# TEACHERS' BELIEFS ABOUT WRITTEN CORRECTIVE FEEDBACK ON STUDENT'S ERRORS IN ENGLISH WRITING AT UIN SUNAN AMPEL SURABAYA

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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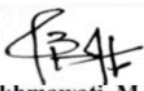
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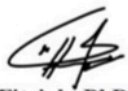Prof. Dr. Muhammad Thohir, M.Pd
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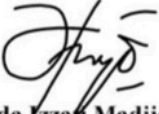Drs. Muhtarom, M.Ed, Grod, Dip.Tesol
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# ABSTRACT

Ilmi, Farin Machliyatul (2021). *Teachers' Beliefs about Written Corrective Feedback on Student's Errors in English Writing at UIN Sunan Ampel Surabaya.* A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State University, Surabaya, Advisor I: Fitriah, Ph.D, Advisor II: Hilda Izzati Madjid, MA.

Key Words: teachers' beliefs, written corrective feedback, student's errors, English writing.

Teacher's belief plays an important role in the teaching learning process: what they believe will affect the decisions they make including the way they correct students' errors. This current research aimed to explore teachers' beliefs about corrective feedback on student's errors in English writing. The study also identified the types of feedback that teachers applied. To answer the issue, this study used a qualitative design by interviewing four English lecturers and identifying the examples of students' work with teachers' comments or feedback. The findings showed that the teachers believed that written corrective feedback was essential to producing good writing and valuable to correcting students' errors. Therefore, written corrective feedback can improve the students' writing ability by learning from their mistakes. The study found there are four types of corrective feedback teachers' use, namely: direct, indirect, focused and unfocused feedback. The finding highlights the different types of feedback that teachers use in correcting students' errors may be applied according to student's needs.

# ABSTRAK

lmi, Farin Machliyatul (2021). *Teachers' Beliefs about Written Corrective Feedback on Student's Errors in English Writing at UIN Sunan Ampel Surabaya.* A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State University, Surabaya, Advisor I: Fitriah, PhD, Advisor II: Hilda Izzati Madjid, MA.

Kata Kunci: kepercayaan guru, umpan balik korektif tertulis, kesalahan siswa, penulisan Bahasa Inggris.

Keyakinan guru memainkan peran penting dalam proses belajar mengajar: apa yang mereka yakini akan mempengaruhi keputusan yang mereka buat termasuk cara mereka memperbaiki kesalahan siswa. Penelitian saat ini bertujuan untuk mengeksplorasi keyakinan guru tentang umpan balik korektif pada kesalahan siswa dalam menulis bahasa Inggris. Studi ini juga mengidentifikasi jenis umpan balik yang diterapkan guru. Untuk menjawab masalah tersebut, penelitian ini menggunakan desain kualitatif dengan wawancara empat dosen bahasa Inggris dan mengidentifikasi contoh pekerjaan siswa dengan komentar atau umpan balik guru. Temuan menunjukkan bahwa umpan balik korektif tertulis bermanfaat untuk mengoreksi kesalahan siswa dalam menulis dan dapat membantu siswa belajar dari kesalahan mereka. Studi menemukan ada empat jenis umpan balik korektif yang digunakan guru, yaitu: umpan balik langsung, tidak langsung, terfokus dan tidak fokus. Temuan ini menyoroti bahwa berbagai jenis umpan balik yang digunakan guru dalam mengoreksi kesalahan siswa dapat diterapkan sesuai dengan kebutuhan siswa.

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# LIST OF ABBREVIATION

1. EFL : English Foreign Language

2. WCF       : Written Corrective Feedback

3. ESL       : English Second Language

4. CF        : Corrective Feedback

5. L2        : Second Languange

# LIST OF APPENDICES

# CHAPTER I

# INTRODUCTION

This chapter breaks down the concept of interrelated studies. This chapter consists of background study, questions, objectives of the research, significance of the research, scope and limitations of the research, and definition of key terms.

## A. Research Background

There is a broad interest in writing English. Writings are part of the language proficiency which is complicated to master in a foreign language. Meanwhile, EFL students are required to conceptualize and brainstorm ideas as well as choosing appropriate vocabulary and grammar based on the context. It's the same with Richard. Writing is a complex skill for students to master these complex skills used in the writing process require students to focus not only on planning and organizing skills at higher levels but also on spelling, punctuation, and wording selection skills at lower levels. Students sometimes have difficulty expressing ideas in the writing process and are often not able to execute the writing process effectively and consistently until the students receive insightful feedback to guide their writing outcomes. In this regard, the role of a teacher would be needed as they ought to play different roles at the same time, starting from becoming a reader, grammar checker, and evaluator during the whole writing course. As readers, teachers must respond to student writing in the form of positive expressions to appreciate student work. Then, as a grammarian, the teacher must provide feedback or grammar correction to develop the language accuracy of the students when there are some grammatical errors in students' writing detected. Finally, as a language evaluator, the teacher plays a role in evaluating and providing feedback or comments on student writing contains of organization, content, vocabulary, grammar, and discourse . Therefore, in student writing, providing feedback to the whole writing outcomes by the teacher is important and essential.

In addition, corrective feedback for grammatical errors is method in writings which can assist the learners in shaping their writing-production skills better.  This is the middle point of writing which helps students to realize the errors they made in producing written texts. Thus, the feedback given on students' writing will be valued as the most effective and helpful ways in terms of improving the writing skills. In a nutshell, supporting such written corrective feedback is greatly effective method to point out grammatical error in learners' writing. The previous study revealed that feedback for grammatical errors is an effective

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method of enhancing and improving the students' writing skills. Students' writing ability has improved through error correction feedback. According to the previous study of Dyah Fitri Mulati indicated that students highlighted the importance of corrective feedbacks on writing class. [1] This is likewise shown from the attainment accomplished by the third years learners of UIN Ar-Raniry in to write thru errors corrective feedback which has been proven to be increasing gradually. [2] Despite the previous study of Anik Indriati found direct corrective feedback significantly helped the students to enhance student's scores in writing recount text. [3] Teachers must become aware of teachers beliefs on the importance of providing feedback towards the students writing

Hence, teachers' beliefs can affect the success of the learning process including learning practice and learning strategy. Teachers' beliefs are influenced by the psychology of teachers such as teachers' strategies in teaching, teachers' role and students' positions in their class. So, teachers' beliefs have a massive important role in executing instructional choice. Thus, teacher beliefs have an important role in executing instructional choices. Interest in teacher beliefs is based on the common perspective that beliefs have a huge role in determining teacher judgments, perceptions, and behavior. Belief has different meanings depending on the context. Abdi and Asadi, they prompt that teachers' beliefs about teaching and learning are influenced from their own personal experience as learners and are developed when they enroll in college. These beliefs also serve as a filter through which teachers explain new material, have a massive effect on their instructional practices, aren't always apparent in what they do in the classroom, have a significant impact on their teaching decisions, and significantly influence what and how they learn when teaching a language. [4] The current study adopts Borg's determination of beliefs which point to teacher cognition, or "what teachers think, know and believe about classroom practice. [5] The term attitude is well-known as a psychological tendency that is expressed by evaluating a particular entity with some degree

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[1] Dyah Fitri Mulati. *Do Students Need Teacher Written Corrective Feedback?*. (Surakarta: ELLiC Proceedings Vol.2, 2018), p.14

[2] Rosdiana. *The Effectiveness of Error Correction Feedback in Improving Students' Writing Skill.* (Banda Aceh: Getsempena English Education Journal, 2014), p.22

[3] Anik Indriati. *The Effect of Corrective Feedback on Eight Graders' Compositions.* (Malang: Jurnal Online UM, 2013), p.1

[4] Abdi, H., & Asadi, B. *A Synopsis of Researches on Teachers" and Students" Beliefs about Language.* (International Journal on Studies in English Language and Literature (IJSELL), 104-114., 2015)

[5] Astiani And Rudha Widagsa, *Teachers' Beliefs On The Implementation Of English As Medium Instruction (Emi) In Stem Education (A Case Study In An Indonesian Cambridge Standard School), Eltics (English Language Teaching And English Linguistics).* Journal Vol.6, No.1, January 2021.

of favor or disfavor. Based on the theory of planned behavior, attitude is determined by the individual's beliefs regarding the outcomes or contribution of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Eagly A. H., & Chaiken S. defines the concept of attitude in this case has three values i.e., behavioral, cognitive and affective.[6] The behavioral aspect of attitude connects with the way of how one of its values behaves and responses to particular situations. Kara said that the successful language learning boosts the learners' willingness in identifying themselves better with the native speakers of the language they are pursuing and acquiring or substituting various aspects of behaviors which helps in characterizing the members of the target language community.[7] In the education system, a situation where becoming a good educator should understand the process of the communication process really well.

Corrective feedback issues come back to the heat from two sides that are being contra to one another. Bitchener, Young, & Cameroon in Dyah echoed their argument and perspective that students writing requisite to be revised and the error found in the writing needs to be identified during the writing process, while other side employs the doubt on the effectiveness of corrective feedback and states that students' mistakes are a part of the natural language learning process; further, error correction might become a boomerang to students. Despite on-going controversies regarding feedback correction, two factors remain clear. Firstly, teachers' writing continues to believe that responding to students' errors plays a crucial aspect in the support of the students' writing improvement. Secondly, students are ambitious to receive teachers' corrective feedback on their writing and they continue to put in mind that they receive the advantages from corrective feedback.[8] Moreover, students in college are required to get some corrective feedback on their errors in writing. Relevant research generally implies that in writing, teachers should provide corrective feedback on content, grammar, organization, spelling, and vocabulary. The teachers perceived organization and content to be more useful and valuable to be implemented than grammar and vocabulary, while the students perceived the other wised.

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[6] Eagly, A. H., & Chaiken, S. *The concept of attitude in this case has three values i.e., behavioral, cognitive and affective*. (The Psychology of Attitudes. Michigan: Harcourt Brace Jovanovich College Publishers, 2013)

[7] Kara, A. *The Effect of a Learning Theories" Unit on Students" Attitudes towards Learning. Australian* (Journal of Teacher Education, 34, 100-113, 2009). https://ro.ecu.edu.au/ajte/vol34/iss3/5/

[8] Dyah Fitri Mulati. *Do Students Need Teacher Written Corrective Feedback?*. (Surakarta: ELLiC Proceedings Vol.2, 2018), p.2

A numerous study of corrective feedback in student's English writing has covered a wide range of focus areas. As revealed by Alexander and Douglas, Hannah, and Dwi mainly focused on students and teachers preference and perspective on Written corrective feedback. While, Eva focused on learners' beliefs in written corrective feedback. In Indonesia, teachers' belief of written corrective feedback on errors in writing is a less-traveled area by both the practitioners and the researchers. Previous existed researchers commonly investigate the effectiveness of error correction feedback in improving students' writing skill Rosdiana, and Rustania Fatmawati have focused on the student's attitudes toward teachers' corrective feedback in learning writing, but examined teachers' beliefs regarding the importance of corrective feedback on errors in student's English writing, particularly in journal academic writing has not been exposed much yet.

Other studies also showed the findings of teachers' beliefs on corrective feedback. As pointed out by Reiko Mori, the teachers' beliefs are proven to have a strong influence in effecting how they design their daily teaching practice, not only did it include corrective feedback, but it also included all aspects of teaching that need to be re-evaluated from the stigma of teachers' beliefs. Only then could a much more complete understanding of teaching processes be fulfilled. Besides that, the study discovered that teachers' general beliefs towards life as well as the educational beliefs of the teachers generated an undeniably massive impact on their WCF practices. The study also revealed that there is a miscommunication between teachers and students regarding WCF.[9] These findings however, do not clearly illustrate what kinds of corrective feedback that the teacher uses to correct errors in writing. All of these studies mainly focused on giving corrective feedback in general. This study leaves a space for other studies with regard to teachers' beliefs about the importance of written corrective feedback on student's errors in English writing especially in journal academic writing.

In short, there has been abundant research trying to examine the teacher's preference and perspective on corrective feedback. But from those previous studies, the researcher found just a little information that discusses the teachers' beliefs about written corrective feedback on student's errors in English writing at University level. This study requires a further investigation to seek for a better knowledge about the teacher's beliefs about written corrective feedback, so that the other teachers can teach an appropriate strategy in giving

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[9] Reiko Mori. *Teachers' Belief and Corrective Feedback.* (Japan: JALT Journal, Vol. 24, No. 1, May, 2002)

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written corrective feedback in student's errors writing to improve students' writing ability based on the EFL teachers' belief of college in Surabaya.

In addition, some teachers in college have applied some strategy to correct the student's errors in English writing. In order for the teacher to correct the student's errors, they usually used corrective feedback to correct the student's writing. Besides that, UIN Sunan Ampel Surabaya is one of the universities that applied written corrective feedback as a method to provide correction to the student's errors in English writing. At the university level, the student often does academic writing assignments.

Moreover, the students frequently faced difficulty in writing. In this case, the teacher has to provide solutions to deal with these problems, one of them by providing written corrective feedback to make it easier for students so that students can write academic writing, especially in writing journals properly and correctly. It is important to build a relationship between the teacher and the methods that the teacher applied. The teacher plays an important role in every language control. In UIN Sunan Ampel Surabaya especially in English Education Department has implemented the strategy to correct the student's errors, especially in written corrective feedback. Furthermore, the students are asked to collect the results of the academic writing assignment, then, the teacher will correct the student's work by justifying by giving written corrective feedback for the errors sentence. By providing written corrective feedback, students will be able to write correctly and can also improve the students' writing skills.

This current research aims to explore teachers' beliefs about written corrective feedback on students writing errors at UIN Sunan Ampel Surabaya. The study also identified the types of feedback that the teachers performed when correcting student's errors. This study involved the teachers at UIN Sunan Ampel Surabaya to explore their strategy in provided feedback on students' writing errors. Furthermore, the researcher would benefit from the use of several data collecting techniques to complete this thesis such as document analysis, and did interviews to understand the teachers' beliefs regarding the written corrective feedback on students' errors in English writing.

## B. Research Questions

This research is intended to deep-dive the teachers' beliefs towards the importance of written corrective feedback on students' errors in English writing. In order to achieve these objectives, there are two main questions that are addressed in this research. The research questions of this study are the following:

1. What are the teachers' beliefs about written corrective feedback on students' errors of English writing?

2. What are the types of written corrective feedback that EFL teachers give to students' errors in English writing?

## C. Objective of the Study

Based on the research questions above, the objectives of this study are as follows:

1.     To investigate the teachers' beliefs about written corrective feedback on students' errors of English writing.

2.     To find out the types of written corrective feedback that EFL teachers give to students' errors in writing

## D. Significance of Study

Based on the objective of this study, the result of this research will give a contribution for the teachers, the students and the future research.

a. For the teachers

This research is intended as a reference for English teachers in choosing a suitable strategy that will be performed by English teachers in correcting the students' writing errors. The outcome of this research can be significantly relevant for English teachers to understand the process of providing written corrective feedback as strategies to correct errors in students' English writing.

b. For the students

This study can increase the writing ability of the students, because of the use of appropriate written corrective feedback as the strategy.

c. For future research

Hopefully, the result of this study can be applied as a study literature reference and stimulus for other researchers who share the same interest in investigating the teachers' belief towards written corrective feedback in student's English writing.

## E. Scope and Limitation of the Study

In order to avoid the occurrence of the problem misunderstanding in this study, it is very essential to limit the problem to the researcher. The participants of this study are focused on the teachers' beliefs about written corrective feedback on errors of use in student's English writing. The study limitation is that the researcher only focuses on the teachers that applied

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written corrective feedback in student's writing as the participants. Besides, in writing, there are multiple kinds of writing in English. Hence, in this study, the researcher mainly focused on academic writing especially in thesis. Moreover, there are several kinds of schools in Indonesia. such as private school, Islamic school, public school, vocational school, kindergarten, elementary, junior and senior high school, and university level. In this study, the researcher will take at university level in UIN Sunan Ampel Surabaya.

This research analyzed the interview data by followed the method described by Mohammad Mahpur and analyzed the document analysis data by used several steps such as in the Mile and Huberman model.

**F. Definition of key terms**

In this research there are various key terms that should be defined. They are the teacher's beliefs, written corrective feedback, errors and writing.

1. Beliefs

Belief is stated as a personal judgment about the truth or falsity of comparison and judgment that could be concluded from a collective understanding of what people say, intend, and do.[10] Another definition stated by Cabaroglu & Roberts Belief is a conceptual description that signifies a reality, truth, or belief to ascertain what guidelines will be used to carry out personal actions. Meanwhile, in this research, teachers' belief refers to the teachers' belief about the importance of providing corrective feedback on student's errors in English writing in the classroom.

2. Written corrective feedback

Written corrective feedback (WCF) refers to the feedback that is written by the teacher on students' work to improve their writing. Bitchener and Knoch have echoed their definitions of feedback as an information broadcasted by teachers that increase students' understanding and their performance, assisting students to recognize their errors and correct them.[11] While in this study it refers to the types of corrective feedback that the teachers use during the process of correcting student's errors in English writing.

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[10] Gurbuzturk, O . Student Teachers' Belief about Teaching and Their Sense of Self-Efficacy: A Descriptive and Comparative Analysis. Journal of the faculty of Education Volume 10 (Inonu University, faculty of education, 2009), 207 Browsed on http://jamiesmithportfolio.com/EDTE800/wp-content/Self-Efficacy/Gurbuzturk at February, 18 2021

[11] Mao, S. & Crosthwaite, P. *Investigating Written Corrective Feedback: (Mis)alignment of Teachers' Beliefs and Practice.* (Journal of Second Language Writing, *accepted*, in press 2019).

3.   Errors

Errors are a visible deviance made by native speakers and reveal the proficiency levels of the learners.[12] Furthermore, this study refers to student's errors in academic writing especially in thesis.

4.   Writing

There are various kinds of writing and academic is one of the parts. Academic writing is a type of writing that is written for professional academic purposes, furthermore, this writing needs to obey the rules following the agreement. Meanwhile, the students often make errors in academic writing.[13] Academic Writing is another subject in the English Teacher Education Department Students of UIN Sunan Ampel Surabaya and the students are required to join Academic Writing class which is purposely to enhance the ability to write academically. There are many kinds of academic writing in colleges such as essays, journals, abstracts, and thesis. Thesis is a scientific paper that an undergraduate student has assembled used the findings of his research and procedures for both primary and secondary data analyzed should be written by learners as one of the requirements for finishing their academic program.[14] Therefore, the researcher wants to analyze the students' errors in academic writing especially in thesis.

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[12] Brown, H.D. 2007. Principles of Language Learning and Teaching (Fifth Edition). New York: San Fransisco State University.

[13] John M. Swales and Christine B. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills* (The Univ ersity of Michigan Press, 1994

[14] Nur aini ramadani, *skripsi : pengertian, karakteristik, unsur, pembuatan, dan contoh artikel pendidikan*. 2019

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter breaks down several theories and previous studies about teachers' beliefs and written feedback. The theories mentioned are useful as a basis for conducting research. The following are the theories related to the research questions.

## A. Theoretical Background

### 1. Beliefs

Beliefs are an opinion about something that is believed as truth. It is conceptual portrays that signal a reality, truth, or trustworthiness to ensure reliance upon personal thought and action.[15] According to Kunter and Pohlmann, teachers' beliefs contain understandings and assumptions about activity and processes related to schools and lessons including an evaluating component.[16] Beliefs take a major role in how teachers conduct teaching activities in their classes. According to Michaela Borg, beliefs play an important role in any aspect of teaching. The teacher will improve the material to engage the students actively in the teaching and learning process. The performance of the teachers in the classroom is influenced by their beliefs about classroom practice. Sylvia, Isabella, and Quek said that teacher beliefs are necessary for understanding teacher processes, learning practices, alteration, and learning to teach.[17] Their beliefs on the educational process have a strong impact on how they teach effectively.

The importance of teachers' beliefs in teacher education lies in the constructivist conception of learning. Beliefs are considered critical in what and how teachers understand their learning. They could teach effectively by learning from their experiences. Zheng said that teachers' beliefs are important in influencing the way teachers perform effective teaching, manage the classroom, and assess students' progress.[18] It means that belief in the educational process has a powerful impact on their learning and teaching methods.

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[15] Lailatul Hidayah. *An Analysis Of Teacher"S Belief And Practice On Teaching In Islamic Junior High School Pancasila In The Academic Year 2018/2019.* (Salatiga, 2019).

[16] Lailatul Hidayah, *An Analysis Of Teacher"S Belief And Practice On Teaching In Islamic Junior High School Pancasila In The Academic Year 2018/2019*, Salatiga, 2018

[17] Sylvia C, Isabella W & Quek. *Pre-service Teachers' Beliefs, Attitudes, and Expectations: A Review of The Literature*. National Institute of Education (Nanyang Technology University), 73

[18] Abbas P.G & Narjes B S. *Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature.* (Iran, English Language Teaching; Vol, 10; 2017), p. 3

Based on the description above, teacher beliefs have various sources, therefore, the source of teacher beliefs stated by Richardson Richardson cited by (Gilakjani & Saburi) the three key core sources of teacher views are personal experience, teaching experience, and formal knowledge experience. Furthermore, according to Mansour, the types of experiences are split into two categories: formal and informal. Teachers' formal education, both at school and at the university level, demonstrates their formal experience. Informal experiences show how teachers can adapt, back up, dare, or revise their beliefs and knowledge in everyday interactions. In this case, Zeichner (Gilakjani & Saburi) claims that socialization influences both formal and informal encounters. Teaching in schools has a greater influence on teachers' beliefs than does formal university education.

Teachers' beliefs play a massive part in the teaching and learning process where every decision that teachers make is influenced by their beliefs. Kuborzka says that "teachers' beliefs influence the goals, procedures, materials, interactions of the classroom and the school in which they work".[19]

## 2. Corrective Feedback

Currently, second language learners should receive the skills to communicate effectively in English through various modes of rhetoric to succeed. Teachers play an important role in helping students acquire the language. As stated by Corpuz, corrective feedback are to assist learners in locating their errors, revising their writing more efficiently, while both parties, students and teachers collectively agree that the writing process should be giving credit to some sort of correction in content and form, an equality of responsibility among the learners and the teachers and how the corrective feedback should be given is still a question that needs to be researched.[20]

Harmer and Gatullo divided feedback into three parts namely corrective, evaluation, and strategic.[21] The first part of the feedback is correction, which means that the feedback serves to help the students locate and revise their writing errors and mistakes. Teachers are permitted to utilize any form of corrective feedback they see fit in order to help pupils understand learning in a more straightforward manner. The second type of feedback,

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[19] Kuborzka, Irena. Ibid. P.139

[20] La Ode Sanu. *EFL Students' Preferences toward the Lecture's Corrective Feedback in Business Letter Writing.* (Dinamika Ilmu: 2016), p. 4

[21] Dea, Emma, Moh. Yamin & Fatchul. *Feedback in Speaking Class at English Department of Lambung Mangkurat University Academic Year 2015/2016.* (South Kalimantan, Theory and Practice in Language Studies, Vol. 7, No. 3, pp. 176-186, March 2017)

evaluation feedback, indicates that the input is useful in assessing and tracking student achievement. On the other hand, evaluation feedback is used to discover the weaknesses and oddities of students in learning a second language. The teacher might use the evaluation feedback as a stimulus to determine the level of pupil understanding. The third type of feedback is strategic, and it aids pupils in improving their grades. In addition, corrective feedback leads teachers to choose and consider the most appropriate strategies to address or limit student errors.

Corrective feedback has been proven to be one of the most important feedback as it has multiple significant roles in education activity, particularly between teachers and students. Teachers must provide for and encourage language learners' continued development. Corrective feedback's objective is to help pupils fix and repair their mistakes. When responding to errors made during oral work, Harmer emphasized that the teacher must examine and acknowledge the stage of the lesson, the activity, the type of errors made, and the specific pupils who made the errors.[22] Harmer also gave another thought that in dealing with learners' errors, teachers should consider the lesson's goal, whether to prioritize accuracy through grammar, pronunciation practice, and vocabulary increase, or fluency, which allows students to utilize the chosen language as fluently as feasible.

### 3. Written Corrective Feedback

Knoch and Bitchener echoed their thoughts and definition of written corrective feedback as an instrument for the teachers in helping and supporting the students to derive and distribute the use of required linguistics structures as well as linguistics forms.[23] Truscott revealed that WCF (written corrective feedback) is correcting grammatical errors to improve students' writing skills accurately.[24] In providing feedback, the teacher can use several strategies:[25]

1. Direct corrective feedback is when the teacher serves the students with the correct form. The teacher usually crosses out an unnecessary word, phrase or morpheme,

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[22] Rinda Fitriana, Bibit Suhatmady, and Iwan Setiawan. *Students' Preferences Toward Corrective Feedbacks On Students' Oral Production*. Script Journal Volume 1, Issue 1, April 2016

[23] John Bitchener – Ute Knoch, "The Value of Written Corrective Feedback for Migrant and International Students". *Language Teaching Research*. Vol. 12 No. 3, 2008, 410.

[24] Bayu Aga, *"Written Corrective Feedback on Students' Research Proposal In Academic Writing Course At English Teacher Education Department Of UIN Sunan Ampel Surabaya"*. Surabaya, 2018.
[25] Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

inserts a missing word, phrase or morpheme, and writes the correct form above or near to the erroneous form.[26]

2. Indirect corrective feedback is the teacher indicating error, but they don't provide the correction through the use of indirect corrective feedback. This could only be done by underlining the errors or using cursors to point out the omissions in the learners' text or by placing a cross in the margin next to the line containing the error.[27]

3. Metalinguistic corrective feedback. In this feedback, the teacher has to provide various kinds of metalinguistic clues to point out the errors found in the writings made by the students. When presenting errors, the teacher emphasizes the problem by using error codes several times. The codes may be written as abbreviated terms for different types of errors. "Art" for articles, "prep" for prepositions, "sp" for spelling, "ww" for erroneous words, "t" for tenses, and so on. Error codes, according to Ferris, aided students in improving their writing accuracy by broadening their expertise.

4. Focused feedback and unfocused feedback are two different sorts of feedback. Unfocused feedback is defined as a condition in which teachers have no constraints in detecting and correcting various faults, whereas focused feedback is defined as a situation in which teachers tend to correct only one sort of error. The advantages and disadvantages of concentrated versus unfocused feedback are different. Focused feedback is well-known for fixing only one form of text error. This form of criticism is most likely to aid pupils in further developing their grasp of the nature of the faults. Both sorts of input are distinct from unfocused feedback. It is commonly recognized that unfocused feedback can discover, overcome, and fix many errors.

5. Electronic feedback: The teacher used this method as a technology to correct student errors. Teachers incorporate short metalinguistic remarks into students' texts using electronic repositories. It can also be viewed as a summary of each inaccuracy, with links to resources demonstrating the right form.

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[26] Dana Ferris. "Does Error Feedback Help Student Writers? New Evidence on the Shortand Long-Term Effects of Written Error Correction" In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* (Cambridge Applied Linguistics, 2006), 83
[27] Dana Ferris – Roberts Barrie. "Error feedback in L2 writing classes: How explicit does it need to be?". *Journal of Second Language Writing*. Vol. 10 No. 3, 2001, 162

6. Reformulation: It entails revising the entire student text with native speakers to establish the languages as pleasant as feasible while maintaining the original information.[28]

To summarize, the teacher's indirect corrective input excuses the pupils' writing errors. For instance, eliminating unneeded words, inserting missing terms, and creating the proper form for reporting faults are all examples. Furthermore, the teacher provided indirect corrective feedback by pointing out a mistake but not providing corrections. Such as underlining the writing error of the student or by putting a cross in a sentence that contains an error. Next, metalinguistic corrective feedback, in which the teacher aims to provided several types of metalinguistic instructions to place the mistakes made by students. Teachers usually indicate errors by using error codes. Then, the highlight of the feedback is separated into two types, namely focused and unfocused feedback. In focused feedback usually, the teacher corrects only one type of error, while unfocused feedback has a meaning of a situation where the teacher has no limits in correcting most errors. Electronic feedback incorporates short comments into student writing. Based on these explanations above, the written corrective feedback is one of the strategies used in this case in correcting the student's errors in writing.

## 4. Student's Errors

According to Brown, errors are aberrations that native speakers conduct as they don't understand the language correctly.[29] Error is a deviation made by native speakers that reflects the learner language competency. It is named a competence error when learners make errors because they are less conscious of the target language precept. Learners will not be capable of correcting mistakes directly because they can't self-correct their errors and need help to correct them. Errors in using language refer to the defective side of students' writing. Errors in writing can be categorized as errors in mechanics, grammar, and usage. In learning a language, it will be difficult to avoid errors and learners will make mistakes in the process of acquisition. They may make mistakes for example when they choose the wrong word in expressing something. To clarify, the students can't learn a language without making

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[28] Bayu Aga A.P .*Written Corrective Feedback On Students' Research Proposal In Academic Writing Course At English Teacher Education Department Of Uin Sunan Ampel Surabaya.* (Digilib UIN Surabaya: 2018)

[29] Adri Jernih Miko. *Analysis of Students' Grammatical Errors in Writing*. (Ar-Raniry State Islamic University Darussalam Banda Aceh, 2018)

mistakes, therefore students need feedback to develop writing skills and learn from the errors they make.

## 5. Writing

Writing has four aspects and each aspect has a different role. It measures a list of categories that contained organization, content, grammar, vocabulary, and mechanical deliberations such as punctuation and spelling.[30] It means that writing needs a lot of thought and should notice the contents of the criteria to begin writing text. Besides the criteria that needed to be understood, we have to compose good writing. In addition, writing is a highly complicated ability for L2 learners to acquire. Complex writing entails not only generating, organizing, and conceiving ideas, but also translating them into readable text. As a result, authors must understand how to write effectively. In this academic context, good writing is critical for students to excel in their writing skills, such as composing text, taking notes, and making summaries. At the college level, the base competence that must be reached in English subject writing is that the learners can increase and produce their reports. Largely, academic courses at English-language colleges and universities utilize essays or other written assignments to assess student work.[31] Usually, written assignments performed by students are assessed based on the quality of their use of academic writing styles. Academic writing is a specific type of writing seen from its writing style. The students need to ensure that their communications are documented appropriately. Their writing style must not only be consistent but also must match the message they want to convey to their readers. In addition, formal research reports with actual ideas or complex data can be considered too simplistic if the style is written in informal English. There are many kinds of academic writing in colleges such as essays, journals, abstracts, and thesis. Thesis is a scientific paper that an undergraduate student has assembled used the findings of his research and procedures for both primary and secondary data analyzed should be written by learners as one of the requirements for finishing their academic program.[32]

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[30] Yunik Susanti, M.Pd 2 And Lina Mariana,S. S, M.Pd. *An Error Analysis in the Use of Vocabulary Found in Recount Text Written by the Tenth Grade Students of Sma 4 Kediri In Academic Year 2016/2017.* (Artikel Skripsi Universitas Nusantara Pgri Kediri, 2017).

[31] Stephen Bailey, *Academic Writing a Handbook for International Students, 2nd ed*. (New York: Routledge, 2006,1)

[32] Nur aini ramadani, *skripsi : pengertian, karakteristik, unsur, pembuatan, dan contoh artikel pendidikan*. 2019

In this research, the writer uses academic writing especially in thesis writing to gain the data. In thesis writing, the learners frequently found trouble. The learners generally feel it is difficult to manage their ideas. Moreover, many learners make mistakes and face problems writing according to the correct academic style.

## B. Review of Previous Studies

According to the previous research that had been already gained by the researcher, there are abundant studies that have a similarity with the research that will be conducted. The previous research examined the teachers' beliefs related to corrective feedback on errors in students' English writing. Even though there are a lot of studies about this case, this research finds few differences between the third studies and the previous studies. Such as location of the research, the subject of the research, the focus of the research, and method of the research

First, the researcher classified the study based on the location of the study. From the previous study, the researchers took the study on a different continent, such as Europe, America, and Asia. The first study was conducted in Europe located in the predominantly French-speaking area of Montreal, Canada, and the other in St.Petersburg, Russia.[33] Then, a study by Nasy Inthisone Pfanner It is located at Iris Becker Elementary School in Dearborn, Michigan, North America, and serves students in kindergarten through fifth grade.[34] Subsequently, this study by Dyah Fitri Mulati was held in Surakarta, Indonesia.[35] While, the other studies from Farahman and Simin was held in West Asia, precisely located in Iranian EFL learners.[36] Then, another study by Dwi Anggraini was conducted at Jambi University.[37] Next, the study from Sabarun was located in IAIN Palangkaraya.[38] Furthermore, study from

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[33]Eva Kartchava. *Learners' Beliefs about Corrective Feedback in the Language Classroom: Perspectives from Two International Contexts*. (2016).

[34] Nasy, Pfanner. *Teacher Corrective Oral Feedback in the Classroom*. (2015)

[35] Dyah, Fitri. *Do Students Need Teacher Written Corrective Feedback? A Case Study at Secondary School*. (2018)

[36] Farahman and Simin. *The Effects of Focused and Unfocused Written Corrective Feedback on Grammatical Accuracy of Iranian EFL Learners* . Theory and Practice in Language Studies, Vol. 1, No. 12, pp. 1797-1803, December. (2011)

[37] Dwi, Anggraini. *Students' Perspective toward Teacher's Written Corrective Feedback on Students' Writing In Paragraph Writing Class*. (2018)

[38] Sabarun, *Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive*. (Vision: Journal For Language And Foreign Language Learning, 2020 Vol. 9, No.1, 18-33). Http://Dx.Doi.Org/10.21580/Vjv9i14652

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Endah et al located in SMAN 1 Meulaboh, Aceh.[39] The previous study came from Baiq et al conducted in a vocational school in Praya, Central Lombok, Indonesia.[40] Last, the study from Bradley & L'Shawn was held in Gakuin University.[41] This current study has a similar location to the last previous study, namely carried out on the Asia continent. Yet, the difference between the prior research and this new investigation is that this research took a place in Surabaya City.

Second, the researcher classified the research based on the subject of the research, Eva Kartchava on her study used learners from Russia and Canada.[42] Furthermore, the study from Nasy Inthisone Pfanner which was used by 58 teachers at Iris Becker Elementary School is a public school in Michigan that serves children in Kindergarten through fifth grade.[43] The other previous study is from Sabarun which took the learners of 4th semester English Department in Palangkaraya State Islamic Institute.[44] Afterward, the previous study from Dyah Fitri Mulati during the academic year 2017-2018, one of the secondary schools, concentrated on thirteen ESL students.[45] Same with previous study by Endah et al focused on 30 students in grade 10 of SMAN 1 Meulaboh.[46] Besides, the study from Dwi Anggraini focused on twelve students in Jambi University.[47] Then, in the study from Farahman & Simin

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[39] Endah et al. *Students' Perception to the Use of Indirect Corrective Feedback in Writing Recount Text.*. IJELR: International Journal of Education, Language and Religion. Vol. 2, No. 1, pp. 25-30, 2020.

[40] Baiq et al, *Teachers' Online Corrective Feedback, Character, and Narrative Text*. Advances in Social Science, Education and Humanities Research, volume 465. (Lombok, 2019)

[41] Bradley & L'Shawn, *A comparison of focused and unfocused corrective feedback in Japanese EFL writing classes.* (Gakuin university, 2018).

[42] Eva Kartchava. *Learners' Beliefs about Corrective Feedback in the Language Classroom: Perspectives from Two International Contexts*. (2016).

[43] Nasy, Pfanner. *Teacher Corrective Oral Feedback in the Classroom*. (2015)

[44] Sabarun, *Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive.* (Vision: Journal For Language And Foreign Language Learning, 2020 Vol. 9, No.1, 18-33). Http://Dx.Doi.Org/10.21580/Vjv9i14652

[45] Dyah, Fitri. *Do Students Need Teacher Written Corrective Feedback? A Case Study at Secondary School.* (2018)

[46] Endah et al. *Students' Perception to the Use of Indirect Corrective Feedback in Writing Recount Text.*. IJELR: International Journal of Education, Language and Religion. Vol. 2, No. 1, pp. 25-30, 2020.

[47] Dwi, Anggraini. *Students' Perspective toward Teacher's Written Corrective Feedback on Students' Writing In Paragraph Writing Class.* (2018)

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they used 120 Iranian EFL Learners.[48] Next, in a previous study from Baiq et al they used two English teachers of a vocational high school in Praya, Lombok.[49] Last, the study from Bradley & L'Shawn they used 18 EFL learners. In this current study, the researcher will use university level as the subject of the study.[50] It is similar to the last previous study. But the difference between the two is the location and the subjects of the research. Moreover, the current study will be held in UINSA (Islamic University of Sunan Ampel Surabaya) especially in English Education Department and the subjects are the teacher's who have implemented the written corrective feedback as their strategy to correct the students' errors.

Third, the study's focus was classified by the researchers. Furthermore, the writer realizes that the major point or emphasis on corrective feedback is the resemblance between the present study and the past studies. Eva Kartchava conducted research on learners' perceptions of corrective feedback in the language classroom.[51] Nasy Inthisone Pfanner conducted a study on teacher oral corrective feedback in the classroom.[52] Another is Dyah Fitri Mulati's earlier study, which looked at ESL students' perceptions of the existence and goal of teachers providing written corrective feedback in their writing classes.[53] Meanwhile, Farahman and Simin looked at the effects of both targeted and unfocused textual corrective feedback. Next, previous studies from Dwi Anggraini, Sabarun and Endah et al are focused on students' perspective towards the teachers' corrective feedback in writing. Additionally, Sabarun investigated the direct written corrective feedback and Endah et al they explored the indirect written corrective feedback. Then, in the previous study from Baiq et al, they focused on teachers' online corrective feedback. Lastly, the study from L'Shawn & Bradley conducted research in a Japanese EFL writing class to compare unfocused versus targeted corrective comments. The researcher focused on EFL teachers' beliefs about written corrective feedback on students' errors in English writing at the college level in this current study.

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[48] Farahman and Simin. *The Effects of Focused and Unfocused Written Corrective Feedback on Grammatical Accuracy of Iranian EFL Learners* . Theory and Practice in Language Studies, Vol. 1, No. 12, pp. 1797-1803, December. (2011)

[49] Baiq et al, *Teachers' Online Corrective Feedback, Character, and Narrative Text*. Advances in Social Science, Education and Humanities Research, volume 465. (Lombok, 2019)

[50] Bradley & L'Shawn, *A comparison of focused and unfocused corrective feedback in Japanese EFL writing classes.* (Gakuin university, 2018).

[51] Eva Kartchava. *Learners' Beliefs about Corrective Feedback in the Language Classroom: Perspectives from Two International Contexts*. (2016).

[52] Nasy, Pfanner. *Teacher Corrective Oral Feedback in the Classroom*. (2015)

[53] Dyah, Fitri. *Do Students Need Teacher Written Corrective Feedback? A Case Study at Secondary School.* (2018)

Fourth, the study was categorized according to the research approach. The studies from Eva Kartchava used a quantitative research design and questionnaire survey as the method to obtain the data.[54] Same as previous research, the research conducted by Sabarun also used the descriptive quantitative method as the research design and used questionnaires and observation to receive the data.[55] A study conducted by Dyah Fitri Mulati also used the open ended questionnaire as the instrument, but she used qualitative research as the design.[56] Another previous study from Nasy Inthisone Pfanner used qualitative research design and classroom observation as the method to gain the data.[57] Next, the research from Dwi Anggraini used a qualitative method and interview method as the instrument research method.[58] Then, similar to the previous research, Endah et al also used a qualitative method and close-ended questionnaire as an instrument.[59] The other previous study came from Farahman & Simin using a quantitative method and TOEFL proficiency test.[60] Then, the study from Baiq et al used descriptive qualitative study, and used analysis data and interview as the research method.[61] Last, study from Bradley & L'Shawn was quantitative approach and comparative study.[62] The writer employed a qualitative design as the research design and for the instrument's the researcher used interview and document analysis as data collection instruments in this current study.

Finally, the study's findings were used to classify the research. Participants in both circumstances thought CF should be finished, become the case, and be better in the context of a language classroom, according to the findings of the study. Eva Kartchava also mentioned her preferences for the kinds of errors that require the concern of teachers, as well as the

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[54] Eva Kartchava. *Learners' Beliefs about Corrective Feedback in the Language Classroom: Perspectives from Two International Contexts*. (2016).

[55] Sabarun, *Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive*. (Vision: Journal For Language And Foreign Language Learning, 2020 Vol. 9, No.1, 18-33). Http://Dx.Doi.Org/10.21580/Vjv9i14652

[56] Dyah, Fitri. *Do Students Need Teacher Written Corrective Feedback? A Case Study at Secondary School.* (2018)

[57] Nasy, Pfanner. *Teacher Corrective Oral Feedback in the Classroom*. (2015)

[58] Dwi, Anggraini. *Students' Perspective toward Teacher's Written Corrective Feedback on Students' Writing In Paragraph Writing Class*. (2018)

[59] Endah et al. *Students' Perception to the Use of Indirect Corrective Feedback in Writing Recount Text.*. IJELR: International Journal of Education, Language and Religion. (Vol. 2, No. 1, pp. 25-30, 2020).

[60] Farahman and Simin. *The Effects of Focused and Unfocused Written Corrective Feedback on Grammatical Accuracy of Iranian EFL Learners* . Theory and Practice in Language Studies, Vol. 1, No. 12, pp. 1797-1803, December. (2011)

[61] Baiq et al, *Teachers' Online Corrective Feedback, Character, and Narrative Text*. Advances in Social Science, Education and Humanities Research, volume 465. (Lombok, 2019)

[62] Bradley & L'Shawn, *A comparison of focused and unfocused corrective feedback in Japanese EFL writing classes.* (Gakuin university, 2018).

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differences in feedback techniques.[63] Hence, the study from Dyah Fitri Mulati found that the participants had a positive viewpoint on written corrective feedback in their writing sessions. The students reacted to the survey by responding that constructive input from the teacher may be produced as a beneficial consequence. They defined positive feedback as an incorrect writing correction and/or comment that might serve as a motivator to write better than before. Another study found the research results showed high teacher corrective oral feedback. The teacher uses 58 oral feedback points around 1 hour of observation, the equivalent of one feedback point per minute. The types of feedback were the following three explicit correction, 20 recasts, 16 clarification requests, 18 metalinguistic feedback or clues, 7 elicitations (all inviting the open-ended question method" and none "filling in the blanks" or "requiring reformulation from misspelling"), 0 repetitions of error, 15 non-corrective repetitions and 11 acknowledgment. While the teacher merely produces 58 feedback points, the details indicate 90 feedback points in that some feedback are categorized in more than one type (Nasy Inthisone Pfanner, 2015). Besides, the study findings from Dwi Anggraini (2018), found three kinds of Ellis' model (2009): indirect; direct, and metalinguistic feedback. After conducting interviews with students, they also found: (1) students' positive answers to feedback, (2) students' uncertainty regarding the feedback offered, and (3) students' feedback preferences.[64] Furthermore, the Sabarun study found that: first, when it came to students' attitudes toward receiving direct corrective feedback from teachers, 75 percent of the participants said they felt somewhat agreeable to receiving direct corrective feedback on language form, organization, and content. Their preferences for areas of linguistic correction comments were assessed to be 85 percent, compared to 65 percent for organization. Secondly, concerning students' perceptions of direct corrective feedback, 90% of students believed that receiving direct input from the teacher satisfied them completely. 85 percent of students stated their teacher feedback helped them improve their writing, and 90% said it gave them the courage to write better drafts.[65] And as for the last, most of the students took the level of appreciation of the teacher's feedback to a higher level. Moreover, the students thought that direct teacher feedback could repair writing specifically producing and hitting grammar accuracy as well as writing organization. Therefore, the majority of student's approved of the used of indirect

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[63] Eva Kartchava. *Learners' Beliefs about Corrective Feedback in the Language Classroom: Perspectives from Two International Contexts*. (2016).

[64] Dyah, Fitri. *Do Students Need Teacher Written Corrective Feedback? A Case Study at Secondary School.* (2018)

[65] Sabarun, *Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive.* (Vision: Journal For Language And Foreign Language Learning, 2020 Vol. 9, No.1, 18-33). Http://Dx.Doi.Org/10.21580/Vjv9i14652

correction feedback and believe that this error correction approach assists students to make fewer writing errors when composing recount text. The results according to Endah et al showed that the pupils responded favorably to the application of Indirect Corrective Feedback.[66] Another study by Farahman and Simin found that utilizing authentic English articles in both competence levels, focused groups were preferable to unfocused and control groups. As a result, these findings suggest that unfocused corrective feedback has limited pedagogical utility, whereas focused corrective feedback more effectively corrects learners' grammatical accuracy in L2 writing.[67] Then, other findings from Baiq et al showed teachers also utilized Focused CF in correcting the students' works and this made students only focus on one category of errors.[68] Finally, a study from Bradley & L'Shawn suggests that out-of-track focus peer and teacher focused CF might turn out to be a more effective way of reducing students' writing errors, perhaps providing more overall learning opportunities.[69]

The distinction between all the previous research were the setting, subject, focus, aims, and methodology. Most previous studies used learners in their research as subjects. This current study utilizes the EFL teachers as subjects. Moreover, this research highlights the focus on the teachers' beliefs regarding written corrective feedback. Apart from this, the researcher applied a qualitative design. To sum up, this current study is disparate from those previous studies. The researcher conducted this study at the Department of English Language Education, UIN Sunan Ampel Surabaya especially in English Education Department. This research intended to investigate the teacher's beliefs about written corrective feedback in students' errors in English writing. Furthermore, the researcher desires to discover the types of WCF (Written Corrective Feedback) that has been implemented by the teachers.

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[66] Endah et al. *Students' Perception to the Use of Indirect Corrective Feedback in Writing Recount Text.*. IJELR: International Journal of Education, Language and Religion. Vol. 2, No. 1, pp. 25-30, 2020.

[67] Farahman and Simin. *The Effects of Focused and Unfocused Written Corrective Feedback on Grammatical Accuracy of Iranian EFL Learners* . Theory and Practice in Language Studies, Vol. 1, No. 12, pp. 1797-1803, December. (2011)

[68] Baiq et al, *Teachers' Online Corrective Feedback, Character, and Narrative Text*. Advances in Social Science, Education and Humanities Research, volume 465.  (Lombok, 2019)

[69] Bradley & L'Shawn, *A comparison of focused and unfocused corrective feedback in Japanese EFL writing classes.* (Gakuin university, 2018).

# CHAPTER III

# RESEARCH METHOD

This section breaks down the research methodology. This consists of study design, the study's subject, the data and source of data, the data collection technique, research instruments, the data analysis techniques, identifying validity tests and research steps.

## A. Research Design

The major goal of this research was to identify the teachers' belief about the importance of WCF (Written Corrective Feedback) on learners' writing errors. In addition, the researcher also identified the types of WCF (Written Corrective Feedback) that the teachers' applied. This research applied a qualitative method through several steps starting from study literature or relevant related document analysis that matches with the research topic. This research described the teachers' beliefs about written corrective feedback on students' errors. As stated by Creswell, qualitative study is study that has an objective to explore society attitude and behavior.[70] This study utilized a descriptive design method which attempts to describe and interpret the way teachers provide feedback on students' writing. The data was gathered through interviews and document analysis in order to discover and answer the importance of corrective feedback on students' writing and how teachers provide feedback on their errors.

## B. Subject of the Study

Stratified sampling used to take a representative respondent for this study. It is in line with Cresswell "stratified sampling is when the researcher divides / stratifies the population on some specific characteristic and then using simple random sampling, samples from each subgroup of the population".[71] The subjects of this study are 4 EFL teachers with a consideration that they are teach writing and used the written corrective feedback as the method to correct the student's errors in writing. This study carried out in Surabaya, East Java and take place at Islamic University of Sunan Ampel Surabaya, especially in the English Language Education Department. This subject was chosen by the researcher as the research setting, for the reasons that the teachers in this department have a good experience in teaching writing and generally give in-depth teaching about how to write well and correctly.

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[70] John. W. Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th Edition.* (California: SAGE: 2014), 98

[71] John. W. Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th Edition.* (California: SAGE: 2014), 98

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Additionally, the teacher also implemented various kinds of WCF (Written Corrective Feedback) as a strategy for correcting learners' errors in writing.

## C. Research Setting

This study was executed at UINSA (UIN Sunan Ampel Surabaya) that applied corrective feedback mainly in English Language Education Department. These places were chosen because the researcher needs to emphasize validity of the data from large participants. The teacher beliefs of each other are diverse, so the researcher requires a large sample to prove the importance of written corrective feedback on learner's errors in English writings at UIN Sunan Ampel Surabaya particularly in English Language Education Department on writing class.

## D. Data and Source of Data

### a. Data

In organizing this research, the first data gained from the interview by the teacher was in the form of an answer based on the interview guideline about teachers' beliefs about corrective feedback on student's errors in English writing. Second, the data gained from document analysis contains WCF (Written Corrective Feedback) implemented by the teachers to correct the learners' errors in English writing.

### b. Source of Data

The subject from which data could be acquired to answer the research questions in support of the study's goal was the data source used to produce this study. The interview provided the data for the first study question, which looked into teachers' beliefs toward written corrective feedback on students' English writing errors. Furthermore, the documents analysis provided the data source for the second research topic. Document analysis was used in this study to learn about the different sorts of written corrective feedback that teachers gave to students with writing errors. Furthermore, the researcher used thesis document with a written corrective feedback.

## E. Data Collection Technique

The researcher gathered data that was appropriate for this study in order to answer the research questions. The researcher obtains the data from:

**1. Interview**

Through the interview section, the writers were to interview the English teacher to answer the first research questions to collect data on teachers' beliefs about written corrective feedback on student's errors in English writing. The researcher contacted the EFL teachers that used corrective feedback as the method to correct the students' errors in writings. Moreover, the writer did an online interview with the EFL teachers via the What'sApp application and via Zoom. In the online interviews, the researcher provided a form that contained the teacher's name and list of questions. Moreover, the researcher asks permission via What'sApp application. Then, the researcher did an online interview by voice note and some teachers also conducted face to face interviews via Zoom. The researcher conducted an interview with 4 EFL teachers for about 7 days. In the pandemic era, the online interview was more effective because the researcher did not need to meet directly and could be done at any time. The interview that the teacher used was a semi-structured interview because it could help the researcher to explore and analyze the data.

**2. Document Analysis**

The researcher used the 11 documents of thesis students' writings with teachers' written corrective feedback for analysis. To obtain the intended data, the researcher contacted the teachers to ask for students' writings. Their work should include the feedback from the teachers. Once, the researcher obtained the intended data (students' writings), we identified the types of feedback that teachers used when correcting the students' work, and the ways they provided the feedback. All the feedback found was compiled in the table and checked by other students' writing. We added a new category of the feedback types when it is different from the previous types. To ease the interpretation of the data, we also highlighted the common errors that students made and the feedback teachers provide on the errors.

**F. Research Instrument**

To obtain intended and comprehensive data, this study used document analysis and interview guidelines. Interview guidelines, for example, help structure the questions raised in the interview so the researcher will not ask the questions beyond the topic. The detailed information of the two instruments discussed in the following sections.

**1. Interview guidelines**

To answer the first study question about the importance of corrective feedback, the interview guideline is used. The interview guideline consists of 10 questions regarding how

teachers correct students' work, the importance of feedback, and the type of feedback that they provide. The questions are adapted from Luft and Roehrig, but the writer has flexibility to develop the list of questions according to the participants' responses. This instrument has been validated by the researcher. (See appendix page 56). The guideline helped the researcher structure the questions and ensured that the questions are relevant to the research topic.

**2. Analysis guidelines**

Analysis guidelines are applied to answer the second question about the kinds of WCF (Written Correction Feedback) that the teacher used to correct the students' errors. The writer gathered the written task that the teacher had corrected. In order to discovered the types of written corrective feedback that the teacher's implemented to correct students' errors in writing. The writer utilized a checklist about the kinds of corrective feedback by Rod Ellis. The researcher utilized a checklist that contained types of written corrective feedback indirect corrective feedback, direct correction feedback, electronic feedback, metalinguistic feedback, reformulation and focused feedback. Furthermore, these instruments have been validated by the researcher (See Appendix page 61)

**G. Data Analysis Technique**

The process of this study done s as these followed steps:

**a. Interview analysis technique**

The writer analyzed the interview data by following the method described by Mohammad Mahpur. The procedure consists of four main steps, which are transcribing, reading, coding, categorizing, and drawing conclusions.[72] The procedure consists of four main steps which are transcribing, reading, coding, categorizing, and drawing conclusions.

a. Transcribing

After getting all the data the researcher transcribes data by copying sound in text or written form. The data that will be transcribed is data which are related to the study question.

b. Reading

After the data is obtained, the writer then reads the data. Data to be read by researchers is data collected from the interview. The process of reading the data is done to further

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[72] Mohammad Mahpur, *Memantapkan Analisis Data Kualitatif Melalui Tahapan Koding, (*Malang: Fakultas Psikologi Universitas Islam Negeri, 2017)

understand the data to be analyzed. Whilst reading all the data, the writer wrote some notes in the data.

b. Coding

Next step coding is done by highlighting the key point of the data. The highlight here means giving the different specific sign for each key point. This is done for identifying and classifying all statements that exist on the data collection instrument based on the variable being studied.

d. Categorizing topics based on similarities

After completing the coding, the next step will be the researcher categorizing the data based on the research questions on this study; the teachers' beliefs on the importance of corrective feedback on students' errors in English writing. Data categorization is done by grouping data according to certain similar themes. The grouping can use media tables. This process is carried out for researchers to read and analyze data. The researcher later on deep dive into an analyzing process towards the students' writing by using Rod Ellis' theory about the types of written corrective feedback.

c. Drawing conclusion

After analyzing the data, the last step is concluding the findings of the research by discovering the silver lining with the theory that mentioned above. Making conclusions is aimed at making it easier for researchers to read and know the results of the main ideas of the data that have been taken. The findings of each question were linked to the theory of written corrective feedback by Rod Ellis and the previous studies that mentioned before.

**b. Document Analysis Technique**

After obtaining documents from the participants' in writing English especially in thesis document, the researcher analyzed the data obtained in several steps such as in the Mile and Huberman model and adjusted to the checklist regarding the kinds of written corrective feedback. Furthermore, there were 11 documents that applied written corrective feedback. First, the writer reduced the data to gain the major point to understand the results of the data mining. Thus, the purpose of this data reduction is to simplify the data. Second, the data is categorized by comparing the existing data to the provided checklist of sorts of written corrective comments. Lastly, the writer concluded the results of the data to determine the kinds of written corrective feedback that the EFL teachers usually use to correct the student's errors in English writings of the descriptive texts. In the last step, the researcher

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makes a statement and inference from the research results in the form of qualitative design. The procedure that the researcher did is described in figure below:
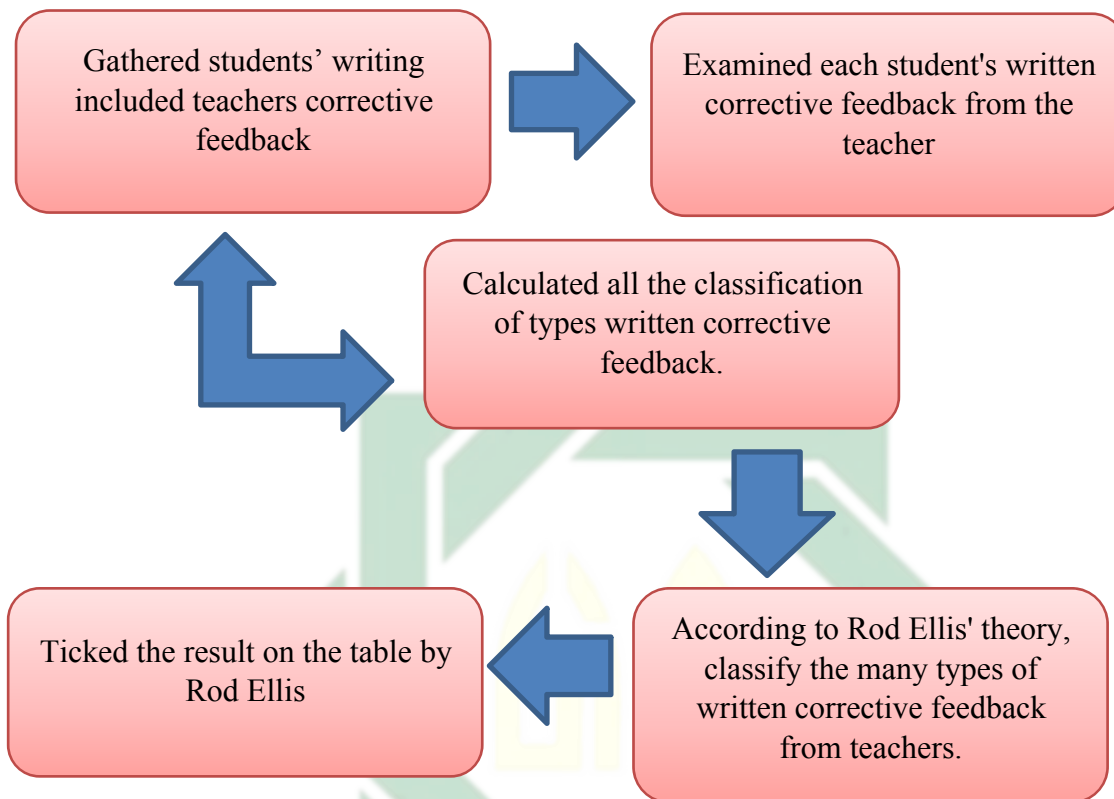


*Figure 3.1  Procedures in document analysis*

## H. Research Steps

In conducted the study, the writer did some steps are following:

**1.**   The first stage is asked permission. The researcher contacted the English teachers from the UIN Sunan Ampel Surabaya. After the researcher got the permission, the researcher made an appointment to research with the related teachers.

**2.**   Next, the researcher conducted an interview with English teachers, gathered the students' writing texts, and provided written corrective feedback from the teachers.

**3.**   Since gathered the data, the writer processed the data used some stages that mentioned earlier.

**4.**   The last stage is the researcher made a report of the data that the researcher got from the field and processed the data.

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# CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

This chapter breaks down the research finding and research discussions on teacher's beliefs in giving feedback on students' writing. The findings address two research questions: teachers' beliefs of written corrective feedback on students' errors and types of feedback used by teachers when correcting students' errors. The results of this study are divided into two groups based on the two research questions.

## A. Research Finding

To investigate the teachers' beliefs on written corrective feedback, the researcher conducted online interviews with 4 teachers and analyzed 11 documents (e.g. the students' thesis with the comments from the teachers). The research finding's classified into two parts, namely teachers' beliefs on written feedback and types of feedback applied by the teachers.

### 1. Teachers' beliefs about written feedback

The writer used Zoom and WhatsApp to conduct an online interview with four English teachers who teach writing to find out the answer to the first research question. The questions raised are about the way they give feedback on students' writing. The interviews were done in Bahasa and recorded with the participants' agreement. The results of interview analysis indicated that teachers pointed out five different beliefs about feedback (see Table 4.1). They believed that feedback is important for helping students to write a good text, effective for teaching writing, useful for identifying students' mistakes, and evaluating students' work. They also believed that learners are supposed to study through the given corrective feedback and enhance their ability by recognizing the area for improvement.

**Table 4.1 Teachers' beliefs about feedback**

| No | item description |
|---|---|
| 1. | Written corrective feedback is important to produce good writing |
| 2. | Written corrective feedback is very useful to identify students' errors and correct their mistakes |
| 3. | Written corrective feedback should provide evaluation of what students should do |
| 4. | Written corrective feedback can rectify the learners' writing and ability by learning from their error |

Table 4.1. Describes that teachers believed that feedback is important in teaching writing as it can help students to produce good writing, as said by teacher 3:

*"Giving written corrective feedback is very necessary because learning writing is a process and to produce good writing, feedback is needed."*

They said that by giving feedback, students can find out the weaknesses of students from the feedback given by the teacher so they can produce good writing. The given feedback could assist learners to rectify the writing skills. The teacher's contribution in this case was to provide comments based on the students' writing errors. The teacher did write some comments or gave a justification for students, so that students would understand their errors.

On the other hand, written correction feedback creates it easier for learners to identify and correct their errors. The students could use the feedback as an evaluation in the future so that their writing will be better, as described in the transcription below:

*"Giving written corrective feedback it is very useful for students to identify student errors and correct student mistakes, and be able to avoid the same mistakes."*(Teacher 4)

In this case, the teacher provided the students with written feedback according to their errors. So, the students can know their errors and correct their mistakes. Due to the written correction feedback, the learners' are capable of avoiding the same mistakes.

Apart from this, feedback should provide evaluation of what students should do. Teachers play a huge role in assisting students to increase their writing ability. One of them is by providing written corrective feedback as a student evaluation. Same as with the teacher 2 statements:

*"Written corrective feedback needs to be given because the task of a teacher is to provide an evaluation. "*

Meanwhile, the teacher believes that in teaching writing must provide an evaluation, one of them is giving written corrective feedback. Using written corrective feedback, the students can understand their weaknesses and they can learn from their mistakes. So, they can increase their writing ability.

Additionally, the teacher also believes that feedback has a major effect in improving and enhancing the students' writing and ability by learning from the errors. This is evidenced by the statement given by the teacher 4:

*"They can improve their writing, and repair their errors. If the students know their errors they can revise their writing and can produce good writing. In the long term because the students will notice their weaknesses so they can avoid the same errors in the future. "*

In giving written feedback, the learners' writing ability could be improved, if the learners can realize the feedback that was provided by the teacher. The learners also must fix the mistakes according to the teachers' feedback. Whereas, teacher 1 also argues that:

*"Students' abilities can be improved or not; it depends on the students. Although students' writing abilities can be improved if they understand the teacher's feedback, the students' writing process requires good ideas derived from their reading knowledge. The more students read it can help them in organizing ideas and content that they will write. "*

Therefore, students' writing skills depend on reading and writing exercises and are supported by teachers' feedback. The study discovered that grammar, sentence structure, and content problems were common in students' writing when the teacher provided written corrective feedback. To correct their errors, usually, the teacher used Ms. Word to highlight the errors and gave the comment to students. By giving feedback the teacher also finds out the difference in students' abilities in doing the writing. Students can write better than before. It can be seen from the performance of learners. As the teacher 4 said:

*" I can see the difference between the draft and their final writing. In the draft there are so many errors, after I give feedback, suggestions and in the final draft it is much better, so it means that students learn from their feedback. "*

The teacher believes that using written corrective feedback may create students' writing better. On the other hand, writing has a meaning of a complicated skill for students to master. The teacher 3 quoted that:

*"Writing is a complex skill, with written corrective feedback students can learn from mistakes that have been given feedback by the lecturer."*

Hence, the teacher believes that giving written corrective feedback is a good way to teach writing. To sum up, providing written corrective feedback is necessary for teaching writing because the teacher believes that using written corrective feedback does not need to explain the students' errors orally and can shorten their time. The teacher also believes that written corrective feedback turns out to be an effective method to teach writing. This is supported by the opinion of teacher 4:

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*"Because it was suitable to teach writing, and not have spent much time if given orally. And an effective method to teach writing. "*

In contrast, the teacher also believes that giving feedback orally is also needed depending on the students' errors. When students write down errors that cannot be expressed in writing and do not comprehend the teacher's feedback. When students' errors are similar, the teacher will provide oral feedback. So, the teacher will explain to the students their errors and ask them to make their notes.

**2. Types of feedback the teachers use on students' errors**

To respond to the second question about the types of corrective feedback delivered by teachers, this study compared students' writing to the feedback given by the teachers. In addition, the researcher analyzes the many forms of feedback that appear in the data, classifies teacher feedback using Rod Ellis' theory, and compiles the results in a classification table. The next step is to calculate the different types of written corrective feedback that appear.

Teachers utilized four types of written corrective feedback, according to document analysis: direct corrective feedback, indirect corrective feedback, focused corrective feedback, and unfocused corrective feedback. On the attached table, the researcher will explain the outcomes and totals of the classification calculation:

**Table 4. 2 Types of Teachers' Written Corrective Feedback**

| Type of Feedback | Description |
|---|---|
| Direct Corrective Feedback | Giving comments or providing statements on the students' mistakes directly, and providing justification for the errors. |
| Indirect Corrective Feedback | Presenting feedback on learners' writing errors by giving a sign in the form of scribbles or circling their mistakes, and does not provide justification. |
| Focused Corrective Feedback | Correcting only one type of error by commenting on the students' writings |

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

| | |
|---|---|
| **Unfocused Corrective Feedback** | in the form of questions or statements does not provide justification. Providing feedback by correcting most of the errors found in the students' writings. |

Table 4.2 shows the many types of written corrective feedback that teachers utilize to fix their students' English writing errors. Each feedback has a distinct significance and purpose. Meanwhile, the following graphic depicts the types of written corrective feedback utilized by teachers in students' English writing:

**Table 4. 3 Feedback Applied by Teachers' on Students Writing**



**Frequecy of Feedback Applied by Teachers' on Student's Writing**

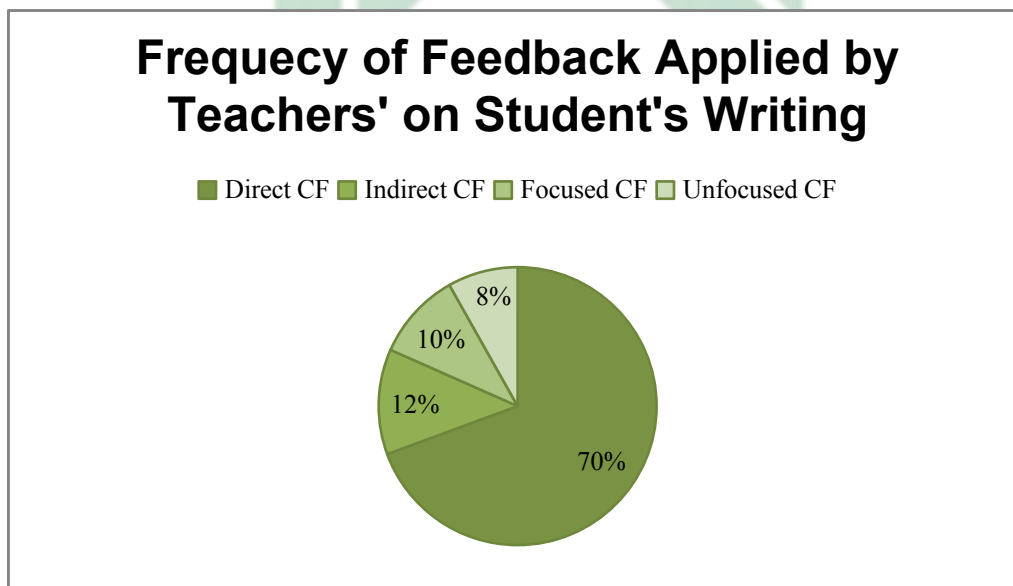■ Direct CF ■ Indirect CF ■ Focused CF ■ Unfocused CF

8%
10%
12%
70%

Diagram 4.1 displays the types of written corrective feedback that are most commonly utilized by teachers to correct the learner's errors in English writing, based on the categorization. According to the diagram, 333 feedback (70%) was classified as direct corrective feedback, 59 feedback (12%) was classified as indirect corrective feedback, 45 feedback (10%) was classified as focused corrective feedback, while 39 feedback (8%) was categorized as unfocused corrective feedback. Direct corrective feedback is the most frequently used of the three types of written corrective feedback, whereas focused feedback is the least common. Furthermore, using indirect corrective feedback, the teacher not only points out the students' errors but also gives the correct linguistic forms for them, such as words, morphemes, rewritten phrases, sentences, deleted words, or morphemes. The

researcher also provides the following instances of how to use the type of teacher written corrective feedback on student writing:

## A. Direct Corrective Feedback

Direct corrective feedback was the most common type of feedback on students' writing, as noted previously. The teacher provides direct feedback on students' writing errors in the form of comments or statements. In this feedback not only does the teacher correct but the teacher also provides justification. On direct corrective feedback, the teachers usually correct the students' errors directly and give the justification e.g. when students produce writing, the teacher corrects the words, if there is a writing error, the teacher immediately crosses out the wrong part and then gives justification for the sentence. Below, the researcher attaches an example of direct corrective feedback that has been applied by the teachers:



*Figure 4. 2 An Example of Direct Written Corrective Feedback*

Figure 4.2 depicts an example of direct written remedial comments. The researcher analyzed the writing of the learners who had been given feedback by the teacher 4. As we can see 10 students here made some mistakes in processing words and grammar. The teacher crossed out some words in the students' writing and made corrections for the wrong words. On the first mistake, the teacher writes "their" as an error correction created by student 10. Therefore, student 10 must change the sentences to theirs. Next, the student errors are when the student writes "example while", then the teacher corrects it by writing justification with the comma "example, while". However, student 10 must write a justification with the sentence. After that, the student makes grammar mistakes, by writing "gave" in the sentence. The teacher crossed out the word and directly gave justification by writing the word "give". Same as the previous error, the student didn't put a comma in their writing "when" so the teacher corrected it to be "When". The last errors are the same as before, the students made some mistakes in organizing words. Student 10 wrote "are" which should be using "were".
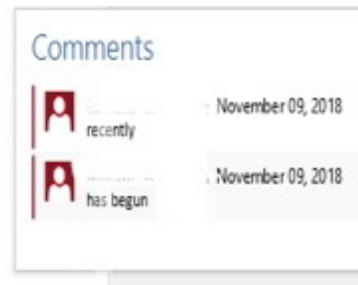
*Figure 4. 3 An Example of Direct Corrective Feedback (2)*

In addition, another instance of direct corrective feedback is in figure 4.3. As you can see, teacher 3 gave some comments and crossed out some words in the writing of student 1. The first feedback in the word "now", the teacher gives a comment in the form of justification "recently". Student 1 must write a sentence that has been given by the teacher. Same as the previous errors, the students chose the wrong grammar with the word "began". The justification of the word is "has begun" which has been written in the student comments. Lastly, the teacher crossed out the word "him", because the correct word is "his". So, the students must replace the wrong word according to the feedback that was given by the teacher.

## B. Indirect Feedback

Additionally, indirect corrective feedback is another type of feedback that the teacher uses to correct learners' writing. Indirect corrective feedback is distinct from direct feedback, in this type the teacher gives feedback only by marking the wrong sentence without giving justification. The teacher generally gives signs, underlines, or circles in the part that contains errors. In this feedback, the teacher merely gives a mark to indicate their errors e.g the teacher circling or underlines in the part of students errors without providing comments or justification. Below, the researcher analyzed the students' writing that indicated indirect corrective feedback.

*Figure 4. 4 An Example of Indirect Corrective Feedback*

Based on the figures, teacher 4 crossed out a few words that had been written by student 1 to indicate their errors. In the beginning, the teacher crossed out "especially qualitative descriptive methodology". In this case, perhaps the student wrote too many unnecessary words. Thereby, the teacher crossed out the words. After that, the teacher defaces the phrase "descriptive" and also "ology". In this feedback, the teacher defaces some of the words because they may not be appropriate with the sentence structure. Lastly, the teacher effaces the words of "as that methodology became the most suitable methodology for this study to answer the research question". Same as before, probably the teacher asks students to omit the sentence because it has been mentioned before and does not need too many words.

## C. Focused Feedback

Focused feedback is defined as a situation where teachers tend to rectify only one kind of mistake. In focused feedback, the teachers usually provide comments related to statements written by students in the form of questions or statements and do not provide justification. This focused feedback will most likely assist students in better understanding the errors. Generally, the teacher underlines or blocks the incorrect part of the student's work, then asks a question or makes a comment about the student's inaccuracy without providing justification. An example is shown in the diagram below. An example of focused feedback is shown in the diagram below:
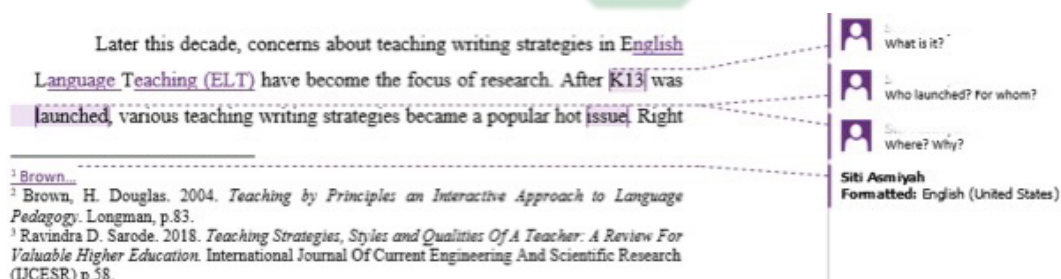


*Figure 4. 5 An Example of Focused Feedback*

On figures 4.5, teacher 4 provides multiple comments to learner 3 according to their statements. In addition, this feedback didn't give justification. The teacher only gave some comments related to their errors and asked the students to fix their errors. Firstly, the student wrote "K13" , and afterwards the teacher commented "what is it". It seems like the teacher didn't understand what student 3 said, perhaps the student didn't give some explanation before the student wrote that statement. The second comment written by teacher 4 is about

"who launched and for whom". In this feedback, the teacher asked the student to write an explanation to clarify their statement. Next, the other errors are that the student wrote an "issue" that made the teacher confused with their statement. However, the teacher provides comments on "where and why" the student wrote "issue". In this feedback, the teacher wrote a comment that asked which issues were intended by the students regarding "teaching writing strategies became a popular hot issue" and why it could become a popular hot issue. Additionally, the student did not provide evidence or explanations to support the statement. Hence, the teacher wondered whether the statements given by students were facts or not. Hence, the teachers feedback focused on learner statements.



*Figure 4. 6 An Example of Focused Feedback (2)*

Based on this figure above, teacher 4 gave feedback according to student statements. On student 4 writing, the teacher wrote a comment on the word "effectively". The teacher said that "kalimat ini belum ada predikatnya sehingga tidak jelas yang dimaksud, kenapa dengan respondent terkait impressionnya". In addition, the student made an error in sentence structure and did not write some explanation about their statement. So the student must write good sentences and provide an explanation to support their statement.

**D. Unfocused Feedback**

The teacher corrects the majority of errors in this feedback. In contrast to the previous one, unfocused feedback tends to overcome several errors by only providing one feedback in the form of comments then giving questions or statements according to student statements. Moreover, the teacher generally corrects the students' errors by giving a sign or blocking in the part that contains errors. Then the teacher encloses some comments or statements according to their errors, yet doesn't give a justification. In this study, researchers have analyzed several student writings that have been given feedback by the teacher. Below the researcher found examples of unfocused feedback.
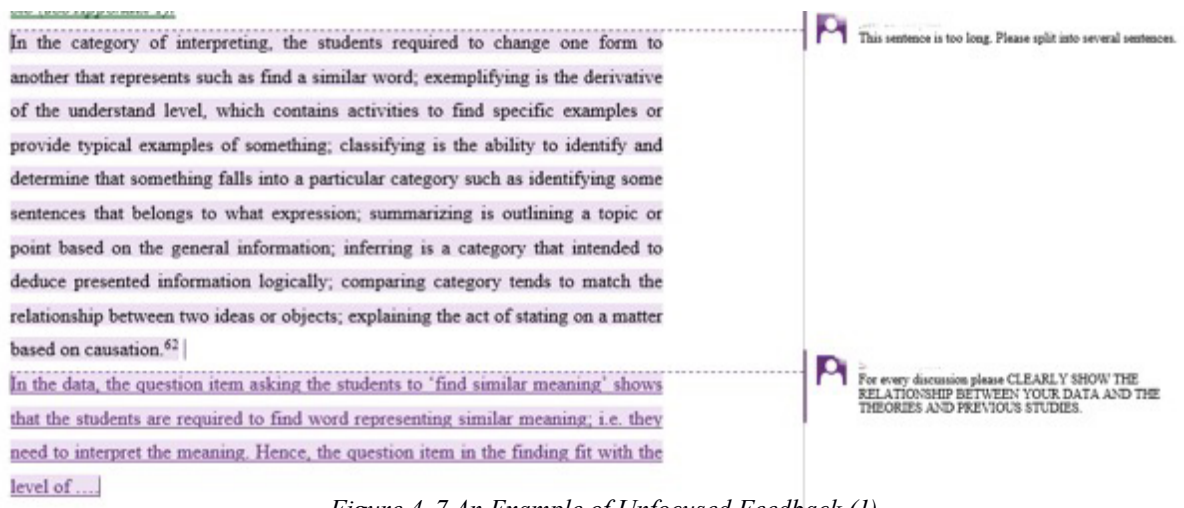
In the category of interpreting, the students required to change one form to another that represents such as find a similar word; exemplifying is the derivative of the understand level, which contains activities to find specific examples or provide typical examples of something; classifying is the ability to identify and determine that something falls into a particular category such as identifying some sentences that belongs to what expression; summarizing is outlining a topic or point based on the general information; inferring is a category that intended to deduce presented information logically; comparing category tends to match the relationship between two ideas or objects; explaining the act of stating on a matter based on causation.[62]

In the data, the question item asking the students to 'find similar meaning' shows that the students are required to find word representing similar meaning; i.e. they need to interpret the meaning. Hence, the question item in the finding fit with the level of ...

*Figure 4. 7 An Example of Unfocused Feedback (1)*

As we can see, in figure 4.7 the teacher gave multiple comments on learner writing. In the first line, the teacher wrote "This sentence is too long. Please split into several sentences". In this case, the teacher asked the learners to rewrite the statement into 2 parts, because the paragraphs that have been written are too long. Furthermore, the teacher also commented on the data that has been written by the learners. The teacher provided a reminder to the students to write a discussion that must clearly show the relationship between their data, their theory, and the previous studies.
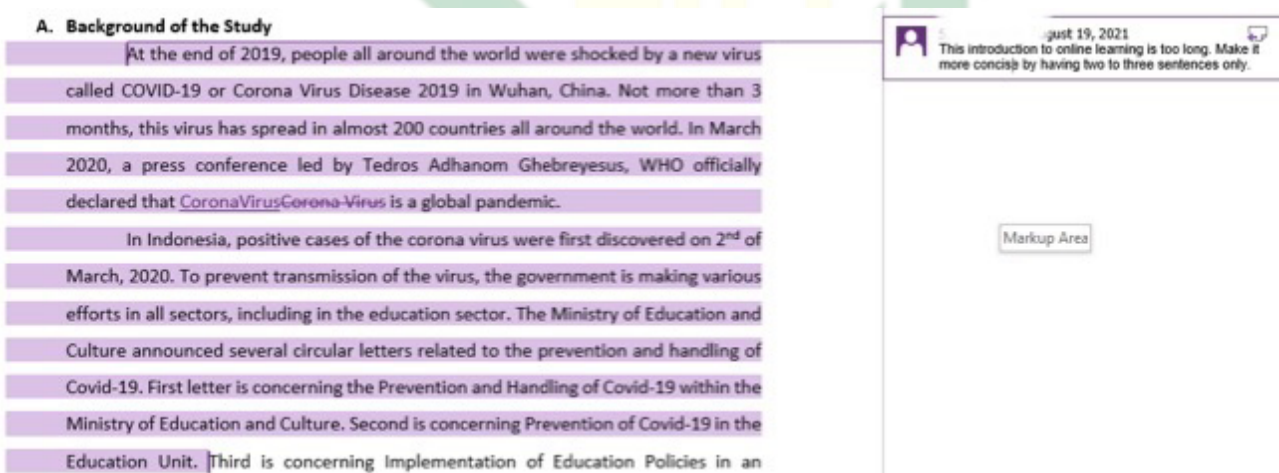


*Figure 4. 8 An Example of Unfocused Feedback (2)*

Figure 4.8 depicts another sample of unfocused feedback. In this way, the teacher put a mark on the 2 lines of statements that have been written by the student. As mentioned earlier, in focused feedback the teacher corrects most of the students' errors. The teacher wrote that "This introduction to online learning is too long. Make it more concise by having two to three sentences only". Meanwhile, in this problem, teacher 4 asked student 11 to abbreviate their statement and just wrote 2 to 3 sentences and did not need to write them in long sentences.

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According to the typology, there are many types of written corrective feedback. Based on the information shown above, the researcher concludes that direct corrective feedback is mostly used to correct the students' writing. Then, indirect corrective feedback, focused feedback, and unfocused feedback are the most common types of written corrective feedback utilized by teachers. However, the teacher is more likely to use direct corrective feedback to correct students' writing errors.

## B. Research Discussion

The major findings about teachers' beliefs about written corrective feedback and the types of feedback they utilize when correcting students' work are discussed in this section. Following that, the findings are explored and related to relevant theories and prior studies. The primary findings of the two study topics will be presented in this section.

## 1. The teachers' beliefs of feedback on students' errors in writing

This study revealed that the teachers have their own beliefs of written corrective feedback on the learners' errors in writing. It is observable by the result of teachers' responses from the interview. Furthermore, there are 13 items of questions in the interview guideline. In this section, the researcher found four aspects accordance with the teacher beliefs:

1. Written corrective feedback is important to produce good writing.

As previously stated, the teacher believes that written corrective feedback is critical in the development of good writing. In this case, by using written corrective feedback students can write well without making errors in writing both in content, organization, grammatical, and vocabulary use. In order to succeed in their writing learning process, every student should master good writing skills in an academic setting. Dyah agrees with Bitchener, Young, and Cameroon that learners' writing should be corrected and errors should be identified during the writing process.[73] The majority of teachers stated that written corrective feedback was one of the most effective approaches for teaching writing. Written corrective feedback should be applied to the process of teaching writing because it can help students to find errors in their writing. Similar to Rosdiana's prior study on the effectiveness of error correction feedback in improve students' writing skills. It is also demonstrated by the achievement of UIN Ar-Raniry third-year students in learning writing through gradual error

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[73] Dyah Fitri Mulati. *Do Students Need Teacher Written Corrective Feedback?*. (Surakarta: ELLiC Proceedings Vol.2, 2018), p.2

correction feedback.[74] Furthermore, these findings matched those of Anik Indriati's prior study on the influence of direct corrective feedback on eighth-grade students, in which she discovered that providing direct corrective feedback could help students improve their scores in writing a recount text.[75] Nonetheless, the subject and design of this research differ from those of earlier studies. Students were utilized as subjects in prior investigations, with a quantitative method and a questionnaire as an instrument.

2.  Written corrective feedback is very useful to identify students' errors and correct their mistakes

Written corrective feedback is one of the methods applied by teachers in teaching writing. By using this method students can easily find their mistakes. Teachers usually provide some comment's or signs according to students' errors and also directly provide justification. As stated by Bitchener and Knoch, written correction feedback can assist the learners in acquiring and demonstrating the use of targeted linguistics forms and structures.[76] Other than that, Corpuz also said that corrective feedback assists learners to understand the errors found and repair their writing more efficiently, while both students and teachers have agreed that some kind of content and form correction must be included in the writing process.[77] To sum up, written corrective feedback is essential in teaching writing. This method may assist the learners' to know their mistakes and learn from the errors found in the writing. So they can avoid the same mistakes in the upcoming time and write even better. As a result, this result agrees with Endah et al's findings on students' perceptions of indirect corrective feedback. The students overwhelmingly approved of the use of Indirect Corrective Feedback, and they believed that this error correction technique would help them reduce the severity of their recount text errors.[78]

3. Written corrective feedback should provide evaluation of what students should do

According to the results of the interview section, the EFL teacher believes that feedback should provide an evaluation of what students should do. Evaluation refers to feedback that is

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[74] Rosdiana. *The Effectiveness of Error Correction Feedback in Improving Students' Writing Skill.* (Banda Aceh: Getsempena English Education Journal, 2014), p.22

[75] Indriati Anik. *The Effect of Direct Corrective Feedback on Eighth Graders' Compositions.* 2013.

[76] John Bitchener – Ute Knoch, *"The Value of Written Corrective Feedback for Migrant and International Students". Language Teaching Research.* Vol. 12 No. 3, 2008, 410.

[77] La Ode Sanu. *EFL Students' Preferences toward the Lecture's Corrective Feedback in Business Letter Writing.* (Dinamika Ilmu: 2016), p. 4

[78] Endah et al. *Students' Perception to the Use of Indirect Corrective Feedback in Writing Recount Text.*. IJELR: International Journal of Education, Language and Religion. Vol. 2, No. 1, pp. 25-30, 2020.)

helpful for measuring and assessing student achievement. On the other hand, evaluating feedback is used to realize the weaknesses and the peculiarities of learners in studying a second language. Delivering the stimulus, which helps the teacher determine the level of the students' knowledge, can be seen as part of the assessment feedback activities. Apart from this, the teacher should provide some feedback that contains an evaluation of what students should do. So the students can understand their errors and know what they have to do. As stated by Gattullo and Harmer, evaluation is one of the types of feedback. The term "feedback as an evaluation" refers to how useful feedback is in measuring and assessing student achievement.[79] In addition, this study's conclusions are nearly identical to those of Dyah Fitri Mulati regarding the importance of written corrective feedback for students. She stated that the students in her writing class have a good attitude toward written corrective feedback. The learners responded to the questionnaire by stating that feedback has a very good potential in becoming a positive method for them to improve when the teacher provided feedback. Positive feedback was generally described as error correction and/or a statement that they might use as motivation to write better than before.[80] Despite the fact that the content is different, the conclusion of this study is the same: written corrective feedback should include evaluation or comment.

5.  Feedback helps the students' to improve and enhance their writing and ability by learning from the errors

According to the teacher's response from the interview, they believe that feedback can improve the students' writing and ability by learning from the errors. They found that there were some differences between the draft and their final writing. In the draft there were so many errors, after they gave feedback in the final draft the students wrote better than before they received feedback. In short, it means that students learn from their feedback. As stated by Truscott, written corrective feedback involves correcting grammatical errors in order to improve a student's writing skills.[81] By providing feedback, the student can improve their writing ability and identify their errors. So, they can learn from it and can reduce their errors. It is in line with the finding of Sabarun about direct feedback in EFL writing class, He

[79] Dea, Emma, Moh. Yamin & Fatchul. *Feedback in Speaking Class at English Department of Lambung Mangkurat University Academic Year 2015/2016.* (South Kalimantan, Theory and Practice in Language Studies, Vol. 7, No. 3, pp. 176-186, March 2017)

[80] Dyah Fitri Mulati. *Do Students Need Teacher Written Corrective Feedback?.* (Surakarta: ELLiC Proceedings Vol.2, 2018), p.2

[81] Bayu Aga, *"Written Corrective Feedback on Students' Research Proposal In Academic Writing Course At English Teacher Education Department Of UIN Sunan Ampel Surabaya".* Surabaya, 2018.

discovered that 85 percent of students feel their teacher's feedback helped them improve their writing, and that 90% of them thought their teacher's feedback was helpful in developing a better draft.[82]

Above all, the teachers' believes that corrective feedback is an effective method to teach writing. The teacher believes that written corrective feedback did not take much time if given orally. These findings have similarities with Eva Kartchava results about learners' beliefs toward corrective feedback; she discovered that learners in both circumstances believed that CF should be given, should be the case, and that it is desirable in a language classroom..[83] Hence, corrective feedback should be applied in teaching writing. Briefly, in both these pieces researchers may conclude that written feedback is essential in the teaching of writing.

In cons, the teacher also believed that oral feedback is also needed depending on the students' errors. The teacher will provide oral feedback to students when they made similar errors in each writing and did not realize the written feedback that was given from the teachers. Ultimately, the teachers also provide oral corrective feedback to students. Furthermore, teachers usually provide oral corrective feedback to students through online learning using the Zoom or WhatsApp Video Call application due to the Covid-19 Pandemic Outbreak. These findings are in line with the study from Nasy Inthisone Pfanner, the results showed high teacher corrective oral feedback. In their findings there are 58 teachers' oral feedback points in approximately 1 hour of observation, equating to nearly 1 feedback point per minute.[84]

**2. Types of written corrective feedback that applied by the teachers**

Withal, another finding's of the current study included the types of written corrective feedback given to teachers in order to fix students' writing faults. The study revealed that students' writings are presented to four different types of written corrective feedback. Direct written corrective feedback, indirect written corrective feedback, unfocused feedback, and focused feedback are the four types of written corrective feedback. The distinct findings came from Dwi Anggraini about students' perspective toward teacher's WCF, she found there were

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[82] Sabarun, *Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive.* (Vision: Journal For Language And Foreign Language Learning, 2020 Vol. 9, No.1, 18-33). Http://Dx.Doi.Org/10.21580/Vjv9i14652

[83] Kartchava, Eva. *Learners' Beliefs about Corrective Feedback in the Language Classroom: Perspectives from Two International Contexts.* 2016.

[84] Nasy, Pfanner. *Teacher Corrective Oral Feedback in the Classroom.* 2015.

three kinds of Ellis' model were discovered: indirect feedback; direct feedback; and metalinguistic feedback.[85] In conclusion, each teacher used a different method of providing written corrective feedback. However, it can be concluded that one of the most prevalent methods used by teachers to address students' writing errors was written feedback.

In this case, the writer used percentages to calculate the types of written corrective feedback given to the teachers. There are four types that the teacher applied to correct the learners' errors in writing:

## 1. Direct written corrective feedback

The most frequently appeared by teachers is direct feedback (70%). As you can see in figure 4.1, the teachers cross out the error sentences and provide feedback in the form of corrections in students' writing. The teachers cross out the wrong sentences and supply feedback in the form of corrections in the student's writing. As stated by Dana Ferris, Teachers usually mark out a superfluous word, morpheme, or phrase, insert a missing word, phrase, or morpheme, and write the acceptable form above or near the wrong form when giving direct feedback.[86] While students wrote a lot of grammar mistakes and also in the processing of the words they chose. In this case, the teacher believes that students' abilities can be improved by direct written feedback provided by the teachers. In addition, this finding was also supported by the findings of Sabarun, who examined the students' perception which stated that 75% of students feel that direct instruction corrective comments on language form, organization, and content is acceptable. The area of corrective feedback in language forms was preferred by 85 percent of students, while organization was preferred by 65 percent. Second, 90 percent of students indicated that they perceived direct teacher input. Eighty-five percent of students thought their teacher's feedback helped them improve their writing, and ninety percent realized that their teachers' feedback increased their confidence in producing a better draft. Finally, highly motivated students stated that they valued their

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[85] Anggraini, Dwi. *Students' Perspective toward Teacher's Written Corrective Feedback on Students' Writing In Paragraph Writing Class.* 2018.

[86] Dana Ferris. "Does Error Feedback Help Student Writers? New Evidence on the Shortand Long-Term Effects of Written Error Correction" In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* (Cambridge Applied Linguistics, 2006), 83

teachers' feedback. Furthermore, the students took seriously the fact that direct teacher feedback improved writing, especially in terms of structure and grammatical consistency.[87]

To conclude, direct corrective feedback is the most frequently used on students' writing. The students prefer direct feedback because this feedback provides some comments or statements and also justification to correct their mistakes. Thus, they may repair students' writing ability. According to Ellis Direct feedback was a mechanism carried out by teachers to students by providing clear information and guidance in a way to directly correct errors.[88] Direct corrective feedback, according to Ferris and Roberts, is appropriate for students with low writing skills. [89] According to Sabarun's research, students believe that teacher feedback helped them improve their writing skills. Furthermore, the students' responses suggested that they had a favorable impression of written remedial criticism. Feedback, according to the students, is an important part of EFL writing. Learners prefer direct written corrective feedback to other forms of feedback for correcting their errors. Direct written corrective comments, according to the students, generally improved writing, particularly in terms of structure and grammatical consistency. [90]

## 2. Focused feedback

Other kinds of written correction feedback that the teacher's applied are the main fundamental of corrective feedback. In its application, the teacher provides several statements or comments on student writing that are errors or unclear. Rod Ellis said that this type of feedback would likely assist students understand the nature of errors. [91] As the findings of Baiq, teachers also use focused CF in correcting learners' work, making students only focus on one category of mistakes.[92] On the other hand, the researcher found that (10%) of teachers

[87] Sabarun, *Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive.* (Vision: Journal For Language And Foreign Language Learning, 2020 Vol. 9, No.1, 18-33). Http://Dx.Doi.Org/10.21580/Vjv9i14652

[88] Ellis, R. A typology of written corrective feedback types. ELT Journal, 63(2), 97–107. (2019). https://doi.org/10.1093/elt/ccn023

[89] Ferris, D., & Roberts, B. (2001). *Error feedback in L2 writing classes How explicit does it need to be? Journal of Second Language Writing*, 10(3), 161–184. https://doi.org/10.1016/S1060-3743(01)00039-X

[90] Sabarun, *Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive.* (Vision: Journal For Language And Foreign Language Learning, 2020 Vol. 9, No.1, 18-33). Http://Dx.Doi.Org/10.21580/Vjv9i14652

[91] Bayu Aga, *"Written Corrective Feedback on Students' Research Proposal In Academic Writing Course At English Teacher Education Department Of UIN Sunan Ampel Surabaya"*. Surabaya, 2018

[92] Baiq et al, *Teachers' Online Corrective Feedback, Character, and Narrative Text*. Advances in Social Science, Education and Humanities Research, volume 465. Lombok, 2019.

used this type of feedback rather than unfocused feedback (8%). Briefly, the teacher used focused feedback because this type is focused on one error, so the students can easily correct their errors in writing by focusing on one error. It is in line with previous findings from Simin and Farahman on the effect of unfocused and focused WCF. In terms of accurate use of English articles at both levels of proficiency, the statistical analysis showed that focused corrective feedback was more helpful at promoting learners' grammatical accuracy in L2 writing than unfocused corrective feedback, which has limited pedagogical value. As a result, these findings suggest that unfocused corrective feedback has minimal pedagogical utility, whereas focused corrective feedback successfully encourages learners' grammatical precision in second language writing.[93] To summarize, this feedback can also be useful for the teachers to reduce students' writing errors.

### 3. Unfocused feedback

Another type that is applied by the teachers is unfocused feedback. Rod Ellis said unfocused feedback tends to overcome various errors.[94] In this study, the teachers usually correct most of the errors that are found in students' writing by highlighting the errors and also providing feedback in the form of comments for students. In a nutshell, the results of this study showed that teachers used unfocused-feedback (8%) rather than focused-feedback (10%). In addition, teachers preferred to use focused feedback rather than unfocused feedback. This feedback tends to correct the various errors in students' writing. So, the students have difficulty comprehend about this types. It is different with the findings of Bradley and L'Shawn, they found that unfocused peer and teacher corrective feedback might be an effective way of minimizing learners' errors in writing, perhaps because it gives a more holistic learning opportunity.[95] It can be deduced that the two kinds of focus of feedback have distinct functions and depend on the teacher wanted to use the focused feedback or unfocused feedback according to the students' needs.

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[93] Farahman and Simin. *The Effects of Focused and Unfocused Written Corrective Feedback on Grammatical Accuracy of Iranian EFL Learners* . Theory and Practice in Language Studies, Vol. 1, No. 12, pp. 1797-1803, December 2011

[94] Bayu Aga, *"Written Corrective Feedback on Students' Research Proposal In Academic Writing Course At English Teacher Education Department Of UIN Sunan Ampel Surabaya"*. Surabaya, 2018

[95] Bradley & L'Shawn, *A comparison of focused and unfocused corrective feedback in Japanese EFL writing classes.* Gakuin university, 2018.

## 4. Indirect Written Feedback

Finally, the teacher mentioned that indirect written corrective feedback 12% was used to correct the students' writing. In this case, the teacher usually gives marks or circles to the students' errors in writing. Differing from two corrective feedbacks that mentioned before, this feedback is different. The teacher did not give justification or comments in the students' errors. As stated by Dana Ferris, the teacher points out an error, but the teacher does not correct indirect corrective feedback. Teachers fixed students' errors by underlining errors, using the cursor to show neglect in the students' text, or adding a cross in the margin adjacent to the lines containing errors.[96] To summarize, the teacher found the difference in students' writing abilities. Students were able to write more effectively than previously. It can be observed from the results of Endah et al's findings that the majority of students agreed on the use of Indirect Corrective Feedback, and the learners realized that error correction tactics help them reduce writing errors. The results showed that the learners reacted favorably to the use of Indirect Corrective Feedback.[97] To summarize, indirect written corrective feedback is critical in supporting students in improving their writing skills.

In summary, after considered all of the different types of written corrective feedback, the researcher concluded that direct corrective feedback is the types that mostly used by the teachers to correct the students' errors. Hence, this type was mostly used among the other types because direct written corrective feedback can make it easier for students to write better. With direct feedback, students can easily understand the comments given by the teacher, because the teacher usually immediately provides justification for the student's writing. Furthermore, the students claimed that receiving direct written corrective feedback helped them improve their writing skills. Whereas, the teacher also used other type's to correct the students' writing such as unfocused feedback. In this case, the teacher rarely used these types among the other types. In addition, the teacher is prone to correcting various type of error. As a result, the students will have difficulties comprehending the teacher's feedback. On the other hand, unfocused feedback is likely to aid students in better understanding their errors. Moreover, the researcher didn't found 2 types of written corrective feedback namely metalinguistic corrective feedback, electronic feedback and reformulation feedback.

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[96] Dana Ferris – Roberts Barrie. "Error feedback in L2 writing classes: How explicit does it need to be?". *Journal of Second Language Writing*. Vol. 10 No. 3, 2001, 162

[97] Endah et al. *Students' Perception to the Use of Indirect Corrective Feedback in Writing Recount Text.* IJELR: International Journal of Education, Language and Religion. Vol. 2, No. 1, pp. 25-30, 2020.

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# CHAPTER V

## CONCLUSION AND SUGGESTION

This section explains the research's conclusion as well as some suggestions. The main findings about the teachers' opinions about written corrective feedback and the varieties of written corrective feedback are described in the conclusion. Additionally, this chapter also includes some recommendations for English teachers and further research.

### A. Conclusion

Based on the research findings and discussions the writer deduced that:

1. The findings of this study revealed that teachers at UIN Sunan Ampel Surabaya's English Language Education Department hold a variety of opinions about written corrective feedback: Written corrective feedback is important to produce good writing and very useful to identify students' errors and correct their mistakes. Moreover, the teacher also said that written corrective feedback should provide evaluation of what students should do, thus the students can improve and enhance their writing ability by learning from the errors. To conclude, teachers believe that written corrective feedback is essential for correcting students' writing problems and can have an impact on their ability to write. Students can learn from the feedback that the teachers use and recognize the weaknesses the students need to work on.

2. Another finding of this study was that teachers employed four different types of written corrective feedback, specifically direct written corrective feedback, indirect written corrective feedback, unfocused feedback, and focused feedback. From the four kinds of feedback, the highly generic feedback applied was direct corrective feedback with 65% feedback on this category found on students' work. Direct corrective feedback is feedback that teachers give directly to students' errors by crossing out, underlining or circling the learners' mistakes in writing. So, students will recognize clearly the errors they make, and teachers also provide some comments on the errors: not just circling the errors. The comment is in the form of justification and explanation of what students should do to revise the mistakes. In addition, unfocused feedback is rarely used with 8% feedback that the teacher used to corect the students' errors in writing. Furthermore, in unfocused feedback the teacher correct the various errors in students' writing. Consequently, the students have a trouble conceive on the teachers' feedback. Aside from that, the researcher also unable to discover 2 types of written corrective feedback specifically metalinguistic corrective feedback, electronic feedback and reformulation feedback.

**B. Suggestion**

Based on the findings of this study, the researcher proposes the following recommendations for students, teachers/lecturers, and future researchers as follows:

1. For the students

   Written corrective feedback is a technique for correcting students' writing errors. In correcting students' errors, teachers may explain clearly the area for improvement. The students should learn from given feedback and it can function as reflection on how to improve their weaknesses. They should read the feedback thoroughly and take advantage of it so they can improve their writing.

2. For the teachers/lecturer

   The findings of this study inform other teachers that they can use different types of feedback. The feedback they use should benefit their students. Teachers should be selective in choosing appropriate feedback for their students. This is because direct corrective feedback as found in this study may work for some students but does not work well for other students. Therefore, teachers should be selective in choosing the suitable feedback according to the students' needs.

3. For future researchers

   Reflecting on the significance of written corrective feedback in helping students improve their writing skills, it is essential for other researchers to study in-depth about the types of feedback that teachers give and how far the feedback can improve students' skills. Other researchers can apply similar study to this current study or extend by identifying different contexts with angle of investigation, such as exploring the benefits of feedback on students' work with different language skills (e.g. speaking). They could also involve more participants to obtain more comprehensive and in-depth data.

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