STUDENTS’ PERSPECTIVES TOWARD TEACHER’S WRITTEN CORRECTIVE FEEDBACK: A VOICE FROM UPPER SECONDARY SCHOOL STUDENTS IN SURABAYA

Perspektif Siswa Terhadap Written Corrective Feedback (WCF): Suara dari Siswa SMA di Surabaya

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Abstract: This study aims to illustrate the students’ perspective toward the teacher’s written corrective feedback (WCF) given by the English teacher to the students’ writing. This study is conducted in the frame of qualitative case study in which 10 students of a Private Senior High School were involved to collect the data. Semi-structured interview was conducted to those students and the data obtained were analyzed using thematic analysis. The results of the current study illustrated that WCF raises the students’ self-awareness to the writing mistakes, and becomes a medium for the teacher to give more attentions to students in the learning process. WCF is also the guidance for students to write better. But the teacher should be careful to give WCF to the certain students who are categorized as lazy students. This study is expected to give valuable information for English teachers that WCF is needed by the students in writing leaning process.

Keywords: students’ perspectives, corrective feedback, written corrective feedback

Abstrak: Tujuan dari penelitian ini adalah mengilustrasikan perspektif siswa terhadap written corrective feedback (WCF) yang diberikan oleh guru bahasa Inggris terhadap tulisan mereka. Penelitian ini dilakukan dengan kerangka studi kasus kualitatif di mana 10 siswa Sekolah Menengah Atas Swasta di Surabaya dilibatkan untuk mengambil data. Interview semi-terstruktur dilakukan pada siswa-siswa tersebut dan data yang diperoleh di analisis menggunakan analisis tematik. Hasil dari penelitian ini menunjukan bahwa WCF meningkatkan kesadaran diri siswa terhadap kesalahan menulis dan menjadi sarana bagi guru untuk memberikan banyak perhatian kepada siswa dalam proses belajar. WCF juga panduan bagi siswa untuk menulis lebih baik. Akan tetapi guru harus berhati-hati untuk memberikan WCF kepada siswa yang dikategorikan malas.
INTRODUCTION
Corrective feedback in English as Foreign Language (EFL) writing plays an important role in showing the evidence of errors of language form made by students in their writing. According to Ellis (2009), corrective feedback provides a justification or a correction to the students’ work or assignment. While Poulos & Mahony (2008) asserted that corrective feedback implemented by the teacher gives effective impacts to enhance their learning and to facilitate the students to increase their knowledge.

In addition, corrective feedback also has some impacts not only to develop the students write but also to learn many vocabularies. It is an accordance with Ferris, et al. (2013) in which the corrective feedback can direct the students learn how to write and to learn many vocabularies. However, this corrective feedback according to Ferris, et al. (2013) takes more time for teacher to give comments to the students writing. Moreover, Amrhein & Nassaji (2010) asserted that many students did not understand the corrective feedback given because of the unclear comments. Therefore, the students did not revise their writing as suggested by their teacher.

From the explanation above, it can be emphasized that there are two consequences of corrective feedback for students when a teacher does WCF, that is, positive and negative impact. The positive impact of written corrective feedback (WCF), according to Ferris (2010), is that, WCF can facilitate the students to a better understanding of the language system when they write a paragraph and they can write the paragraph effectively. While, Bithcener & Knoch (2008) testified that WCF can make the ESL students write a paragraph better.

The negative impact of WCF was reported by Lee (2013) that WCF has made the students unmotivated to correct their writing because the students needed a direct feedback from their teacher in the classroom to understand the mistakes and can revise the mistakes in the class. In addition, written corrective feedback that is arbitrary has made the students get difficulties to understand the feedback suggested by the teacher.

Looking at some perspectives presented above, it is still important to explore WCF from the students’ perspective. In this article, the students’ perspectives toward the teacher’s written corrective feedback: a voice from upper secondary school students will be discussed. As stated before, written corrective feedback not only enhances the students’ writing skill but also motivates the students to write better, as well as influence
students’ cognitive, behavioral and affective engagement with the written corrective feedback.

REVIEW OF RELATED LITERATURE

Feedback to Teaching Writing

One aspect in the writing skill is about how the students can write coherently. This thing becomes one aspect that is sometimes difficult to learn in terms of connecting ideas, especially in learning foreign language such as English. Therefore, the appropriate teaching method is needed to be applied in the writing teaching processes. Alharbi (2017) claimed that a method taught to students has to contain a common writing instruction that can help the students’ difficulties in writing especially in their contact with foreign language. The writing instructions given in teaching writing are guidance for the students to develop their writing. While corrective feedback is the follow-up to the students’ work. In other words, corrective feedback to students’ writing is an approach to teaching writing to develop the writing specially to write sentences grammatically and coherently.

This approach is expected to make a positive progress for students to write. The students are expected to produce a good writing in which according to Pincas (1982b) in Badger & White (2012) the writer should consider an aspect of writing, that is, the role of linguistic knowledge especially in the use of appropriate vocabularies, syntax and cohesive devices.

Feedback can be done to repair some mistakes to linguistic aspects written by the students in their writing. The role of teacher in this phase is crucial to improve their knowledge of the linguistic aspects and the students can make some revisions. This approach is a manner for teacher to help students move forward in their learning.

Written Corrective Feedback (WCF)

Corrective feedback is a way in which the teacher gives some comments to students’ writing in order that there are some changes or corrections toward their writing mistakes (Mack, 2009). The mistakes and errors conducted in the students’ writing must be identified and showed to the students. It is asserted by Ellis (2009) that corrective feedback is a justification or correction of students’ work. Corrective feedback is required not only to enhance students’ ability in writing but also to give more knowledge in the use of language, such as ability in linguistic system, in making sentences, and in combining ideas. While, according to Poulos & Mahony (2008), corrective feedback is effective for the students to enhance their learning and to facilitate them to increase their knowledge. Feedback can be done by directly writing some comments to the students’ work in the class or after the class. This way is called written corrective feedback in which the teacher can write some notes or comments to the students’ work and afterward the students learn to revise and correct the mistake showed.

Ferris (2010) stated that WCF conducted by a teacher has two positive impacts to the students. One side, this activity has
facilitated the students to understand the linguistic system better so that they can compose a paragraph better and the other side, written corrective feedback also makes the effectiveness of text written by the students. According to Zheng & Yu (2018), students are engaged and influenced by written corrective feedback because the revision done by the students in their writing affect them to understand where the mistakes are made, so that they remember and have less chance to make the same mistake in the future. This research has applied for 12 students writing class in China.

However, the students also find some difficulties to understand what teacher means in the feedback. This happens because the written corrective feedback given to the students is mostly done by the teacher outside the classroom. In other words, comments, notes and suggestions given to the students are not conducted together with the students in the classroom. Therefore, this situation, Lee (2013) described, has made the students not respond to the feedback and they are unmotivated to revise the mistakes in their writing.

In conclusion, Farjadnasab & Khodashenas (2017) stated that WCF certainly have a greater effect to the students’ accuracy in their writing and they can produce better progress in their writing. The implementation of written corrective feedback in the learning process can be adjusted to objectives of learning and competence that is going to be achieved. The increase of ability to write can be directed to the long-term improvement of the students’ skills.

Types of Corrective Feedback
There are three types of feedback in English writing implemented by a teacher when they are teaching writing, that is, form-focused feedback, meaning-based feedback, and integrated feedback (Park, 2006). The first is form-focused feedback in which this feedback focuses on the use of grammar in the sentences. English is different from Indonesian language in manifesting tense and aspect so that it makes English learners in Indonesia get difficulties to use grammar well (Fajar, 2011). Therefore, some students do some mistakes and errors in using English grammar and the teacher should give more attentions to these problems when teaching writing. The second is meaning-based feedback. This category emphasizes on the content of students’ writing, how the students can compose the sentences into a relevant meaning and how the students can make sense the sentence as unity into paragraph. The last of this type is integrated feedback. It is the combination of the first type and the second type. Grammar correction and content-related feedback can be done at the same time to give some comments to the writing students, in enhancing their writing.

Grammatical System in English Sentences
According to Beaugrande & Dressler (1981) linguistic system is as unit beyond sentence. It means that linguistic system contains some rules used to make a text such as
grammatical category, language style and functional sentence perspective. This system made in order to produce meaningful text so that the reader understands what the text talks about.

Grammar is a system of a language that governs how the sentences can be well structured. Therefore, writing that involves a text must be written based on the rules of the language system in order that a text can be arranged meaningfully (Uibu & Liiver, 2015). Grammar is crucially important in writing because it determines how the sentences can be well-structured and the readers can understand well. The ability in the system of language called grammar also influence how the writer writes well based on the system provided by the language. Besides, the grammar is a guide for the users of the language in making meaningful sentences. If a different structure is arranged, different meaning will be obtained although the sentences have the same components. In other case, Kusumawati (2019) showed that the students who learn grammar will tend to be more interested in studying English and also give a positive influence in writing. They can write sentences correctly in their paragraphs.

METHOD
To capture the students’ perspective toward Written Corrective Feedback (WCF), this study involved ten students of a private Senior High School in Surabaya. The study was designed as qualitative case study. The design was in line with de Silva Joyce and Feez’s definition of a case study (2016: 242) in which “the information and the data collections are based on the particular participant or a small group”.

The data collection was conducted by collecting all the students’ works that have been given feedback by the teacher. Then, ten students were chosen to be interviewed. The semi-structured interview was conducted using voice recording of WhatsApp in smartphone. The data collected were analyzed using thematic analysis in which based on Braun & Clarke (2006), it includes: (1) becoming familiar with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining themes, and (6) writing-up.

RESULTS AND DISCUSSION
Written Corrective Feedback Raises the Students’ Self-awareness to Writing Mistakes
The data findings show that the students’ self-awareness to writing mistakes can be raised through WCF. By implementing WCF, the students can easily be pointed the mistakes they made. Therefore, the students are aware of those mistakes and can repair those mistakes. They also learn more through this process, because not only does the teacher indicate the mistake but the teacher also gives some comments about the mistakes why those are wrong. That’s why the students perceived that WCF is important to develop their knowledge and also to raise their awareness to the mistakes they made during writing process.

The finding not only supports what have shown by Ellis (2009) in which WCF is to justify to the
students’ work but it also presents a new perspective pointed out by the students that WCF is significant to raise their awareness to the mistakes made during writing process. The students realized what and where the mistakes they have made in their composition. Therefore, they can easily correct the mistakes pointed out in the feedback. It can be seen from the extracts given below.

**Extract 1**

Mentari: From the feedback given, I know where mistakes I made and try not to do the same mistakes. (“Karena melalui feedback yang diberikan saya lebih tahu dimana letak kesalahannya dan mencoba untuk tidak mengulanginya lagi.”)

As can be seen in extract 1, Mentari asserted that she knew where the mistakes are through written corrective feedback given by her teacher then she was able to fix those mistakes into appropriate one. But one thing that should be considered from this extract is, how she realized her mistakes and understood that the mistake will not happen in the future. This is an interesting finding that the mistake the student made was happened because that student did not know it. The student was also attracted with the mistake showed by her teacher with some comments in their work so that it would give her self-awareness to what has been done. Therefore, it can be efficient to raise the student’s awareness in writing progress. It means that the student is aware of what mistake did when she/he writes a composition: such as grammar, spelling, and other construction of English language. This written corrective feedback has given impact to the appropriate use of language and system of grammar of the language in the writing. The student can write a better composition with less mistakes and comprehensive composition.

Another student named Venus also explicitly stated that he realized that he has done some mistakes in constructing appropriate word-choice into sentences after being given written corrective feedback by his teacher. WCF much helped him to produce a meaningful sentence. It indicated that his self-awareness to the mistakes was constructed because of written corrective feedback given in his writing. The excerpt of the data can be seen from the following extract.

**Extract 2**

Venus: Yes, mam. I think written corrective feedback is important to me especially in writing skill because I know where and which mistake, I have in order to construct appropriate word. (“Ya, bu. Saya rasa written corrective feedback itu penting bagi saya khususnya dalam keahlian menulis, karena saya menjadi tahu dimana dan kesalahan yang mana telah saya buat dalam menyusun penempatan kata yang tepat”)

This excerpt of data presents that WCF is able to construct the
students' self-awareness to writing mistakes because they knew what and where mistakes they had through their teacher's written corrective feedback, so that the students were able to correct those mistakes appropriately. This finding supports what have shown by Ellis (2009) that WCF was important for students to enhance the students' writing competence, especially their self-awareness to the mistakes when they write.

**Written Corrective Feedback is a Teachers' Attention to the Students' Work**

The finding pointed out that WCF is related to teacher’s care and attention to students. According to the students, WCF can be the form of attention of teacher to the students work. The students felt that WCF is very needed by the students not only as the form of attention given by a teacher to the students but also as the kindness of the teacher to help the students in their learning, in their writing process. Therefore, the students do like this manner because they have been paid more attention whether or not they have written a good work.

This attention also concerned in students' psychological emotion in which the students felt that the teacher and students have a good relationship during their learning. Students thought that the teacher giving a feedback in the students’ writing means that the teacher really gives more attention and facilitate to the students in their learning. Furthermore, the teacher’s attention by giving feedback is not only as a teacher’s care but also as guidance for students to revise their writing as well as a good communication also bind up with the teacher and student. The excerpts data can be seen as follows.

**Extract 3**

Star: Yes miss, in my opinion, the teacher who gives feedback to the students’ work looks like they care and help the students, not a teacher who just let the students whether they understand or not.

(“Iya kak menurut saya kayak gurunya peduli gitu sama murid jadi diberikan pembetulan, nggak kayak guru yang diem-diem aja gitu kayak nggak peduli paham atau nggak muridnya itu kak.”)

From the extract, it can be interpreted that the students need more attentions from their teacher and WCF can be one of teacher's attentions given to the students. In other words, the teacher not only give written corrective feedback but also give more attention in the progress of learning his/her students. The students can motivate themselves when they have more attentions from their teacher. Therefore, it can affect their motivation in writing because they feel that their teacher helps them when they have difficulties in writing or when they make some mistakes.

The students also perceive that written corrective feedback is the form of communication between the teacher and his/her students. The communication between them happens in learning processes in or out of the class. The communication conducted in the written form in the students’ work is able to give
conducive learning process in writing class. Less students can initiate to communicate with their teacher during the class and written corrective feedback has been a bridge for them in the learning process in negotiating what they learn in the class.

In addition, similar with the student in extract 3, the other student also perceived that written corrective feedback is one of teachers’ attention to the students that the teacher willing to give the right correction to the students’ mistakes so that the student did not make the same mistakes and motivated the students to write more confident later on. Venus also argued that WCF can make a good relationship between the teacher and student in the learning process. Communication between teacher and student happen through this feedback in which they are interacting in a process of learning to achieve the same goal, namely, learning achievement in writing. It can be proven from the extracts below.

**Extract 4**

Venus: That is right, Miss. For me, giving feedback is one of attention given by a teacher to the student then it makes their relationship better.

(“Betul, Miss. menurut saya ketika guru memberikan feedback kepada murid itu merupakan suatu perhatian kepada muridnya, sehingga hubungan murid dengan guru menjadi baik.”)

Based on the excerpt data, WCF proved that there is a gap between teacher and students in relation to communication in the class during learning process. Not all students can communicate their problems to their teacher. Therefore, WCH becomes a bridge for teacher and students in their communication. The students who are difficult to communicate with their teacher can be motivated to have a better communication in terms of their work after giving feedback by their teacher. The mistakes shown by teacher through the feedback become topics for their communication, students are encouraged to ask about what to do and they can do revision based on what suggested by their teacher.

Furthermore, WCF has built a better relationship between teacher and students because they shared knowledge each other. Han (2017) revealed that the frequency of the interaction between students and teacher can transform the students’ cognitive, behavior and affective in learning process. In relation to this finding, communication that is built up indicated that teachers’ attention with written corrective feedback influenced students’ cognitive, behavior and affective such as students are motivated to fix their writing mistakes because the teacher guides them and they were confident to write.

**Written Corrective Feedback is Guidance for Students to Write Better**

It is interesting finding that written corrective feedback not only justifies the students’ work but becomes a guidance for the students to write better under teacher’s feedback. It means that teacher is really a facilitator for students in
their learning, especially in writing learning. The students perceived that they are able to produce the comprehensive writing because of the written corrective feedback given by their teacher. The feedback given has opened the students understanding about what mistakes they have made in their writing and appropriate correction was done based on the teacher feedback in their writing. It can be seen from the extract below how the student, Bumi, perceived that he got a significant impact from the written corrective feedback.

**Extract 5**

Bumi: Feedback brings significant effect in my writing skill, that is, I know how to write well and orderly. Afterwards, I try to learn how to write better based on the English standard. ("Feedback itu sangat signifikan dampaknya dalam tulisan saya, yaitu saya tau penulisan yang benar itu seperti ini dan semakin rapi juga, selebihnya saya mulai memperbaiki cara menulis saya dengan baik dan sesuai standar penulisan dalam bahasa inggris.")

As can be seen in extract 5, Bumi perceived implicitly that written corrective feedback brought significant improvement to the students' writing in which the feedback given by the teacher has revealed and guided the students to repair their writing. The result of this feedback is the students can create a well and orderly writing.

The same perception comes from Virgo, one of the students who got written corrective feedback from his teacher. He said that written corrective feedback motivated him to write better and to write carefully. It is in line with what Sheen (2007) delivered that written corrective feedback becomes important to contribute to development of language. It gradually improves the students' language in writing. That's why the written corrective feedback really becomes the guidance for students to write orderly and comprehensive with well-structured sentences in the English standard. The extract can be seen below.

**Extract 6**

Virgo: Yes, it is right, mam! I get the positive thing from the written corrective feedback in my writing skill in which the feedback gives the appropriate justification and motivates me to write better and carefully. ("Betul bu, Saya mendapatkan hal positif dari written corrective feedback dalam menulis karena memberikan pemenanaran yang tepat dan memotivasi saya untuk menulis dengan teliti dan benar.")

From the data presented, Virgo perceived that WCF is explicitly guidance for him to know the mistakes made in his writing and WCF gives a positive thing for him to write carefully, avoid the mistakes in composing sentences. The justification given through the WCF has motivated him to write better. In line with Mackey, et al. (2008) and Armhein & Nassaji (2010), WCF showed the students' mistakes and what the right correction they have
to do. The feedback helped him improve the accuracy of the draft he wrote. In addition, another positive thing that is found in this finding is that the student's motivation to learn better and better. This indicates that the accuracy of the use of language becomes the consideration of teacher to correct the mistakes and errors made by the student. The student is easily led how to compose well-form sentences by giving constructive feedback and the student can easily do revision.

**Written Corrective Feedback is a problem for lazy students**

Based on the findings presented before, the students mostly expressed positive perspectives towards written corrective feedback given by their teacher in their writing. However, written corrective feedback becomes a problem for some students. Not all students can receive written corrective feedback. For instance, Matahari perceived that although the written corrective feedback is good for students, she was not interested in written corrective feedback. In other words, written corrective feedback will not give any impact at all as long as the students are lazy to do some repairs to their writing. Matahari becomes a portrait of a student who is not motivated in her learning. The extract 7 showed how she was no progress to her writing.

**Extract 7**

Matahari: Actually, written corrective feedback is very good, Miss, because it can make me get good mark, but sometimes I am lazy to read the feedback so that I don’t repair my writing (“Sebetulnya dampaknya baik banget mbak bisa jadi nilai lebih baik tapi kadang aku males buat lihat feedbacknya sehingga saya tidak memperbaiki tulisan saya”)

The effectiveness of WCF in this context is also influenced by personal factor of the student in learning process. Matahari is one of students that become a portrait of student influenced by inner-self factor, such as laziness. Whatever feedback given will not influence her cognitive and behavior. In line with what Hedgcock and Lefkowitz (1994) in Nagode et al (2014) reported that the foreign language writer was less motivated to receive written corrective feedback because their purpose of writing just fulfills the qualification requirement and may not be highly motivated to learn the language. Therefore, in this context laziness becomes the obstacles for the student to improve her writing although WCF has given to the student's work.

Different from Matahari in negotiating the written corrective feedback toward impact given, Bulan also pointed out a pessimistic point of view of the effectiveness of WCF in which according to her, WCF did not give a significant impact to the improvement of her writing and also to the communication of the teacher and student. She perceived that some students become difficult to have interaction with their teacher. Even, when the feedback given could not be understood at all by the students. The gab happens in
this situation in which the students were difficult to ask about what was commented in their writing. The unclear comments have made some students be lazy to do repairs in their writing.

**Extract 8**

Bulan: Actually, it does not bring significant effect, Miss, because we did not communicate directly. So, we are reluctant to ask our teacher. Unless the teacher asked whether we understood or not, we braved to ask for the teacher what it was meant in the feedback.

("Kalau menurut saya tidak seberapa kak karena tidak berkomunikasi secara langsung jadi masih sering sungkan kalau mau bertanya kecuali kalau ditanya lagi sudah paham atau belum baru berani bilang.")

From this extract, it can be interpreted that Bulan is influenced by inner-self factor in which her pessimistic view to WCF, since this process is not directly carried out in the class. And according to this student, a direct communication is needed in relation to how the feedback is delivered in the class and how to correct the mistakes. If there is no direct communication between the teacher and student in this process, WCF will not give a significant effect to the students’ writing. The gap between the teacher and student in having communication becomes a barrier factor for students to build their enthusiasm to write and to revise their mistakes during the learning process.

**CONCLUSION**

This current study illustrates that WCF is very valuable for students to help them raise their self-awareness to what they have written. The students felt that WCF gives positive effects to their writing and also motivates them to write better using the right language. The students also learn from the mistakes how to use the appropriate words and construct them into sentences in English, and much more knowledge they get from this learning process. WCF is needed in writing learning process because the teacher not only teaches the students how to write but the teacher should also help and guide them as well as to give more attentions to the students. WCF is also the form of attention given by the teacher to his/her students to treat and to motivate the students to learn better. WCF must become the bridge between the teacher and students to communicate and interact in the learning process to improve their writing skills. However, inner-self factor such as laziness can make the students difficult to improve their writing to be better because the students unmotivated to correct the mistakes suggested through the feedback given.

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