

The Implementation of Writing Conference in Teaching Essay Writing to the English Department Students in the University

Robiatul Adawiyah

English Department, Faculty of Language and Art, Universitas Negeri Surabaya
robiatuladawiyah3@mhs.unesa.ac.id

Abstrak

Writing conference adalah metode dalam pengajaran menulis yang dapat membantu siswa untuk memiliki perkembangan yang lebih baik dalam menulis, sayangnya, studi tentang konferensi menulis di Indonesia sangat terbatas. Dengan demikian, dalam penelitian ini peneliti melakukan penelitian tentang pelaksanaan *writing conference* sebagai salah satu metode dalam pengajaran ketrampilan menulis. Selanjutnya, subject dalam penelitian ini adalah mahasiswa Jurusan Bahasa Inggris yang termasuk dalam kelas *writing essay* dan juga guru kelas. Desain penelitian ini adalah penelitian kualitatif. Instrumen penelitian dari penelitian ini adalah checklist observasi, pertanyaan wawancara tidak terstruktur, catatan lapangan, dan kuesioner terbuka. Untuk mengumpulkan data, peneliti melakukan observasi di kelas, mendistribusikan kuesioner kepada siswa dan melakukan wawancara dengan guru. Tujuan dari penelitian ini adalah untuk menggambarkan pelaksanaan *writing conference* dalam mata kuliah menulis esai dan untuk menggambarkan bagaimana siswa menanggapi pelaksanaan *Writing Conference* dalam mata kuliah menulis esai. Hasil penelitian ini menunjukkan bahwa ketika guru melaksanakan konferensi menulis, guru memiliki kegiatan urutan yaitu kegiatan sebelum *writing conference*, saat *writing conference* dan setelah *writing conference*. Beberapa elemen *Writing Conference* juga dibahas dalam penelitian ini. Terkait dengan tanggapan siswa, hasilnya menunjukkan bahwa sebagian besar siswa puas dengan pelaksanaan *writing conference*. Mereka merasakan manfaat *writing conference*, seperti, meningkatkan motivasi, keterampilan menulis, dan berpikir kritis. Meski begitu, beberapa siswa juga mengalami beberapa kesulitan selama *writing conference*, seperti umpan balik yang rumit dari guru, tekanan untuk memenuhi harapan guru, dan umpan balik yang kurang jelas.

Kata kunci: Writing Conference, Respon Siswa, Keterampilan Menulis

Abstract

Writing conference is a method in teaching writing that can help the students to have a better development in writing, unfortunately, study about writing conference in indonesia is very limited. Thus, in this study the reseacher conduct a research about the implementation of writing conference as one of the method in teaching writing. Furthermore, the subjects ware English Department students of university who belong to an essay writing class and also the teacher of the class. The design of the study was qualitative study. The research instruments of this research are observation checklist, unstructured interview's questions, field note, and open-ended questionnaire. To collect the data, the researcher was conducting observation in the class, distributing the questionnaire to the students and conducting interview with the teacher. The aims of this research are to describe the implementation of writing conference in essay writing course and to describe how the students responses the implementation of writing conference in essay writing course. The result of this study showed that when the teacher was implementing the writing conference, the teacher had a sequence activities includes pre-writing conference, while-writing conference and post-writing conference. Some elements of writing conference are discussed in this study. Related to the students respond, the result shows that that most of the students satisfied with the implementation of the writing conference. They felt the benefit of the writing conference, such as, increasing their motivation, writing skill, and critical thinking. Even so, some students also experienced some difficulties during writing conferences, such as complicated feedback from the teacher, pressure to fulfill teacher expectation, and unclear feedback.

Keywords: Writing Conference, Students' Response, Writing Skill

INTRODUCTION

Writing is an activity of communication between writer and readers which contains purpose, aim, and meaning (Tomlinson, 2016). In other words, the content of the students writing should involve both writers' thinking and readers' thinking. Students as the writers

should understand what the readers want from their writing. This theory is in line with Holliday's statement (2004) about students' task in writing that students as the writers have to deal with the cognitive tasks which are selecting the information that writers want to inform to the readers and managing how the information will be communicated. Especially when the students are studying

processes essay writing. It is important for the writer to find an attractive thesis statement that gains writers attention and also the students deal with the linguistic task that requires the students' critical thinking to select the effective organization and details content (Wagner, 2002). Thus, writing process essay is a challenging activity of writing for the students.

Because writing is a very complicated activity, most students find writing as a challenging activity especially, for the students who learn English as an additional language (Overmayer, 2009) such as Indonesia. It makes the role of the teacher in teaching writing become more complicated because the teacher is the central role that responsible to help the students to be a strong writer who are active in writing process such as making more substantial revisions that involved the generation of new ideas (Ewert, 2009).

In teaching writing, there are some approaches that are used. The first is product-oriented approach, which focuses more on the form than the content. This approach was not effective to use in teaching writing (Tomlinson, 2016) because especially in teaching process essay writing, teachers are expected to not only focus on the form of students writing but also the content of students writing.

The other approach that was claimed as more effective one was process-oriented approach. Bayraktar (2009) believes that process-oriented writing approach was a social activity that requires students to be an independent writer that can develop their own skill and actively develop their own way in the process of writing. Especially in writing process essay, while process essay writing is a complex activity of writing for the students, teachers need to think about how to make them consider what reader's need from their writing. The process-oriented approach will help students better because students have their authority in choosing the topics, developing the draft and task, asking and giving feedback.

Bayraktar (2009) states that the heart of process-oriented approach is writing conference. Writing conference is a method of teaching writing where the teacher and the students conduct a discussion about students' writing. Yeh (2016) defines writing conference as one-on-one interactions between teacher and student in which the teachers play roles as readers and critics of students' writing. In this study, the researcher believes that writing conference is a better technique that teacher might apply in teaching process essay writing.

In the writing conference, the role of the teacher is not only as the corrector who only focuses on the final product of students essay writing but also as the readers who can give the critical feedback that is needed by the students to be better writers. In other words, writing

conference gives students a better opportunity to talk about their writing by clarifying important matters and negotiating meaning with the teacher. Thus, in the writing conference students can communicate with the teacher that reacts as the readers and get to considerate what the readers need (Harris, 1986, p.133). It means that writing conference can help the students in writing the essay writing because the students will know the needs of the readers when they interact with the teacher who reacts as the readers of the students writing. According to Bayraktar (2009), rather than using the traditional method, writing conference provides students to learn more about writing. Thus, it can increase students' achievement in process essay writing.

The previous study about the effect of writing conference in one of university writing class in Taiwan was done by Yeh (2016). It shows that most of the college students experienced the positive effect of writing conference, students also feel that they are being better in writing but, it also stated that some students feel the anxiety and have trouble in finding question to the teacher because of a lack of ability in identifying their needs in writing while conducting conference with the teacher. Bayraktar (2009) also conducted a case study about the influence of self-efficacy. The finding shows that some positive and negative effects are experienced by the students in the implementation of the writing conference.

The other previous study also examined the implementation of writing conference to the college students in the Midwest. It was done by Shvidko (2018). Shvidko's study focused on how the teacher feedback in writing conference facilitates students. Shvidko's study shows that by using writing conference method teacher can give feedback to the students better because the teacher and the student have better interactions. This study also examine the implementation of writing conference to the University students.

In this study, writing conference method was implemented to the Indonesian students. In Indonesia, most teachers are still using the product-oriented writing approach in teaching writing. From the previous studies, it shows that writing conference can give various effects to the students' writing. Such as positive and negative effects that have been mentioned before. According to the researcher preliminary study, in Indonesia, the writing conference method is rarely used in teaching writing. Some teachers tend to use product-oriented approach while teaching writing. Yet, the researcher had been experiencing the implementation of writing conference while taking one of writing class in the university in Indonesia. Even though different students give different responses of the implementation of writing conference, the researcher find out that writing conference can give a

lot of benefit to the writers' writing skill development. Thus, the researcher believe that it is important to study more about the implementation of writing conference in teaching writing. Unfortunately, the previous studies do not provide enough information about the step of the writing conference's implementation in Indonesia and the response of Indonesian students toward the implementation of writing conference. In line with this, it is necessary to observe how the implementation writing conference method at the university in Indonesia and how the response of the student. Thus, this study will be focused on describing the teacher implementation of writing conference in teaching process essay writing and the students respond toward the implementation of writing conference.

RESEARCH METHODOLOGY

The research is qualitative research. The purpose of this study is to describe the implementation of a writing conference in teaching essay writing course in the university and the responses of the students toward the implementation of writing conference. Thus, the result of this research is the description in the form of word about the teacher implementation and students' responses to writing conference in teaching essay writing course at the University.

This study is conducted at State University of Surabaya (UNESA). The subject ware English Department students of University who belong to an essay writing class and also the teacher of the class. One essay writing class consisted of 16 English Education students. In this university, the essay writing class is conducted once a week within 150 minutes. In this study, the data that are needed to answer the research question that has been formulated before are: to answer the first research question, the data are the teacher' practical activity and instruction in applying writing conference. To answer the second research question, the data are the students' behavior (verbal and non-verbal) and students' action toward teacher instruction in the class, students' written answer in the questionnaire and the students' statement about writing conference method in the interview.

The research instruments that are used to collect the data in this research are observation checklist, unstructured interview's questions, field note, and open-ended questionnaire. The observation checklist and unstructured interview's questions were used to get the data for the first research question, the researcher designed the observation checklist related to the steps of writing conference implementation that developed based on the characteristic of writing conference theory by Bayraktar (2009). The researcher also developed a list of unstructured interview's questions for the teacher. The list of questions was developed after the researcher immersed

in the class for several meeting of writing conference. The field note and open-ended questionnaire were used to get the data for the second research question. The open-ended questionnaire was designed to collect information about the students' responses based on the students' answer.

To collect the data, the researcher was conducting observation in the class, distributing the questionnaire to the students and conducting interview with the teacher. During the observation, the instruments that were used are the observation checklist and field note. When observing the class, the researcher was sitting down near the teacher and students who were conducting writing conference, recording the conversation between teacher and student, filling up the observation checklist and taking note.

Among 4 meetings of writing class, the teacher was conducting two writing conferences for each student. But, the researcher only observed 25 of writing conferences because some students dealt with some issues that they could not join writing conference with the teacher. The researcher conducted the observation until the students had been created one final product of an essay. After conducting observation, the researcher distributed the questionnaire to the students. The questionnaire was distributed when the class was done. The researcher gave the students 20 minutes for the students to fill up the questionnaire. The researcher also conducted interview with the students to confirm their answer in the questionnaire and collect more information. After that, all of the data collected were analyzed.

After collecting the data which ware collected from the observation, questionnaire, and the interview, the researcher analyzed and synthesized the data to find out the answer of the research questions. The data that was obtained from the observation checklist related to the steps of writing conference implementation was analyzed by organizing the steps of writing conference implemented by the teacher. After that, the researcher transcribed the interview dialog with the teacher, and do coding. The transcribed interview was coded based on the elements of the writing conference which are the focus (F), conference agenda (CA), ownership/building on student's strengths (OS), reflected questions (RQ), encouraged turn-taking (TT), frequency of talk (FT), number of praise comments received (P) and amount of interruption occurred (I). The data that are obtained was combined with the data from the observation checklist and field note. After that, the data was catagorized into three parts of writing conference's steps which are, per-writing conference, whilst-writing conference, post-writing conference.

The data from observation checklist related to students' responds, open-ended questionnaire, and field note ware analyzed to answer the second research

question. First, the data from students' responses observation checklist was analyzed by classifying the students' verbal and non-verbal responses and representing the result in the form of the word. Then, the data from the open-ended questionnaire was analyzed. The students answer in the questionnaire was coded to categorize the negative and positive response of the students. Then, the result was represented in the form of the word. Finally, the researcher will represent the result in the form of the word. The collected data and the result of analysis are shared with the classroom teacher, as the member checking, to have data triangulation and to make sure the researcher reflected the real or the whole picture of what was going on in the classrooms.

RESULT AND DISCUSSION

Result

1. The Implementation of Writing Conference.

a. The Steps of the Implementation

Before implementing the writing conference method to the student, first of all, the teacher gave an explanation to the students about how the writing conference would be conducted. The teacher also did a small simulation with a student. The teacher stated that it was very important to be done. Thus, the students would be more familiar with the concept of writing conference and writing conference will be more effective. This activity also might decrease the negative feeling of the students, such as nervous, while conducting writing conference.

After introducing the writing conference to the students, the teacher gave assignment to the students. For the first writing conference, the assignment was making an outline of the process essay with the topic that had been discussed together. The teacher gave 5 days for the students to finish the assignment and send it through e-mail to the teacher. For the second writing conference, the assignment was making a draft that was developed based on the outline that already got feedback in the first writing conference. The draft should be done in a week. But, before sending it to the teacher students should work with their partner to do pair assessment about their writing.

After the students collecting the assignment, the writing conferences were conducted. In the writing conference meeting, the first thing that the teacher did was greeting the students and had a small talk. Then, the teacher was preparing the device that was needed in the writing conference. The teacher was using a laptop and LCD projector to support the teaching process. After that, the teacher prepared the students' work that had been collected several days before. The students' work also had been checked by other students through peer-assessment before submitted to the teacher.

Every session, before conducting the writing conference with the students one by one, the teacher

would discuss the major mistakes or difficulties that are found from the students writing with the whole students first. The teacher also stated that the preparation before conducting writing conference is socializing the type of feedback that she would discuss in the writing conference. The purpose is to avoid some unnecessary question while conducting writing conference. Thus, the writing conference would be effective because the students are asking the only essential question, such as clarifying feedback that might be not clear enough.

In the first writing conference meeting, which is outlining the process, the major difficulties that are found are about organizing idea. Most students found it difficult to develop the outline because they had problem with organizing the mind mapping. Thus, before conducting the writing conference with the students one by one, firstly, the teacher explained the way to develop the mind mapping. Meanwhile, in the second writing conference meeting, which is the drafting process, the teacher explained the way to do Turnitin. The purpose of this activity is to prevent the students' writing from the plagiarism issues.

After explaining the major mistakes or difficulties of the students' writing, the teacher was ready to move to the next steps. Which is while-writing conference. Before asked the students to join writing conference one by one, the teacher's feedback had been written on the students writing. Then, the conference agenda was based on the feedback that had been written by the teacher. In the first writing conference, which is discussing outlining process, the duration of writing conferences is about 5 minutes for each student.

In the second writing conference, the discussion is about the first draft of the students' process essay. The time duration that was used for each writing conference was about 7 to 10 minutes. It was longer than the first writing conference because the teacher focused on more concern about the students' writing. The teacher also tended to be more in a rush rather than in the first writing conference. In the second writing, the teacher even set a timer from her smartphone before conducting a writing conference with each student. It was one of the ways to manage the time so that each student will have an equal time of writing conference. Unfortunately, even the teacher had tried to manage the time well, some students did not get their chance to have writing conference in the classroom because the time was up. Thus, those students conducting writing conference outside the classroom.

The teacher conducted writing conference outside the classroom once. The writing conference conducted after the students already had their free time and finished all their classes in that day. The location was in the discussion room. Compared to the writing conference

conducted in the classroom, when conducting writing conference outside the classroom, the time duration was more flexible because the students and the teacher was not limited by the time.

b. The Element of Writing Conference

1. The Focus of Discussion.

In the first writing conference, the focus of the discussion was on the content (50%), the structure (20%), the grammar (20%), the vocabulary selection (10%). It shows that the major concern of the writing conference is about the content.

The teacher often asked the students about the meaning of some idea in their outline, such as clarifying the idea of the thesis statement, supporting detail or even the title that the students would develop into the draft. The feedback of the teacher mostly about to make sure that the writing has a clear idea and has no ambiguity.

Furthermore, the teacher also gave advice to the students about how to develop an interesting and interactive title. When giving feedback to the students, sometimes, the teacher discusses it with the students. So, both the teacher and students jointly determine the improvement and the suggestion of the students writing. When giving feedback to the students, the teacher is rarely correcting students mistakes directly. She often asked the students to fix their mistakes by giving some advice. For example:

“T: in my opinion, your topic sentence here should be marge, what do you think?” (Put, 01)

“T: is this on the D-day?

S: yes, ma’am

T: then mention it.”

(Put, 02)

“T: Can we just do something like this, for the paragraph 6 and seven can we just compress them together”(Min, 02)

Meanwhile, sometimes the teacher also directly told the students mistakes of their writing. For example:

“Somehow your topic sentence does not match with your thesis statement” (dev, 02)

“You change from “we” to “you”, inconsistency in pronoun” (dev, 02)

It shows that the teacher was trying to balance the use of direct and indirect feedback during writing conference. The teacher also gave a clear explanation to the students and even changed the language into the native language when the students did not understand the teacher explanation in English. The teacher usually use English language during the conference, but, when the teacher identified student’s uncomprehending expression, the teacher change the language into native language. The

teacher also often takes herself as the reader of the students' writing when giving feedback to the students.

It shows when the students did not get the point of the teacher feedback. Thus, the teacher changed the language from English into Bahasa Indonesia to make the students be more understanding. In the class that the researcher observed, most of the students are understand with the explanation using English. The teacher also stated “if I were the reader..” which means that in this writing conference the teacher also had a role as the reader of the students writing.

Besides focusing on the content of the outline, the teacher also concerns with the structure of the outline. The teacher was giving feedback about how to make the writing effective and efficient by managing a good structure in the outline. While giving feedback about the grammar, the teacher rarely stated specific grammar mistakes. Sometimes, the teacher just asked the students to check the grammar by themselves or proofread it with their partner.

The concern of the second writing conference is a little bit different from the first writing conference. The focus of the discussion was about the content (30%), structure (30%) vocabulary selection (30%) and grammar (10%). Compared to the first writing conference. The teacher was giving equal attention to the content, structure, and vocabulary selection, but still was not giving detail feedback about students' grammar mistakes.

When discussing the content, most of the feedback is about the thesis statement. The teacher was giving advice to some students to develop, clarify, or even change the thesis statement to make sure that the reader did not misunderstand about the purpose of the students' writing. It means that the role of the teacher in the writing conference not only as of the advisor but also as the reader.

The structure or the writing organization is also one of the most concern topics in the second writing conference. The teacher often explained to the students that it is important to make efficient writing by arranging a good writing organization. The feedback about the writing organization includes margining, splitting, erasing, elaborating, and paraphrasing the sentences or paragraphs.

2. The Conference Agenda

The finding shows that both the teacher and the students are determining how the writing conference should go on. According to the interview with the teacher, the teacher stated that before conducting writing conference, teacher and students were discussing the conference agenda. The teacher gave opportunities to the students to choose how the teacher should give

feedback, praise, and advice. It means that both the teacher and the students had opportunity to lead the discussion. Meanwhile, the result of the observation shows that the teacher was the one who mostly led the discussion, but still flexible when the students wanted to discuss something that was being their concern in their writing.

3. The Classroom Atmospher

The next element is the classroom atmosphere. Both in the first writing conference and the second writing conference the teacher was trying to keep the class atmosphere warm and relax. The teacher often did a little conversation with the students and make some jokes with them. This element also related to the way teacher dealt with interruption. Both in the first writing conference and second writing conference, there are some interruptions that occur. The examples of the interruptions were the sounds of the student's mobile phone that accidentally on and the students that were coming and exiting the classroom. Actually, there was a rule of the class which the students were allowed to use mobile phone only for academic purpose, such as, reading e-book or checking dictionary. The teacher tried to limit the interruption as much as possible but when the interruption occurred, the teacher was flexible and returned to the discussion as soon as possible.

4. The Turn Taking

The next element is the turn taking. In both first writing conference and second writing conference the teacher took more than 2/3 of the turns. The teacher took most of the control and gave direction to the students, but the teacher still allowed the students to be involved in the discussion such as clarifying the explanation, giving opinion, and asking questions. During the interview with the teacher, the teacher stated:

“T: I value genuin response, I would be happy to receive any coment which is genuin in nature. So there has to be a purpose of their comment.”
(Teacher, in the interview)

The teacher was not forcing the students to fully engage in the writing conference, meanwhile the teacher really appreciate the meaningful comments from the students during the discussion.

5. The Character of Praise

The next element is the character of praise. The way teacher delivered the praise to the students in both writing conference was relatively similar. The teacher not really often provided praise of the students writing, but when the teacher delivered the praise, it was specific and related to the quality of the writing features. For the example:

T: this one is rather unique. When you write a process essay about procedure of cooking

something, you have to find a right type of dish to write about. If it is mainstream, it will be unattractive reader to read and your job is to find the unique type of dish, and this is quite safe. Indonesian taste of burger.

(Min, 02)

The teacher also adjust the characteristic of the praise by the students' preference. Thus, in the first meeting of the writing conference, the teacher and the students discussed about the praise that is expected in the writing conference.

“T: i would like to adjust my style in feedback revision, to the style of the students. So normally at the beginning of the course i would ask them which one would you want to hear from me? Would you like me to sugar your pill or would you like me to go straight with the pill. I mean would you like to et the positive first and then go to the negative or would you like to focus to the negative and for my classes for this semester they would vote not sugar in the pill. But even so, when i give my feedback i tried my best not to hurt their feelings after all writing is their effort. Some of my students interestingly stated that praise might blind them from the actual paper.”
(Teacher, in the interview)

It shows that the teacher was really paying attention to the role of the praise in the writing conference. The teacher tried to limit the praise by giving the specific praise but also try to not hurt students feeling by avoiding invidious critics.

2. Student Respond

In this study, one of the concern is the respond of the students toward the implementation of writing conferences. To collect the data about students' respond, the researcher conducted observation during the writing conference, distributed questionnaire, and also conducted interview to confirm students' answer in the questionnaire.

a. Students' positive response

The result shows that most of the students feel satisfied with the implementation of writing conference. Most of the students are also familiar with the implementation of writing conference. According to the questionnaire that was distributed to the students, the students' answer shows that 15 of 16 students are familiar with the writing conference method. Evidently, the students participated well during writing conference. The students stated that they always felt free to deliver questions when they want to ask something to the teacher. The questions that are often being asked by the students are about the content of their writing.

The non-verbal response of the students also shows that the students join the writing conference seriously. Most of the students always bring and make notes when

the teacher invited them to join writing conference. The students also always response to the teacher comment by giving a little gesture such as nodding showing that they were agreeing with the teacher's comment and also paying attention to the teacher's explanation.

The students stated that they got a lot of benefit of the implementation of writing conference. While some students stated that they dealt with some difficulties during the implementation of writing conference.

The benefits that are stated by the students are: first, they get a lot of meaningful feedback that they really need about writing because the teacher gave the feedback that can overcome their exact weakness in writing. Thus, some students stated that they can develop their writing skill after joining writing conference with the teacher. The second benefit of writing conference that was stated by students is that they can develop their confidence in writing. When the teacher delivered a specific praise about the students' writing, the students would know their strength in writing and they felt that they get meaningful feedback from a professional reader. Thus, it can increase students' self-efficacy in writing. The students also stated that they could develop their writing skill after joining writing conference because the teacher helped them to deal with their weakness. The next benefit is that they can develop their critical thinking in writing. The teacher often gave some guidelines to the students about developing an interesting topic in writing. The teacher also often asked the students if their topic were attractive enough or not. Then, the students would use their critical thinking to develop an interesting topic.

b. Students' negative response

The writing conference that was implemented by the teacher was the first experience of the students. When the students were asked about their expectation of the writing conference, most of them answered that they expected the teacher give them positive feedback and specific advice of their writing. Those expectations influence their attitude during writing conference. Most of the student was not really active during writing conference section while agreeing every comment of their writing from the teacher.

The students non-verbal response also shows that some of them feel nervous during writing conference. Sometimes, some students keep their serious expression even the teacher already delivered humour to build a relax athmospher (7 students in the first writing conference, 4 students in the second writing conference). According to the questionnaire there are 3 of 16 students that feel nervous while joining writing conference with the teacher. Furthermore, there are 5 of 16 students that stated that they dealt with some difficulties during writing

conference. The difficulties that were stated by the students are: first, they felt that the feedback from the teacher sometimes make them need to reformulate all of their writing ideas. The students stated that it can decrease their motivation in writing because the students have to start their writing from the beginning again. The other difficulty is when the students had to discuss their topic of writing with the teacher. Some students stated that they feel difficult when they have to find a topic that could fulfill the teacher expectation. The next difficulty that is felt by the students is unclear feedback. Sometimes the students still have misunderstanding of the teacher feedback even though they already asked question to clarify the feedback. Sometimes the teacher did not have enough time to deliver a detail explanation to the students.

Discussion

1. The implementation of writing conference

a. The Steps of The Implementation

Preparing the feedback or reviewing students' draft is one of the "biggest challenges" of the writing conference (Maliborska, 2016). Thus, a good preparation is also one of the considerations of a successful writing conference. The preparation that had been done by the teacher in this study was quite good. The teacher did some preparation before implementing the writing conference in each session. The teacher was introducing the concept of writing conference to the students, setting agenda in each meeting, setting timer. the teacher also instructed the students to do pair assessment to minimize the error by correcting each others' writing. Additionally, by doing pair assessment, the students are able to receive feedback from other students as part of the reader (Maliborska, 2016).

b. The Element of Writing conference.

The finding of this study also shows that the relationship between the teacher and the students in writing conference mostly dominated by the teacher. The students tend to agree with every feedback that was given by the teacher. The teacher realized that the teacher was dominating the conference. The purpose is to make sure that the students receive all the necessary advice of their writing in the writing conference that relatively had a short time. This is in line with the result of the study by William (2004) that when the teacher is dominating the conference, learners need shorter time of writing conference. In other words, the teacher was possible to deliver all of the important advice in short time during the conference when the teacher was dominating the conference. Even though the study from Ewert (2009) suggests that the conference will be more effective when the students have longer turn in the interaction because the teacher is possible to adjust the feedback that is needed by the students. In this study, the teacher was still flexible

when the students want to discuss other concern from their writing beyond the teacher's feedback.

The next is about teacher's feedback. The finding of this study shows that the teacher was trying to balance the use of direct and indirect feedback. That is one of the benefits of writing conference, which is the teacher are able to give a specific feedback that is suitable with the character of the students (Bayraktar, 2009). In line with Hoon (2017), writing conference method allows the teacher to use both direct and indirect feedback according to the students' personalities. Furthermore, indirect and direct feedback, both give positive and negative effect on the implementation of writing conference. Direct feedback is effective to be applied during writing conference in limited time according to William (2004) and Yeh (2016). According to William (2004) giving direct feedback can be more effective because it provides more detail explanation and might avoid students' misunderstanding of the explanation.

Furthermore, according to the study by Yeh (2016) directive style feedback can help the teacher to save the time because most of the students do not really know the problem of their writing and prefer to rely on the feedback of the teacher rather than have to find the problem by them self from indirect feedback. On the contrary, according to Bayraktar (2009), writing conference is not a successful one when the teacher points out the students' mistakes of their writing directly. Also, according to Jamalinesari (2015), students showed better improvement when they received indirect feedback from the teacher.

The next discussion is about the major focus of discussion. During writing conference sections, the major concerns of the discussion were mostly about the content and the structure of the students' writing. In contrast, grammar was not really discussed in detail. This is in line with Ricks (2017). Focusing more on the content of the students writing is the ideal way to deal with writing conference (Rick, 2017).

The classroom atmosphere also might affect the success of the writing conference. The finding of this study shows that the teacher tried to keep the warm atmosphere in the classroom. It is important because when the atmosphere in the classroom is "too threatening and inhibiting", the students tend to be passive and afraid to speak their difficulties during writing conference section (Hoon, 2017). Moreover, in the writing conference, the students are expected to feel free to tell or ask about their difficulties in writing. according to Rick (2017), the athmospher during writing was dependent on the students' enggangement, students' attitude, and teacher willingness to build the safe athmospher such us by delivering some humour.

The other element that takes important role in an effective writing conference is the role of the praise. The role of the praise is important in encouraging the students to be more confident (Rick, 2017), and build a better interaction between teacher and the students (Yeh, 2016). Especially specific praise that related to the quality of the writing features, it can increase the students' confidence better than general praise (Bayraktar, 2009). Meanwhile, Abdulkhaleq (2013) stated that it was not easy to deliver praise to each student, because it should be meaningful and credible, or else it might confuse the students and give negative effects toward the students' improvement. Thus, that might be good that in this study the teacher was not really often to deliver praise to the students but the teacher delivered the praise specifically related to the quality of the writing features.

2. Students Respond

a. Students' positive response

The result shows that most of the students felt the positive impact of writing conference. Most of them felt satisfied and helped by the implementation of writing conference. This result might be influenced by the expectation of the students. According to Qureshi (2016), when the agenda met with the students' expectation, the students would be more satisfied. Moreover, before conducting the first writing conference the teacher explained to the students about the concept of writing conference, such as, what will they do and what will they get. Thus, the teacher and the students had already set their expectation and tried to fulfill it during writing conference.

The students also show some of the benefits that they got after joining writing conference. They stated that they got more confident in writing, they could increase their writing skill and also they could increase their critical thinking in writing. Evidently, writing conference is effective to increase students' motivation and skill in writing. by giving ownership, praise, specific feedback, and praise, the students might be more motivated with writing. the specific feedback and praise also help the students to deal with their strengths and weakness in writing, then, it could increase their writing skill. Praise delivered by the teacher can make the students feel comfortable and can develop their confidence during writing conference (Ricks, 2017; Eckstein, 2013). Meanwhile, the teacher has to make sure that the praise delivered was credible and specific, or else, general and unnecessary praise can confuse the students and increase the misunderstanding (Abdulkhaleq, 2013).

b. Students' negative response

Some students showed that the feel nervous during the joining writing conference. It showed during the observation and from the students' answer in the

questionnaire. To avoid this kind of negative response, it is important for the teacher to build up a warmfull atmospher by letting the students to engage in the discussion and delivering some humour during writing conference (Rick, 2017).

Students' expectation also might influence the attitude of the students during writing conference. Unfortunately, there is limited study about how the students' expectation influence the attitude of the students during writing conference, but, in this study, it found that most of the students expect that the teacher fixed all of their mistakes. Thus, most of the student was not really active during writing conference section while agreeing to every comment of their writing from the teacher.

Besides the benefit, there are also some disadvantages or difficulties that was felt by the students. Those are complicated feedback from the teacher, pressure to fulfill teacher expectation, and unclear feedback.

The complicated feedback term that is used by the students was defined as the feedback that made the students need to do a big revision of their writing. The complicated feedback can give negative impact to the students' development because it can decrease students' motivation in writing and make the writing conference does not go effectively (Ricks, 2017; Byarktar, 2009). Moreover, the feedback in writing conference should be able to develop students' writing skill and motivation. The teacher also had to adjust the feedback with the students characteristic. (Ricks, 2017),

The students' awareness of the teacher's expectation also become one the source of the students' difficulties where the students felt anxiety when they thought that they could not fulfill the teacher expectation of their writing. According to Tsipakides (2005), the teacher expectation is not always stated, but the students might understand it by the way teacher gave feedback to the students and the expectation might differ based on the quality of the students. Thus, in implementing writing conference, the teacher should aware of the way she/he delivered expectation to the students. The low-proficiency students might feel pressured when the teacher delivers a high expectation to them.

Unclear feedback is also stated by the students as one of the difficulties that they felt during writing conference's implementation. They felt that they did not get clear explanation of their feedback because of the limited time. students might do not have enough time to ask for more explanation. Thus, to avoid students' confusion of the teacher feedback, the teacher should aware of students' expressing. Teacher might pay attention to the students' uncomprehending expression or might ask them if they need more explanation or not (Harris, 1986, p.24).

CONCLUSION AND SUGGESTION

Conclusion

In this part, the researcher concludes the result of this study. Based on the data collected, the analysis of the data and the discussion, there are some points that we can conclude from his research. When the teacher was implementing the writing conference, first of all, the teacher was conducting discussion with the whole class and then conducting one on one writing conference. The teacher managed the duration of the writing conference well and tried to give equal time of writing conference for each student. The major concerns of the students' writing were the content and the structure. The grammar mistakes of the students' writing were rarely discussed. The teacher discussed the conference agenda with the students. The atmospheres of the classroom was warm during the writing conference. The teacher was the one who dominated the turn taking. The teacher tried to limit the interruption but flexible toward it. The praise was rarely delivered, but it was delivered specifically related to the quality of the writing features.

Related to the students respond, the conclusion is that most of the students were satisfied with the implementation of the writing conference. They felt the benefit of the writing conference, such as, increasing their motivation, writing skill, and critical thinking. Even so, some students also experienced some difficulties during writing conferences, such as complicated feedback from the teacher, pressure to fulfill teacher expectation, and unclear feedback.

Suggestion

In this part, the researcher mentions some suggestions for the future researcher that will conduct the research related to this research and for the teacher who wants to apply the writing conference method.

For the future researcher, in this research, the researcher claimed that the students' expectation toward teacher feedback influences the students' attitude in the writing conference. Unfortunately, the study about how the students' expectation influence their attitude during writing conference was limited. Thus, the researcher suggests the future researcher to conduct study in that area.

For the teacher who wants to apply the writing conference method, the researcher suggest to be aware with some points to conduct an effective writing conference

- a. Pay attention to the time management. It is important to use the time effectively, so, make sure that the teacher had been familiar with the students' writing before conducting writing conference.
- b. Keep the classroom atmosphere warm. The writing conference does not go effectively of the students are

under pressure, so, pay attention to the classroom condition.

- c. Encourage the students to engage in discussion. Ask them question or advise for their witing, and make sure that they understand the feedback delivered.

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