

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The researcher would provide the findings and discussion from the study in order to answer the research questions about the implementation of writing conference strategy in online EFL writing classroom.

A. Findings

In this section, the researcher would present the data result of writing conference strategy in online EFL writing classroom based on students' experiences through an interview via WhatsApp messenger. There were 12 students as for the interview of this research. The findings that are displayed based on the two research question raised as follows:

1. The implementation of writing conference in online EFL writing classroom

The findings of the first research question are displayed in relation to six stages in the writing conferences (Taylor, 1985, p. 9). The resulting data of students' answers about the implementation of online writing conference are displayed in the form of the narrative. After classifying the data about the similar answer-type, the researcher displays another different answer of the participant as follows:

a. Teacher's preparation and entry in starting the online classroom

Based on interview data, the student are asked, *“Did the teacher start the online writing classroom by greeting the students and ask about their condition?”* The result showed all the interviewee gave the exact same answer that the teacher would open the online writing conference by greeting them and asking about their condition. It is proven by the student’s answer, *“Yes, of course. Every time the teacher start the online writing class, she would greet and ask about our condition”*. The students told that the teacher asked them like that as to gain information that probably could affects how the online class will be going. The question such as, how are you or how was your weekend is the most question which the teacher used to.

Besides asking about their condition, the teacher would also listen to the student’s complaint about writing. It would happen sometimes that the students tell the teacher about the difficulties in arranging the draft and the teacher would likely listen to it. This is proven from the student’s answer, *“Yes, almost on each meeting of online writing class that the teacher start the classroom by greeting us. She would also listen to our complaint about writing sometimes”*.

The student also answered that the brainstorming would happen sometimes after the teacher completed the opening. The purpose of the brainstorming is to review or remembering previous lesson and material so that the students got a gasp about what will the doing in the lesson today. It is proven with the student’s answer, *“Yes. Basically, the*

teachers always ask us about how our conditions are and they sometimes do the brainstorming to review the previous material or meeting”

b. The teacher explain the topic of the online writing conference

Based on interview data, the question “*While the teacher define the goals of the conference, did the teacher ask about the student’s problem related to the topic?*” showed that most the students told similar answers. They told that the teacher would always mention the topic of the day and then asking them about their problem related to the topic. The student said that the teacher would asked them question such as “*Have you ever make this essay about*” or have they heard about the topic and then the teacher will began to grow the conversation about the problem of the topic.

There was also a meeting where the teacher would told the students about the topic first and then explaining its goal alongside with it. It is proven with the student’s answer, “*Yes, usually the teacher would ask about what part of the topic that we do not understand after explaining the topic and its goal*”.

There also a student who answer that before the conference began, the teacher give the students an option about the topic. The student’s stated, “*Yes, she also asked our opinion about the topic*”. She let the students to pick up the topic of today so that the students would chose the topic they know very well and then she would ask about their problem related to the topic.

c. The ways how the students should participate are explained

The researcher do the interview by asking the students a question, *“When conferencing, did the teacher usually ask the students to make a draft and discussing it together?”* the answers showed that the students have various answers based on their experiences. The students said that the teacher did explained clearly on how are we going to do. The instruction is presented clearly depend on the condition they have in online classroom. Either the teacher would order the students to make the draft first or the teacher explained the material briefly. It is proven with the student’s answer, *“Sometimes, the teacher will explain to the students what activities will be held in today online conference and soon after that she will began the activity. The sequence of the activities depend on situation, either the students will make a draft first or the teacher will explain the material briefly”*.

There was also a situation when the teacher ask the students to make the draft or an essay as a homework to submitting in next meeting. They said that the online writing conference is only enough for the teacher explain the material. It is proven with the student’s answer, *“We rarely making a draft when online writing conference is held. The online conference only for the teacher to explain the material and then she ordered us to make a draft as a homework so that in the next meeting we will discuss it together”*

Based on the answers above, the researcher got the conclusion that the students are given the roles and responsibilities during the online writing conference. However, when it comes to making a draft, that activity is depend on the situation which the teacher-students have in online writing conference. In most answer, making a draft and discussing it together is a kind of activity that almost happen in online writing conference.

d. Having a draft to explore the student's thought in writing

The researcher ask the interviewee a question *“What did the teacher do after discussing the draft to the students?”* the students have various answers on this matter yet they have one same purpose. The student's answer, *“Discussing a draft together sure takes much time in online conference and after the teacher have done the explanation of the example draft, she will asked about our opinion related to it”*. Through this answer, the teacher engaged the draft with the student's opinion. The student stated that her opinion is about the general structure of the draft, whether each text has the same form or different on each. It is likely that the teacher encouraged the students so that they can mention some specific problem in writing on her or his own.

Some students are also answers that discussing the draft together is most happen in online writing conference. It is proven with the student's answer, *“In several meeting of online writing conference, the teacher will*

open the question and answer session after explaining the example draft and discussing it together”.

Based on the answers above, the researcher got some activities that occurred after the draft discussion. As for their experiences, the teacher will show the example draft, read it aloud and discussing it together. However the activity after the draft discussion is having a various activity. For the most part, the teacher would ask the students their opinion after discussing it together in order to explore their thought in writing.

e. The teacher revises the student’s draft together

The researcher ask the students a question, *“How the teacher usually revise the students’ draft?”* the answer showed that most of the students have similar answer to each other. Such as, *“The teacher will choose one of the student’s draft and revise it together with the students. She explained clearly what need to be done in our draft in order to become a good outline for an essay”*. The students told more details that sometimes the revising is rather briefly. The teacher mention the mistakes of the chosen draft and ask other students to write it. The teacher would also gave the comment on each draft. It is proven with the student’s answer, *“Sometimes, she gave us personal comments, but most of the time we will discuss the most mistakes occur on the draft after she checked it all”*.

Based on the answer above, the researcher got the conclusion that in this area, the teacher did the revise activity clearly to the students. The

way of the revising to happen is in various form and then, the teacher would state specifically what needs to be done to the writing or the draft and give the explanation on how to revise the students' work.

f. Summarizing about the online writing conference in the end of the class

The researcher asks the students a question *"In the online writing conference, did the teacher ask the students to do their draft as a homework for the next meeting?"* The result showed that their answers are quite similar to each other. The students said that the teacher will gradually end the online writing conference with summarizing the lesson. There was a time when the teacher just summarized the lesson because the time of an online class is running out. It is proven by the student's answer,

"There was also a time that the teacher ordered us to just summarize the lesson even though we are not done yet with our draft-making, the teacher just told us to stop and do the rest for the next week because the time of online class is over". Through that answer, the draft-making would also be an assignment for the students to submit in the next meeting. After the summarizing, the teacher would also set the deadlines and anticipate the next online writing conference. The student said that, *"Sometimes the teacher gives us a few days for the deadline of the assignment".*

Based on answers above, the researcher got the conclusion that in the end of the online writing conference, the teacher did the summarizing and the set the deadlines for the next online conferences. The draft-making would also be an assignment for the students if the duration of the online conferences is running out.

2. The Feedback-type which occurred within the teacher-student online writing conference

a. Peer Feedback

The researcher gave the students a question to explore their experience about the peer feedback which occurred within online writing conference. The question is, *“Did the teacher ask the students to work in pairs for evaluating their draft?”* the results of the students’ answers showed some similarities. Some of them answered that the peer feedback is likely never to happen while conducting online writing conference. They stated that the peer feedback mostly happened while face-to-face learning.

However, there are also some variety answers from the other students. Such as, *“Conversing with peer is almost never. We often evaluate or discuss the writing together with the lecture”*. The feedback in pairs is a rare occasion within the online writing conference class. When it comes to feedback session, the teacher rather encouraged the students to have an audience for discussing it together.

There was also a student who answered, *“The lecture just told us that we may ask other student for her/his opinion but she never told us to do the peer feedback though”*. From the last student answer, the researcher got the activity that truthfully when the lecture give the students permission for asking another students’ opinion, it also can be inferred that the peer feedback-type is happening within the online writing conference. On the other side, most of students answer showed that peer feedback is often happened within the face to face learning. They said that the peer feedback is always happened when they do the offline learning in a classroom but when it comes to online writing conference, it almost never occurred.

Then, the researcher chose a question that related to the question before which is asking about the peer feedback. The question is to make sure that is the peer feedback really occurred during the online learning, *“Which form usually the peer feedback is given? Oral response or written comment?”* The results showed a similarity among the students’ answer. Some of the students who participated in the interview clearly stated that the peer feedback would take the oral response form but it only happened during face-to-face learning. They did the peer feedback often during the offline learning. It is proven with the student’s answer, *“If you ask about the teacher ask us to give comments on each other before revising while offline learning, it is a yes. We do that often, both of the*

form. But when you ask about it while online learning in a zoom meeting writing conference, it is a no. we do the correcting together”.

b. Conference Feedback

When conducting the interview, the researcher asked a *question* “*Did the teacher give the immediate feedback to the students during the online writing conference?*” to gain information about the immediate feedback. Some students answered that in online conference, it would happen likely when the conference is being held. Although, the immediate feedback happened in the online writing conference, the teacher would give it depend on the situation. It is proven with the student’s answer, “*It is conditionally given. If we have a plenty of time, the teacher would give the quick feedback, but if we do not have enough time, the teacher will give feedback through the Google classroom*”. According to the students’ experiences, there was also a situation where the teacher give the immediate feedback in the next meeting. It is proven with the student’s answer, “*Yes, the lecture gave the immediate feedback but she gave it in the next meeting, after she correct the students’ writing*”.

Furthermore, the question, “*Did the students are given the opportunity to speak while online writing conference is held?*” is to specify the data either the immediate feedback is given only from the teacher only or it occurred between the teacher-student. There were some students answered that the immediate feedback in online writing

conference usually comes from the teacher only. However, there were also who answered that the immediate feedback will become a simple discuss over the topic related to the writing. It is proven with the student's answer, *"Some meeting, the immediate feedback would come only from the lecture. But some other online meeting, it would come from us, the lecture-student, conversing together"*.

In addition, the student then continued explaining the answer related to the question. He explain clearly the way the teacher give the immediate feedback during the online writing conference, *"Usually, the teacher would choose some of us to present our writing and the give the immediate feedback over it. She also often offer to the students who wants to present the work for evaluating together. Those are the answer based on my experiences through online writing class"*

c. Teacher's Written Feedback

From the interview question, *"During the online writing conference, did the teacher give the written feedback by correct it on the students' paper of writing?"* the researcher got a conclusion that the written feedback on the paper of the students' work is nearly impossible. This is proven with the student's answer, *"She only did it when face-to-face learning is held"*. However, when the students are asked about the online learning setting, the teacher's written feedback is possible to happen. The teacher would present the written feedback on electronic submission. It is proven with the student's answer, *"The written feedback is given but*

it is not immediately on our paper of writing. Because this is online learning, the lecture give the written feedback in the 'comment' via Google classroom”.

Besides, the student explained how the teacher give the written feedback during the online writing classroom, *“The teacher only gives highlight and comment in our personal assignment room”* Other than Google classroom, the lecture gave it through the Whats App group. The correction on the student’s paper is also occurred but only in the offline learning at a classroom.

Moreover, the question, *“Did the teacher always give the written feedback or written comment during the online writing conference?”* showed various answer from the students who were participated in the interview. Some of them stated that the teacher’s written feedback is rather rarely happened. There is also a student who answered about the duration on how many days the teacher took for giving the written feedback. It is proven with the student’s answer, *“In online writing conference, this kind of feedback would also happened beside the immediate feedback. However, the lecture need a one week long or several days to write the comment for us through Google classroom”*

Based on the answer above, the teacher’s written feedback through the Google Classroom took a one week long. Furthermore, the student continued to explain about the procedure of the teacher’s written feedback on electronic submission, *“Yes, she did. She would notify us*

that she have done the correction and leave the comments in Google Classroom but this kind of activity is rarely I say. This will happen if the topic is quite hard for us to understand. Another feedback will be given briefly as the immediate feedback happened through the conferences”

B. Discussion

This part presents the discussion of the research findings. After the data are processed in the form of description, the researcher explain the findings from interview with theories collected in chapter two about writing conference strategy with online setting class and its feedback which occurred in it during the online EFL writing classroom.

1. The Implementation of Writing Conference in Online EFL Writing Classroom

Writing conference is one of the teaching method to enhance the student’s ability and performance in writing. It focuses on the writing process where the teacher help the students solve a problem related to their writing. Teacher-student writing conferences are considered as a valuable teaching method in structure courses, used mostly with the purpose of discussing the student’s development on their writing (Maliborska and You, 2016, p. 1). From here, the researcher focuses the discussion of the first research question that is the process of writing conference strategy with online learning setting class.

The researcher discussed the first part of findings based on six stages in the writing conferences (Taylor, 1985, p. 9) In order to find out how appropriate the stage process of online writing conference to the theories, the researcher explains it in the form of sequence stages which referred to the theory.

a. Teacher's preparation and entry in starting the online classroom

In this part, the researcher focuses on the early stage of the online writing conference. Based on the student' experiences about the teacher's preparation and entry in starting the online writing conference, the teacher would open the online writing classroom by greeting them and asking about their condition. The teacher would also listen to the student's complaining about writing. This finding coincide with the theory about six stages in the writing conferences about the teacher tries to open a conference with a minimum resistance from the student (Taylor, 1985, p .9). A resistance often caused from the student's discomfort about knowing that work ahead will be difficult.

When the students are being asked about the teacher started the online writing classroom by greeting the students and ask about their condition in the interview, the students gave the same answer and explain the other activities instead of asking their condition such as reviewing several previous material and listening to the student's complain about the writing. Brainstorming is also ever to happen during the teaching preparation so that the teacher can receive all responses from students

(Polette, 2005). Furthermore, this finding exactly coincide with the theory of the six stages about the preparation and entry in starting the online classroom. This also related to the conferences task about getting-acquainted time where early conferences need to focus on getting acquainted, on breaking the ice so that future interaction in conference is comfortable (Murriel, 1982, p. 40).

b. Explaining the topic of the online writing conference

In this part, the students who were participated in the interview answered that the teacher would always mention the topic of the day and then asking them about their problem related to it. This finding coincide with the theory of the six stages of writing conferences where the second stage of it is clarification and its obvious goal is to make explicit the purpose of the conference and perhaps future conference (Taylor, 1985, p. 10).

From the interview about this stage, the students are being asked about if the teacher is also asking them about their problems related to the topic beside define only the topic and the goals of conference. They gave the same answer that the teacher would always ask their opinion about the topic and the goals of the conference. This finding coincide with what Richard Beach said in his book that in order to describe the topic or goal of the conference, he would asked his students to describe what they were trying to say or show or what they wanted their audience to do or to think for the future conference (Beach, 1989, p. 135).

c. The ways how the students should participate

This part is discuss about the third stage about the writing conferences. Most of the students said that the teacher did explain clearly the way students should participate during the online writing conference depends on the condition they have. It means the teacher explained well the roles and responsibilities of the students and the teacher. This finding coincide with the theory about the third stage of the writing conferences. In the third stage of structuring, the teacher makes clear the process of the conference and in what ways the student should participate in it (Taylor, 1985, p. 10).

Based on the students' answer form the interview, the teacher did explain and indicate the steps to be followed in the conference. Therefore, they agree upon the activity that the teacher usually order would be making a draft. This part showed the sign of instruction. When it comes to major portion of any conference, it would surely devoted to some kind of instruction such as the instructional task that focus on skills to be acquired or other topics in writing that need to be mastered (Murriel, 1982, p. 42).

d. Having a draft to explore the student's thought in writing

This part is discuss about the fourth stage in the writing conference. Based on the students' experience in online writing conference, the teacher showed the example draft, read it aloud and asking the students' opinion about. It means the teacher do that kind of activity after asked them to have a draft. This finding coincide with the theory which is told about the fourth

stage in writing conference. The main activity of the exploration stage in writing conference is together discussion about the draft that they will make. Reading the draft holistically, encouraging the students to explore their own thoughts and writing, and help them to identify specific writing problems (Taylor, 1985, p. 11).

The last goals of the stage coincide with the students' answer in the interview. They stated that the teacher will surely explain again the example draft, asking their opinion, and make sure the students fully understand about what they are doing. The students were being encouraged to ask questions and the teacher provide the solutions which is related to the characteristic of writing conference that is exchanging roles between the teacher and the students (Graves, 1982, p. 76).

e. Teacher revising the students' work

In this part, the researcher discuss the next step of an activity that the teacher do when conduct the online writing conference. When the students are asked about how the teacher revise the draft, they answered that the teacher revise the student's work and provide the solutions on how to correct it. It means the next stage after exploring the draft in the online writing conference is revising the students' work such as draft or a writing. This finding coincide with the theory of the six stages of the writing conference where the students and teacher conclude what specifically needs to be done in the writing and talk about how to solve those problems (Taylor, 1985, p. 12).

The researcher find the students' answer in interview have similar point of view. The students said the teacher do the revising part of the online writing conferences by revising it together. This finding coincide with the conference task that stated about the teacher find great benefit in doing the evaluation with the student present because the students get a more immediate and fresh response (Murriel, 1982, p. 44). Besides, the teacher explained clearly what need to be done in our draft in order to become a good outline for an essay when conducting the online writing conference. It is also coincide with the purpose of the writing conference that providing strategies to be better writers (Anderson, 2005, p. 25).

f. Summarizing the lesson as well as ending the online class

In this part, the students who participated in the interview said that the teacher will gradually end the online writing conference class with summarizing the lesson they have. It means the teacher did the summarizing of the lesson soon after the revising stage. This finding coincide with the theory of the last stage that is planning and termination. This stage's purpose is to provide a sense of closure (Taylor, 1985, p. 13).

After conducting the interview, the researcher found more specific data. The researcher ask about how the teacher close the online writing classroom while the student's writing is not complete yet. The students gave the various answer although have one conclusions. The students work will continue to the next online meeting or it come to be an assignment for next meeting. Asking the students to bring together the outcomes of today

lesson and talking about the next conference. Based on the interview data, the teacher sometimes will discuss the material of the next meeting briefly. According to Newkrik (1989) both student and teacher need to come to a meeting of minds early in a writing conference. However, when the online writing conference is held, it might happen where the teacher would set the deadlines for the assignment and anticipating the next conference at once in the end of the lesson.

2. The Feedback-Type that Occurred During The Teacher-Student Online Conference

The second part of finding is discussing about the second research question about what type of feedback that occur during the teacher-student online conference. Feedback is a fundamental element of a process approach to writing. It can be defined as input from a reader to a writer with the effect of providing information to the writer for revision (Keh, 1990, p. 294). In the online writing conference, feedback is considering to be important. In the online setting, feedback during the online conference for students may be written, audio, video, or in the live synchronous web-based conference format (Spink, 1997 as cited in Leibold and Schwaz, 2015, p. 35). In order to find the type of feedback that occur during the online conference, the researcher will discuss the finding of the data which are focused on three feedback-type as three major areas of feedback as revision.

a. Peer Feedback

After conducting the interview about the peer feedback, the researcher found some interesting part to discuss. In the writing conference, the students stated that it gradually happened on each meeting as obtaining feedback from peers is substantial in the process of writing as it can improve writing performance (Kusumaningrum et al, 2018, p. 214). The students stated that peer feedback or peer evaluation often happens during offline (face-to-face) learning. The teacher often asked them to do the reviewing by their own selves when it comes to online writing performance. The students take the responsible of correcting their own writing while the teacher mention the mistakes. As for the peer feedback or written work only can be done with students working in pairs or in small groups (Kerr, 2017, p. 13).

Then the researcher asked the students about giving comments to each other's writing before the revising in online writing conference and make it specific by asking them which form usually the peer feedback is given. They stated that this kind of activity is rather happened only during face-to-face learning. The teacher would asked them to do the reviewing together and then ordered them to do the peer feedback as to make sure each individual knows about kinds of mistakes in writing. Evaluating peer's draft may encourage greater attention to language use and perhaps also to reflect on one's writing (Alshuraidah & Storch, 2019, p. 166).

b. Conference Feedback

In this part, the researcher focused on the finding of the immediate feedback which the teacher gave through the conference in the online writing class. The reason why the immediate feedback is the same type with the conferences feedback is that the teacher in common will give an immediate feedback to the student's work in the conference type of feedback (Kartal and Atay, 2018, p. 380).

There are two specific things that would be discussed as to giving the immediate feedback during the online writing conference and its form by using oral responses. The students stated that the teacher is often giving an immediate feedback when conducting the online writing conference. The immediate feedback is conditionally given, either in that today meeting or in the next online meeting after the teacher correcting the students' writing. According to Laurel (1998), she said that conference-type of feedback is effective because students can learn more from oral response than writing ones (p. 13).

Then, the researcher asked the participated students in order to specific the data through the interview. The answer showed that the students are given the opportunity to converse in online writing conference while the conference-type of feedback are given by the teacher. This finding showed one of the characteristic of writing conferences that is exchanging roles between the students and the teacher where the students ask the question and the teacher provide the solution (Graves, 1982, p. 36).

In some cases, there was a condition where the immediate feedback is happened to come from the teacher only when the online writing conference is conducted. As for the conferences-type of feedback can take a variety of forms, the teacher usually focus on a paper in progress, examining the current draft and ways of improving it (Hyland, 2003, p. 194).

c. Teacher's Written Feedback

This part takes focus on the written feedback that happened in online writing conference. The students' answer showed that the written comment or written feedback would always happened during the offline learning. However, the teacher's written feedback is also possible to happen during the online writing conference class. The teacher used the technology to give the written feedback is the main point in this part. The students said that the teacher would questions or error corrections that are written on the student's assignments (Mark, 2009 as cited in Cinkara and Galaly, 2018, p. 46). Based on their experiences, the teacher would give them the written comment or feedback in the comment section of Google Classroom. Some stated the teacher also using Whats App group for the written feedback. This finding showed that the teacher provide comments on electronic submission by using the comment function which allows feedback to be displayed online (Hyland, 2003, p. 183). The student answered that the teacher did not correcting on student's paper directly when conducting

online writing class. The teacher only gives highlight and comment on their personal assignment room.