Effects of Integrated Feedback on Academic Writing Achievement

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Abstract

This study examined the effects of integrated feedback on students' writing achievement. Then, it further investigated the attitude of student towards the implementation of integrated feedback on writing. Twenty students from one class were used as a sample group (intact group) to participate in this study. So the convenience sampling was used to select the participants. Research instruments consisted of integrated feedback model, pretest and posttest, and semi-structure interview questions. The participants did the pretest at the first week of the study. Later on, they were required to write four paragraph writing tasks and all of them were assessed and given feedback. Then they were required to do posttest on week 14. The following week was reserved for in-depth interview. The writing achievement of students was analyzed by Wilcoxon-Signed Rank Test. Week 15 was reserved for interviewing and the results were analyzed by content analysis. The results demonstrated that students improved their writing after they cooperated with the integrated feedback approach. Interviewing results revealed that they had positive attitude towards implementing integrated feedback in improving their writing skill.

Keywords: Integrated feedback, Paragraph writing, Writing achievement and Writing skill

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