

The influence of different types of feedbacks on learners' writing performance at higher education

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Abstract

This study examined the influence of different types of feedbacks on learners' writing performance at higher education. The study belonged to a quasi-experimental research. The participants of the study were 65 L2 learners consisting of four different groups: focus direct feedback (FDF); unfocus direct feedback (UDF) ; focus indirect feedback (FIF); and unfocus indirect feedback (UIF). The data were analyzed using Kruskal Wallis and Mann Whitney U tests. The study revealed that the mean rank for FDF was 25.76; UDF: 45.00; was 15.72; and UIF: 45.97. In this case, UIF (45.97) was higher than UDF (45.00). UDF (45.00) was higher than FDF (25.76). and FDF (25.76) was higher than FIF (15.72). It revealed that there was a difference on the means score among the four group. the value of Chi-Square was 29.949 and asymp.Sig. was 0.000. it meant that Chi-Square= 29.949; $p < 0.05$. It was said that different types of feedbacks gave facilitative effect on the learners' writing performance. Then, partially, based on the Mann Whitney U test, it revealed that there was a significance difference between FDF and UDF ($p < 0.05$), between FDF and FIF ($p < 0.05$), between FDF and UIF ($p < 0.05$), and between UDF and FIF ($p < 0.05$). However, there was no significance difference between UDF and UIF ($p > 0.05$). It was recommended that the teachers apply various types of feedback in the learning process by considering the learners' level ability.

Keywords: effect, types of corrective feedbacks, writing performance, higher education

INTRODUCTION

In the context of L2 writing, giving corrective feedback to learners is an important part in learning process. Learners can get some advantages from the corrective feedback given by the teachers, such as reducing grammatical errors, improving writing skills, and making the composition writing easier. Teachers play an important role in providing feedback to the learners. In this case, teachers' aid L2 learners improve their skills to achieve the learning objectives. According to Purnawarman (2011), there are four roles of a teacher in giving feedback to learners. He or she as a reader, a writing language instructor, a grammarian, and an assessor. As a reader, the language instructor responds to the content of composition produced by the learners. He/she may give positive feedback to the learners. As a language instructor,

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the teacher may locate certain points in learners' composition. As a grammar expert, the teacher can give comments, suggestions or give feedback with emphasizing on grammar rules. As an assessor, the teacher has the responsibility to assess the quality of students' composition and score the learners' composition based on their assessment (2011). According to Ferris (2003), learners get advantages from feedback. Here, the feedback has an urgent and beneficial role to language development, and learners get benefits from feedback on their linguistic errors and assume it to be powerful. In the current study, the researcher investigates the effect of four types of corrective feedbacks on learners' writing performance, namely: focus direct feedback (FDF) ; unfocus direct feedback (UDF); focus indirect feedback (FIF); and unfocus indirect feedback (UIF).

Direct Corrective Feedback is a model of the feedback given by teacher with correct linguistic form (Ferris, 2002). It is usually given by teachers, on linguistic errors, by giving the correct form (Bitchener et al., 2005). Some procedures of giving direct feedback are indicating the wrong words or phrases and putting the right form. Direct Corrective Feedback can be applied in many models, for example, by crossing out the wrong word, phrase, or morpheme; and by giving the correct one (Ellis, 2008; & Ferris, 2006). Direct Corrective Feedback gives information on the correct form to the learners (Ellis, 2008). Lee (2008) argues that it is suitable for beginner learners. In Direct corrective feedback, the teacher locates and corrects errors directly. it enables the students to understand the correct form immediately. For instance, the L2 student writes: *I buy two apple*. The teacher revised: *I buy two apples*. In his case, the teacher shows the error location and gives the correct answer. Ellis (2008) stated that direct feedback raises the interaction of the students in the writing class. It improves control of the language since it will not lead the learner to a wrong correction. Direct feedback provided correct forms done by the teacher. In the view of Ferris (2003), it is a kind of feedback given to L2 learners using the correct one done by language instructors. Elashri (2013) confirmed that Direct Corrective Feedback helped learners since it provided learners' errors and revises them directly. This type is more suitable for low learners (Ferris & Hedgcock, 2005).

The other types of feedback is Indirect Corrective Feedback. It did not allow the teacher to provide correct linguistic forms for students, but just to locate the errors. Indirect corrective feedback is feedback indicating that there was an error; however, the teacher did not put the correct form directly (Ferris, 2003). Indirect corrective feedback is used to show that a linguistic error existed, but not revised, letting the learner correct (Bitchener, 2008). Indirect feedback occurs when language instructors show indications and make learners realize that an error existed, but they do not give the learners with the correct one. Generally, many models of giving indirect feedback might be: underlining errors and classifying the error types, and noting the number of errors (Bitchener, & Knoch, 2008). In this type, language instructors only show the errors but not give the correct form (Lee, 2008). For instance, language instructors give signs on the errors by using lines, circles, or codes to show the errors O'Sullivan & Chambers (2006), or by giving a cross (Talatifard, 2016). Moser and Jasmine's (2010) found that learners who were given indirect corrective Feedback achieved better than those treated using Direct

Corrective Feedback. The present study uses both models of feedback. However, the researcher adds the investigation with focus and unfocus of direct and indirect feedback.

Focus corrective feedback is the model of feedback that teachers provide intensively for a single error or error category. Bruton (2009) argues that focused feedback is a form of explicit grammar instruction. However, Farris (2010) argues that using focused feedback might not be sufficient to improve writing accuracy. In the current study, Direct focused corrective feedback focuses the feedback on subject-verb agreement for the first writing product, examining missing words for the second writing product, and examining punctuation for the third writing product). In contrast, unfocus feedback is the model of feedback that teachers provide all linguistic errors made by the learners (Ellis et al., 2008; Ellis, 2009; Lee, 2009). Unfocused feedback involves giving feedback on all errors. Here, feedback was given on all language forms.

There were some studies investigated the four types of feedbacks. For example, Bitchener, 2010, Young & Cameron, 2005) reported an advantage for indirect feedback; and Chandler (2003) reported positive evidence for both direct and indirect feedback (Bitchener, 2010). Studies conducted by Ferris and Roberts (2001) examined the effectiveness of different types of indirect feedback. The finding revealed no difference between the different types (Bitchener, 2010). Manifold studies have investigated the influence of various kinds of direct written CF on students' accuracy development. They came up with the fact that students receiving direct CF and oral elaborations did better than other groups. Karimi and Fotovatnia (2010) revealed that focused CF and Unfocused CF can equally contribute to the grammatical accuracy in L2 writing. Then, Farrokhi (2011) proved focused CF as more effective on the students' improved grammatical accuracy than unfocused CF in terms of pedagogy. In addition, Frear (2010) proved that no difference existed among the three groups. It was found that the experimental class did better than control group in terms of their performance on second writing. Then, Farrokhi and Sattarpour (2011) found that focus feedback performed better than the other groups in terms of grammar accuracy. Then, Kassim and Lee Luan Ng (2014) found that the experiment groups did better than the control group. Moreover, Fateme Saeb (2013) found that there was a great improvement in accuracy for the two experimental groups. However, there was no significant difference between the focused and unfocused groups. Next, Araghi and Sahebkheir (2014) revealed that the focused group performed better than unfocused and control groups. It also showed that gender did not influence the learners' grammar accuracy over effectiveness of focused and unfocused feedback. Next, Ellis et al. (2008) investigated the effects of focused and unfocused CF. They found that the feedback gave effect for both focused and unfocused groups. Then, Sheen et al. (2009) found that focused CF contributed to grammatical accuracy in L2 writing. Later, Frear (2010) found that the experimental groups performed better than the group receiving no feedback in L2 writing. Rouhi and Samiei (2010) also studied on the effectiveness of focused and unfocused indirect feedback. They found that there was no statistically significant difference among the three groups. Then, Sun (2013) revealed that the focused group improved significantly in the accuracy of case forms while the unfocused and the control group did not make

any apparent progress. The results indicated that focused WCF was effective in increasing case accuracy in learners' writings.

Studies on the impact of direct corrective feedback have also been conducted (see Mirzaii, Aliabadi, 2013; (Shintani, Ellis, & Suzuki, 2014; Vyatkina, 2010; Jiang & Xiao, 2014; and Hartshorn., 2015). (Mirzaii, Mostafa., Aliabadi, Reza Bozorg, 2013) revealed that direct was more effective than indirect feedback. (Shintani, N., Ellis, R., & Suzuki, W, 2014) found that direct feedback is more helpful. (Vyatkina, N, 2010) also found that all groups improved their accuracy in redrafting. (Jiang, L., & Xiao, H, 2014) found that both the direct-only correction and the direct metalinguistic correction benefited explicit and implicit knowledge. Some researchers relate the advantages in using direct corrective feedback; (Hartshorn., K. James, 2015) their study observed dynamic feedback on rhetorical appropriateness. The study by Stefanou & Révész, (2015) found that respondents with higher grammatical sensitivity proved more likely to achieve gains in the direct feedback, Then, (Han, Y, 2012) found that direct feedback can significantly increase learners' writing. The similar researches were also conducted (see Sheen, 2007; Daneshvar & Rahimi, 2014; Farrokhi & Sattarpour, 2012; Moazamie & Mansour, 2013). (Sheen, Younghee, 2007) found that written feedback improved learners' accuracy. (Daneshvar, E., & Rahimi, A, 2014) the lasting effect of recast was more helpful than the lasting effect of direct focused on the grammatical accuracy. (Farrokhi, F., & Sattarpour, S., 2012) focused feedback is more effective than unfocused feedback. Moreover, (Moazamie, Parvin., & Mansour, Koosha, 2013) found that there is no significant difference between EA-based and CA- based error correction. (Maleki, Ataollah., & Eslami, Elham, 2013) revealed that the recipients of feedback achieved better than those in the control group.

Studies on the effectiveness of feedback have also been conducted by (Zabor & Rychlewska, 2015; Wawire, 2013; Van Beuningen, De Jong, & Kuiken, 2008; and Kurzer, 2017). (Zabor, L., & Rychlewska, A, 2015), revealed that feedback improved the learners' accuracy. Then, (Wawire, B. A., 2013) indicated that students appreciate and prefer feedback structured within the sociocultural framework. (Van Beuningen, C. G., De Jong, N. H., & Kuiken, F, 2008) revealed that corrective feedback can be effective in improving students' accuracy. Then, (Kurzer, Kendon, 2017) found that direct written corrective feedback was helpful to improve linguistic accuracy. Studies on the effect of direct/ indirect and focus/ unfocus corrective feedback have been conducted (see Farjadnasab & Khodashenas, 2017; Amirani, Ghanbari, & Shamsoddini, 2013; Jamalinesari, Rahimi, Gowhary, & Azizifar, 2015; and Kassim & Ng, 2014). (Farjadnasab, Amir Hossein., & Khodashenas, Mohammad Reza, 2017) revealed that direct feedback gives facilitative effect on students' writing accuracy. Then, (Amirani, Sara., Ghanbari, Batoul., & Shamsoddini, Mohammad Rza, 2013) considered to be useful in methodological issues related to writing ability, grammar instruction and error correction techniques. Then, a study by (Jamalinesari, A., Rahimi, F., Gowhary, H., & Azizifar, A, 2015) revealed that the class with indirect feedback improved better than direct feedback. (Kassim, Asiah., & Ng, Lee Luan, 2014) also found that there was no significant difference between the unfocused and focused feedback. The similar studies

also conducted by some experts (see Poorebrahim, 2017; Frear & Chiu, 2015; Moini, & Salami, 2013; Esther Lee, 2013). (Poorebrahim, Fatemeh, 2017) found that more explicit feedback is better for revising purposes; on the contrary, more implicit feedback is good for learning purposes. (Frear, David & Chiu, Y. H, 2015) found that both focused indirect feedback and unfocused indirect feedback were unable to notice the target structure. (Moini, Mohammad Raouf., & Salami, Malihe, 2013) found that unfocused group achieved the highest accuracy gain scores. (Esther Lee, 2013) found, that the most frequent type of corrective feedback was recasts. Studies on Focused corrective feedback by (Saeb, 2014; Sonja 2013). (Saeb, Fateme, 2014). She revealed that focused group did better than both unfocused and control groups. Later, (Sonja Huiying Sun, 2013) indicated that focused written corrective feedback was useful in improving writing accuracy.

Different with all studies above, this research emphasizes on measuring the effect of the effect of four types of corrective feedbacks on learners' writing performance, namely: focus direct feedback (FDF) ; unfocus direct feedback (UDF); focus indirect feedback (FIF); and unfocus indirect feedback (UIF). The novelty of this study is that the the focus and unfocus corrective feedback are involved and taken into consideration for deeper analyzing of the effectiveness of direct and indirect corrective feedback in L2 writing class. In this case, the aim was to measure the effect of the different types of corrective feedbacks on learners' writing performance.

METHOD

The study applied quasi using experimental research using pre test post test design with intact L2 writing classes. The participants were 65 L2 learners at IAIN Palangka Raya of 2018/ 2019 academic years. The participants were assigned into four groups: focus direct feedback (FDF) class (17 learners); unfocus direct feedback (UDF) class (16 learners); focus indirect feedback (FIF) class (16 learners); and unfocus indirect feedback (UIF) class (16 learners); The distribution of the participants was described in Table 1.

Table 1. The distribution of the Participants

Types of Feedbacks	Number
Focused Direct Feedback (FDF)	17
Unfocused Direct Feedback (UDF)	16
Focused Indirect Feedback (FIF)	16
Unfocused Indirect Feedback (UIF)	16
Total	50

Procedures

The entire study was spread over one semester in writing essay class. Each meeting was done a week for 16 meetings. At the early beginning, all participants were given pretest to observe the existing ability in writing essay. Then, the participants were divided into four group classes: focus direct feedback (FDF) class (17 learners); unfocus direct feedback (UDF) class (16 learners); focus indirect feedback (FIF) class (16 learners); and unfocus indirect feedback (UIF) class (16 learners). In FDF and FIF classes the teacher provided the feedback by (1) indicating the location of errors by circling the errors of only one certain type of linguistic error each time (i.e. Examining subject-verb agreement for the first writing product, examining missing words for the second writing product, and examining punctuation for the third writing product) and providing the correct relevant forms for FDF and UDF classes. Meanwhile, in UDF and UIF classes, the teacher provided the feedback for all linguistic errors on the learners' writing product, and only locating the errors and not providing the correct relevant forms for FIF and UIF classes. At the last session, all participants were given writing test. They should write an essay about 450-500 words. The students' composition were scored using the scoring method as developed by Wiegles (2002, p. 116) and scoring standard of IAIN Palangka Raya (2011, p. 15). It was done to produce the right criteria to score learners' essay writing.

Data Analysis

The null hypothesis was that there was no significant difference on Learners' Writing Performance as seen from different Corrective Feedbacks given. To response the single research question; Kruskal Wallis test and Mann Whitney U test were applied to determine if there was a significant difference or not on Learners' Writing Performance as seen from different Corrective Feedbacks given. Kruskal Wallis test is a one-way analysis of variance carried out on rank (Ary, Lucy, Chris, and Asghar, 2010, p.644). Meanwhile, Mann Whitney U test is a statistical test for the difference in the group means for two independent samples when the dependant variable is ranked data (Ary, Lucy, Chris, and Asghar, 2010, p.645). To analyze the data, Kruskal Wallis test was applied to compare the means of two or more independent groups. Then, in the post hoc test, Mann Whitney U test was used to see the different means of groups with different treatment. It was used to see whether there was a significant difference between groups. All statistical procedures were calculated using SPSS software (version 16).

RESULT

Before testing using Kruskal Wallis, the four groups of data had different form of spread as illustrated in Figure 1. Then, Kruskal Wallis test would be applied to test the hypothesis.

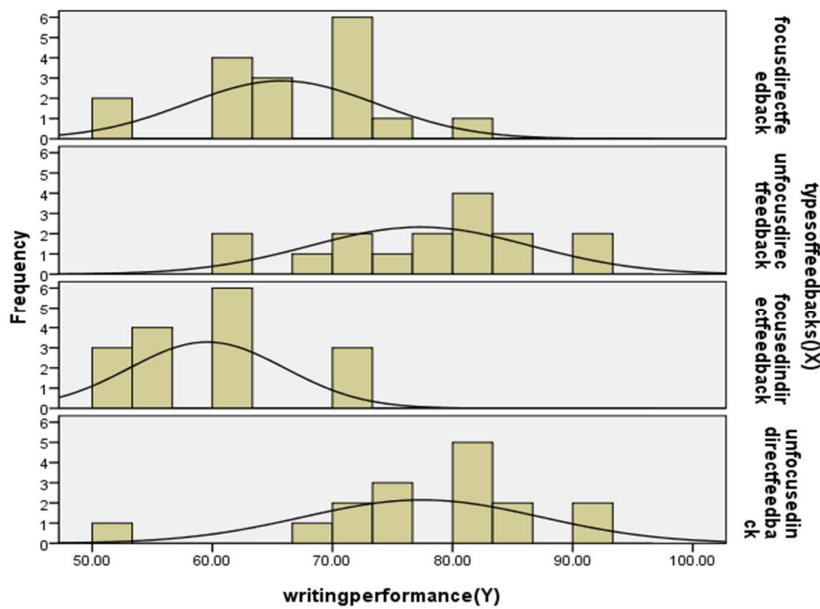


Figure 1. The data spread of four groups

Partially, the spread of the data of each group, as explained in the following figures.

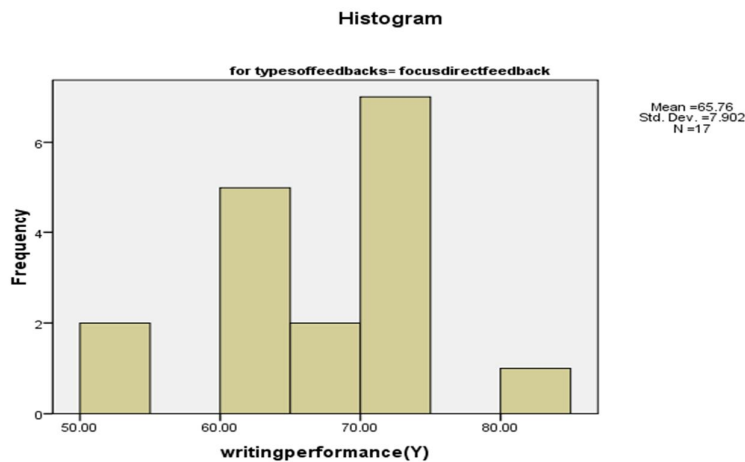


Figure 2. Learners' writing performance using Focus Direct Feedback

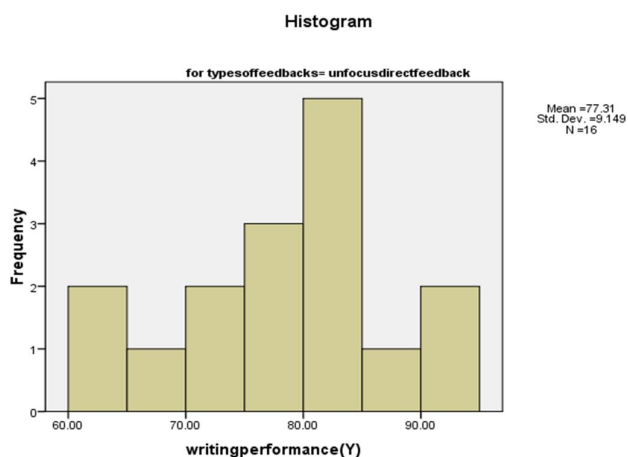


Figure 3. Learners' writing performance using Unfocus Direct Feedback

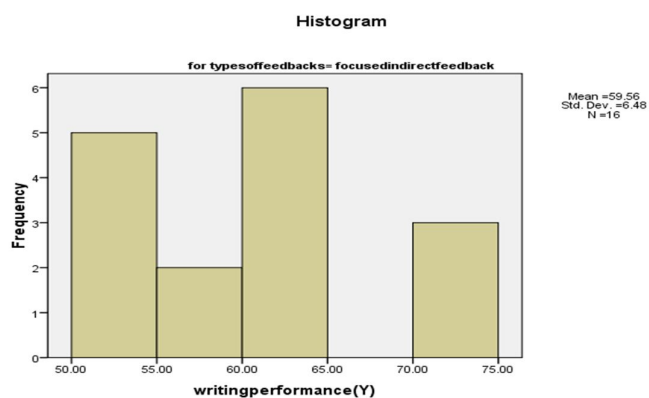


Figure 4. Learners' writing performance using Focus Indirect Feedback

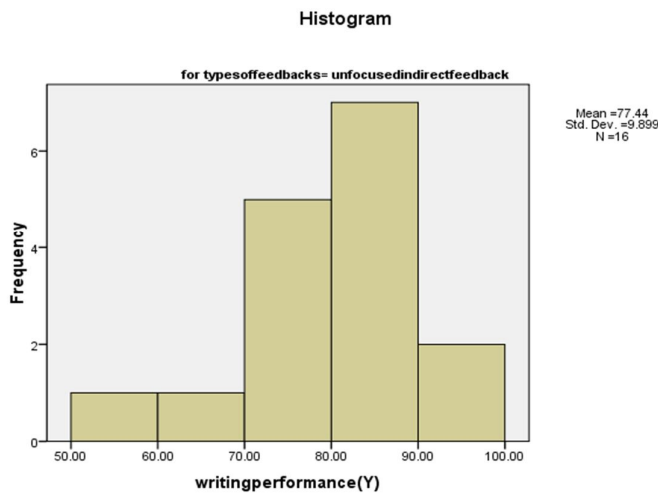


Figure 5. Learners' writing performance using Unfocus Indirect Feedback

Based on the output above, it was said the data had different form of spread. Therefore, the statistical calculation for Kruskal Wallis could be continued, as described in Table 2.

Table 2. Kruskal Wallis Test

Ranks			
	Types of feedbacks (X)	N	Mean Rank
Writing performance (Y)	Focus direct feedback (X1)	17	25.76
	Unfocus direct feedback (X2)	16	45.00
	Focus indirect feedback(X3)	16	15.72
	Unfocus indirect feedback(X4)	16	45.97
	Total	65	

The output found that the mean rank for unfocused indirect feedback (45.97) was higher than unfocused direct feedback (45.00). The mean rank for unfocused direct feedback was higher than focus direct feedback (25.76). and the mean rank for focus direct feedback (25.76) was higher than focus direct feedback (15.72). Based on the output, there was a difference on the means score among the four group. The next procedure was to measure whether the difference of the means was significant or not, as illustrated in table 3.

Table 3. Test Statistics^{a,b}

Writing performance (Y)	
Chi-Square	29.949
Df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: types of feedbacks(X)

The output of Chi-Square was 29.949 and asymp.Sig. was 0.000. it meant that Chi-Square= 29.949; $p < 0.05$. It was said that different types of feedbacks gave facilitative effect on the learners' writing performance. The next step was to do post hoc test using Mann Whitney U test in order to test the different means of groups with different `treatment. It was used to see whether there was a significant difference between groups partially: (a) between focus direct feedback and unfocus direct feedback; (b) between focus direct feedback and focus indirect feedback; (c) between focus direct feedback and unfocus indirect feedback; (d) between unfocus direct feedback and focus indirect feedback; and (e) between unfocus direct feedback and unfocus indirect feedback.

Assumption for Mann Whitney U test

Mann Whitney U test the so-called Wilcoxon Rank sum set is a non parametric test to test the difference between means. Before testing using Mann Whitney U test, the assumption of Mann Whitney was counted, such as the data variables were ordinal, interval or ratio; the normality test was not fulfilled; the variables were independent; and the varians of both goupes were homogeneous. To test the normality, Kolmogorov-Smirnov test was applied since the data were more than 50, as illustrated in Table 4.

Table 4. Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Performance (Y)	Focus direct feedback	.175	17	.177	.960	17	.635
	Unfocus direct feedback	.155	16	.200*	.934	16	.286
	Focus indirect feedback	.166	16	.200*	.915	16	.138
	Unfocus indirect feedback	.165	16	.200*	.899	16	.077

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the kolmogorov Smirnov test, the sig value of focus direct feedback (0.177); unfocus direct feedback (0.200); focus indirect feedback (0.200); unfocus indirect feedback (0.200). Since they were higher than 0.05, it was said that the data

were not normally distributed, and it was one of the assumption test for Mann Whitney U test. The next step was to test the homogeneity using Levene's test as explained in Table 5.

Table 5. Levene's Test

		Levene Statistic	df1	df2	Sig.
Writingperformance (Y)	Based on Mean	.585	3	61	.627
	Based on Median	.403	3	61	.752
	Based on Median and with adjusted df	.403	3	49.608	.752
	Based on trimmed mean	.513	3	61	.675

Since the Sig. value of based on mean is 0.627 higher than 0.05, the varian of four groups were the same or homogeneous. The next step was to test the hypothesis using Mann whitney test in order to see the difference of learners' writing performance between focus direct feedback and unfocus direct feedback, as described in Table 6.

Table 6. Ranks

	Types of feedbacks (X)	N	Mean Rank	Sum of Ranks
writingperformance(Y)	Focus direct feedback	17	11.82	201.00
	Unfocus direct feedback	16	22.50	360.00
	Total	33		

The table showed the mean rank of focus direct feedback (11.82) is lower than The mean rank of unfocus direct feedback (22.50). then, based on table statistics, it was described in Table 7.

Table 7. Test Statistics^b

	Writing performance (Y)
Mann-Whitney U	48.000
Wilcoxon W	201.000
Z	-3.180
Asymp. Sig. (2-tailed)	.001
Exact Sig. [2*(1-tailed Sig.)]	.001 ^a

The value of U was 48 and the value of W was 201. Since the value of Z -3.180. The P value was $0.001 < 0.05$; therefore, there was a significance on learners' writing performance between focus direct feedback and unfocus direct feedback. The next step was to to see the difference of learners' writing performance between focus direct feedback and focus indirect feedback, as deccribed in Table 8.

Table 8. Ranks

	Types of feedbacks(x)	N	Mean Rank	Sum of Ranks
Writing performance (y)	Focus direct feedback	17	20.65	351.00
	Focus indirect feedback	16	13.12	210.00
	Total	33		

The table showed the mean rank of focusdirectfeedback (20.65) was higher than The mean rank of focus indirect feedback (13.12). then, the table statistics was described in Table 9.

Table 9. Test Statistics^b

	Writing performance (y)
Mann-Whitney U	74.000
Wilcoxon W	210.000
Z	-2.243
Asymp. Sig. (2-tailed)	.025
Exact Sig. [2*(1-tailed Sig.)]	.025 ^a

The value of U was 74 and the value of W was 210. Since the value of Z -2.243, and P value was $0.025 < 0.05$, it was said that there was a significance on learners' writing performance between focus direct feedback and focus indirect feedback.

The next step was to test the hypothesis in order to see the difference of learners' writing performance between focus direct feedback and unfocus indirect feedback, as explained in Table 10.

Table 10. Ranks

	Types of feedbacks (X)	N	Mean Rank	Sum of Ranks
Writing performance (Y)	Focus direct feedback	17	11.29	192.00
	Unfocus indirect feedback	16	23.06	369.00
	Total	33		

The table showed the mean rank of focus direct feedback (11.29) was lower than The mean rank of unfocus indirect feedback (23.06). then, the table statistics was described in Table 11.

Table 11. Test Statistics^b

	Writing performance(Y)
Mann-Whitney U	39.000
Wilcoxon W	192.000
Z	-3.504
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^a

The value of U was 39 and the value of W was 192. Since the value of Z -3.504, and P value was $0.000 < 0.05$, it was said that there was a significance on learners' writing performance between focus direct feedback and unfocus indirect feedback. The next step was to test the hypothesis to see the difference of learners' writing performance between unfocus direct feedback and focus indirect feedback, as described in Table 12.

Table 12. Ranks

	Types of feedbacks (x)	N	Mean Rank	Sum of Ranks
Writing performance (y)	Unfocus direct feedback	16	23.19	371.00
	Focus indirect feedback	16	9.81	157.00
	Total	32		

The table showed the mean rank of focus direct feedback (23.19) was higher than The mean rank of unfocus indirect feedback (9.81). then, the table statistics was described in Table 13.

Table 13. Test Statistics^b

	Writing performance (y)
Mann-Whitney U	21.000
Wilcoxon W	157.000
Z	-4.041
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^a

The value of U was 21 and the value of W was 157. Since the value of Z -4,041. The P value was $0.000 < 0.05$, it was said that there was a significance on learners' writing performance between unfocus direct feedback and focus indirect feedback.

The next step was to test the hypothesis in order to see the difference of learners' writing performance between unfocus direct feedback and unfocus indirect feedback as described in Table 14.

Table 14.Ranks

	typesoffeedbacks(x)	N	Mean Rank	Sum of Ranks
writingperformance(y)	unfocusdirectfeedback	16	16.31	261.00
	Unfocusindirectfeedback	16	16.69	267.00
	Total	32		

The table showed the mean rank of unfocus direct feedback (16.31) was lower than The mean rank of unfocus indirect feedback (16.69). then, the table statistics was described in Table 15.

Table 15.Test Statistics^b

	Writing performance (y)
Mann-Whitney U	125.000
Wilcoxon W	261.000
Z	-.113
Asymp. Sig. (2-tailed)	.910
Exact Sig. [2*(1-tailed Sig.)]	.926 ^a

The value of U was 125 and the value of W was 261. Since the value of Z - 0.113. The P value was 0.910 > 0.05, it was said that there was no significance on learners' writing performance between unfocus direct feedback and unfocus indirect feedback

Based on the Kusskall Walis test, it revealed that the mean rank for focus direct feedback was 25.76; unfocus direct feedback was 45.00; focus indirect feedback was 15.72; and unfocus indirect feedback was 45.97. In this case, unfocused indirect feedback (45.97) was higher than unfocused direct feedback (45.00). unfocused direct feedback (45.00) was higher than focus direct feedback (25.76). and focus direct feedback (25.76) is higher than focus direct feedback (15.72). It was said that there was a difference on the means score among the four group. the value of Chi-Square was 29.949 and asymp.Sig. was 0.000. it meant that Chi-Square= 29.949; $p < 0.05$. It can be inferred that different types of feedbacks gave facilitative effect on the learners' writing performance. Then, partially, based on the Mann Whitney U test, it revealed that there was a significance difference between (a) between focus direct feedback (FDF) and unfocus direct feedback (UDF) ($p < 0.05$) ; (b) between focus direct feedback (FDF) and focus indirect feedback (FIF) ($p < 0.05$) ; (c) between focus direct feedback (FDF) and unfocus indirect feedback (UIF) ($p < 0.05$) ; (d) between unfocus direct feedback (UDF) and focus indirect feedback(FIF) ($p < 0.05$). However, there was no significance difference between unfocus direct feedback (UDF)and unfocus indirect feedback (UIF) ($p > 0.05$), as illustrated in Table 16.

Table 10. Conclusion of Mann Whitney U test

	Learners' writing performance				
Types of test	FDF and UDF	FDF and FIF	FDF and UIF	UDF and FIF	UDF and UIF
Mann-Whitney U	48.000	74.000	39.000	21.000	125.000
Wilcoxon W	201.000	210.000	192.000	157.000	261.000
Z	-3.180	-2.243	-3.504	-4.041	-.113
Asymp. Sig. (2-tailed)	.001	.025	.000	.000	.910
Exact Sig. [2*(1-tailed Sig.)]	.001 ^a	.025 ^a	.000 ^a	.000 ^a	.926 ^a
p.value	< 0.05	< 0.05	< 0.05	< 0.05	>0.05
conclusion	significance	significance	significance	significance	Not significance

DISCUSSION

Based on the finding, it was said that different types of feedbacks gave facilitative effect on the learners' writing performance. The Kuskall Walis test revealed that the mean rank for focus direct feedback was 25.76; unfocus direct feedback was 45.00; focus indirect feedback was 15.72; and unfocus indirect feedback was 45.97. It could be inferred that unfocused indirect feedback (45.97) was higher than unfocused direct feedback (45.00). unfocused direct feedback (45.00) was higher than focus direct feedback (25.76). and focus direct feedback (25.76) was higher than focus indirect feedback (15.72). Then, partially, based on the Mann Whitney U test, it revealed that there was a significance difference between (a) between focus direct feedback (FDF) and unfocus direct feedback (UDF) ($p < 0.05$) ; (b) between focus direct feedback (FDF) and focus indirect feedback (FIF) ($p < 0.05$) ; (c) between focus direct feedback (FDF) and unfocus indirect feedback (UIF) ($p < 0.05$) ; (d) between unfocus direct feedback (UDF) and focus indirect feedback (FIF) ($p < 0.05$) ; In contrast, there was no significance difference between unfocus direct feedback (UDF) and unfocus indirect feedback (UIF) ($p > 0.05$).

This finding was supported by Frear (2010) on the effects focused direct Corrective feedback on the students' use of past tense to unfocused direct Corrective feedback and another group receiving no feedback. The researcher proved that no difference existed among the three groups. It was found that the experimental groups

did better than the group receiving no feedback in terms of their performance on second writing. Then, Farrokhi and Sattarpour (2011) found that focus feedback performed better than the other groups in terms of grammar accuracy. Moreover, Araghi and Sahebkhair (2014) revealed that the focused group performed better than both unfocused and control groups. It also showed that gender did not influence the learners' grammar accuracy over effectiveness of focused and unfocused feedback. Next, Ellis et al. (2008) found that the feedback gave effect for both focused and unfocused groups. Then, Sheen et al. (2009) found that focused CF contributed to grammatical accuracy in L2 writing. The finding was also in accordance with Asiah Kassim and Lee Luan Ng (2014) who revealed that both treatment groups did better than the control group. However, there was no significant difference between the unfocused and focused corrective feedback groups. Moreover, Fateme Saeb (2013) found that there was a significant improvement in accuracy for the two experimental groups. However, there was no significant difference between the focused and unfocused groups.

CONCLUSION

This study examined the influence of different types of feedbacks on learners' writing performance at higher education. The study belonged to a quasi-experimental research. The participants of the study were 65 L2 learners consisting of four different groups: focus direct feedback (FDF); unfocus direct feedback (UDF) ; focus indirect feedback (FIF); and unfocus indirect feedback (UIF). The data were analyzed using Kruskal Wallis and Mann Whitney U tests. The study revealed that the mean rank for FDF was 25.76; UDF: 45.00; was 15.72; and UIF: 45.97. In this case, UIF (45.97) was higher than UDF (45.00). UDF (45.00) was higher than FDF (25.76). and FDF (25.76) was higher than FIF (15.72). It revealed that there was a difference on the means score among the four group. the value of Chi-Square was 29.949 and asymp.Sig. was 0.000. it meant that Chi-Square= 29.949; $p < 0.05$. It was said that different types of feedbacks gave facilitative effect on the learners' writing performance. Then, partially, based on the Mann Whitney U test, it revealed that there was a significance difference between FDF and UDF ($p < 0.05$), between FDF and FIF ($p < 0.05$), between FDF and UIF ($p < 0.05$), and between UDF and FIF ($p < 0.05$). However, there was no significance difference between UDF and UIF ($p > 0.05$). It was recommended that the teachers apply various types of feedback in the learning process by considering the learners' level ability.

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