ABSTRACT

Rohmat Subangun. 2018. *Corrective Feedback of Digital Media in Teaching Argumentative Essay Writing at The Second Semester of English Department of the State Islamic Institute of Surakarta*. **Thesis English Education Department, Islamic Education and Teacher Training Faculty.**

Corrective Feedback is the way of teacher to help the students that have problem in learning with gives comments or correction (Ferris, 1999). The objectives of this research is to find out the implementation of the corrective feedback of digital media used by the teacher in teaching argumentative essay writing at the second semester of English Department of Islamic Teacher And Training Faculty of The State Islamic Institute of Surakarta. The researcher also provide the benefit and drawbacks of writing corrective feedback of digital media in teaching argumentative essay writing.

This research used descriptive qualitative method with the document analysis design. The instruments used in this research to gather the data are the interview and document. The subject is the lecturer of the second semester of argumentative essay writing class. The main data was taken by collecting the 36 students' final test worksheet and interviewing the lecturer also the students. The data was analyzed by the componential analysis. The researcher used triangulation of theories, triangulation of the data and triangulation of source data to get the credibility of the data.

The finding shows that the lecturer used two types of digital media in delivering the corrective feedback for the students' worksheet. The types of digital media are the offline digital media and the online digital media. The lecturer used *Microsoft Word* as the offline digital media and *SmallSEOtools* as the online digital media. The result of analysis for the 36 students' offline worksheet and 36 online worksheet using the type of corrective feedback revealed that the general feedback found in the 100% of students' online work, then from the students' offline worksheet media found 100% specific feedback. While marginal & end feedback also used by the lecturer in online media 40% and offline media 60%. The direct feedback is the type of feedback that always use by the lecturer with all 100% found in the online data. Then the indirect feedback used optimally in offline digital media. The impact of the feedback always had positive and negative for the students, it is proved by the data that 50% of positive and negative feedback found in the students' worksheet of online and offline media. The used of digital media also had the benefit and drawback for the lecturer and students. The benefit found in the flexibility of time and place in using the digital media and the drawback is about the awareness of cheating activity and the facility.

Corrective Feedback of Digital Media in Teaching Argumentative Essay Writing at The Second Semester of English Department of The State Islamic Institute of Surakarta

THESIS

Submitted as A Partial Requirements

For The Degree of Undergraduate in English Education Department

By:

Rohmat Subangun

SRN. 143221009

ENGLISH EDUCATION DEPARTMENT

ISLAMICEDUCATIONANDTEACHERTRAININGFACULTY

THE STATE ISLAMICINSTITUTE OF SURAKARTA

2018

ADVISOR SHEET

Subject   : Thesis of Rohmat Subangun
SRN   : 143221009

> To:
>
> The Dean of Islamic Education
> and Teacher Training Faculty
> IAIN Surakarta
> In Surakarta

Assalamu'alaikumWr. Wb.

After reading thoroughly and giving necessary advices, here with, as the advisors, we state that the thesis of

Name : Rohmat Subangun
SRN   : 143221009
Title   : Corrective Feedback of Digital Media in Teaching Argumentative Essay Writing at the Second Semester of English Department of the State Islamic Institute of Surakarta.

Has already fulfilled the requirements to be presented before The Board of Examiners (munaqosyah) to gain Undergraduate Degree in English Education Department.

Thank you for the attention.

Wassalamu'alaikumWr. Wb.

> Surakarta, November 2018
> Advisor,
>
> Dr. Imroatus Solikhah, M.Pd.
> NIP.197703162009122002

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "Corrective Feedback of Digital Media in Teaching Argumentative Essay Writing at The Second Semester of English Department of the State Islamic Institute of Surakarta" by Rohmat Subangun has been approved by the Board of Thesis Examiners as the requirement for the degree of Undergraduate in English Education Department of Islamic and Teacher Training Faculty, The State Islamic Institute of Surakarta.

Examiner I : Dr. SF Luthfie Arguby P. SS., M.Hum. (.........................)
NIP. 19840317201503 1 003

Examiner II : Dr. Imroatus Solikhah, M.Pd. (.........................)
NIP.19770316200912 2 002

Main Examiner: Dr. Rochmat Budi Santosa, S.Pd.,M.Pd (.........................)
NIP.19691111200212 1 001

Surakarta,   November 2018

Approved by

The Dean of Islamic Education and Teacher Training Faculty

Dr. H. Giyoto, M.Hum.
NIP.196702242000031001

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Sudarno and Ngatini)
2. My beloved brother and sister (Yendi Daryanto, Yeni Fitasari, Riyan Mustafa, Rokhim Subangun And Putut Al-Amin)
3. My beloved friends in my boarding house at least 4 years
4. My beloved almamater (The State Islamic Institute of Surakarta)

MOTTO

Nothing Last Forever, We Can Change The Future
(Alucard)

PRONOUNCEMENT

Name   : Rohmat Subangun
SRN   : 143221009
Study Program   : English Education Department
Faculty   : Islamic Education and Teacher Training Faculty

I hereby sincerely state that thesis entitled "Corrective Feedback of Digital Media in Teaching Argumentative Essay Writing at The Second Semester of English Department of the State Islamic Institute of Surakarta" is my real masterpiece. The things out of my masterpiece in the thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta,   November 2018

The Researcher

Rohmat Subangun
SRN.143221009

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

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Surakarta,   November 2018
The Researcher

Rohmat Subangun
SRN.143221009

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CHAPTER I

INTRODUCTION

This chapter will explain several points, namely background of the study, identification of the problems, limitation of the problem, research problem, the objective of the study, benefits of the study, and the definiton of key terms.

A. Background of The Study

Language may cause a problem since this problem requires habitual uses of target language (Meyer, 2005). In Indonesia, learning English is considered as English Foreign Language (EFL). Lauder (2008) states that learning EFL focuses on several main aspect, teacher should deal with language which is not familiar to them. Teaching English as a foreign language involves four language skills; listening, speaking, reading, and writing (Nunan, 1999: 85). These skills need to be mastered in order to learn English effectively.

Furthermore, Nunan (1999) also states that writing skill is the most difficult skill to comprehend since writing deals with learner's skill toward target language, listening and reading skills are included in receptive skills, while speaking and writing are included in productive skills. Langan (1987) states that expressing thoughts in writing is a complex subject, which includes organization of thought, sound and usage of English language and imagination.Writing skills cannot come automatically, it requires some experiences, talents and a lot of regular training (Young & Savage, 1982). It can be inferred that writing is difficult and complex subject. For those reasons, most students are afraid of writing. It is because they are convinced by themselves that they will make mistakes.

Fergenson and Nickerson (1992) argue writing is a skill that is acquired through study, never be afraid to write because of worried to make errors. Considering the chalenge in teaching writing process, the teacher must pay attention to the method used. Numerous studies have been conducted focusing on the method, strategy, media, and approach to teaching writing.

The process, however, is considered as important as product (Harmer,2007). In line with the study, Keh (1990) argues that the every stage in process writing is important to be the part of considerations in giving assessment. Additionally, Harwood (2002) says that the complete process (i.e., prewriting, drafting, revising, editing) in process approach will give correctional feedback for students in everystage they go through. Through the process, teachers will have the complete data on students'skill and progress in making a final piece of writing.

Keh (1990) in Aghanjaloo (2016: 29), states "Written corrective feedback is as teacher's input to a writer's composition in the form of information to be used for revision". Corrective feedbcak is usefull to give comment for the student's work. Therefore as they read the comment, they can evaluate their competence. Fatemipour, Safivand &Sanavi (2010), focused corrective feedback is when teachers choose to correct the certain types of error rather than all. The focused corrective feedback is intensive because teacher attempts to select the learner's specific types of errors to correct. Furthermore, Bitchener & Ferris (2012: 51) state that written corrective feedback was done to establish an accuracy improvement and to measure an increase in learning. The teacher's activity includes a revision stage in which learners are required to revise their task of writing, using the feedback they have received on their text. It is as documentation of the student's task in order to compare their improvement.

Heinich (1996) reviews in teaching writing, method is as important as media. Method functions as postulate for the teachers, while media functions as the tool to transmit the ideas inside the method (Asnawir and Usman, 2002:02).Thus, in term of teaching writing, it will be better for the teachers to combine the method with the good teaching media to catch students' interest in writing. There are many kinds of media which can be benefited by teachers in teaching (Daryanto, 2010:09). Concerning on the development of digital age recently, digital technologies such computers, smartphone and others advance technologies have changed the way people write (Motteram,2010). Digital media is any media that encoded in machine-readable formats.

Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices (Motteram, 2010). Most people tend to write digitally in their personal computer rather than just writing word by word on papers. Lawson (2011) says without ignoring the conventional ones (there is no single method, design, or tool which is considered the best to be applied), teachers should consider that currently, students are more interested in using technology in learning. As teachers, thus, to face the truth that students are quite good and interested in using technology, the shortcut is teachers must learn how to use technology as one of the teaching tools as interesting and creative as possible to make learning environment more lively (Borich, 2002). In the other words, teachers must be more flexible in facing the digital era in which it influences the development of teaching media.

There are two kind of digital media divided by how its use that need to be explain more in this study. Those are online and offline digital media. Digital online media open up new possibilities of working with the tasks, e.g. they can help the English teachers to support the student-centered, the collaborative or the problem-based learning. Moreover, online technologies have the power to make authentic materials instantly accessible to learners in the language and culture classroom" (Erbaggio, 2017). They enable the English learner to stay in touch with a wide range of materials, which are transmitted through various modes. Digital offline media use as media helper for the teacher in many conditions. Borders (2011) states that write their basic media offline function is to gather and disseminate news, information and entertainment.

There are some previous studies which are relevant with this topic of study to support and being the referral of the analysis. It is explained in the following: Muhsin (2017) in his thesis of Muhammadiyah University of Makassar, he says that feedback influence the result of learning writing skill. Feedback may provides teacher and student to give response in their error during writing teaching-learning process. Pan (2010) also proves that teacher's feedback affect the student writing skill. Feedback becomes one of the

component that affect students to write their passage or text, because it includes teachers' directive, and correction.

In line with Muhsin (2017) and Pan (2010), Abedi (2012) argues that feedback of writing skill in EFL classes as the part of communication in order to get efficient process. Feedback is usefull as the part of process teaching-learning writing product by director indirect correction that support the lecturer-learner's communication in order to get efficien process. Corrective Feedback has an important role to give the opportunities to students especially to answer the questions or respon questions given with enhancing information in the form of error correction (Muhsin, 2017).

Meanwhile, at the second semester of English Department in The State Islamic Institute of Surakarta in academic year 2017/2018, the writing skill taught by four lecturers and with the argumentative essay as the genres appropiate with english department curriculum in *"Buku Panduan Akademik"* (2017: 57). Infact, all lecturers use the feedback in teaching writing argumentative essay. There are different ways and different use of media by the one lecturer and the others to deliver the feedback of teaching writing. The researcher conduct the pre-research at the E class of Argumentative Essay Writing class as the subject of the research. In order to explore students writing skill, the teacher decided the free theme/topic in teaching argumentative essay.

The reseacher observes that there were so many feedback of the teacher from the result of student's task that can be discus. The teacher used two types of digital media by online (plagiarism checker) and offline media (microsoft word). Microsoft word used to check student's task in order to correct the student's error on argumentative essay spesifically. Plagiarism checker as the online media used to check the student's task generally on the original aspect. The process of student's work is on their home than discused in the class using corrective feedback on microsoft word and plagiarism checker directly one by one.

Finally, the implementation of corrective feedback used by the teacher through the operational of media become the interesting fenomena that researcher wants to explore. Based on the explanation above, the researcher with do the observe by taking the title: **"Corrective Feedback of Digital Media in Teaching Argumentative Essay Writing Class at The Second Semester of English Department of The State Islamic Institute of Surakarta"**

B. Identification of the Problem

Based on the background of the study above, it can be identification of problem such as:

1. Writing is a complex process
2. Teacher's corrective feedback using digital media
3. Teacher's corrective feedback in teaching argumentative essay writing
4. Teacher's ways of using digital media in deliver the feedback

C. Limitation of the Problem

In this research, the researcher limits the study on the corrective feedback used by english teacher in argumentative essay writing at the second semester of English Department of The State Islamic Institute of Surakarta. Meanwhile, the researcher focused in the use of digital media; online (smallSEOtools) and offline (microsoft word) on the students final-test.

D. ResearchProblem

The research problem of the study is :

"How is the implementation of the Corrective Feedback of Digital Media Used by Teacher in Teaching Argumentative Essay Writing Class at The Second Semester of English Department of The State Islamic Institute of Surakarta"

E. The Objective of the Study

In accordance with the problems described above, the purpose of this study as follows:

"To find out the implementation of the result Corrective Feedback of Digital Media Used by Teacher in Teaching Argumentative Essay Writing Class at The Second Semester of English Department of The State Islamic Institute of Surakarta".

F. Benefits of the Study

There are some benefits that will be gained through this study. Then, the researcher divides the benefits into two categories. Both are theoritically and practically categories.

1. Theoritically

   The method of this study are expected to give the contribution to develop the study. The researcher expects that if can give knowledge and information about Teacher's Corrective Feedback of Digital Media in Teaching Argumentative Essay Writing.

2. Practically

   The researcher expects that the study will give the inspiration for other studies, especially in English Education Department of State Islamic Institute of Surakarta. Also the researcher hopes that this study can be helpful to others. Moreover, the researcher expects that this study also will give lecturers a knowledge about feedback of digital media in teaching argumentative essay writing at Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta.

G. The Definition of Key Terms

In order to clarify the title, the researcher give the definition of key term to avoid misunderstanding.

1. **Teacher's Corrective Feedback**

   Teacher's corrective feedback is a cooperative learning among teacher and students to correct an error or mistake that made by students. It is hoped the students can learn from their fault and have an improvement (Bitchener & Ferris, 2012:30)

2. **Teaching Writing Argumentative Essay**

   Teaching Argumentative writing is a challenging process of communication task that needs sophisticated cognitive and linguistic abilities (Nippold and Ward-Lonergan 2010:238).

3. **Digital Media**

   Digital media is any media that are encoded in machine-readable formats. Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices (Motteram, 2010).

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher explains about: Review on Corrective Feedback, Digital Media and Teaching Argumentative Essay Writing.

A. Review on Feedback

1. The Definition of Feedback

In the literature so far, there have been few attempts to define the term 'feedback' in teaching writing because researchers seemed to reach a consensus of the nature and function of feedback that are clearly stated by some scholars in the field. According to Keh (1990) as quoted by Reid (1993: 218) feedback is defined as any input from readers to writer that provides information for revision. Thus teacher feedback can be considered an effective means to communicate to the students about their writing and respond to this information   before counting their product as finished they will discover that good writing involves an interaction between their ideas, the expression of the ideas, and their reader's perception and reactions to the expression (Chaudron,1984: 2).

Harwood (2002) states that feedback is the part of writing program which is either underused or misunderstood. Feedback need not be limited to the overt correction of errors and the provision of comments and or grades by the teacher. Feedback can (and should) be a learning experience, which provides the link between consecutive writing lesson. During feedback, learners are invited to identify the merits and shortcomings of their writing performance, understand the reasons for these shortcomings and the discussion of possible improvement. When learners have become familiar with feedback procedures, feedback activities can also be set as homework. Lumetta (2005) states that feedback is the process by which the teacher provides learners with information about their performance for the purpose of improving their performance.

Heidi (1982:62), feedback generally refers to the listeners' or readers' response given to the learner speech or writing. One type of feedback is correction. Although different in some ways, the above definitions have offered a fairly full account of what feedback is. In short, it is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback.

2. Types of Feedback

Feedback is widely seen as crucial for encouraging and consolidating learning, and this significance has also been recognized by those working in the field of second language (L2) writing. Its importance is acknowledged in process- based classrooms, where it forms a key element of the students' growing control over composing skills, and by genre-oriented teachers employing scaffolded learning techniques.

In fact, over the past twenty years, changes in writing pedagogy and research have transformed feedback practices, with teacher written comments often supplemented with peer feedback. The most common sources of feedback come from teacher and friends/ peer. Feedback that comes from teacher is known as teacher's feedback and feedback which is given by friends/peer is known as peer feedback or peer review. Here is the further explanation about the types of feedback according to Harwood (2002):

a. Teacher's Feedback

Teacher's feedback is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback (Harwood, 2002).

The most prominently used methods feedback fall into two common categories: feedback on form and feedback on content. The common methods of feedback on form are outright teacher correction of surface errors, teacher markings that indicate the place and type of error but without correction, and underlining to indicate only the presence of errors. The first requires students to copy the corrections and the latter two require students to correct the errors on their own. Feedback on content consists mainly of comments written by teachers on drafts that usually point out problems and offer suggestions for improvements on future rewrites. Students are usually expected to incorporate information from the comments into other versions of their papers. Here are some types of teacher's feedback on form and content (Harwood, 2002):

1) **Marginal and End Feedback**

Marginal feedback is a kind of feedback that is written in the margin or between sentence lines of the students' paper. It refers to the teacher's immediate intervention in discrete parts of the students' draft. By contrast, summary feedback at the end of the paper is normally an overview of more consideration in an essay. According to Ferris and Hedgcock (1998) there is no conclusive evidence that either marginal or end comments are preferable or more effective. However, in case teachers can only give one form of commentary given the overwhelming number of papers and severe time constraints, a comprehensive and clear end note is strongly recommended.

2) **Negative and Positive Feedback**

There are many research has been done into the effect of positive and negative comments on the students' revision. The students remember and appreciate encouraging remarks made by their teachers. The students would have better attitudes towards writing if they receive positive feedback.

However, some researchers some described critical comments as being positive since they all helped them improve their papers. It is clear that, although the students appear to enjoy and appreciate praises, they expect to receive constructive criticisms and are not necessarily offend by the feedback. The question is a good teacher must know how to keep a balance between these two kinds of feedback. Too many praises, especially at the early stage of the responding process, may actually discourage the students from revising (e.g., *"My teacher liked this part, so I shouldn't change it*) or may lead the students to resent receiving low marks (e.g.," *My teacher said that there are a lot of good things about my essay, so why I get such a low grad?*). Being excessively negative to the students' writing is also a disincentive to the student writers. Therefore, the wisest course of action is the teachers should strive for a balance, providing some praise for the students' efforts, but not forgetting their crucial instructional role of helping the students to revise, to improve on what they have done badly.

3) Specific and General Feedback

Specific feedback is a kind of comment that directly relates to the text at hand, general feedback can be attached to any paper. Many experts in that field argued that teacher feedback is more helpful if it is text- specific. Feedback should be informative and detailed enough to help the student writers return to the task of writing but not so overwhelming that they cannot form a revision plan. As they write, receive response, and revise, students should be able to feel good about what they have done well and realize that they can improve on what they have not done effectively. There is a role in teacher commentary for general responses. A general response of encouragement is no doubt better than none. When time permits, writing teacher should try to make a combination of both to give the students more chance to revise their writing.

3. Writing Corrective Feedback

Corrective Feedback is the way of teacher to help the students that have problem in learning with gives comments or correction Ferris (1999). Feedback is beneficial of students to improve their quality on writing. Corrective feedback is given at the end of writing activities. There are two forms of corrective feedback by Ferris (1999). Those are:

a. **Oral corrective feedback**

Oral feedback also known as oral correction, refers to personal or general consultation between teacher and student during the evaluation of writing composition.

b. **Written corrective feedback**

Teacher can provide correction, comments and marks on the student's written work draft. The marks maybe on the words or quick symbols such as underlining, circles and other signs. There are two types of written corrective feedback (Feris, 1999):

1) **Indirect Corrective Feedback**

Indirect feedback is defined by Ferris (2002) in Bitchener & Ferris (2002:149) as a indicating an error through circling, underlining, highlighting, or otherwise marking it at its location in a text, with or without a verbal rule reminder or an error code, and asking students to make corrections themselves.

2) **Direct Corrective Feedback**

Direct correction is a correction that not only calls attention to the error but also provides a specific solution to the problem. Direct correction may take a variety of forms. In a writing course, the most major categories of direct corrections are cross-outs or rewrites of, o addition to the students" original text (Bitchener & Ferris, 2002: 148).

4. Focus of Teacher Feedback

As the teachers are engaged in the process responding, they are faced with a very fundamental question of what the focus of their feedback should be. The major question confronting any theory of responding to the students' writing is where we should focus our attention. Fathman and Whalley (1990: 178) stated that much of the conflict over teacher response to written work has been whether teacher feedback should focus on form or content. Traditionally, teachers and researchers focused mainly on form and the final product. In recent years, there has been emphasis placed on the writing process.

Many "process" teachers have focused their comments on an essay's overall shape and intention to help the writers present their ideas effectively. Still, some others maintain a strong interest in correctness in spite of this recent focus. Research in this area, which has been carried out so far, seemed to agree that attention must be paid to both content and form. Raimes stated that teachers should look at content as well as errors because grammatical inaccuracies can have negative effects on the overall quality of the students writing (1992: 308).

In an experimental study, Fathman and Whalley concluded that focus on grammar does not negatively affect the content of writing (1990:186). This would suggest that students can improve their writing in situations where content and form feedbacks are given simultaneously. Raimes expressed that teachers should focus on linguistics features after ideas have been fully developed (1992:129). In conclusion, researchers seemed to agree on where the focus of teacher feedback should be. However, there is still some disagreement over when teachers should respond to content or form of the students writing. This implies that more studies are needed in order to find out clearer answer to the problem.

5. **The Importance of Teacher's Feedback**

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also translating these ideas into readable text. In many cases, the students would need intervention from the teachers in terms of not only their writing instructions but also their comments on their submitted drafts in order to identify their own strength and weaknesses, which, in the case of the latter, will make the students know how to go about improving themselves and become effective writers. Thus feedback can be considered a pedagogical tool for the students' writing improvement.

Written feedback is an essential aspect of any English language writing course. This is especially true now with the predominance of the process approach to writing that requires some kind of second party feedback, usually the instructor, on student drafts. So dependant is current writing instruction on instructor feedback that Kroll (2001) describes it as one of the two components most central to any writing course with the other being the assignments the students are given. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity.

Teacher response can even serve as the final arbiter of whether a writer will continue to write at all (Leki, 1990:58). Undoubtedly, good feedback gives students not only stimulation for revision but also motivation to maintain their interest in writing. In addition, provision of comments helps individualize writing instructions in that the student writers will be able to get individual attention to have their own needs or problems rightfully addressed (Reid, 1993).

In this way, feedback is an important step towards the learner centeredness. Especially when feedback is combined with instruction in the writing process, the dialogue between students and teacher is strengthened. Giving and receiving feedback also helps students to develop 'reader sensitivity' and their own writing style. In conclusion, feedback is essential to students writing because it creates a context in which the students learn to write better and more easily.

B. Review on Digital Media

1. History of Digital Media on Education

The use of technology for instructional purposes goes back to the 20th century with the introduction of educational films (Grace, 2003). As the result of the study of the history of digital media, Grace (2003) said that the concept of visual instruction was established by the beginning of 1920. In 1946, the University of Pennsylvania has used the first electronic computer. In 1960, computer-based education was influenced throughout the world. During this period, the learners could access to resources through the use of linked computer terminals that the University of Illinois launched in the classroom. This was done while listening to the lecture that was recorded via a linked device like a television or audio device (Grace & Kenny, 2003).

In 1970, the mouse, hypertext and groupware were invented by Engelbart who created also the hypermedia, multiple - window screens and electronic mail system. Between the 1970's and 1980's microprocessors and electronic books have been introduced. Personal computers, video cassette recorders and CD-Rom were available (Grace & Kenny, 2003). Technology developed; multimedia tools and audio-visual aids are used at schools. Later, Digitalized communication started to take place in schools.

Institutions began to use computer networking to make distance learning courses. In 2003, laptop computer and network textbooks were introduced. The internet is accessed through wireless and pocket computers.

Later, many technological devices were available in school and universities (Grace & Kenny, 2003).

2. **Digital Media on English Teaching-Learning Process**

Digital media are any media that are encoded in machine-readable formats. Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices (Motteram, 2010). The English teachers can base their teaching on the use of the technologies which are now immensely popular among the 21st century students. The electronic tools are attractive in that they "enable more user-centered information creation and sharing" (Spector et al. 824). These characteristic is useful to examine this term a little further since its applications can be easily employed by the teachers of English who decide on using the new media for the purpose of trying out the media based teaching.

Motteram (2010) explains the term "digital tools" as "a primarily helpfull tools to what may call media helper. The idea behind the digital tools is the user can freely contribute to its content either on his or her own or by collaboration with others. In addition Motteram (2010: 52) concludes as follows:

> Many teachers encourage their learners to blog, publishing their written work and projects online in ways that go beyond sharing their work with an audience beyond the teacher, and which help prepare learners for the digitally-driven post-industrial world into which they'll graduate – a world where our understanding of knowledge, culture, truth and authority are in the process of being rewritten.

On the other hand, the digital media based teaching requires good knowledge of technologies and both teachers and students need to be skilful web users willing to learn new things as the applications are being continually developed. Also, the schools have to support the idea of digital media based teaching financially as well as ideologically. Nevertheless, the digital media based teaching is perfectly suitable precisely for English language teaching since many applications and online resources are published in English. It may be also beneficial for the teachers, who

become more flexible. For instance, they can put or check the assignments online/offline at any time of the day or they can run an e-learning course, which is perfectly suitable for the students of distance learning.

3. Types of Digital Media

Moteram (2010) states that there are two types of digital media divided by how its use, those are online and offline digital media:

a. Digital Online Media

The online media open up new possibilities of working with the tasks, they can help the English teachers to support the student- centered, the collaborative or the problem-based learning. Moreover, "online technologies have the power to make authentic materials instantly accessible to learners in the language and culture classroom" (Erbaggio et al.). They enable the English learner to stay in touch with a wide range of materials, which are transmitted through various modes.

The English teachers can base their teaching on the use of the online tools. As Erbaggio et al. write, digital media in teaching has a positive effect on communicative language teaching because the use of web based activities helps to foster an independent learning environment and the activities are largely student-centered. Moreover, there are technologies which are now immensely popular among the 21st century students. In addition to e-mails and smartphones, these are social networking tools such as Facebook, Twitter and Youtube or web 2.0 tools such as blogs, wikis and podcasts.

The social networking tools are attractive in that they "enable more user-centered information creation and sharing" (Spector, 1998). The characteristics are in fact the useful to examine this term a little further since its applications can be easily employed by the teachers of English who decide on using the digital media for the purpose of trying out the web-based teaching.

Motteram explains the term on-line media as "a shift from what were primarily informational tools to what we may call relational tools, so that if off-line was the informational, on-line is the social web". The idea behind the on-line is that the Internet user can freely contribute to its content either on his or her own or by collaboration with other members of the Internet community. Anderson highlights that there is "a group of technologies which have become deeply associated with the term: blogs, wikis, podcasts, plagiarism checker, etc., which facilitate a more socially connected Web where everyone is able to add to and edit the information space". Those technologies allow quick and easy publishing.

However, this list of technologies is not finite. It can be expanded by services such as multimedia sharing or audio blogging. The popularity of these applications presumably lies in the fact that although individually produced, they are shared and evaluated by other people. For this reason many teachers also now encourage their learners to blog, publishing their written work and projects online in ways that go beyond sharing their work with an audience beyond the teacher, and which help prepare learners for the digitally-driven post-industrial world into which they'll graduate a world where our understanding of knowledge, culture, truth and authority are in the process of being rewritten (Motteram, 2010).

This kind of openness, which the on-line media offers, can be perceived as a huge benefit, which can be exploited in the EFL classrooms too. While writing an essay in English, administering a website in English or uploading a podcast, students are asked to take on an active role and be the creators of the content. This is a good motivating factor since the role of the students is now of the thinkers and doers.

Their work is shared and can be evaluated or modified by the peers, which may be encouraging as well because the students know that they are doing their work not only for the teacher, but also for the whole assembly of readers. Furthermore, the products can be archived at the click of a mouse, so the students can store their work for a long time and go back to it whenever they need. It is good for monitoring and assessing students' progress in English. On the other hand, the online-media teaching requires good knowledge of technologies and both teachers and students need to be skilful web users willing to learn new things as the applications are being continually developed. Nevertheless, the online based teaching is perfectly suitable precisely for English language teaching since many applications and online resources are published in English. It may be also beneficial for the teachers, who become more flexible. For instance, they can put or check the assignments online at any time of the day or they can run an e-learning course, which is perfectly suitable for the students of distance learning.

b. Digital Off-line Media

The off-line digital media use as media helper for the teacher in many conditions. Borders (2011) writes their basic media off-line function is to gather and disseminate news, information and entertainment. The use of the off-line media in the English language classrooms brings positive motivation, interactivity and collaboration into the lessons. It can be achieved through activities such as analyzing a text on a popular topic in a magazine, watching and discussing a teenage film or a short video or reconstructing a book story in pairs or groups. Such activities provide students not only with the language practice, but also with information. Since most of the students are familiar with these types of media, the activities done at school can be easily extended and continued or finished at home, which may help the students to bring English into their daily lives.

For instance, as Tanriverdi & Apak observe, "teachers must be aware that newspapers and magazines are commercial enterprises aimed at a particular target readership; and as such they may reflect the values, interests and biases of the readership; as well as those of the owners, editorial staff, and the political milieu". For these reasons the students of English should be taught how to interpret the media, so that they could identify the possible disparities between the texts and the reality.

4. **Benefited of Digital Media in Teaching-Learning Process**

The influence of digital media on EFL teaching and learning has brought many positive effects. Using digital tools in the learning process creates better communication for the learners. For example, with the World Wide Web, students do not need to go to the country where the target language is used as the mother tongue. The use of multimedia provides authentic situations; it can help the learners to practise the language. This communication is suitable for the learners who are too shy to speak. (Rodinadze & Zarbazoia, 2012).

The use of technology in the classroom reflects benefits for both the teacher and learner. Technology will provide the learners with different activities that will help them to learn more about the target language and practise it as well. It means wider access of information and the improvement of skills. (Rodinadze & Zarbazoia, 2012). For instance, chatting in network, can offer a good language environment for the learners to have speaking and listening lessons. In this way, learners may develop their communicative ability. Learners can use the internet and social media like chatting and using facebook to learn more about English speaking communities and their cultures which will develop their productive skills and their knowledge about the target language and its use. (Rodinadze & Zarbazoia, 2012).

The learners can learn even without any assistance using the internet. Knowledge in operating a computer will be helpful for the learners so that they will have responsibility for their learning. Moreover, the students can

search for the required answers to do their homeworks. Using technology can bring easiness in studies. It can promote an exciting way to learn since there are a lot of images and graphics that can be provided by a computer (Rodinadze & Zarbazoia, 2012).

Using digital media, the teaching process has been improved. This had changed the educational system from the teacher-centered method of teaching into the student-centered learning mode. The students were passive recipients of information; they were taking little part in the learning process. English teaching creates a student -centered learning environment which develops the learners' critical thinking skills and the ability of problem solving (Rodinadze & Zarbazoia , 2012).

The digital media enable the English teachers to personalise and differentiate learning more readily because they offer a wide range of applications which are at hand. This is an advantage because almost in every EFL classroom there are students who are faster and good enough to be able to work on more challenging activities whilst some other students struggle to complete the task and need some further help. It also reinforces the role of the teacher as a facilitator. On the other hand, as Bannister & Wilden observe that when the students are engaged in project and collaborative learning on a digital media, the teacher may need to take a less active role. This can at first feel daunting as the teacher may feel less in control of the lesson (Bannister & Wilden, 2017).

5. The drawbacks

Nobody has the inborn ability to work with digital media. That means that not only students, but also their teachers have to invest some time and effort into learning of how to operate them skilfully. Moreover, as the functions and applications of the device perpetually change, it is necessary for the teacher to refresh their knowledge regularly and actively take part in the lifelong learning.

Many teachers may find this procedure too time consuming and especially older teachers may find the manipulation with these too difficult. The typical fear of the teachers is that the digital media would go wrong and they will not be able to repair them on the spot. A good preparation course should prepare teachers for these situations and reassure them that they do not need to be technological experts to be able to use the tablets. The faculties of education should be probably the first institution, which should provide the teachers with an appropriate training.

There is a huge concern among teachers that students will be involved in other tasks during the lesson and not be focused on what they should be doing (Bannister & Wilden, 2017). This may be solved by fixed rules about what is acceptable or not and with limited functions on the tablets, e.g. with the limited access to the Internet. Teachers using digital media in their lessons are in risk that they forget about the general aim of the lesson, i.e. to teach English, and rather focus on the technology itself. However, it is all right to use digital media just for one stage of the lesson (e.g. as a warm-up or for the presentation of the topic) and then put them aside. It is important to bear in mind that the tablets should be primarily used with the aim to make the process of learning and teaching of English more effective.

6. Electronic Feedback

A basic understanding of the value of educational technology and its impact on instruction is increasingly important, especially given the fiscal investment now being made in technology. That's why the technology trends and tools relevant to the education (Jhonson, 2012). The judicious use of technology in schools is support, extend, and amplify identified best practices in education that help students learn and grow. Education leaders especially superintendents, curriculum directors, and principals need to understand this connection.

One best practice is giving students timely feedback on their work. Whether it is grading assignments and tests, writing comments on papers, or implementing real-time formative assessments on projects, quick turnaround is crucial. The use of getting a suggestion for improvement on a task that's ancient history by the time. Here are three promising roles technology can play in helping teachers provide feedback to students by Jhonson (2012).

a. Electronic Submission

Students increasingly write, draw, create, design, record, film, graph, and compile school work using computers and other digital devices. Ironically, they often must then find ways of making analogue versions of their products to hand in to the teacher. Happily, submission of electronic projects is easier than ever. Attaching a file to an e-mail message works, provided that a student has an e-mail address. A better alternative is for the teacher to create a class drop box to which students can upload files. Traditionally these have been housed on local file servers, but a drop box feature is now a standard part of many course management systems, such as Moodle, school webhosting sites, and even student information systems. With the addition of Drive to Google Apps for Education, students and teachers can share multiple file types, not just Google Docs. Microsoft Office 365 and Skydrive offer file-sharing capabilities as well (Jhonson, 2012).

Both Google Docs and Microsoft Office applications have an "insert a comment" feature that teachers can use to add notes to student work before returning it to the student. Digital products also lend themselves nicely to creating portfolios of work, which can follow students from grade to grade, from school to school, and into academia and the workplace.

b. Sharing, Collaborating, and Peer Editing

The example of the initial reason adopted Google Apps for Education was to provide no-cost tools to the students and staff, the ease with which these tools enable to share, collaborate on, and peer edit documents has proven to be the major benefit in terms of feedback. Because all Google Docs tools (a word processor, spreadsheet, presentation program, survey tool, and graphics program) and files reside online, document owners can share a single copy of a document for viewing, commenting, and editing instead of sending separate copies to everyone who should see the document. The owner simply indicates who can access the document and what that person or group can do with it.

The ability for several individuals to all work on a single file eliminates the confusion often associated with multiple copies. Peer editing and teacher commenting can be done in real time; users can watch on separate computer screens while changes are actually being made. Talk about instant feedback! The document owner can remove changes and restore previous versions, which eliminates the fear of unwanted permanent changes.

c. Student and Parent Portals

Students wanted to be reminded of any missing assignments and of their grades on tests. Today's student information systems have online portals that enable students and their parents to view student information by logging in using a web browser or special apps for smartphones and tablets. Secured by unique passwords for each student, these systems enable individuals to view upcoming assignments, attendance and discipline records, contact information, completion of graduation requirements, and grade point averages, as well as daily work and scores. Rather than waiting for weeks or months for a report card or conference, students and parents can check progress in real time and address concerns immediately. Most of us are now accustomed to viewing our bank

balances online instead of waiting for the monthly statement. Classroom performance checks should be just as timely.

C. Teaching Argumentative Essay Writing
1. Teaching Writing in ESL/ EFL Contexts

Teaching writing has always been a debatable issue in the area of Second and Foreign Language Instruction. Although, there are a number of strategies for writing instruction in English as a Second Language (ESL hereafter) or English as a Foreign Language (EFL hereafter) contexts, not many ESL/ EFL writing instructors have a clear insight on writing approaches. Therefore, much of teaching writing still concentrates on a traditional approach that is mainly concerned with knowledge about the structure of language, and writing development as the result of the imitation of input, in the form of texts provided by the teacher.

ESL/EFL writing is a difficult, intricate and demanding process. This hardship and intricacy in ESL/EFL academic writing arises from the reality that writing comprises searching out a thesis, fostering support for the claim, formulating, modifying, and finally editing the thesis to ensure an effective, error free writing product. Additionally, ESL/EFL academic writing is one of the most crucial genres of language instruction. As claimed by Coffin. (2004, p.3):

> "Students of academic writing continue to be at the centre of teaching and learning in higher education, but it is often an invisible dimension of the curriculum; that is, the rules or conventions governing what counts as academic writing are often assumed to be part of common sense knowledge students have, and are thus not explicitly taught within disciplinary course".

To provide an effective ESL/EFL academic writing instruction is the prime responsibility for lecturers, researchers, textbook writers and programme coordinators in the area of foreign language instruction, but producing a textbook for most ESL/EFL students is a difficult task because the writing process requires an extensive range of cognitive and linguistic approaches of which ESL/EFL students are largely incognizant. Moreover,

research about ESL/EFL writing has evolved dramatically over the last 40 years, specifically between the late 1980s and the early 1990s. As a result, writing has now shifted an interdisciplinary area of question. Generally, there are three main types of ESL/EFL writing strategies consisting of product approach (Silva, 1990; Brown, 2001), process approach (Silva, 1983) and genre- based approach (Hyland, 2003).

2. The Difficulties of Writing Argumentative Essays

Writing an argumentative essay is one of the most common types of assignments set in university. This genre of writing calls for students to argue for and against a convinced proposal. Most tertiary students (whether in L1, L2 and EFL) are unable to argue or propose a convincing thesis statement. Argumentation is a procedure to compose an argument by looking for actual evidence to back up the claim or a thesis statement. To write a good piece of argumentative writing is often difficult for EFL/ ESL students. Basically, writing an argument begins with taking a stance and giving evidence in order to convince the readers to execute the action or to accept the idea based on a controversy.

Nippold and Ward-Lonergan (2010, p. 238) note that argumentative writing is a challenging communication task that needs sophisticated cognitive and linguistic abilities. Likewise many research studies confirm that an argumentative writing essay is the most difficult genre for both ESL and EFL students. Most Thai EFL students are unable to produce good argumentative essays because of their lack of readiness for English argumentative writing and insufficient practice writing during classroom instruction.

D. Corrective Feedback Of Digital Media in Teaching Argumentative Essay Writing

There are many theories from the teacher's Corective feedback of argumentative essay with digital media as the way to deliver the feedback. The researcher try to submite the all theories needed and combine the relation of the theories. The researcher used the tabel to show that teacher's feedback can be divided into the types of teacher feedback toward the point discuss of feedback of argumentative writing as follows; content, form of corective feedback and how feedback is deliver. The Summary of theories corrective feedback of digital media in teaching argumentative essay writing will be explain on the following table in order to make easily to get sinthesys or combination that adapted from the combination of theories by Harwood, Ferris And Motteram:

Table D.1 Teacher's Corrective Feedback of argumentative essay writing

Types of Teacher's feedback	Feedback of argumentative essay writing				
	Content of Feedback	Form Corrective Feedback		Operationaly (How to deliver)	
		Direct	Indirect	Using Digital Media	Conventional
Marginal & end feedback	The place of feedback	The time of feeback given directly	The time of feeback given indirectly	Marginal & end feedback of digital media by using electronics media online or offline	Marginal & end feedback can be deliver with mark line using pen or others tools
Negative & positive feedback	The form Feedback that will bw improve or decrease student's motivation or understanding	The form of feedback can be positive or negative directly writen when the process is on going or no assumption	The form of feedback can be positive or negative indirectly writen when the process is over or using assumption	How the impact of digital media in deliver the feedback positive or negative.	How the positive or negative feedback in using traditional ways such as mark and long explanation by the teacher

General & specific feedback	The feedback of argumentative use general and spesific feedback on the topic until the part of word can be giving feedback	Direct feedback for argumentative ussualy spesifically	Indirect feedback for argumentative ussualy generaly	Teacher can use the digital media for giving feedback generaly and specificaly but the role as the helper not center media technique	Teacher can use the digital media for giving feedback generaly and specificaly

E. Previous Research Studies

There have been many studies about teacher's direct feedback either experimental research or qualitative research. One of them is the study conducted by Hashemnezahd and Mohammadnejad (2012). The participants of this study were the students of 3rd year of undergraduate education. This study investigated the types of feedback given to EFL students during a 16- week study. The result of this study showed that corrective feedback often facilitates to students' skill to identify the existence of an error. This study also revealed that error feedback in the form of direct feedback is more beneficial than indirect feedback especially for proficient learners.

Another study about direct feedback is from Chandler (2003). The participants of this study were students from high intermediate East Asian college. This study took 10 weeks to realize two aims purposed by Chandler. The first aim was Chandler wants to show that students' correction of grammatical or lexical error reduces such errors in subsequent writing. The second aim was to know how error correction should be done. The result of this study demonstrated that the accuracy of students writing improves significantly. Related to direct feedback, this study also revealed that direct feedback is best for producing accurate revisions and students prefer it because it is the fastest and easiest way for them as well as the fastest way for teachers over several drafts.

On the other hands, there is also research that shows that direct feedback is not beneficial to improve the students' writing. The study was conducted by Liu (2008). This study had an aim to investigate L2 university ESL students' ability to self-edit their writing across two different feedback conditions: 1) Direct correction with the correct from provided by the teacher; 2) indirect correction indicating that an error exist but without providing the correction. The results showed that both types of feedback helps students self-edit their texts. Although direct feedback reduced students' errors in the immediate draft, it did not improve the students' accuracy in a different paper. Indirect feedback helps the students reduce more morphological errors than semantic errors.

Additionaly, Lucie (2014) with the study *The Use of Media in the EFL Classrooms at Secondary Schools in the 21st Century*, explores and compares various types of the old and the new media, which are commonly used in the EFL classrooms at the Czech secondary schools in the 21st century. The new media implemented into the English lessons at the Czech grammar and secondary technical and vocational schools. The findings of the online questionnaire survey, which was conducted on the random sample of the Czech secondary school teachers of English and on the sample of the 15 or 16 years old first grade secondary school students of English proved that both the old and the new media are commonly used in the English lessons.

However, despite the fact that the lives of the 21st century students are largely influenced by the new media, the English teachers use the old media more often. It is recommended that more initiatives and programmes should be directed at the promotion of the implementation of the new media into the English lessons and also at the training of the teachers in using them effectively. Overall the results imply that providing corrective feedback on students' writing is not a sufficient way to improve students' accuracy in writing. Those three previous studies are not similar to this study though the focus is on the Corrective Feedback of digital media that used by the teacher in teaching argumentative essay writing.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher took a certain procedure covering seven components. They are Type of Research Design, Research Setting, Subject of research, Data and Source Data, Technique of Collecting Data, Technique of Analysing Data, Code the data and The Trustworthiness of the Data.

A. Types of Research Design

The type of this research using descriptive qualitative method with document analysis design. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). It is called descriptive qualitative method because it just collects the data, classifies them, then analyse them and finally draws conclusion about the data, it is not necessary to draw general conclusion (Hadi, 1983:3).

Document analysis is a social research method and is an important research tool in it shown right, and it is invaluable part of most schemes of triangulation, the combination of methodologies in the study of the same phenomenon (Bowen, 2009). In this research, the researcher describes the phenomena from the data, analysing them, then drawing the conclusion in line with Surakhmad (1998: 139-140) descriptive research is a type of research using technique of searching, collecting, classifying, analysing the data, and finally drawing the conclusion. Additionally the researcher describes the data information inform of words and sentences.

Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods (Zoltan, 2007: 2). Analysing documents incorporates coding content into themes similar to how focus group or interview transcripts are analysed (Bowen, 2009).

B. Research Setting

1. Place

It is important to the researcher to know, to determine the research, and to limit the place in conducting the research to make the research easier. In this study, the researcher will carry out at The State Islamic Institute of Surakarta which is located at JL. Pandawa, Pucangan, Kartasura, Sukoharjo, JawaTengah.

2. Time

The research conducted for about 6 month, started on December 2017 until May 2018.

C. The Subject of Research

In this study, the subject of the research is the lecturers' of the second semester argumentative essay writing class of English Department Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018. The researcher uses purposive sampling to choose the informant or participant. Patton (2002) defines purposive sampling as the technique that is used in qualitative research. This technique used for identification and selection of information-rich cases for the most effective use of limited resources. The researcher choose the lecturer of 2E class because the result of pre-research showed that only the lecturer of 2E class that more explore using digital media appropriate with the purpose of this study.

D. Data and Source of the Data

The data source in the descriptive qualitative research can be humans, events or activities, place or location, things, various picture and records, documents, and archives (Sutopo, 2002:50). The main source of the data in this research includes informant and document.

1. Document

   There are three primary types of documents (O'Leary, 2014):

   a. Public Records: The official, ongoing records of an organization's activities. Examples include student transcripts, mission statements, annual reports, policy manuals, student handbooks, strategic plans, and syllabi.

   b. Personal Documents: First-person accounts of an individuals' action, experiences, and beliefs. Examples include calendars, e-mails, scrapbooks, blogs, Facebook posts, duty logs, incident reports, reflections/journals, and newspapers.

   c. Physical Evidence: Physical objects found within the study setting (often called artifacts). Examples include flyers, posters, agendas, handbooks, and training materials.

   In this research the documents that is used is physical documents such as: the students working on mid test and final test of argumentative essay writing class, the sylabi, leson plan, and the all appendix that will support this research.

2. Informant

   The researcher took one of the lecturer and five students of second semester argumentative essay writing 2E class to be interviewed in this study. The lecturer of 2E is the lecturer that have most intensity in using the media in teaching writing more than the others. It can be seen by the result of pre-research. Then the researcher choose five students as the subject in order to get effective in displaying the data because of too many similarity of corrective feedback.

E. The Technique of Collecting Data

There are several ways in collecting information which are used to collect data, such as documents, observation, interviews, visual material, etc (Creswell, 003: 186). This study is associated with particular data collection instruments:

1. Collecting of document teacher's corrective feedback of digital media

    The source of the data in this study were the lecturer's document of teaching argumentative essay on the second semester of English department.

2. Conducting Interview

    Burns (1999:17) said that interviews and discussion are face-to-face personal interactions, which generate data bout the research issue and allow specific to be discussed from other people perspective.

    The researcher interviews the lecturer in order to get the data about the implementation of teacher's corrective feedback using digital media as the part of their teaching process on argumentative essay writing and the deep description on using online and offline digital media. The researcher also interviews the students of 2E class in order to get supporting data about how teacher's corrective feedback using digital media on their study.

F. Technique of Analysing Data

The researcher uses a componential analysis. Spradley (1980) states Component Analysis, which sought to organize is the difference in domains or gaps contrast in the domain. These data are searched through document, follow-up interview, or selected documentation. With data collection techniques that are triangulation a number of specific and different dimensions on each element can be found.

Once found similarity of traits or similar patterns of data from the analysis taxonomy, the researchers further make a deeper analysis to reveal a particular picture or pattern in the data. In this case, researchers do it by randomly generating data with ratios used and other things. Having found a certain picture, or patterns certain from the data, then the researchers continue to make the guidelines interview by adding some capable questions confirm the researchers' findings in componential analysis.

The form of the data included types of matrices, graphs, charts, or networks. These types of data can be used to support component analysis according to (Spradley, 1980; Santoso, 2017: 65). This component analysis basically connects between components and aspects, in this case are among the components in the domain and components in the taxonomy that have been done on the analysis of the domain and taxonomy according to (Spradley, 1980; Santoso, 2017: 84). In this case, the researcher makes table to analyse the data easily. The table is to help the researcher know how the implementation of corrective feedback used by teacher in teaching argumentative essay writing of 2nd semester.

G. Code the data

In this research, the researcher gave some codes of each datum I order to be easy in analysing the data. The coding of the types of speech style is as follows:

1. The use of Arabic number-to-number data. 01 means that the datum is number 01.

2. The use of people name abbreviation as the informant

3. The use of abbreviation with Romans word in capital and normal characters combination to show the types of Document.

    SFt   : Student's Final-test worksheet

4. The use of abbreviation with Romans word in capital and normal combination characters to show the types of Digital Media.

    OnM   : Online Media

    OffM   : Offline Media

5. The use of abbreviation with Romans word capital characters to show the types of Corrective Feedback.

    DF   : Lack of knowledge

    IF   : Indirect Feedback

    MF   : Marginal Feedback

    EF   : End Feedback

    NF   : Negative Feedback

    PF   : Positive Feedback

    GF   : General Feedback

    SF   : Specific Feedback

No.	Name	Source data	Teacher's Corrective Feedback on Students									
			Digital Media		Types Corrective feedback							
			OnM	OfM	GF	SF	DF	IF	MF	EF	PF	NF
01	RS	SFT										

Here is the example to read the coding data from the table of analysis: **RS (01/SFT/ONM/GF/MF/DF/IF/PF)** means that it is the datum number 01 with initial RS. The datum analyse from students final-test worksheet on online media. The datum contains types of general feedback, direct and indirect feedback. The datum also contains positive feedback.

H. The Trustworthiness of the Data

Every study needs a validity to prove the evidence of the result correctly. As stated by Alwasilah (2002:169), correctness and honesty in a description, conclusion, explanation, interpretation, and all kinds of report can be called validity. Fraenkel, Wallen, and Hyun (2012:458) explain that "In qualitative research, validity refers to the appropriateness, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collect, while reliability refers to the consistency of these inferences overtime, location, and circumstances".

From the validity and the reliability, the result of the study can be avoided from hesitancy or threats about the data that are collected tend to be accurate or inaccurate and complete or incomplete. In this study, the researcher used the triangulation. Sutopo (2002: 78-79) he states that:

> Triangulasi merupakan cara yang paling umum digunakan bagi peningkatan validitas data dalam penelitian kualitatif. Dalam kaitannya dalam hal ini, dinyatakan bahwa terdapat empat macam teknik triangulasi, yaitu (1) triangulasi data/sumber, (2) triangulasi metodologis, (3) triangulasi peneliti, (4) triangulasi teoritis.

From the theories above there are four techniques of triangulation. They are triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories.

1. Triangulation by using sources

   Triangulation by using sources means that the researcher will compare and recheck the credibility of information found in the observation with the data of interview and compare it with related documents.

2. Triangulation by using methods

   Triangulation by using methods is that researcher will check the credibility of the data of the research and the data sources by using several data collection technique and analyze them by same method.

3. Triangulation by using investigator

   Triangulation by using investigator is that the researcher will recheck the credibility of her data by her own research or other researcher.

4. Triangulation by using theories

   Triangulation by using theories is that the technique of examining data by finding standard of comparison from analysis explanation as a supporting data to get a valid evidence of the research result

   In this research, the researcher used triangulation by using sources, theories and method. The researcher rechecked the credibility of information from the result of interview, observation, and document that gained from the lecturer of second semester argumentative essay writing class of English Department at the Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta in academic year 2017/2018. The methods are aimed to get the data about description of corrective feedback of digital media used by the lecturer. The process of triangulation used by the researcher are below:

1. Comparing the result of the interview between the informants.

   In this study, the researcher compare the result of interview between the informants to check the trust degree of the information. The researcher compared the result of interview between the lecturer and the students of 2E argumentative essay writing class in second

semester of Islamic Education and Teacher Training Faculty at State Islamic Institute of Surakarta. It used because findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data.

2. Comparing the result of the data form interview, and document.

   Comparing the result of the data from interview and document uses to recheck the information from different method of collecting data, and to decrease the deficiencies and biases that come from any single method.

3. Comparing the result with the standard of comparison in analysis explanation (Theories).

   Multiple theories and perspective helps the researcher to interpret and explain the data. In this study, the researcher used the theories of corrective feedback, digital media in teaching writing, and argumentative writing.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion used to answer the problem statements in chapter I, which have been collected from the interview and document.

A. Findings

The researcher collected the data by analyzing the students' worksheet in the final test consisting 36 documents at online and offline digital media of argumentative essay writing class. The researcher also interviewing one english lecturer and the six students to support the data.

In this findings, the researcher gave some codes of each datum that have been provide in the Chapter III in order to be easy in the data displays. Here the findings of corrective feedback related with the digital media in teaching argumentative essay writing:

Types of digital media	The process of feedback								The result	
	Form		Time		Content		Place		Impact	
	Oral	Written	IF	DF	GF	SF	MF	EF	PF	NF
Offline	√	√	√	√	√	√	√	√	√	√
Online	-	√	√	√	√	√	√	√	√	√

Table 4.1 componential element of corrective feedback using digital media.

The table shows that the corrective feedback of digital media in teaching argumentative essay writing can be devided into two type of digital media related with the type of corrective feedback in the process and result of teaching. In the offline students' worksheet found that the lecturer used the oral and written form of corrective feedback, then followed by the direct & indirect feedback as the time, general & specific feedback as the content and

marginal & end feedback as the place. As the impact of the corrective feedback in offline the researcher found the negative and positive corrective feedback. In the online students' worksheet found that the lecturer only used the written form of corrective feedback, then followed by the direct & indirect feedback as the time, general & specific feedback as the content and marginal & end feedback as the place. As the impact of the corrective feedback in online the researcher found the negative and positive corrective feedback.

The digital media has significant role in the process of teaching argumentative essay. The lecturer used the digital media in the class on the purposive ways to facilitate the teaching. In the teaching process the digital media that is used by the teacher are Microsoft Word and SmallSEOtools (plagiarism checker). In order to get spesific understanding about the process and the result of corrective feedback using digital media, the researcher divides the description using the type of digital media by online and offline that is analyzed from 36 students final test worksheet document.

1. **The corrective feedback of argumentative essay writing using <u>offline</u> digital media**

   a. **Description of the use offline digital media (Microsoft Word)**

   Microsoft word or Ms. Word (often called *word*) is a graphical word processing program that user can type with. It is made by the computer company microsoft. Its purpose is to allow users to type and save documents (Microsoft, 1981). The lecturer believed that the use of Ms. Word will be the solution in the lack of students' motivation in learning argumentative essay writing.

   > *"saya percaya dalam zaman seperti ini penggunaan media digital untuk mengajar menjadi salah satu solusi untuk meningkatkan motivasi belajar mahasiswa."* (Mr.PA/Wednesday,15aug2018)

   The Ms. Word application as the offline digital media use by the lecturer as the facilitator of the students in writing argumentative essay product. The process of using Ms Word had be done by the lecturer through

the product based approach using brainstorming and freewriting. According to the lecturer the brainstorming and freewriting work best when he made regular part of the class routine. Ms Word makes it easy to do that technique.

The class is begin with the explanation of the structure and rule about argumentative essay, then the lecturer gave the students some topic and order the students to make the essay related to the topic. The lecturer give the students time to brainstorming and make their essay in freewriting means that there is no limit until the next meeting. In the next meeting all students had submitted before and the lecturer easily to correct the students work by giving corrective feedback on oral or written. It is called the offline because the Ms. Word did'nt need the internet connection to access and could be present in print out.

The lecturer statements about using Ms. Word in his teaching as follows:

> *"saya menggunakan media sebagai bentuk fasilitator untuk mempermudah dalam mengajar. Dalam hal ini saya menggukan ms.word untuk membantu mengajar writing. Pada prakteknya setelah saya jelaskan jenis teks.ny pada awal pertemuan kemudian mahasiswa dapat menulis di manapun dirumah maupun diluar rumah kemudian dengan waktu yang dibatasi mereka mengumpulkan soft file kemudian saya koreksi dan pertemuan selanjutnya kita bahas kesalahan dan apa yang kurang."*
> (Mr.PA/Wednesday,15aug2018).

The written and oral corrective feedback used by the lecturer in giving correction of the students' writing product. The writen corrective feedback apply by the lecturer in order to get the individual understanding of students' mistakes and oral ussualy done by the explanation in general for all students. Ms word support the process of giving corrective feedback as media helper for the lecturer. The example of the corrective feedback in offline digital media microsoft word.
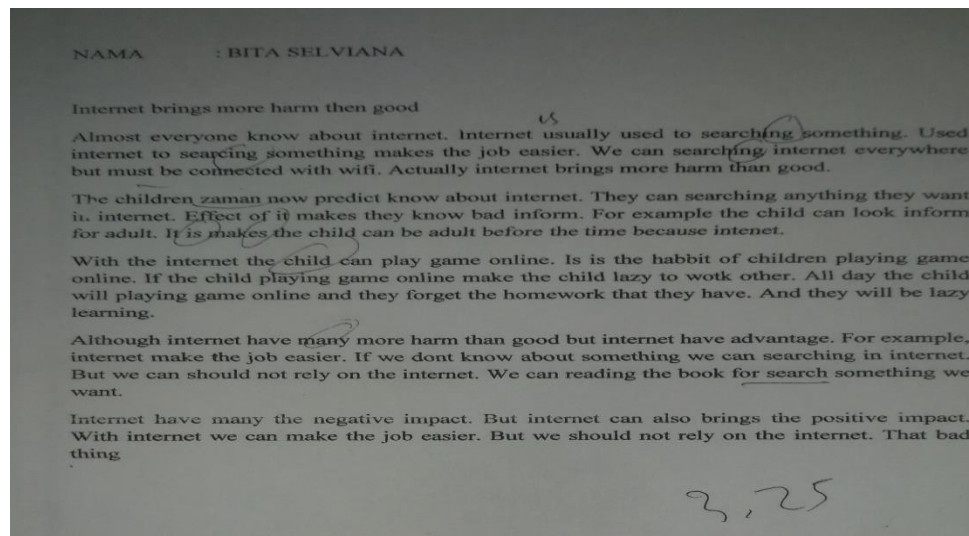
Figure 4.1 written corrective feedback using print-out microsoft word.

b. **The process of corrective feedback using offline digital media**

The process and result of corective feedback described by the reseacher using the table of analysis. Table 4.2 the english lecturers' corrective feedback using offline digital media

Students score range	Teacher online correctife feedback							
	SF	GF	MF	EF	IF	DF	NF	PF
3,75 – 4	11	-	5	11	-	11	11	11
3,5- 3,75	2	-	1	2	-	2	2	2
3,25-3,5	13	-	8	13	-	13	13	13
2,75-3,25	3	-	3	3	-	3	3	3
2,0-2,75	7	-	5	7	-	7	7	7
Total	36	0	22	36	0	36	36	36

Table 4.2 the english lecturers' corrective feedback using offline digital media in the students final-test

After the researcher analyzed the students work using the table 4.2, the researcher identified the types of corrective feedback at the process of using offline media as follows:

1) Specific feedback (**SF**) 36 times
2) Direct feedback (**DF**) 36 times
3) Marginal feedback (**MF**) 22 times
4) End feedback (**EF**) 36 times

The written corrective feedback used as the easier way in delivering the corrective feedback spesifically. The process by the content the lecturer used spesific corrective feedback in giving the students correction. As the part of offline media the students need spesific feedback for their mistakes. The process by the time to understand the lecturer used the both of direct and indirect feedback for students mistake with purposive ways. The process by using corrective feedback can be written marginal or in the end of students work.

c. **The result of corrective feedback using offline digital media**

The researcher identified the types of corrective feedback at the result of using offline media as follows:

1. Negative feedback (**NF**) 36 times
2. Positive feedback (**PF**) 36 times

The corrective feedback in argumentative essay gave the effect for the students. The effect analyzed by the types of corrective feedback negatif and positive corrective feedback. The positive effect realized by the students in the improvement of their writing score from mid test into final test. The negative effect found when the student couldn't understand the means of the symbol in written corrective feedback of the lecturer then they felt confused about it. The supporting statements of the student as follows:

"Feedback itu membantu sekali kak , karena bisa dilihat dari hasil itu kak mid test dan final test ada peningkatan kan." (FM/thursday,23aug2018)

"membantu kak , tapi ya kadang kalo coretannya enggak jelas terus malah bikin bingung benerinnya gimana."(AA/thursday,23aug2018)

From the description above the corrective feedback in offline digital media have impact for students . The corrective feedback used in every aspect of teaching from the aspect how to deliver material until aspect assesment and students'phsycological aspect.

The following description of the process and result as the findings can be seen from the explanation of the coding of table 4.2

TA (01/SFT/OFM/SF/MF/IF/NF)

This datum is the datum number one, the name initial for the student is TA. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback. from the datum the researcher found the corrective feedback specificly because the researcher found the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains marginal corrective feedback because the reseacher found by the place of the symbols in the marginal area of the text. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains negative feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was decrease.

RYN (02/SFT/OFM/SF/DF/IDF/PF/NF)

This datum is the datum number two, the name initial for the student is RYN. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the

correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

APH (03/SFT/OFM/SF/DF/IF/MF/EF/PF/NF)

This datum is the datum number three, the name initial for the student is APH. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AYS (04/SFT/OFM/SF/DF/IF/MF/EF/PF/NF)

This datum is the datum number four, the name initial for the student is AYS. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students

mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

MDAS (05/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number five, the name initial for the student is MDAS. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

ALK (05/SFT/OFM/GF/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number six, the name initial for the student is ALK. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the

students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RBH (07/SFT/OfM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number seven, the name initial for the student is RBH. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

KBM (08/SFT/OFM/SF/DF/IDF/EF/PF/NF)

This datum is the datum number eight, the name initial for the student is KBM. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the

students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

WDA (09/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number nine, the name initial for the student is WDA. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RAP (10/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number ten, the name initial for the student is RAP. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

MR (11/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number eleven, the name initial for the student is MR. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RP (12/SFT/OFM/SF/EF/PF/NF)

This datum is the datum number twelve, the name initial for the student is RP. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

IS (13/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirteen, the name initial for the student is IS. The lecturer using offline media to deliver the feedback.

This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

DI (14/SFT/OfM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number fourteen, the name initial for the student is DI. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

PEC (15/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number fifthteen, the name initial for the student is TA. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective

feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

FDS (16/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number sixteen, the name initial for the student is FDS. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

LFS (17/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number seventeen, the name initial for the student is LFS. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher

found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AKH (18/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number eighteen, the name initial for the student is AKH. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

UUK (19/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number nineteen, the name initial for the student is UUK. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the

students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

BS (20/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twenty, the name initial for the student is BS. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

EDA (21/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twentyone, the name initial for the student is EDA. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

FM (22/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twentytwo, the name initial for thge student is FM. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

MHA (23/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twentythree, the name initial for the student is MHA. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

DM (24/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twentyfour, the name initial for the student is DM. The lecturer using offline media to deliver the

feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RAL (25/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twentyfive, the name initial for the student is RAL. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

IT (26/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twentysix, the name initial for the student is IT. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the

spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

YIR (27/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twentyseven, the name initial for the student is YIR. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

MR (28/SFT/OFM/SF/DF/IF/MF/EF/PF/NF)

This datum is the datum number twentyeight the name initial for the student is MR. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher

found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AZ (29/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number twentynine, the name initial for thge student is AZ. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AK (30/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirty, the name initial for thge student is AK. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score

from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

ADG (31/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirtyone, the name initial for thge student is ADG. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RPH (32/SFT/OFM/GF/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirtytwo, the name initial for thge student is RPH. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

NAM (33/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirtythree, the name initial for thge student is NAM. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AM (34/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirtyfour, the name initial for the student is AM. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

SS (35/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thiryfive, the name initial for thge student is SS. The lecturer using offline media to deliver the

feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

NM (36/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirtysix the name initial for thge student is NM. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

2. **The corrective feedback of argumentative essay writing using <u>online</u> digital media**
   a. **Description of online digital media (SmallSEOtools)**

   The lecturer focus on the originality of students' work so he used plagiarism checker to check how far the students' write the teks by their self. The lecturer realized when he tried to used the digital media he have

to worried about the chance of cheating by the students. It can be the solution to decrease the drawback of digital media.

> *"saya menyadari banyak kekurangan dari media digital seperti plagiarisme dan cheating, maka dari itu saya juga menggunakan check plagiarisme dalam hal ini* smallSEOtools *untuk menutupi kekurangan tersebut* smallSEOtools *adalah aplikasi plagiarism checker yg berbasis online."* (Mr.PA/Wednesday,15aug2018)

SmallSEOtools plagiarism checker is a platform to check paper for plagiarism to verify the integrity of its written content. The provider of SmallSEOtools.com provide the online application of plagiarism checker using the similiarity of the sentence and then provide the similiar source. The result will be report using plagiarism scan report.

The plagiarism scan report showed the originality of the sentence using the measure of precentage of unique and plagiarized sentence. The following display of the smallSEOtools are below:
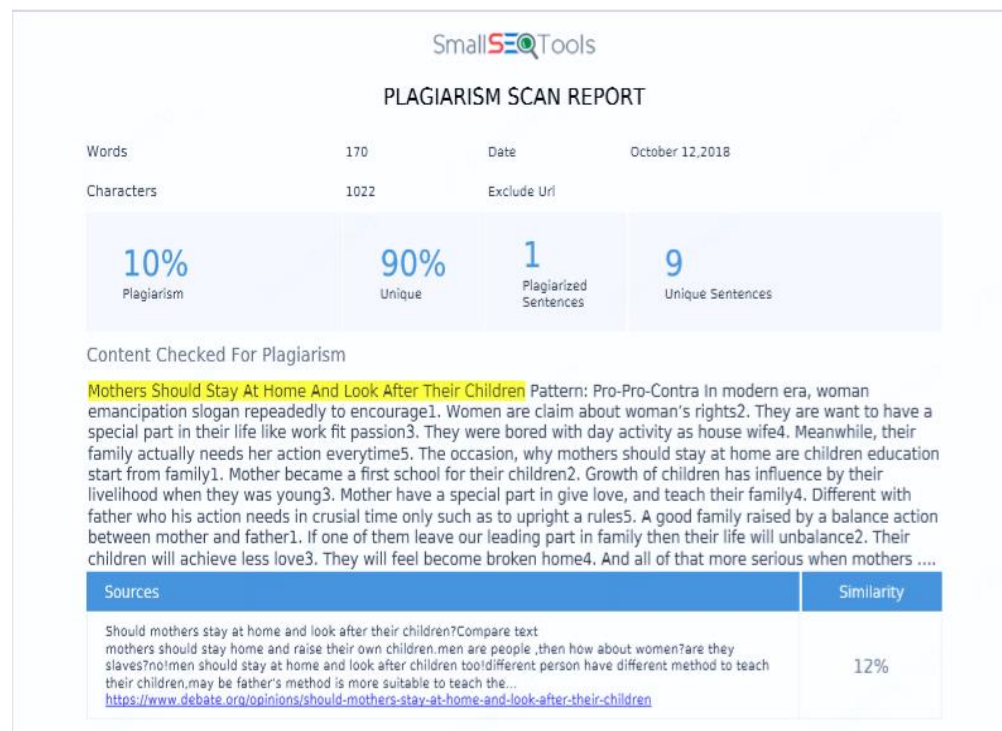

Figure 4.2 smallSEOtools display.

b. **The process of corrective feedback using online digital media**

The process and result of corective feedback described by the reseacher using the table of analysis. Table 4.3 the english lecturers' corrective feedback using online digital media

Students score range	Teacher online correctife feedback							
	SF	GF	MF	EF	IF	DF	NF	PF
3,75 - 4	-	11	3	11	-	11	11	11
3,5- 3,75	-	2	1	2	-	2	2	2
3,25-3,5	-	13	4	13	-	13	13	13
2,75-3,25	-	3	-	3	-	3	3	3
2,0-2,75	-	7	5	7	-	7	7	7
total	0	36	14	36	0	36	36	36

Table 4.3 lecturer corrective feedback using online digital media

After the researcher analyzed the students work using the table 4.3, the researcher identified the types of corrective feedback at the process of using offline media as follows:

1) Specific feedback (**GF**) 36 times
2) Direct feedback (**DF**) 36 times
3) Marginal feedback (**MF**) 14 times
4) End feedback (**EF**) 36 times

The corrective feedback in online digital media given by the lecturer in form of written with no more explanation because the lecturer believe that from smallSEOtools the result is clear and didn't need more explanation. The process by the content the lecturer used general corrective feedback in giving the students correction. As the part of

online media the students general feedback for their mistakes. The process by the time to understand the lecturer used the direct feedback using the result of plagiarism checker. The process by using corrective feedback can be marginal but always have end feedback of students work from the plagiarism scaner.

c. The result of corrective feedback using online digital media

The researcher identified the types of corrective feedback at the result of using online media as follows:

3. Negative feedback (**NF**) 36 times
4. Positive feedback (**PF**) 36 times

The corrective feedback in argumentative essay gave the effect for the students. The effect analyzed by the types of corrective feedback negatif and positive corrective feedback. The positive effect realized by the students in the improvement of their writing score from mid test into final test. The negative effect found when the student couldn't understand the means of the symbol in written corrective feedback of the lecturer then they felt confused about it. From the description above the corrective feedback in offline digital media have impact for students . The corrective feedback used in every aspect of teaching from the aspect how to deliver material until aspect assesment and students'phsycological aspect.

The following description of the process and result as the findings can be seen from the explanation of the coding of table 4.3

TA (01/SFT/ONM/GF/MF/DF/PF/NF)

This datum is the datum number one, the name initial for the student is TA. The lecturer using online media to deliver the feedback. This datum contains spesific feedback. from the datum the researcher found the corrective feedback specificly because the researcher found the correction for word the marking for sentence and its included as the

spesific corrective feedback. This datum contains marginal corrective feedback because the reseacher found by the place of the symbols in the marginal area of the text. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains negative feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was decrease.

RYN (02/SFT/ONM/GF/DF/IF/PF/NF)

This datum is the datum number two, the name initial for the student is RYN. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

APH (03/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number three, the name initial for the student is APH. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum

contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AYS (04/SFT/OFM/GF/DF/MF/EF/PF/NF)

This datum is the datum number fourth, the name initial for the student is AYS. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

MDAS (05/SFT/ONM/GF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number five, the name initial for the student is MDAS. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the

students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

ALK (06/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number six, the name initial for the student is ALK. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RBH (07/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number seven, the name initial for the student is RBH. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

KBM (08/SFT/ONM/GF/DF/EF/PF/NF)

This datum is the datum number eight, the name initial for the student is KBM. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

WDA (09/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number nine, the name initial for the student is WDA. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RAP (10/SFT/ONM/GF/DF//MF/EF/PF/NF)

This datum is the datum number ten, the name initial for the student is RAP. The lecturer using online media to deliver the feedback.

This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

MR (11/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number eleven, the name initial for the student is MR. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RP (12/SFT/ONM/GF/EF/PF/NF)

This datum is the datum number twelve, the name initial for the student is RP. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective

feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

IS (13/SFT/ONM/GF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirteen, the name initial for the student is IS. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

DI (14/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number fourteen, the name initial for the student is DI. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as

the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

PEC (15/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number fifthteen, the name initial for the student is TA. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

FDS (16/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number sixteen, the name initial for the student is FDS. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score

from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

LFS (17/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number seventeen, the name initial for the student is LFS. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AKH (18/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number eighteen, the name initial for the student is AKH. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

UUK (19/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number nineteen, the name initial for the student is UUK. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

BS (20/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number twenty, the name initial for the student is BS. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

EDA (21/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number twentyone, the name initial for the student is EDA. The lecturer using online media to deliver the

feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

FM (22/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number twentytwo, the name initial for thge student is FM. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

MHA (23/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number twentythree, the name initial for the student is MHA. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the

spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

DM (24/SFT/ONM/SF/DF/MF/EF/PF/NF)

This datum is the datum number twentyfour, the name initial for the student is DM. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RAL (25/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number twentyfive, the name initial for the student is RAL. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher

found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

IT (26/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number twentysix, the name initial for the student is IT. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

YIR (27/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number twentyseven, the name initial for the student is YIR. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the

students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

MR (28/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number twentysix the name initial for the student is MR. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AZ (29/SFT/ONM/SF/DF/MF/EF/PF/NF)

This datum is the datum number twentynine, the name initial for thge student is AZ. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AK (30/SFT/OFM/SF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirty, the name initial for thge student is AK. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

ADG (31/SFT/ONM/GF/DF/IDF/MF/EF/PF/NF)

This datum is the datum number thirtyone, the name initial for thge student is ADG. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

RPH (32/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number thirtytwo, the name initial for thge student is RPH. The lecturer using online media to deliver the

feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

NAM (33/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number thirtythree, the name initial for thge student is NAM. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

AM (34/SFT/ONM/SF/DF/MF/EF/PF/NF)

This datum is the datum number thirtyfour, the name initial for the student is AM. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the

spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

SS (35/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number thiryfive, the name initial for thge student is SS. The lecturer using online media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

NM (36/SFT/ONM/GF/DF/MF/EF/PF/NF)

This datum is the datum number thirtysix the name initial for thge student is NM. The lecturer using offline media to deliver the feedback. This datum contains spesific feedback because from the datum the researcher found the corrective feedback specificly by the correction for word the marking for sentence and its included as the spesific corrective feedback. This datum contains direct feedback by the providing of the correct anwer by the lecturer from the students

mistake. This datum contains indirect feedback because the researcher found the symbol as the correction without no more explanation. This datum contains positive feedback because the researcher check out the students score from the mid-test and final-test as the impact of lecturer corrective feedback and the score was increase.

B. Discussion

This study have aims to describe of the implementation of the corrective feedback of digital media that is used by the lecturer of second semester argumentative essay class at english department of Islamic Education and Teacher Training Faculty (FITK) at State Islamic Institute of Surakarta in academic year 2018. The implementation of the corrective feedback of digital media can be inferred by the result of content analysis or document analysis (spradely, 1980). The result of analysis found that the types of digital media and the types of corrective feedback that is used by the lecturer implemented the process and result of teaching argumentative essay.

Motteram (2010) explains the term "digital tools" as "a primarily helpfull tools to what may call media helper. Consider to the theories, the lecturer is indicated using corrective feedback of digital media for their teaching activity. The lecturer used two types of digital media.

1. OFM (offline media):

Basic media offline function is to gather and disseminate information and entertainment in teaching (Borders, 2011). The offline media that is used by the lecturer is the Ms.word application, this application used as the purpose of teacher in doing the teaching that based on the product and the corrective feedback. The reason why the lecturer used the Microsoft word as follows by his statement:

> *"Saya menggunakan ms.word karena ya aplikasi dasar paling mudah untuk mengetik tugas serta mudah d print-out adalah ms.word."* (Mr.PA/Wednesday,15aug2018)

2. **ONM** (online media):

Online technologies have the power to make authentic materials instantly accessible to learners in the language and culture classroom" (Erbaggio, 2010). The online media used by the lecturer as the supporting combination media in order to cover the awareness of the lecturer about the cheating activities. The lecturer statements about the online digital media:

> *Sebenarnya untuk yang online itu digunakan sebagai pelengkap saja untuk yang offline, karena ditakutkan mahasiswa cheating dari sumber lain maka dari itu saya menggunakan plagiarism checker, untuk jenisnya saya mencari yang mudah saja tidak ada alasan lain.* (Mr.PA/Wednesday,15aug2018)

After the lecturer decide the digital media that is used, the researcher found that the use of corrective feedback in teaching through the digital media is the implementation of the lecturer teaching activity. The corrective feedback that is used by the lecturer and the following theories:

1. **SF** (specific feedback): Specific feedback is a kind of comment that directly relates to the text at hand, general feedback can be attached to any paper (harwood, 2002).

2. **GF**(general feedback): Specific feedback is a kind of comment that directly relates to the text at hand, general feedback can be attached to any paper (harwood, 2002).

3. **MF**(Marginal Feedback): Marginal feedback is a kind of feedback that is written in the margin or between sentence lines of the students' paper (harwood, 2002).

4. **EF** (End Feedback): feedback at the end of the paper is normally an overview of more consideration in an essay (Ferris, 2002).

5. **IF** (Indirect Feedback): Indirect feedback is defined by Ferris (2002) as a indicating an error through circling, underlining, highlighting, or otherwise marking it at its location in a text, with

or without a verbal rule reminder or an error code, and asking students to make corrections themselves.

6. **DF** (direct feedback): Direct correction is a correction that not only calls attention to the error but also provides a specific solution to the problem. Direct correction may take a variety of forms. In a writing course, the most major categories of direct corrections are cross-outs or rewrites of, o addition to, the students" original text (Bitchener & Ferris, 2002: 148).

7. **NF**(negative feedback) & **PF** (positive Feedback): Negative and positive feedback described critical comments as being positive since they all helped them improve their papers (harwood, 2002).

Then the result of corrective feedback found by the researcher as follows:
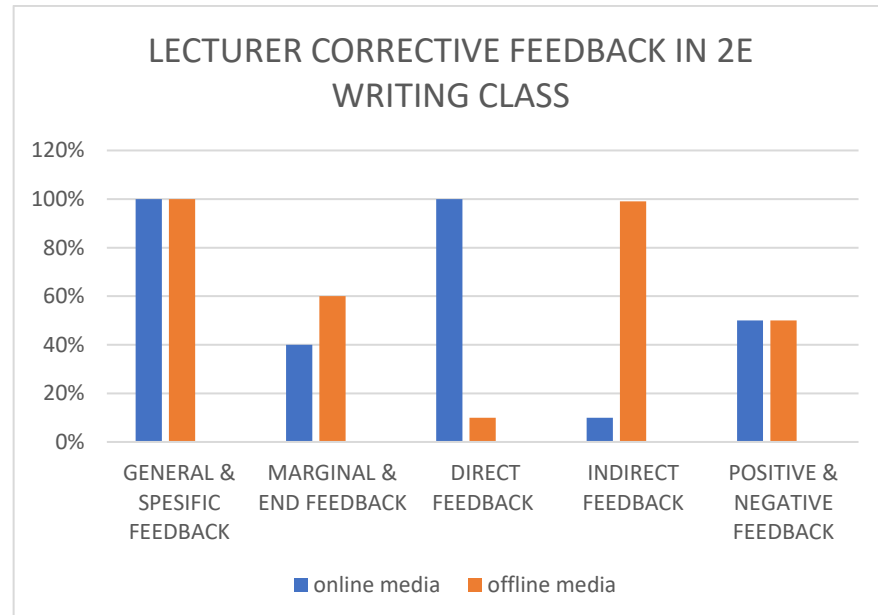
Figure 4.1 the diagram of lecturers' corrective feedback

The Diagram showed the percentage of the lecturer used all type of corrective feedback on digital media by online & offline in the students' final test worksheet. The percentage concluded from the total of students toward the number of corrective feedback used by the lecturer (36 = 100%). Here are the explanation followed by the implementation of the corrective feedback by the lecturer.

a. The general feedback found in the 100% of students' online work and 100%. The lecturer implemented the general feedback as the result of plagiarism checker and the final score in the students online and offline worksheet.

b. 100% offline media that lecturer used contains specific feedback and 0% contains in online media. The specific feedback showed by the correction of grammar, vocabulary and sentence error.

c. while marginal & end feedback also used by the lecturer in online media 40% and offline media 60%. The marginal feedback used by the lecturer as the correction of an error placed between the word and sentence. The end feedback is the way the lecturer giving final correction including a number of score.

d. The direct feedback is the type of feedback that always use by the lecturer with all 100% found in the online data. The direct feedback found as the correction with provide the solution by the lecturer. In online digital media the digital media provide the wrong sentence with the link of source plagiarism and in offline media the lecturer provide the solution directly in the students' worksheet.

e. Then the indirect feedback used optimally in offline digital media by 100% findings. The implementation is using the only marking and symbol in order to make students study more about the correction and mistake by themself.

f. The impact of the feedback allways had positive and negative for the students, it is proved by the data that 50% of positive and negative feedback found in the students worksheet of online and offline media. The positive implemented by the students get the score and the negative is when they are confused with the meaning of indirect feedbact used by the lecturer.

The study also revealed that based on the indicator of the instrument in interview and document analysis found that lecturer of program implemented that using feedback of digital media have benefit and drawbacks. The researcher found that the digital media that is used by the lecturer have some benefit and drawback for teaching argumentative essay. The following benefit and drawbacks found by taking the analysis of the lecturer and students statements of digital media that focus in how the lecturer use the digital media and the reason why he used it.

a. The Benefit of digital media in teaching argumentative essay in second semester english department

> *"beberapa kemudahan yang didapatkan ketika menggukan media saya rasa lebih ke waktu dan tempat yang fleksibel, kemudian bagaimana lebih mudah untuk mengoreksi, dengan ketikan tulisan mahasiswa yang random bisa lebih jelas dengan font yang sama." (*Mr.PA/Wednesday,15aug2018)

1) The lecturer easier to get the students work using the Ms. Word application
2) The students work easier to understand the point of mistake
3) The time is flexible for the teacher and the students

b. The drawback of digital media in teaching argumentative essay in 2E second semester english department

> *"saya menyadari banyak kekurangan dari media digital seperti plagiarisme dan cheating."* (Mr.PA/Wednesday,15aug2018)

1) the awareness of cheating and plagiarism by the students
2) the complex understanding in using media by the teacher.

CHAPTER V
CONCLUSION & SUGGESTION

A. Conclusion

After describing and analysing the data, the researcher draws conclusion which answer the problem statement based on the result of the research related to the Corrective Feedback of Digital Media Used by Teacher in Teaching Argumentative Essay Writing Class at The Second Semester of English Department of The State Islamic Institute of Surakarta. The first point is based on the research finding, the Lecturer of argumentative essay writing class use corrective feedback of digital media in their teaching. The finding shows that the lecturer used two types of digital media in delivering the corrective feedback for the students' worksheet.

The types of digital media are the offline digital media and the online digital media. The lecturer used Microsoft Word as the offline digital media and SmallSEOtools as the online digital media. The result of analysis for the 36 students' offline worksheet and 36 online worksheet using the type of corrective feedback revealed that the general feedback found in the 100% of students' online work, then from the students' offline worksheet media found 100% specific feedback. While marginal & end feedback also used by the lecturer in online media 40% and offline media 60%. The direct feedback is the type of feedback that always use by the lecturer with all 100% found in the online data. Then the indirect feedback used optimally in offline digital media. The impact of the feedback always had positive and negative for the students, it is proved by the data that 50% of positive and negative feedback found in the students' worksheet of online and offline media. The used of digital media also had the benefit and drawback for the lecturer and students. The benefit found in the flexibility of time and place in using the digital media and the drawback is about the awareness of cheating activity and the facility.

B. Suggestion

After obtaining the result of research, the researcher would like to give some suggestion. The following are the suggestion that may be useful for the English Education Department at the State Islamic Institute of Surakarta, the lecturer of English Education Department and others researcher.

1. For the English Education Department at State Islamic Institute of Surakarta

    a. There should be more attention from the department because lack of using the digital media in teaching by the lecturer in this era.

    b. There should be a discussion about the use digital media between the English Education Department and the English Lecturer consider the benefits and drawbacks in teaching.

2. For the Lecturer of English Education Department.

    a. The lecturer of argumentative essay writing should pay attention with the digital media in education.

    b. The lecturer must be brave in using the digital media in education because the lack of use when we consider the development of the technology era.

    c. The lecturer should be consider the benefit and the drawback of corrective feedback of digital media

3. For other researcher The researcher realizes that this research is far from being perfect, thus the researcher hopes that the readers will give any critics and suggestion. The researcher wishes that this research can give contributions for the readers and it will be useful to improve information about corrective feedback of digital media that is used by the teacher in teaching argumentative essay writing.

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INTERVIEW GUIDELINE FOR LECTURER

Research Question	Theory	Question
1. How is the implementation of the Corrective Feedback of online Digital Media Used by Teacher in Teaching Argumentative Essay Writing Class at The Second Semester of English Department of The State Islamic Institute of Surakarta?	Harwood (2002) says that the complete process (i.e., prewriting, drafting, revising, editing) in process approach will give correctional feedback for students in everystage they go through. Teacher's feedback is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback (Harwood, 2002) **(marginal & end, negative & positive, general & spesific)** There are many kinds of media which can be benefited by teachers in teaching (Daryanto, 2010:09 Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices (Motteram, 2010) Online technologies have the power to make authentic materials instantly accessible to learners in the language and culture classroom (Erbaggio, 2017)	1. *Apakah anda menggunakan feedback dalam mengajar writing argumentative essay? Sebutkan alasannya ? bagaimana prosesnya jelaskan!* 2. *Apa bentuk dan jenis feedback yang sering anda gunakan ? jelaskan?* 3. *Apakah anda menggunakan media ketika mengajar argumentative essay writing? Apa saja media yang digunakan ? bagaimana prosesnya dan mengapa menggunakan media tersebut?* 4. *Apakah anda menggunakan digital media dalam mengajar? Media apa saja yang digunakan? Jelaskan alasannya?* 5. *Apakah anda menggunakan media online dalam memberikan feedback ketika mengajar argumentative essay? Apakah media itu ? mengapa media tersebut ? jelaskan !*

	6. *Apa saja kelebihan dan kekurangan ketika menggunakan digital media untuk memberi feedback?*
Bannister & Wilden (2017) observe that when the teachers are engaged in project and collaborative learning on a digital media there will be benefit and drawbacks on it.	

Research Question	Theory	Question
2. How is the implementation of the Corrective Feedback of offline Digital Media Used by Teacher in Teaching Argumentative Essay Writing Class at The Second Semester of English Department of The State Islamic Institute of Surakarta?	Harwood (2002) says that the complete process (i.e., prewriting, drafting, revising, editing) in process approach will give correctional feedback for students in everystage they go through. Teacher's feedback is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback (Harwood, 2002) **(marginal & end, negative & positive, general & spesific)** There are many kinds of media which can be benefited by teachers in teaching (Daryanto, 2010:09 Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices (Motteram, 2010)	7. *Apakah anda menggunakan feedback dalam mengajar writing argumentative essay? Sebutkan alasannya ? bagaimana prosesnya jelaskan!* 8. *Apa bentuk dan jenis feedback yang sering anda gunakan ? jelaskan?* 9. *Apakah anda menggunakan media ketika mengajar argumentative essay writing? Apa saja media yang digunakan ? bagaimana prosesnya dan mengapa menggunakan media tersebut?* 10. *Apakah anda menggunakan digital media dalam mengajar? Media apa saja yang digunakan? Jelaskan alasannya?* 11. *Apakah anda menggunakan media online dalam memberikan feedback ketika mengajar argumentative essay? Apakah media itu ? mengapa media tersebut ? jelaskan !*

		12. *Apa saja kelebihan dan kekurangan ketika menggunakan digital media untuk memberi feedback?*
	Borders (2011) states that write their basic media offline function is to gather and disseminate news, information and entertainment	
	Bannister & Wilden (2017) observe that when the teachers are engaged in project and collaborative learning on a digital media there will be benefit and drawbacks on it.	

Research Question	Theory	Question
3. How is the implementation of the Corrective Feedback of Digital Media Used by Teacher in Teaching Argumentative Essay Writing Class at The Second Semester of English Department of The State Islamic Institute of Surakarta?	Harwood (2002) says that the complete process (i.e., prewriting, drafting, revising, editing) in process approach will give correctional feedback for students in everystage they go through.	*13. Apakah anda diberi feedback dalam pembelajaran writing argumentative essay?*
	Teacher's feedback is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback (Harwood, 2002) **(marginal & end, negative & positive, general & spesific)**	*14. Apa bentuk dan jenis feedback yang sering diberikan ? jelaskan?*
	There are many kinds of media which can be benefited by teachers in teaching (Daryanto, 2010:09	*15. Apakah guru anda menggunakan media ketika mengajar argumentative essay writing?*
	Digital media can be created, viewed, distributed, modified and preserved on digital electronics devices (Motteram, 2010)	*16. Apakah guru anda menggunakan digital media dalam mengajar?*
	Online technologies have the power to make authentic materials instantly accessible to learners in the language and culture classroom (Erbaggio, 2017)	*17. Apakah guru anda menggunakan media online dalam memberikan feedback ketika mengajar argumentative essay? Apakah media itu ?*
	Borders (2011) states that write their basic media offline function is to gather and disseminate news, information and entertainment	*18. Apakah guru anda menggunakan media offline dalam memberikan feedback ketika mengajar argumentative essay? Apakah media itu ?*
	Bannister & Wilden (2017) observe that when the teachers are engaged in project and collaborative learning on a digital media there will be benefit and drawbacks on it.	*19. Apa saja kelebihan dan kekurangan ketika menggunakan digital media untuk memberi feedback menurut anda?*

DAFTAR NILAI UJIAN AKHIR PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
TAHUN AJARAN 2017/2018 SEMESTER GENAP

Mata Kuliah	: Argumentative Writing	Kelas	: 2F
Dosen	: Puput Arianto, M.Pd.	T.A/Sem	: 2017/2018
Hari, Tgl/Jam	: SENIN, 28-05-2018 / 09.30-10.30	Ruang	: E.3.2

NO.	NIM	NAMA	ABSEN %	HADIR	HARIAN	TUGAS	PRAK	UTS	UAS	ANGKA	HURUF
2.	173221145	TATIK ARYANI	100.00%	4	3			3	2.5	3	B
3.	173221146	RETNO YULIYANTI NINGSIH	100.00%	4	3.75			3.8	3.75	4	A+
4.	173221147	ALFREDO PUTRANDA KANING	92.00%	2.75	3.5			3.9	3.75	3.75	A
5.	173221148	ARJUNA YUDHA SAPUTRA	100.00%	4	3.5			3.8	3.5	3.75	A
6.	173221149	MAHARANI DYAH AYU SETIAWATI	100.00%	4	3.25			3.75	3	3.5	A-
7.	173221150	ADE LINDA KARLINA	100.00%	4	3.75			3.8	3.85	4	A+
8.	173221151	RINA BUDHI HIDAYAH	100.00%	4	3.25			3.5	3.5	3.5	A-
9.	173221152	KHASANAH BUDI MULYANI	100.00%	4	3.5			3.9	3.8	4	A+
10.	173221153	WENINGTYAS DWI ASTUTI	100.00%	4	3.75			3.8	3.5	3.75	A
11.	173221154	RISKO AJI PRASETYA	92.00%	3.75	3			3	3.25	3.25	B+
12.	173221155	MIFTAHUL RIZQA	100.00%	4	3.5			3.5	3.9	3.75	A
13.	173221156	RIRIN PUJIASTUTI	100.00%	4	3.8			3.5	3.9	4	A+
14.	173221157	ISTIQOMAH	100.00%	4	3.5			3.8	3.9	4	A+
15.	173221158	DIAH ISLAMATI	100.00%	4				3	2.75	2.25	C
16.	173221159	PANJANG EMAS CINDEWANGI	100.00%	4	3.75			3.8	3.75	4	A+
17.	173221160	FIKA DWI SAPUTRI	100.00%	4	2.75			2.75	2.75	3	B
18.	173221161	LILIS FITRIANI SUTOMO	100.00%	4	3			3.25	2.75	3.25	B+
19.	173221163	ARINA KHOMSATA HASANAH	100.00%	4	3.5			3.5	3.75	3.75	A
20.	173221164	UMI USWATUN KHASANAH	100.00%	4	3			3.25	3.25	3.25	B+
21.	173221165	SITA SELVIANA	100.00%	4	3			3.5	3.25	3.5	A-
22.	173221166	EARLY DWINATA APRILYANY	100.00%	4	3.5			3.8	3.5	3.75	A
23.	173221167	FARIKHATUL MUTHIAH	100.00%	4	3.75			3.8	4	4	A+
24.	173221168	MUCHAMAD HARUN AL ROSJID	100.00%	4	3.25			3.25	3.25	3.5	A-
25.	173221169	DINNAR MAHARANI RISKY PRIYANTO	100.00%	4	3			3.75	3.5	3.5	A-
26.	173221170	RANU AFLAHAL LAIL	92.00%	3.75	3			3.8	3.75	3.75	A
27.	173221171	IZZA TUSSA'ADAH	92.00%	3.75	3			3.5	3.5	3.5	A-
28.	173221172	YU'THIKA 'ILMI RAHMANI	92.00%	3.75	2.75			2.5	3	3	B
29.	173221173	MUCHAMMAD RIFAI	100.00%	4	3.75			3.8	3.85	4	A+
30.	173221174	AMALIA ZAIDA	100.00%	4	3.5			3.8	3.25	3.75	A
31.	173221175	AKBARI KURNIAWAN	85.71%	3.25	3.25			3.8	3.5	3.5	A-
32.	173221176	ADIFA DINNI QURRATA AYUN	92.00%	3.75	2.75			2.8	2.5	3	B
33.	173221177	RAHAYU PRIHANTINI	100.00%	4	3			3.25	3.9	3.5	A-
34.	173221178	NOVIANTI AYU MILASARI	100.00%	4	3			3.25	3.5	3.5	A-
35.	173221179	ADILAH NUSE	100.00%	4	2.75			3	2.75	3	B
36.	173221180	SORAYA SIBU	100.00%	4	2.75			2.75	3	3	B
37.	173221181	NURYANNAH MANU	100.00%	4	2.75			2.75	2.75	3	B

Pengamat 1   Pengamat 2   Dosen Pengampu

_____   _____   Puput Arianto, M.Pd.
                                          NIP. 16200294