

# WRITTEN GRAMMAR FEEDBACK ON STUDENTS WRITING WITH VISUAL LEARNING STYLE

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### WRITTEN GRAMMAR FEEDBACK ON STUDENTS' WRITING WITH VISUAL LEARNING STYLE Abstract

This study changed into meant to degree the effectiveness within the college students' writing success with the aid of using the use of note-written and marked-written grammar remarks on college students' writing with visible gaining knowledge of patterns. Based at the end result of the computation, that within the experimental institution the use of note-written grammar remarks, imply rating for visible gaining knowledge of fashion is 78.78, at the same time as within the manipulate institution the visible gaining knowledge of fashion is 69.25. It way that there may be a distinction way rating among experimental institution and manipulate institution. Based at the statistical computation, the F price of Corrected Model changed into .519. It > .05 with the extent of self belief 95% ( $\alpha = .05$ ). It way that changed into now no longer valid. Further, the F price of Intercept changed into .000. It < .05 with the extent of self belief 95% ( $\alpha = .05$ ). It way the established variable changed into now no longer motivated with the aid of using the unbiased variable. On the alternative phrases, the intercept changed into tremendous. While the impact of note-written grammar remarks to posttest rating is .388. It > .05 with the extent of self belief 95% ( $\alpha = .05$ ). It way that there may be no a importance of note-written grammar remarks in college students writing. Furthermore, for the method on gaining knowledge of fashion changed into .347 > .05 with the extent of self belief 95% ( $\alpha = .05$ ). It way that there has been no a importance of written grammar remarks strategies and college students gaining knowledge of fashion on the scholars writing.

Introduction Writing is an critical ability that includes an entire stay ability, innovative method in finding, ensuing and shaping proposition, evaluation gadget, feed-returned, and revision. Brown (2007) states that a simplistic view of writing could anticipate that written language is truly the image illustration of spoken language, and the written overall performance is just like oral overall performance, the handiest distinction mendacity in image as opposed to auditory signals. In addition, Coulmas (2013) specifies as a minimum six meanings of writing may be distinguished: a gadget of recording language by way of seen or tactile marks, the hobby of placing this sort of gadget to apply, the end result of such hobby, a textual content, the specific shape of this sort of end result, a script fashion along with block letter writing, creative composition, and a pro occupation. The ability required to put in writing has a completely terrific worried position in these days's current global. In line with this, Brown (2004) argues that writing abilities, as a minimum at rudimentary levels, are a essential situation for attaining employment in lots of walks of lifestyles and is truly taken without any consideration in literate cultures. As a end result, to increase the information and to observe a sure instructional area in a few depth, a pupil has to benefit the entire information now no longer handiest the cappotential to put in writing in his local language, however additionally the ability required to put in writing and understand the cappotential of writing in English as nicely. In relation with Brown's opinion, Graham (2007) states that along side reading comprehension, writing ability is a predictor of instructional fulfillment and a primary requirement for participation in civic lifestyles and within the international economy. At the existing time, many those who can write have a specific idea, opinion or notion approximately the cappotential of writing as form of first-rate activities. Thus, it's far actually some thing profitable if human beings everywhere in the global have good enough high-satisfactory abilities in writing of their early ages. To make precise writing, understanding and studying micro- and macro abilities of writing are sincerely essential. According to Brown (2004), micro abilities of writing are to provide graphemes and orthographic styles of English, to provide writing at an green price of pace to in shape the purpose, to provide a suitable middle of phrases and to apply

suitable phrase order styles, to apply desirable grammatical systems (e.g., tense, agreement, pluralization), styles, and rules, to explicit a specific which means in extraordinary grammatical bureaucracy, and to apply cohesive gadgets in written discourse. While macro abilities of writing are to apply the rhetorical bureaucracy and conventions of written discourse, to correctly accomplish the communicative features of written texts in keeping with shape and purpose, to deliver hyperlinks and connections among events, and communicative such relation as fundamental idea, assisting idea, new records, given records, generalization, and exemplification, distinguish among literal and implied meanings whilst writing, to efficiently deliver culturally precise references withinside the context of the written textual content, and to expand and use a battery of writing techniques, along with correctly assessing the target target market s interpretation, the use of prewriting gadgets, writing with fluency withinside the first drafts, the use of paraphrases and synonyms, soliciting peer and trainer remarks, and the use of remarks for revising and editing. As one of the maximum critical components of writing, grammar has a characteristic that a creator normally has or is predicted to ought to write precise wring. Grammar is the guideline of thumb in a language for converting the shape of phrases and mixing them into sentences. In addition, Harmer (2001) states that the grammar of a language is the outline of the methods wherein phrases can extrade their bureaucracy and may be mixed into sentences in that language. Furthermore, Baskervill (2004) states that English grammar is the technology which treats of the character of phrases, their bureaucracy, and their makes use of and members of the family withinside the sentence. In addition, Alexander (1998: 1) assures there may be no factor in gaining knowledge of grammar for the sake of gaining knowledge of grammar. Grammar is the guide gadget of conversation and found out to talk higher. Grammar explains the why and the way language formed. Grammar is found out due to the fact not anything is capable of be achieved with out it. In phrases of giving grammar remarks on college students writing is absolutely critical. Since instructor s remarks to college students writing needs to be positioned over all elements of the college students writing (content material, organisation, grammar, vocabulary, and mechanics), it is able to get preserve of bureaucracy: a hard and fast of notes explaining the textual content at the content material and organisation and instructor s spoken or written remarks to grammatical issues. In the situation wherein coaching is taken into consideration mainly, remarks is message received thru observe or instruction this is given to the newcomers after or due to gaining knowledge of method approximately his or her paintings. It is commonly meant to enhance the overall performance. Feedback has a terrific price in growing language abilities. It places ahead the position to be taken into consideration in finishing a segment on scoring and grading. Harmer (2001) states that remarks encompasses now no longer handiest correcting college students, however additionally providing them an evaluation of the way nicely they have got achieved, whether or not at some point of a drill or after an extended language manufacturing exercise. In addition, Brown (2004) states that a segment on scoring and grading could now no longer entire with out a few attention of the shape wherein you'll provide remarks on your college students, remarks which you need to end up useful wash returned. According to Brown (2000), there are styles of records transmitted among sources (newcomers) and audiences (on this case, local speaker): records approximately the affective dating among supply and target target market, and cognitive records ◆ statistics, suppositions, beliefs. Affective records is in most cases encoded in time period of kinesics mechanism along with gestures, tone of voice, and facial expressions, at the same time as cognitive records is commonly conveyed by way of linguistic gadgets (sounds, phrases, structures, discourse). The remarks newcomers get from their target target market may be both nice, neutral, someplace in



among, or negative. Furthermore, Brown (2007) provides that one of the keys, however now no longer the handiest key, to a hit 2d language gaining knowledge of lies withinside the remarks that learner gets from others. Feedback is commonly appeared as crucial for writing improvement in any respect levels (Biber, 2011). Information approximately the writing that a instructor offers returned to the scholars that composed it's far taken into consideration as a essential detail for the method of growing writing. Harmer (2001) states that the manner of giving remarks on writing will rely on the sort of writing mission the scholars have undertaken, and the impact wanted to create. When college students do workbook sporting events primarily based totally on managed checking out activities, their efforts might be marked proper or wrong, probably penciling in the ideal solution for them to observe. However, whilst giving remarks on extra innovative or communicative writing (along with letters, reports, stories, or poems) the mission might be approached with circumspection and without a doubt display our hobby withinside the content material of the scholars paintings. Knowing how remarks this is given to college students writing has a tremendous impact is required. According to Harmer (2001), some of gadgets are capable of be used to assist college students extra efficiently withinside the destiny: first, one manner of thinking about remarks is to think about it as ♦responding to college students♦ paintings in place of assessing or comparing what they have got achieved. How the textual content seems and the way a hit it's been concept, is informed whilst it's far responded ♦ and, sometimes, how it can be advanced. Second, a few instructors use codes, and may then placed those codes both withinside the frame of the writing itself, or in corresponding margin. This makes correction tons neater, much less threatening, and drastically extra beneficial than random marks and comments. This observe determines the impact of written grammar remarks on college students writing. There are strategies of giving written grammar remarks given. They are the note-written remarks and marked-written remarks. The instructor-researcher investigates how written remarks on English grammar impacts the manner of college students in composing the subsequent writing. It discovers and examines the statistics approximately whether or not the note-written remarks or marked-written remarks impacts pupil in making higher writing. Written grammar remarks on college students writing with visible gaining knowledge of fashion becomesextraordinary critical and exciting trouble to be discussed. Harmer (2001) states a preoccupation with learner personalities and patterns has been a main element in psycholinguistic studies. This studies attempts to perform remarks which suitable with a specific gaining knowledge of fashion. The methods wherein an character generally acquires, retains, and retrieves records are together termed the character s gaining knowledge of fashion. Mismatches regularly arise among the gaining knowledge of sorts of college students in a language magnificence and the coaching fashion of the trainer, with unlucky results at the high-satisfactory of the scholars gaining knowledge of and on their attitudes in the direction of the magnificence and the subject (Felder, 1995). When cognitive patterns are especially associated with an academic context, in which affective and physiological elements are intermingled, they're commonly extra commonly called gaining knowledge of patterns (Brown, 2000). Learning patterns is probably concept of as ♦cognitive, affective, and physiological developments which are incredibly solid signs of the way newcomers understand, engage with, and reply to the gaining knowledge of environment♦ (Keefe, 1979). In addition, Harmer (2007) states that the Neuro-Linguistic Programming model (regularly referred to as NLP) takes account of this with the aid of using displaying how a few college students are specifically motivated with the aid of using visible stimuli and are consequ<sup>3</sup>tly probable to take into account matters higher in the event that they seethem. Some college students, on the alternative hand, are



a importance of written grammar remarks strategies and college students visible gaining knowledge of fashion on the scholars writing. DiscussionThe end result of the very last records evaluation which has been derived from the evaluation of ANOVA with the aid of using which  $H_0$  is rejected, found out that there may be any distinction withinside the college students writing success among college students given note-written grammar remarks and people given marked-written grammar remarks on their writings. Before the remedy changed into carried out, the imply rating of the experimental institution at the pretest changed into 71.29 at the same time as the imply rating of the manipulate institution at the pretest changed into 74.25. The imply distinction among the experimental institution and the manipulate institution changed into 2.ninety six factor. In the posttest, the imply rating of the experimental institution changed into 78.78, at the same time as the manipulate institution changed into 69.25. The imply distinction among the experimental and manipulate institution changed into 9.53. The imply rating of experimental institution raised 7.49, at the same time as the imply rating of manipulate institution dropped five. The development at the posttest rating of the experimental institution changed into tormented by numerous reasons. Firstly, the implementation of giving the note-written grammar remarks on the scholars writing helped college students to get records approximately the mistakes they made in affective manner. By giving the grammar remarks and write down the reason approximately the mistakes they made supplied possibilities for the scholars to be privy to and consider records from the writing they composed. Then, with the aid of using understanding the mistakes they made at the writing pressure them to investigate and examine the records. By doing all of these activities, the scholars have been skilled to assume severely on the subsequent writing. Secondly, the implementation of giving note-written grammar remarks prevented the students misperception on the errors they made. The writing score of the students in the experimental group mostly was increased. This is based on the result of the posttest. Therefore, the note-written grammar feedback is an effective way in improving students writing achievement. Although, the marked-written grammar feedback given to the control group, the technique did not successfully improve the control group s score, the technique of written grammar feedback given to the experimental group that was the note-written grammar feedback, had a higher effect in improving the students writing achievement of the experimental group. Thus, in line with the finding of Srichanyachon (2012). The methods used in the study are direct and indirect feedbacks. Direct feedback is a technique of correcting students error by giving an explicit written correction. On the other hand, indirect feedback is when the teacher indicates that error has been made by means of underline, circle, code, etc. In the study stated that both methods can improve students writing, but a number of researchers think that indirect feedback is generally more appropriate and effective than direct feedback and brings more benefits to students long- term writing development than direct feedback. Indirect teacher feedback is very useful when it incorporated with student self-revision, but lower proficiency students may be unable to identify and correct errors even when they have been marked for them. On the other hand, direct feedback can be more beneficial to students in some contexts, especially when revising syntax and vocabulary. Grammar, punctuation, spelling, and mechanics are considered to be discussed in this study. In this study, then the achievement of the students in writing descriptive texts was measured by the indicators that cover writing skills in terms of produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems, and express a particular meaning in different grammatical forms. Furthermore, the effectiveness of giving note-written grammar feedback in this study was observed from students visual learning style. Based on the research finding, the result of the research revealed that there



is no interaction between written grammar feedback given and the students visual learning style. A significant achievement gained by the experimental group was only attributed by treatment to the experimental group was the note-written grammar feedback is effective in improving the writing achievement for visual learning style. Usually, the differences of the students learning style need different treatment to teach. One particular teaching strategy will be best implemented to teach one particular learning style. However, it seems that the implementation of giving note-written grammar feedback was effective for visual learning style. This is based on the result of the research that visual in the different groups achieve the same writing achievement. Probably, in giving written grammar feedback on students writing by giving note-written grammar feedback, the presence of students visual learning style plays no role in influencing the students writing achievement. Thus, this can be advantage for the teacher that the note-written grammar feedback can be applied if he or she teaches heterogeneous students consisting of the visual learning style students. In relation to research finding, it is found that there is significant difference between mean score of the students in the experimental and control group. Therefore, the gained score in the experimental group led to the rejection of the null hypothesis stated. On the other hand, the research hypothesis works. In other words, giving note-written grammar feedback was significantly more effective than giving marked-written grammar feedback in improving the students writing achievement. Based on the research findings, although the posttest score of the experimental group is significantly better than the control group, the posttest score of the experimental group improved, but the posttest score of the control group dropped. This means that the note-written grammar feedback is effective in improving the students writing achievement. As Srichanyachon (2012) states that direct feedback (further called note-written grammar feedback in this study) can be more beneficial to students in some contexts, especially when revising syntax and vocabulary. Furthermore, as stated previously, there is significant difference between the mean scores of the students in the experimental and control group. Since the experimental group is given note-written grammar feedback and the control group is given marked-written grammar feedback in improving the students writing. Thus, this research finding in line with the research finding carried out by Srichanyachon (2012). The result of the study carried out by Srichanyachon (2012) revealed that direct feedback (further called note-written grammar feedback in this study) was significantly in improving the students writing achievement in some contexts, especially when revising syntax and vocabulary. Besides, the finding of this research supports the previous studies about note-written grammar feedback. The result of data analysis of this research revealed that the students given note-written grammar feedback technique is significantly better than those given marked-written grammar feedback technique. Thus, the students given note-written grammar feedback are better in covering writing skills in terms of produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems, and express a particular meaning in different grammatical forms. This research finding is in line with the result of study carried out by researcher previously. The research of Srichanyachon (2012) aimed to investigate the effectiveness of teacher written feedback on L2 students writing development including its effects on both students language accuracy and their motivation by implementing direct and indirect feedback. Direct feedback is a technique of correcting students error by giving an explicit written correction. On the other hand, indirect feedback is when the teacher indicates that error has been made by means of underline, circle, code, etc. In the study stated that both methods can improve students writing, but a number of researchers think that indirect feedback is generally more appropriate and effective than direct feedback and brings more benefits to students long-term

writing development than direct feedback<sup>2</sup>. Indirect teacher feedback is very useful when it incorporated with student self-revision, but lower proficiency students may be unable to identify and correct errors even when they have been marked for them. On the other hand, direct feedback can be more beneficial to students in some contexts, especially when revising syntax and vocabulary. Furthermore, the result of the research showed that there is no interaction between the note-written grammar feedback and the students visual learning style. The finding of this research revealed that there is no difference in writing of students with visual learning style given note-written grammar feedback and those with visual learning style given marked-written grammar feedback. To sum up, there is no interaction between the note-written grammar feedback and students visual learning style. A significant achievement gained by the experimental group in the posttest score compared with the control group is attributed only by the treatment implemented in the experimental group that is the note-written grammar feedback. Visual learning style students gained a significant achievement in the posttest after they given the note-written grammar feedback technique. In contrast, the achievement of visual learning style in the control group is less than the experimental group. Conclusions and Suggestions Based on the research problems and the result of the data analysis, it can be concluded that there is any difference in students writing given the note-written grammar feedback technique and the marked-written grammar feedback technique. Thus, giving the note-written grammar feedback on students writing has impact on the students writing achievement in terms of grammar used than giving the marked-written grammar feedback technique. In addition, the result of the analysis showed that there was no interaction between giving the written grammar feedback on students writing and the students learning style. Thus, the significant achievement received with the aid of using the experimental institution is handiest attributed with the aid of using giving written grammar remarks method this is note-written grammar remarks method. The presence of interactions will have critical implications for the translation of statistical models. If variables of hobby engage, the connection among every of the interacting variables and a 3rd established variable relies upon at the price of the alternative interacting variable. In practice, this makes it extra hard to are expecting the outcomes of converting the price of a variable, specially if the variables it interacts with are tough to degree or hard to manipulate. Therefore, the presence of the scholars visible gaining knowledge of fashion performs no position in influencing the scholars writing success given the note-written grammar remarks method. Furthermore, the outcomes of this studies have each theoretical and sensible contributions to do not forget opportunity and powerful techniques to expand coaching and gaining knowledge of English. Theoretically, the findings of this studies screen that this observe is precious in checking out the effectiveness of giving the note-written grammar remarks on college students writing. On the alternative hand, the end result of this observe offers sensible contribution to the college or college committee, English instructor or lecturer. For the college or college committee, the findings of this studies may be as one of the issues for them to set up regulations on giving note-written grammar remarks method for the reason that there may be empirical proof that giving note-written grammar remarks method is powerful in enhancing the scholars writing success. Besides the college or college committee can invite an professional giving note-written grammar remarks method to educate the English instructors or academics in making use of the note-written grammar remarks. For English instructors or academics, the end result of this studies may be used as records managing giving written grammar remarks on college students writing. In addition, it's far predicted that they may use the note-written grammar remarks method in giving written grammar remarks on college students writing



because the investigations of giving note-written grammar remarks at the writing yielded nice end result and it's been empirically examined on this studies. The English instructors and academics can use the note-written grammar remarks method of their writing magnificence because the note-written grammar remarks method offers a few blessings to the scholars. When the English instructors or academics have a writing magnificence, then, they are able to educate their pupil the way to write nicely with the aid of using giving the note-written grammar remarks on the scholars writing. The English instructors or academics must give an explanation for the mistakes the scholars make with the aid of using giving circle, cross, and clarification at the mistakes withinside the college students writing in order that the scholars could have an powerful gaining knowledge of revel in with the aid of using giving the note-written grammar remarks on their writing. Besides, the end result of this observe is precious in confirming similarly styles of college students gaining knowledge of fashion in drawing near the written substances. Each has extraordinary gaining knowledge of fashion in drawing near the written substances and every fashion of gaining knowledge of fashion wishes extraordinary coaching method. Thus, each instructor or lecturer must be cautious in determining which coaching method might be pleasant applied in a sure study room setting. Usually, the variations of the students567

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