (Lee, 2004), highlighting it, or putting a checkmark in the margin. This feedback is more complicated in that students correct their errors by identifying them and use their acquired knowledge to self correct such errors.

*Example of uncoded feedback :* There are many dog in this house.

### **g. Categories of feedback**

The focuses of feedback falls into two categories: *form* and *content*, and teacher written feedback can include both of them. Feedback on the form, according to Fathman and Whally (in Chiang, 2004: 99) concerns grammar and mechanic errors whereas feedback which involves comments on organization, ideas and amount of detail is called content feedback.

Other proponent, Clare et al. (2000), divide feedback into two categories, namely *surface level* feedback and content level feedback. Surface level feedback concerns word choice, spelling, grammar, and punctuation. William (2003) calls this kind of feedback as *feedback on form* for it will solely correct the surface level. In contrast, feedback which concerns the content of the writing and the organization of ideas is called *content level feedback*. It usually points out problem and offers suggestion for the improvement on future writing (William, 2003). By this feedback, the students are expected to incorporate information from the comments into other version of their writing.

### **B. Relevant Research Studies**

Giving feedback to the students is actually a common issue which is usually discussed when talking about teaching and learning writing in English lesson. That is the reason why this section is made. It was meant to avoid reduplication from the previous studies. Improving students' writing ability by giving feedback was the intention of the researcher here. Some studies had been conducted to find the use of giving feedback to improve students' writing ability. The first study was conducted by Choirunnisa (2010). The objective of her

research was to find out the students writing ability through the use teachers' feedback in class VIII of SMPN 1 Kalasan. Based on her research, she found that there were some problems related to the students' writing. They were content, organization, vocabulary and language use.

The result of the study showed that the use of teachers' feedback was believed to be effective in improving students' writing ability. In reference to obtain the data, the students seemed more enthusiastic and motivated to write a recount text, because they were able to identify and correct their mistakes by themselves. As a result, they were capable in performing a better writing without repeated the same mistakes twice.

Another research was conducted by Wijaya (2004). She conducted research about the students' response toward the lecturers' written feedback on their writing in the course of writing V. It was actually similar as the previous study, there were some problems found there. They were content, vocabulary, language use and missing detail like articles. The result of the study showed that written feedback which was given by the researcher was significantly improved the students' writing ability.

### **C. Conceptual Framework**

The concepts of giving feedback on writing have been explored in the previous section. In this section, a conceptual framework was derived from the concepts presented before.

Writing is a complex process in which some requirements should be accomplished simultaneously. This means that linguistic ability including

grammar, vocabulary, mechanics and communicative ability including fluency and form have to be mastered to reduce errors made by the students on their writing. In order to improve writing ability that requires linguistics and communicative ability, the selection of techniques in giving feedback on writing must be done effectively.

Most people considered as if giving direct feedback is the most effective way to improve students' writing ability. Feris (2002: 43) states that by giving direct feedback, students will not be confused in how to correct their mistakes because the correct forms are offered by the teachers. It is different from indirect feedback in which it might confuse the students since they have to correct the mistakes they made all by them self. Despite of the fact that it is actually true, still it does not change the fact that giving the students indirect feedback is also a good way to test their understanding in every mistake they made in forming sentences. That is why it would be better if the teacher implement both direct and indirect feedback to improve students' writing ability. It would be better if the teacher implement the direct feedback as the first method, then give the students indirect feedback to measure their understanding. Therefore, it could be concluded that there might be a big possibility that the students' writing ability will improve right after the application both of the method.