

An investigation of EFL Students' Ability in Writing Discussion Text Using Feedback in Blended Learning Model

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Abstract

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Writing is a language skill that should be learned by university students. It is sometime the students get difficulties in collecting ideas, how to organize the ideas, and where to start writing. This study aims to describe the EFL Students' Ability in Writing Discussion Text Using Feedback in Blended Learning. This study used qualitative descriptive. The participant of this research are 40 fresh students university students at one of universities in North Maluku and three fresh university students' writing drafts were collected to be analyzed. The students were categorized into the low achiever, middle achiever, and high achiever. The result show that the students learn to write through blended Learning Model and gets feedback made great change in their writing.

Keywords: writing, Blended Learning , discussion text

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INTRODUCTION

Writing is a language skill that should be learned by university students. It is sometime the students get difficulties in collecting ideas, how to organize the ideas, and where to start writing. Richards and Renandya (2002: 303) state that one of most difficult skill for second or foreign language learners to master is writing (see also Ratnaningsih, 2016). Learners is aware of writing activities that it is not a simple activity. It should be practice continuously (Ratnaningsih, 2016). It is in line with Means and Lindner (1998) who state that in writing, students need to have an effort to learn some skill, such as having ideas, organizing ideas, and grammar of the language. This is challenge for an English lecturer to find out an appropriate approach or a learning model to help their students in learning to write. One of approaches that can be applied by an English lecturer to help their students is the using feedback in teaching.

The development of Information and technology which supported wide internet access change the way of teaching and learning but it cannot exclude the face to face teaching. Blended learning is a solution to link face to face activities and online learning. Puspitarini (2022) argues that "Blended learning can be applied without any specific limitations on the percentage of face-to-face and the use of computer or internet technology carried out synchronously or asynchronously". Keshta & Harb (2013) point out that blended learning is the of solving problem using various multi-media in teaching and learning. Further, Grgurovic (2011) stated that blended learning is the using of computer and face to face in teaching and learning process. Using Blended learning is to provide effective and efficient learning experience environment which meet the students needs (Chansamrong, 2014). Wright (2017) stated that blended learning is one of new term in the development the 21st century technology.



Some research of teaching and learning using blended learning such as Isti'annah (2017) conduct research to understand students' responses on the use of blended learning. Her finding also indicates that in the end of the semester, online activities help them comprehend and practice the materials. Students' reflective journals also revealed that blended learning was able to improve their understanding and interest in learning English grammar. Puspitarini (2022) in her research, the learning design the lecturer can determine the percentage of internet utilization both online and offline. The results of the blended learning learning process are effective because they are able to overcome the weaknesses of the face-to-face learning model which is dominated by lecturers, and the weaknesses of e- learning which only relies on communication technology. This research find out the change made by the students their writing using feedback in blended learning model in learning writing.

RESEARCH METHOD

This study is a qualitative case study. The participants of this research are 40 fresh students university students at one of universities in North Maluku and three fresh university students' writing drafts were collected to be analyzed. This study deals with high, middle, and low achiever' writing at first semesters students' writing. The students were assigned to write dicussion text and submitted through Google drive and getting feedback for students to revise. After revision, the drafts were collected to be analyzed. Content analysis were applied to see the change made by the students their writing. This research used five approaches to analyze the data from the interview namely: categorization of meaning, reduction, structuring, interpreting of meaning through narratives, and interpreting of meaning (Kvale, 1996) cited in Emilia (2005: 245). The results of analysis are provided in the following paragrahps.

RESEARCH RESULTS AND DISCUSSION

This study deals with high, middle, and low achiever' writing at the first semester students' writing ability. The students' are collated to be analyzed. The aims of analysis of students writing draft is to see the change made by the students in writing discussion text. The results of analysis are provided below.

A High achiever writing

This study deals with the high achiever's writing. Student's writing both before and after receiving feedback from his lecturer will be analysis based on two aspects: *First*, organization and content of the discussion text, *second*, linguistic features of the text (e.g Emilia, 2010; Knap, P. & Watkins, M., 2005; Anderson, M. and Anderson, K., 1997 and Anderson, M. and Anderson, K., 1998).

The organization and content of the text

Texts were taken from the higher achiever's first draft and final draft. The texts are presented below:

Table 1. First draft before receiving feedback

Schematic structure	Died penalty to the corruptor	Linguistic feature
Preview issue	Many currptors who corruption get some penalties, it depends on the	The sentence "many controversial
Argument for		

	<p>government of a country. Some countries give a died penalty for the corruptors. Because of that, <u>many controvertions appear around us about this died penalty. Therefore, let's see about their opinions.</u></p> <p>Pro people said, that died penalty is the best penalty for the corruptors, because they think that the corruptors will be cured of a habit to corruption. So, the corruptors realize that corruption is wrong. Fact says where countries that applied died and penalty have low crime grades such as Egypt. So, they conclude that died penalty is the best penalty for the corruptors.</p> <p>In the other hand, contra people said that died penalty isn't the best penalty for the corruptors. Because they think that died penalty humiliates human rights to life. Because every human has human rights to life. Otherwise, fact says that 97 countries erased died penalty in Europe countries. So, they conclude that died penalty isn't the best penalty for the corruptors. So, the conclusion is, it's relative whether died penalty is the best penalty or not. It stated that dead penalty depends on someone's mistakes. If it's belonging to a very serious mistake that gives serious negative impacts, that's reasonable to give someone died penalty. But otherwise, if the mistake isn't really serious that doesn't give serious negative mistake, died penalty isn't the correct way to give someone a penalty.</p>	<p><i>appear around us</i>". This sentence introduces the issue and describes the existence of the debate about the issue.</p> <p>Participant: Using the word pro people to indicates argument for and contra people to indicates argument against</p> <p>Using example to support the argument for and against</p> <p>Using simple present: depends, says, is, think and simple past: said, erased, applied,</p> <p>Using conjunction: <i>on the other hand</i>,</p>
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Tables 2. Final draft after receiving feedback

Schematic structure		Linguistic feature
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Preview issue	<p>Penalty given to corruptors depends on the government of a country. Some countries give dead penalty for the corruptors. Because of that many controversies appear.</p>	Using word “controversial appear”, that indicate the issue
Argument for	<p>Pro people say that died penalty is the best penalty for the corruptors because they think that died penalty stop people who corrupt. So, the corruptors realize that corruption is wrong. Fact says that countries apply died penalty have low crime grades such as Egypt. So, they conclude that died penalty is the best penalty for the corruptors.</p>	<p>Participant: “Pro people, contra people, they Present tense: say, think, is, depends, belongs</p>
Argument against	<p>On the other hand, contra people say that died penalty is not the best penalty for the corruptors. Because they think that died penalty encroach human rights and every human has human rights to live. Moreover, the fact says that 97 countries erase died penalty in Europe countries. So, they conclude that died penalty is not the best penalty for the corruptors.</p>	<p>Conjunction: on the other hand Using; mental verb: Think,</p>
Recommendation	<p>The conclusion is that it is relative whether died penalty is the best penalty or not. It stated that dead penalty depends on someone’s mistakes. If it belongs to a very serious mistake that give serious mpacts, it is reasonable to give someone lied penalty. If the mistake is not really serious that does not give serious negative mpact, dead penalty is not the correct way to give someone a penalty.</p>	

The organization of discussion text consists of preview issue, argument for, argument against, and conclusion. The organization of the text produced by high achiever can be seen from students’ text in the table tables 1 and 2. The texts analysis show that the student who is categorized as a high achiever has no difficulty in composing the discussion text. It can be seen from the student who can successfully present more than one point of view about the topic, namely *argument for* in the second paragraph and *argument against* in the third paragraph. The findings confirm the arguments of Anderson, M. & Anderson, K. (1998; 116; 1998:19) who state that the purpose of discussion text is to present different

opinions on a topic to audience (see also Emilia, 2011:122; Knap, P. & Watkins, M., 2005; Anderson, M. and Anderson, K., 1997, and Anderson, M. and Anderson, K., 1998).

The above explanation shows that the student has no problem with paragraph sequence and logical development. The paragraph sequence can be seen from the way the writer locates each arguments that is consistent with the schematic structure of the text while the logic development of his paragraphs can be observed from transitional words that the writer used to link *argument for* and *argument against*, such as *on the hand*.

Further discussions concerning the content of each part of discussion text are presented in the following paragraphs:

First, in the first paragraph of his first and second drafts, the student wrote the introductory statements about the topic. This is intended to inform the readers that there are several perspectives about the topic that will be presented, for example:

Penalty given to corruptors depends on the government of a country. Some countries give dead penalty for the corruptor because of that many controversial appear.

Those sentences introduce the issue and describe the existence of the debate about the issue. This finding is consistent with what is stated by (Emilia, 2011:122; Knap, P. & Watkins, M., 2005; Anderson, M. and Anderson, K., 1997, and Anderson, M. and Anderson, K., 1998) that in a discussion text, the writers use the statement of issue to inform the readers that there are at least two points of view about the issue.

Second, the second paragraph consists of *argument for* in which the student provided arguments to support the issue by stating, “*Pro people says that died penalty is the best penalty for the corruptors, because they think that the corruptors will cure their habit of corruption.*” These sentences also indicate that the student has adequate knowledge of constructing and organizing the discussion text, for example, after the statement of the issue, the student wrote an *argument for* to support the topic (Emilia, 2011:122; Knapp & Watkins, 2005:194; Anderson, M. and Anderson, K., 1997, and Anderson, M. and Anderson, K., 1998). Moreover, the student also provided evidence by stating, “*Fact says where countries that applied died penalty have low crime grades such as Egypt*” to support the *argument for*.

Third, argument against can be seen in the third paragraph of his drafts before and after getting feedback. The student provided argument to against the topic by writing:

On the other hand, contra people say that died penalty is not the best penalty for the corruptors. Because they think that died penalty encroach human rights and every human has human rights to live.

The student used transitional word “*on the other hand*” to lead readers from *argument for* to the *argument against* (Emilia, 2011:122; Knapp & Watkins, 2005:194; Anderson, M. and Anderson, K., 1997, and Anderson, M. and Anderson, K., 1998). The ideas in the third paragraph are contradiction with previous argument which is identified as *argument against*. Moreover, the student also provided evidence to support the *argument against* by stating, “*97 countries erase died penalty in Europe countries. So, they conclude that died penalty is not the best penalty for the corruptors.*” The evidence indicates that the student read sources before writing. On the contrary, references from sources were not provided in his writing. The last paragraph of his drafts before and after getting feedback serves as recommendation or evaluation. It accommodates conclusion. Based on the *argument for* and *argument against*, the student persuades the reader to consider about the death penalty by stating:

Death penalty depends on someone’s mistakes, if it belongs to a very serious mistake that gives serious negative impacts, it is reasonable to give someone died penalty.

The conclusion made by the student confirmed what is stated by Knapp and Watkins (2005:19) that in constructing the conclusion of a discussion text must be based on the evidences that have been presented previously.

The above explanation implies that the student has ability to write discussion text. It can be seen from the student's texts organization structure which is confirmed by several experts (Emilia, 2011; Anderson, M. & Anderson, A., 1997 & 1998) who state that there are four elements of organization in a discussion text, namely *preview issue*, *argument for*, *argument against* and *conclusion*. Those organizations were found in the student's writing drafts. *Preview issue* can be seen in the introductory paragraph; *argument for* is found in the second paragraph; *argument against* is available in the third paragraph of his writing draft, the *conclusion* is in the last paragraph. For social the purpose, in this case, the students attempted to persuade the reader to consider the death penalty because the death penalty encroach human right. The student thinks that everybody has the right to live. However, *death penalty* is given to someone that should be considered. This finding confirmed what is stated by Unsworth (2000:250) in Emilia (2005:171) that the purpose of a discussion genre is to convince the people who read to admit a particular position of the issue.

The explanations above show that the higher know how to elaborate their arguments in every stages of discussion text. This can be inferred that the higher achiever students have skills in writing. Several activities carry out in the class; first, they just need more chances to practice writing for being skillful in writing. Second, they just need help for being familiarized with linguistic features of the text they are going to write. This can be confirmed from interview data, for example, one of the students sates:

...when I want to write..... such as discussion text before I should know the structures, so I think about writing depend on the text. Previously, this text (discussion) is difficult because I didn't know the structures of how to make discussion text...

Third, in writing stages is very important for the writing lecturer to guide the students by giving feedback on students' writing. The success of the students in composing the discussion cannot be separated the role of the writing lecturer. This can be observed in the class that before students started to write, the lecturer acknowledged the students by teaching them the element of discussion text. The example below was taken during observation



To get students' clear understanding of discussion text, the lecturer distributed to the students two example discussion texts and gave them several instructions and asked them to identify the element of discussion text such as finding the general issue of the text, the argument for, and argument against to the topic and what the writer conclude or suggest.

Linguistic features of discussion text

The effects of lecturer' feedbacks on linguistic feature of the discussion text are divided into two parts, namely those features common to discussion text and those common

to all text types. According to Knapp & Watkins (2005:188-189), some linguistic features that are found in a discussion text, such as *simple present* and *conjunction*, for example, *on the other hand*, *so*, *on the contrary* (Emilia, 2010:12-127). In line with the linguistic features of discussion text is found within the first draft of student's writing before receiving feedback, the student used simple present as shown below:

It depends on the government of a country.

Death penalty *is* the best penalty for people corrupt.

Those examples are consistent with what is suggested by theorists such as (Knapps & Watkins, 2005; Emilia, 2011; Adersond, M., & Anderson, K., 1997: 1998), who state that discussion text used simple present. On the other hand, the student also failed to use the *simple present* in some sentence, which is identified as an incorrect in the discussion genre. Although the student failed to use appropriate tense in the first draft (before getting feedback) and second draft where it has been given feedback (commentary feedback), the students are success to use appropriate tense after receiving direct feedback and indirect feedback, an example are provided below: *First draft* : "pro people said that, *Second draft* : "pro people said that; *Final draft*: "pro people say that

It is clear that the examples above (the first and second draft) are contradiction with the linguistic features of discussion text. The simple past in the text above should be changed into the *simple present* (Knapp & Watkins, 2005:188; Emilia, 2011:125). Regarding to the students' inadequate knowledge of tenses in writing, direct feedback was given by his lecturer to the second draft of his writing. The student was required to revise the writing. Through feedback from the lecturer, the students successfully applied the correct form of the tenses. In this case, it can be concluded that the lecturer feedback is very important for students to improve their writing skills.

Other linguistic feature of discussion text are used by the student which are indicated that the student has good understanding in using linguistic feature discussion text, for example, the student used connective, *on the other hand*, to lead the readers from *argument for* to the *argument against*. In line with this, Knapps and Watkins (2005:188) state that connectives are used to argue and maintain logical relations and to link the point. For example, the student used:

Because – some countries give death penalty for the corruptors because of that many controversial appear.

Moreover – moreover, the fact says that 97 countries erase death penalty in Europe countries.

Those kinds of connectives indicate the writer's ability in using connective to link the arguments (Aderson M, & Aderson, K., 1997:118). In the first example above, the student used causal conditional connectives to link the arguments [*given death penalty*] and [*controversial appear*]. The second example, the student used the word [*moreover*] to elaborate his arguments. The student used impersonal voice to indicate an objective argument such as through the use of absolute statement (Knapps & Watkins, 2005:189); for example:

It is stated that death penalty depend on someone's mistake.

It is reasonable to give someone death penalty.

Based on the examples, it can be interpreted that there are two things, which are done by the students: first, the student tries to be objective in giving the conclusion about the issue being discussed. Second, the writer avoids being subjective to judge an issue.

Middle achiever’s writing

This section deals with the middle achiever student’s writing. The writer’s draft before and after receiving feedback from the lecturer will be analyzed to see the effect of the lecturer feedback. The analysis is based on two aspects: *First*, the organization and content of discussion text. *Second* is the linguistic features text.

The organization and content of the text

Below is the organization of the discussion text of a middle achiever’s before and after receiving feedback:

Table 3 First draft before receiving feedback

Schematic structure	Ban to Bring Mobile Phone to School	Linguistic feature
Preview Issue	<p>The era of technology, almost all teenagers or student have a mobile phone. Because it claims to learning, communication and even used to do bussines, but on the other hand there are also negative things. The more likely it’s more negative then positive things, such as that while studying, playing games while learning. Even sex video download. And much more</p>	Participant: <i>students, teenagers, we, I, those who</i>
Argument against	<p>With our discussion of the ban on carry a cell phone to school, there are certainly agrees and no one disagrees.</p> <p>For those who do not agrees this policy is considered as a limitation in term of communications that is the right of very nation, which is listed in the pancasila, namely “social justice for all Indonesian people” and those who agree with this policy is very positive because if can give rise to a positive inpact for students can concentrate batter controlled.</p>	Using simple present tense: <i>Claims, agree, shield, live, give</i>
Argument for	<p>So I conclusion from this discussion, the mobilephone a very useful tool and also could backfire for users, so shield our selves From the negative things, because it is not possible in to day, we live without mobile phones an school.</p>	Conjunction: <i>on the other hand, because</i>
Recommen dation		

Table 4 final draft after receiving feedback

Schematic structure	Ban on Bringing Mobile Phones to School	Linguistic Feature
<p>Preview Issue</p> <p>Argument for</p> <p>Argument against</p> <p>Recommendation</p>	<p>In the era of technology almost all teenagers or students have a mobile phone because it helps to communicate and to do business. On the other hand, it is likely to give more negative things than positive ones, such as playing games while learning, watching video while learning and so on. With our discussion of the ban on bringing mobile phone to school leads to certainly agree and disagree opinion.</p> <p>Those who agree with this policy are very positive because it gives rise to positive impact for students to be concentrated in learning. On the other hand, those who do not agree this policy is considered as a limitation in term of the citizen right to communicate, which is listed in the pancasila namely "social justice for all Indonesian people"</p> <p>I conclude that mobile phone is very useful tool, <u>so shield our selves from the negative things because it is not possible if we do not bring mobile phone to school.</u></p>	<p>Participant: <i>students, I, we, those,</i></p> <p>Using simple present: <i>helps, have, leads, agree, conclude</i></p> <p>Conjunction: <i>on the other, because, so,</i></p> <p>Recommendation <i>on</i></p>

The students' texts in the table tables 3 and 4 were analyzed to see the organization of the texts. The result of analysis shows that in his first draft before getting feedback, the student has problem of text organization (see table in the table 3), for example, the students wrote the *argument against* after *preview issue* where it should be *argument for*. Dealing with this case, direct feedback was given by his lecturer. After getting feedback from his lecturer, his writing organization is improved. The improvement of students' writing organization can be observed from his final draft in table 4 such as the student locates *argument for* after the *preview issue*.

Further discussion concerning the content of each argument will be presented in the following paragraph:

In the first and second paragraphs, there are two perspectives presented by the student. First is the importance of mobile for teenagers and students in the school, for example; “*In the era of technology almost all teenagers or students have a mobile phone because it helps to communicate and to do business.*” The second is the impact of mobile phone for the students such as “*on the other hand, it is likely to give more negative things than positive one, such as playing games while learning, watching video while learning and so on*”.

Based on the explanation above, it is clear that the student provides two perspectives information about using mobile. It means that the writer understand how to construct the preview issue about his topic. These findings confirmed with the Emilia’s (2011) argument that in the introduction in a discussion text should introduce the preview issue about the topic to the readers.

In the third paragraph of first draft in the table 3 above shows that the writer started to present an argument to against the topic, for example; “*a limitation in term of communications that is the right of very nation.*” This is contradiction on what is suggested by the experts that in a discussion genre, after preview issue, there is the argument for to support the topic (Emilia, 20011; Knap, P. & Watkins, M. 2005; and Anderson, M. and Anderson, K., 1998; 1987). Although in the discussion text, the experts suggest that after preview issue should be followed the arguments which support the topic, writer who is categorized as a middle achiever wrote *argument against* after *preview issue*. Meanwhile, after receiving feedback form his lecturer, the writer’s text organization is improved. It can be seen from the students’ text organization (see table 3).

In the last paragraph of first and second writing drafts, the writer wrote the recommendation regarding the issues discussed:

I conclude that mobile phone is a very useful tool, shield our selves from the negative things, because it is not possible if we do not bring mobile phone to school.

The excerpt above shows that the writer evaluates the rule of banning of bring mobile phone to the school by stating, “*mobile phone is a very useful tool and it is impossible for us not bring mobile to the school.*” The sentence indicates that the writer disagrees about the topic and he thinks that using the mobile in the school is very important. He suggests to readers by saying, “*shield ourselves from negative things because it is not possible if we do not bring mobile phone to school.*”

Based on the example above, it can be identified that; first, the writer has inadequate knowledge about the organization of discussion text. Second, this case indicates that the middle achiever students need guidance from the lecturer to organize their text according to the suggestions of theorists. Third, the writer has adequate of understanding of what should be written in the conclusion. Moreover, the explanation also shows that a discussion text lead them to build their critical thinking. The writer’s critical thinking can be identified from how he evaluates and gives recommendation to the reader about the topic.

Linguistic features of discussion text

The effects of lecturer’ feedbacks on linguistic of the text are divided into two parts, namely those features common to discussion text and those common to all text types. This section deals with the analysis of linguistic features of discussion text written by the middle achiever student, table 3 and 4. The linguistic features to be analyzed in this text are specific participants, the use of simple present, and conjunctions (Emillia, 2011: 122-126). The specific participants in those texts were mentioned explicitly and detailed, for example, *teenagers, we and those who, and I*. Moreover, in using tense in the text above, the writer used simple present, for example; *is, helps, agree, shield, and conclude*. Furthermore, to lead readers from *argument for* to the *argument against* about the topic,

the writer used conjunction such as *on the other hand*. Moreover, in elaborating the *statement of the issue, argument for, and argument against*, the student used the conjunction such as *because*. The explanation above shows that the student has a good control of linguistic features in writing a discussion text. There are some linguistic features that found in the student's texts above, such as the verb of simple present: *leads, helps, is and conclude*; conjunction; *on the other hand, however, on the contrary*; and participant: *students, I, we and those who* (Emilia, 2011:122-127).

Low achiever's writing

This section deals with the low achiever's writing skill. The student's skill will be examined based on two aspects; *first*, discussion text organization consists of preview issues, argument for and against, and recommendation or evaluation (Anderson, M. & Anderson, K., 1997; 1998; Emilia, 2011). The organization and content of the text

Texts were taken from the higher achiever's first draft and final draft. The texts are presented below:

Table 5 first draft before getting feedback

Structure	Discussion about children play game for entertainment	Linguistic Feature
Preview issues	Issue: talking recreation, one ways for entertain is playing games by online and the popular audiens have achieved by the games online, many children now is very happy play the game online and very much the company try to create internet world for children, but popularite the games online is a good or bad?	Participant: <i>audience, children, parent,</i> Simple present: <i>try, play, say, give</i>
Argument for	Pro: can be facilities recation to make ready social interaction. Can build team work spirit when play with more gamer like multiplayer. The source of research say the player game have focus more than what happen around them.	Use of relating verb: <i>is</i>
Argument against	Contra: have much thing finally a children bad study in the school one example is a game online, many much time to playing often study, always see in front of computer and make effect our cide and can effect listening.	Modality
Conclusion	Conclusion: parent must should see the children, give the children recation to go outdoor, see the view and not let the children sit in front of computer so long, is bad to the future.	

Table 6 final draft after getting feedback

Structure	Children Play Game as entertainment	Linguistic Feature
Preview issue	Talking about entertainment, one way for entertainment is playing online games and many children now are very happy playing the online game and many companies try to create online games for children, but the question is whether it is good or not to play online game.	Participant: <i>children, companies, parents, and they</i>
Argument for	It gives social interaction which can build team work spirit when playing with more games like multiplayer. The source of research says that the game players have more focus than what happen around them.	Simple present: <i>try, says, give, spend</i>
Argument against	On the other hand, playing online game can also give negative impact to students. They spend much time to play than to study. They always stay in front the computer to play online game.	Conjunction: <i>on the other hand,</i> Using modality: <i>must, can</i>
Recommendation	Parents must control their children, do not let their children to spend many times in front of the computer. Parents should ask their children to have recreation out side not playing online game in front of the computer, so their children can see the view because it is bad for children to spend many times in front of the computer.	Using relating verb: <i>is</i>

The texts were analyzed to know how his text organization before getting feedback and after getting feedback. The organization of discussion text can be observed in the Table 5 [after getting feedback] such as *preview issue* in the first paragraph, *argument for* in the second paragraph, *argument against* in the third paragraph, and *conclusion* in the last paragraph. While in his first draft in the table 5 [before getting feedback], the student tries to state the *preview issue*, *argument for*, and *argument against*. It can be identified from the use of subheading of his text, in which indicate the organization, but unfortunately, the student has many problems of word choice and sentence structure which lead the readers to feel difficulty to understand the argument of each stages. Dealing the above case were faced by the student, the improvements were made by the student in his final draft. Further discussions concerning the content of each argument will be presented below:

In the introduction paragraph of his final draft, the writer states the statement of the issue about topic which leads to debate about the topic, for example:

...many children now are very happy playing the online game and many companies try to create online games for children, but the question is whether it is good or not to play online game.

The excerpt above shows that the writer poses a question which can be identified as preview issue to show the reader that there will be *the argument for* and *argument against* about the topic. The excerpt also shows that the writer has adequate knowledge about what should be written in the introduction paragraph of a discussion text.

In the second paragraph of his final draft, he wrote *argument for* to support the topic, for example: *It gives social interaction which can [build team work] spirit when playing with more games like multiplayer*, this statement supports the topic, which allows the children to play online game because the writer thinks that play game can build team work. Moreover, the writer stated, *“The source of research says that the game players have more [focus] than what happen around them.* This statement shows that the writer tries to persuade the reader by searching the evidence to support the topic. Those two statements show that the writer has knowledge of organization of a discussion text.

Third, argument against can be seen in the third paragraph in the table 5 and table 6 above. The writer also started to write the statement to against the argument for. The statement can be seen in the paragraph below:

On the other hand, playing on line game can also give negative impact to students. They spend much time to play than to study. They always stay in front the computer to play online game.

The excerpt above shows that the writer presents the argument to against the topic by stating *[...playing on line game can also give negative impact to students. They spend much time to play than to study]*. These statements are contradiction with arguments the writer presented to support the topic. The excerpt above also shows that the writer used conjunction *“on the other hand”* to lead reader from argument for to argument against. Finally, in the recommendation present the writer position and recommendation regarding the issue by stating:

Parents must control their children, do not let their children to spend many times in front of the computer. Parents should ask their children to have recreation out side not playing online game in front of the computer...

Although the explanations show that the writer has good control of generic structures or organization, the student has incapacity of constructing his sentence, word choice, and word order that lead to the lecturer as his reader to feel difficult to understand his writing ides, for example, the lecturer wrote in his draft *“hampir seluruh kalimat sulit dipahami, buat kalimatnya yg lebih efektif untuk dipahami”*. Second, there are some errors of spelling made by the students, Third, There is no *connective* used by the writer to connect *argument for* and *argument against*, *on the other hand*, for example. Fourth, the writer has some errors on using plural noun word, For example *“(a) many much time (b) much thing”*.

As shown in the table 6 the impact of feedback provided by his lecturer is the students made good performance by using right sentence to express his idea. If comparison made between first draft and final draft, the improvement can be seen in the final draft (see table 5 and 6), for example, in his final draft above shows that the writer used connective *[on the other hand]* to guide reader from *argument for* to the *argument against* and used connective *because* to develop his argument. The writer first draft and final draft of his writing are very different in term word order, word choice and sentence construction. The examples above indicate that lecturer’s feedback plays important role to help students to improve their writing skills.

a. Linguistic features of discussion text

The effects of lecturer’ feedbacks on linguistic of the text are divided into two parts, namely those features common to discussion text and those common to all text types.

This part deals with the linguistic features of discussion text that was written by low achiever students. According to Knapp & Watkins (2005:188-189), linguistic features in a discussion text are simple present, conjunction, and participant (Emilia, 2010:12-127). There are some linguistic features can be identified from the writer's first draft and final in the table 5 & 6.

Linguistic features are found in the first, second and final draft of his writing: first, the writer mentioned participant explicitly, for example: *children, and parents*. The second, the writer used simple present tense, for example, the writer uses to the infinitive verb: *say, stay, try*. Moreover, the writer also used relating verb to link the point of view, for example: *is*. These findings indicate that low achiever has ability to use several linguistic features.

Although the explanation above shows that the writer used some linguistic features, but the writer did not use *connective* in the first and second draft of his writing. It is clear that the different between the writer's draft before and after getting feedback from his lecturer. For example, in the final draft, the writer used *connective* to link the *argument for* and *argument against* to build logical idea, for example: *because* and *on the other hand*. These findings indicate that the lecturer's feedbacks in this study are effective to improve students' skill in using linguistic features of discussion in his revision draft. It means that lecturer's feedbacks provide enough information to help the student to improve his writing quality. The findings is consistent with Ferris's (2006) finding that there was a strong relationship between lecturer's indirect feedback and successful student revisions on the subsequent drafts of their essays. Furthermore, Bitchener (2008) also noted that four groups of students who received corrective feedback outperformed than the control group (group four) who did not receive corrective feedback.

CONCLUSION

The effect of lecturer' feedback on students' writing can be seen from the change made by high, middle and low achiever students' writing from first draft to final draft. This findings show that lecturer's written feedbacks have positive effect on students' writing. Lecturer's written feedback can help high, middle, and low achievers to reduce their writing errors. The used direct feedback as guidance for students to revise their writing and indirect feedback is used to let students think what mistake they made in their writing. Third, she gives instruction to students of what they have to do in revising their writing.

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