

THE IMPACT OF WRITTEN CORRECTIVE FEEDBACK TOWARDS THE SENIOR HIGH SCHOOL STUDENTS' WORK: TEACHER'S AND STUDENTS' PERCEPTIONS

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Abstract. This study figures out the teacher and students' perceptions toward teacher's written corrective feedback and to describe how the teacher gives written corrective feedback on the students writing. The writer uses descriptive case study as the design of the research with three techniques of data collection. Questionnaire and interview are used to know teacher's and students' perception toward written feedback. Students' document used to analyse teacher's way in providing written corrective feedback on student's task. The result of the research showed that the teachers used almost categories of written corrective feedback. As the findings of the research showed that teachers mostly use direct corrective feedback in providing written feedback on students' work. Also the students mostly like when the teacher providing direct corrective feedback and the language that used by teachers in giving explanation on students mistakes. Whereas students has understanding in what is feedback actually and how importance feedback in the teaching and learning process. Also they have positive acceptance toward teacher's written corrective feedback because they are aware to improve their skill. From 19 students, the average of students' answer in percentage related to teacher's way in giving written corrective feedback is 44 % who chose "Always", 34 % who checklist "Sometimes", and 22 % who answer "Never". Moreover, for preferences would students' like when receiving written corrective feedback, the result showed that 67 % of students chose first option "Like", 23 % checklist "Neutral", and 10 % answered "Dislike". It is indicated various perception from students.

Key Words: Written Corrective Feedback, Teacher's Feedback, Teacher's Perception, Students' Perception

Introduction

Writing is a way to produce language and express the idea, feeling, and opinion. Producing a good writing is not always easy and may be challenges for students. Therefore, written error correction is needed. Error correction is among the most important topics that open to be debated in foreign language education (Bitchener&Knoch, 2009). In an EFL context, the negotiation between the students and teacher perceptions related to the use of written corrective feedback gains importance for better language acquisition. This study figures out the teacher and students' perceptions toward teacher's written corrective feedback and to describe how does teachers give written corrective feedback on the students writing.

Learning English in senior high school targeted students are able to use English in informal and formal contexts. Students should be able to mastered standard competencies that have been arranged in the 2013 curriculum. Unfortunately, many students faced problems in producing good writing such as illogical organization of ideas, incorrect language use, incoherent sentences, inappropriate word choice, misspelling, and wrong punctuation are presented when they are assigned to write an English paragraph (Heaton, 1989 in Wulandari 2017).

A command of good writing ability is one of the most required skill. That is writing needs to be viewed as a sustained process of drafting and revising. The students need feedback for improvement on their writing which come from various sources such as teacher, peer, and themselves in order to produce a good writing. Therefore, students need written feedback because usually found on writing assignment. Ferris (2001) stated that written teacher feedback plays an important role in improving students' writing skill. Not only does it provide a valuable opportunity for individualized, text-based, contextualized instruction from teachers.

There are several studies related to feedback in teaching that conducted by many researcher. The first study was conducted by Dawson et al., (2018) who

investigated effective feedback from staff and student perspectives. The research conducted on Australian Universities. The second study was finished by Said and Mouzrati (2018) about teacher written corrective feedback as a formative assessment tool in Morocco. The third study was done by Zhan Li (2016) that aimed to investigate a teacher's and student's perceptions of written teacher feedback in a college English as a foreign language (EFL) writing class in China.

Knowing some cases related to feedback above, the previous study deals with perspectives about the purpose of feedback, effective feedback, and analysing written corrective feedback in surface and content level. However, current study deals with exploring the perceptions both students and teacher related to written corrective feedback in senior high school level and describe how does teacher gives written corrective feedback on students writing using categorise of written corrective feedback.

Therefore, this study conducted to know more about the impact of teacher's feedback towards the students' work. The writer will investigate the teacher and students perceptions on the use of written corrective feedback.

Method

This study aimed to explore teacher and students' perceptions of written corrective feedback that given by teacher and to describe how does teacher give written corrective feedback on student's writing task. This research did not involve any sort of treatment or strategy. It is considered as a type of naturalistic inquiry research. Therefore, the writer uses descriptive case study as the design of the research. According to Creswell (2009:9) case study were strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. The writer applied questionnaire, interview, and document of students' task that already given feedback by the teacher. Questionnaire used to measure teacher's and students' point of view related to feedback as basic

information. Interview gained information from teacher and students' related to her/his point of view of feedback and written corrective feedback. For the last, document of students task that already given feedback by English teacher in order to analyse what categories of written corrective feedback that mostly used by teacher when providing correction on students' error in writing.

Finding and Discussion

Finding

a. Teacher Perception on Written Feedback

The background information of the teacher, she has been teaching English at that school for a year. She teaches four classes. Then, she sets objectives to her students that the students are able to improve all aspect of writing and write well. Based on the interview related to teacher opinion about feedback, teacher stated that:

Feedback is used to describe the helpful information or criticism about prior action or behaviour from an individual or group. To improve and to adjust current, future actions, and behaviour.

Receiving feedback is part of the learning processes that any student has to go through. It is part of the fundamental learning process where every learner can acknowledge mistakes and shortcomings constructively. Feedback is ongoing form of assessment. Feedback could help student to be better in the future and they aware about themselves what their errors and what should they do to revise. According to Bookhart (2008:2) who stated that feedback can be very powerful if done well. Therefore, it can be concluded that feedback has important roles in the teaching and learning process and feedback could help students to improve their skills.

Furthermore, the question related to the importance of feedback, the teacher's explained the reason in interview session. The teacher stated that:

Yes, I do. Because feedback can motivate, improve performance for students' future action and their behaviour.

It means feedback has importance roles for teacher and students. Feedback can be positive reinforcement to the student as motivation in order to make students be better in the future and has good behaviour. Teacher's statement supported by Kauchack and Eggen (1988) in Pratiwi (2013) define feedback is any information about current behaviour that can be used to improve the future performance of students.

Teacher has primary goal of providing feedback on student's writing. As stated in interview session:

Provide a bridge from current performance to future performance. The students has an opportunity to reflect on and understand the specific reason for their current level.

The teacher often give written feedback on most writing assignment. Also teacher give another feedback to her students. Teacher gives more explanation in interview session. She stated that:

I usually give written and oral feedback to my students. I usually give feedback after the students finished doing assignment.

It means that teacher gives oral and written feedback based on the appropriate situation, because she realised that feedback is needed by the students both oral and written feedback. According to Lewis (2002) teacher has been the main source of feedback both an oral or written language in many classes.

She usually takes an hour to finish grading students writing assignment. She provides direct corrective feedback to corrected students' error. As teacher said in interview:

I usually use direct written corrective feedback by individual tutoring with student. By giving correction in their writing with underlined incorrect words or sentences.

It means that the teacher's way in giving written corrective feedback by underlined incorrect words and sentences then she provide the correct structure to her students. This statement is supported by According to Ellis (2009) teachers can provide direct, indirect or metalinguistic corrective feedback.

Based on the interview related to language that used by teacher in providing written corrective feedback. Teacher stated that:

Mostly in English, because I want to students figure it out by their selves the means of feedback that given by the teacher.

It means that teacher provides written corrective feedback mostly in English. She has purpose to make her students found and aware about their mistakes. According to Lewis (2002) stated that the teacher's words, both in their form and purpose, illustrate how language is used in one to one communication.

Another information to know the teacher's perception, the data come from questionnaire. Based on teacher's questionnaire in 1st question related to the importance of feedback. The teacher answered that it is very important. 2nd question in the questionnaire related to what kind of feedback do you usually use by teacher in giving feedback to the students'. The teacher answered written and oral feedback. 3rd question in the questionnaire related to how often teacher give feedback to students writing. She answered on most writing assignment. 4th question in the questionnaire is related to categorise of written feedback do teacher usually provide to the students. There are three categories of written corrective feedback, but teacher answered direct feedback.

Furthermore, aspect that usually provided by the teacher to the students' writing in all aspect of writing. Based on 5th questionnaire related to aspect does teacher usually provide to her student. She answered all aspect of writing. 6th question in the questionnaire is related to the most helpful way of teacher feedback to address students' errors in writing. Teacher circling only correct the most serious error, not every single error. Whereas the language does provide by

teacher on written corrective feedback mostly in English. It is on 7th question in the questionnaire. 8th question in the questionnaire about the most common feedback that teacher had given to the student's error is corrects or indicates error. The last question for teacher on the questionnaire, related to the follow-up activities offered by teacher after returning student's writing task. The teacher circle two option from four option. That is individual tutoring with student and ask students to revise their writing as the answer. Because students have awareness to their mistakes.

b. Students perception on written corrective feedback

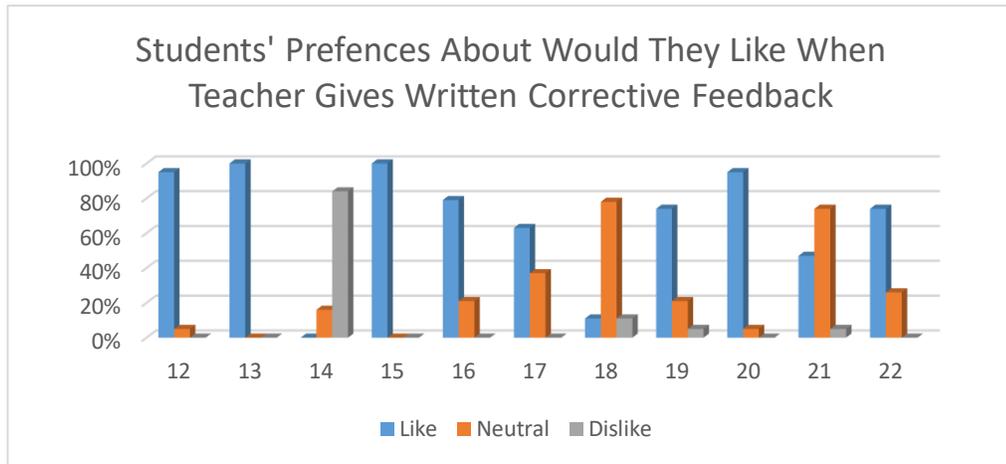
Russell & Spada (2006) defined corrective feedback as "any feedback provided to learners from any source that contains evidence of learner error of language form. It may be oral or written, implicit or explicit". The figure 4.1 explains the result of the percentage of students' perception about the way their teacher gives written corrective feedback on students' writing.



From 19 students, the average of students' answer in percentage related to teacher's way in giving written corrective feedback is 44 % who chose "Always", 34 % who checklist "Sometimes", and 22 % who answer "Never".

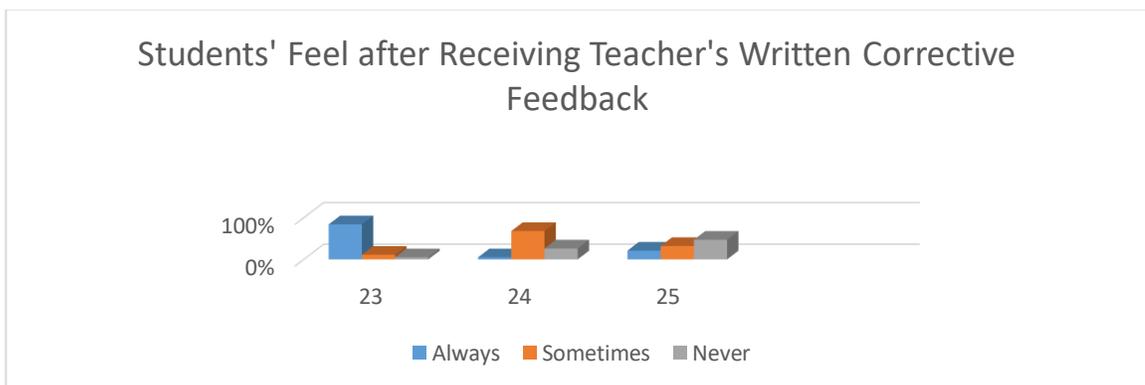
In the section two in questionnaire that distributed by the writer to the students is about students preferences about the way students would like their teacher give written corrective feedback on their writing and students have to choose one of the options: Like, Neutral, or Dislike. The figure 4.2 explained the result of the

percentage of students' perception in preferences about the way students would like their teacher give written corrective feedback.



In the preferences would students' like when receiving written corrective feedback, the result showed that 67 % of students chose first option "Like", 23 % checklist "Neutral", and 10 % answered "Dislike".

In section three in the questionnaire is to know the students feel after they are receiving which their teacher has given written corrective feedback on students' error. The percentage of this finding presents on the figure 4.3



Furthermore related to students' feeling and response after receiving written corrective feedback, 37 % students feel happy and revise their writing based on

teacher's feedback, 37 % students feel sad, and 26 % students feel sad and do not revise their writing.

In addition, based on the interview from five students that has been interviewed. Three students think that feedback is to revise the mistakes. While, in other hand two students said that feedback cooperative relationship in learning.

S14 : I think feedback is if I make a mistakes my teacher correct my mistakes and I listened to my teacher's advice.

S3 : In my opinion feedback is relationship between teacher and students in teaching learning process.

It can be conclude that feedback is give information about correct or wrong student's answer about question or assignment that given by teacher or peer, including adding information in the explanation where is the mistake or error or give motivation verbally. Based on interview session about the importance of feedback. Five students at the same perception that feedback is important. They stated that:

S14 : yes important. If a mistakes is not told, it will forever wrong and we will not know what is the right.

c. Teacher ways in giving written feedback

In giving written feedback, there are 2 major aspect. The first is aspect of writing contains of Grammar, Capitalization, and Spelling. The second is categories of written corrective feedback that teacher uses on giving feedback to students writing. English teacher uses red pen to correct the incorrect word, sentence, and structure. She also put footnotes on the students' task. The way teacher provide written corrective feedback, the most categories that used by teacher is direct corrective feedback.

Discussion

From this study, It was found the teacher perception about feedback itself and the use of written corrective feedback. She explains her understanding about feedback, she stated that feedback is used to describe the helpful information or criticism about prior action or behaviour from an individual or group. To improve and to adjust current, future actions, and behaviour. It is in line Kauchack and Eggen (1988) in Pratiwi (2013) defined feedback is any information about current behaviour that can be used to improve the future performance of students. It can be concluded that feedback is ongoing form of assessment so it would give information from before, current, and future about students' ability in learning process. Feedback could help student to be better in the future and they aware about themselves what their errors and what should they do to revise.

Furthermore, teacher's perception toward the use of written corrective feedback. She usually takes an hour to finish grading students writing assignment. She provides direct corrective feedback to corrected students' error by underlining or circling the error and provided correct structure. She provides written corrective feedback and give explanation mostly in English. She has purpose to make her students found and aware about their mistakes. The teacher provides aspect of writing in grammar, organization, idea or content.

Besides teacher's perception, students' perception also will be described in this study. It was found average of percentage of the way teacher gives written corrective feedback on the whole statement, from 19 students, the average of students' answer in percentage related to teacher's way in giving written corrective feedback is 44 % who chose "Always", 34 % who checklist "Sometimes", and 22 % who answer "Never". In this case the teacher applied all the statement in section one in the questionnaire.

Moreover, for preferences would students' like when receiving written corrective feedback, the result showed that 67 % of students chose first option "Like", 23 % checklist "Neutral", and 10 % answered "Dislike". It can be concluded that the

students' perception will be affected the student' response and attitude in the teaching learning process. When the students' perception is positive, the acceptance of information of the teacher's feedback will be effective but if the students' perception is negative, the acceptance will give did not influence to the students'.

Furthermore related to students' feeling and response after receiving written corrective feedback, 37 % students feel happy and revise their writing based on teacher's feedback, 37 % students feel sad, and 26 % students feel sad and do not revise their writing. It can be concluded that students who receive feedback will have information about which parts of their texts need to be corrected and improved. Positive perception of the students it could effect on their attitude and behaviour in receiving feedback with big heart even they feel happy or sad.

From the result of finding, the students' explain their understanding about feedback and the importance of feedback. Three students think that feedback is to revise the mistakes while two students said that feedback is cooperative relationship in learning. Moreover, five students at the same perception that feedback is important. It can be concluded that feedback is give information about correct or wrong student's answer about assignment that given by teacher, including adding information in the explanation about the mistakes. Then, the students' have understanding about feedback and the importance of feedback.

In giving written feedback, there are 2 major aspects. The first is aspect of writing contains of Grammar, Punctuation, and Spelling. The second is categories of written corrective feedback that teacher used in giving feedback to students writing. English teacher uses red pen to correct the incorrect words, sentences, and structures. The primary mistakes made by students in grammar. The way of teacher in providing written corrective feedback is direct corrective feedback. Teacher gave footnotes on the bottom of student's writing. She wrote "good attempt", "choosee the appropriate

verb in building idea". She also wrote date, give sign, and give appreciation by written word "good", "great", or "good job" besides sign.

Conclusion

The writer concludes that teacher continuously gives written corrective feedback on students writing. Teacher has good behaviour by correcting all errors in students' writing task. Students have positive attitudes in receiving written corrective feedback. From 19 students, the average of students' answer in percentage related to teacher's way in giving written corrective feedback is 44 % who chose "Always", 34 % who checklist "Sometimes", and 22 % who answer "Never". Moreover, for preferences would students' like when receiving written corrective feedback, the result showed that 67 % of students chose first option "Like", 23 % checklist "Neutral", and 10 % answered "Dislike". Furthermore related to students' feeling and response after receiving written corrective feedback, 37 % students feel happy and revise their writing based on teacher's feedback, 37 % students feel sad, and 26 % students feel sad and do not revise their writing.

In giving written feedback, there are 2 major aspects. The first is aspect of writing contains of Grammar, Punctuation, and Spelling. The second is categories of written corrective feedback that teacher used in giving feedback to students writing. English teacher uses red pen to correct the incorrect words, sentences, and structures. She also put footnotes on the students' task. The primary mistakes made by students in grammar. The way of teacher in providing written corrective feedback is direct corrective feedback.

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