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LECTURER PRACTICES ON CORRECTIVE FEEDBACK IN ENHANCING STUDENTS' WRITING ACCURACY

(A Descriptive Study to the 3rd Semester Students of English Study sProgram at IKIP PGRI Pontianak)

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Abstract

Corrective Feedback has been the center of attention among language researchers and education experts. The purpose of this study is to find out the types of Corrective Feedback that the lecturer used to correcting the students' writing errors. This study was designed in qualitative form. In this study, the participants were two English lecturers and the third-year semester students. These participants were interviewed about their preference of corrective feedback and how they applied corrective feedback in the teaching of writing in their class. In order to obtain the data, the researcher used interview and document analysis. To enrich the findings in this study, the researcher collected the answer sheets from 26 students in two interval periods. The results of the study revealed that grammar was the most corrected elements in writing, with the percentage of 49.25%, followed by vocabulary by 22.39% and organization and mechanic by 19.40% and 8.96%. These figures were consistent with the interview results where the lecturers stated that grammar is their focus for corrective feedback. This study also revealed that corrective feedback is something that the students expected from their lecturers.

Keywords: Corrective Feedback, Teaching Writing, Error Correction, Descriptive Study

INTRODUCTION

In the process of teaching writing, written correction is one of the common responses that are given by the teacher to their students. In teaching context, this practice is commonly known as a written corrective feedback. Based on the observation of the researcher, some teachers or lecturers consider corrective feedback as a fundamental part and apply it in teaching writing. On the other hand, some other teachers did not care much about this teaching strategy, they simply gave score to their students' writing but without any indications if their students' writing were good or poor.

In addition, the effectiveness of corrective feedback on the progress of students' writing is still a topic of debate until now. Based on the researcher's observation in the middle of October of 2019 in IKIP PGRI Pontianak. In this institution, the researcher found that students there appreciate and need corrective feedback from their English lecturers. The researcher found that the students still had to improve their writing and the students admitted that they needed correction from their teachers concerning their writing errors corrections. These corrections were needed by the students because the students saw corrective feedback as something that will help them to improve their writing. Corrective feedback is perceived as useful way to improve the students' writing. From the discussion with some second semester students from IKIP PGRI Pontianak, the students admited that corrective feedback is what they expect when receive their writing results. This research tries to contribute to this research gap. The researcher hopes that this research can add to a better understanding towards corrective feedback.

Thus, it is interesting and important to investigate how lecturers in in IKIP PGRI Pontianak apply corrective feedback. In this study, the researcher did not only pay attention to grammar aspect but also other aspects of writing, such as vocabulary, word order, mechanic, and organization of a composition (see Appendix IV). These important points are the researcher main interest and try to explore further, therefore, the researcher proposed the title Lecturers' Practices on Corrective Feedback in Enhancing Students' Writing Accuracy. In this research,

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the questions are adapted from Corpuz (2011, p.4) and based on the above background, the problems of this research can be formulated as follows:

a. What types of corrective feedback did the lecturers use to correct students' writing?
b. What writing errors did the lecturers correct in the students' writing?
c. What are the stages of giving corrective feedback that are implemented by the lecturers?

LITERATURE REVIEW

The term that is most commonly used for correcting students' mistakes in writing are: corrective feedback, negative evidence, and negative feedback (El Tatawy, 2002, p. 1). Chaudron cited in El Tatawy (2002, p.1) states that the term corrective feedback is something that is multiple interpretations. Lightbown and Spada cited in El Tatawy (2002, p. 1) states that corrective feedback is indications or notices to the learners that they had used incorrect target language in their writing. This indication could include various responses from the teachers in both spoken or written corrections. In the practice, teachers may correct the students right on the spot or via corrective feedbacks in the students' writings. Generally, this feedback revolves around grammar rules.

From the above explanation about corrective feedback, the researcher concluded that corrective feedback is the approach in teaching writing that a teacher implements to indicate to the students that they have made mistakes in their composition and how to correct them.

Stages for Giving Corrective Feedback

Stages of giving feedback may vary according to writing teaching method used by teachers. Lavin (2013, p. 32) suggests six stages in giving corrective feedback. This is known as dynamic written corrective feedback cycle, the stages are as follow:

a. Student is given writing assignment
b. Teacher corrects paragraphs and returns to students the following class.

c. Students record their errors and resubmit revised version of the composition
d. Teacher marks edited composition and returns it to student.
e. Student edits paragraph again if necessary
f. Student and teacher repeats step 4 and 5 until writing is error free.

METHOD

As for this research, the researcher chose qualitative research model in the form of descriptive study, to explore the teachers' preferences for corrective feedback. This type of research method was chosen because this research is intended to report or map how the lecturers' practices concerning corrective feedback.

The participants for this research were 2 English lecturers and third semester English students. The participants were selected from IKIP PGRI Pontianak. The lecturers were interviewed for their preferences for corrective feedback and the way they did the correction for students' writing.

In this study, the researcher uses two techniques to retrieve data, they were: direct communication, and document analysis. The researcher uses semi-structured interview, and answer sheet analysis. In summary, the data collection techniques in this study are summarized in Table 1.1

Table 1.1 Summary of Data Collection Techniques

Research Question	Technique for Data Collection	Source
1. What types of CF does the teacher use to correct students' writing?	Direct communication Answer Sheet analysis	Teacher's interview Students' answer sheet
2. What writing errors does the teacher correct in the students' writing?	Direct communication Answer Sheet analysis	Teacher's interview Students' answer sheet
3. What stages does the teacher do to correct the students' writing?	Direct communication	Teacher's interview

Source: Results of researcher's analysis

The data that were gathered from this research were analysed using Interactive Model analysis or sometimes is referred as Flow Model, this model of analysis is introduced by Miles and Huberman (1994, p.10). In addition, according to Miles and Huberman (1994) in the model of this analysis, there are three main components, they are: Data Reduction, Data Display and Conclusion: drawing/verifying.

FINDINGS

Types of Corrective Feedback Used by the Lecturer

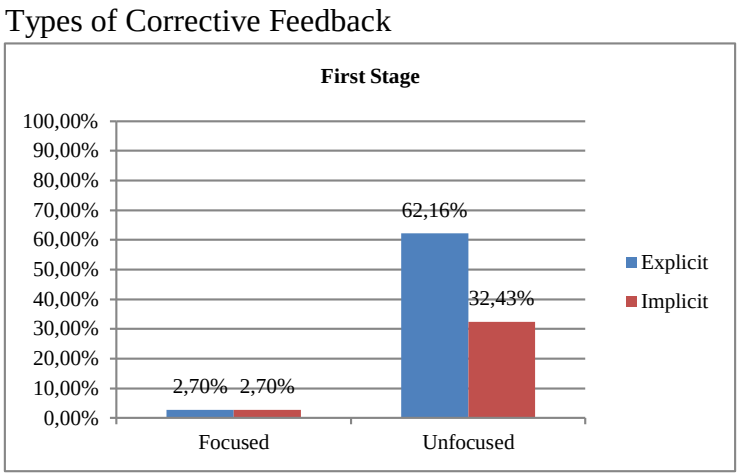
In this section, the researcher would elaborate on the answers obtained from English lecturer interviewed in this study and its relation with the research question number one, two and three. In connection with the research question number one: *What types of CF did the lecturer use to correct students' writing?* Researcher found 1that lecturer did not use just one type of corrective feedback in correcting the essay results students. But the lecturer used a combination of explicit and implicit corrective feedback in dealing essays. Lecturer #1 stated that:

.....in its application of corrective feedback to revise my students' works, i applied two types of corrective feedback. I combined these two techniques with the assumption that my students need different types of corrections. For those who are in the basic level, they still have to be told about basic grammars or other element of basic writing.

Based on responses to interview questions above, lecturer #1 did not just use one type of corrective feedback, but more than one type. This is because lecturer #1 believed that teaching should be dynamic, and teaching principles should be adjusted to meet the students need. Below is an example of an essay that has been corrected by lecturer #1 using the explicit corrective feedback. On the other hand, in connection with the students of better English level, lecturer #2 used implicit corrective feedback. He explained the reason as follows:

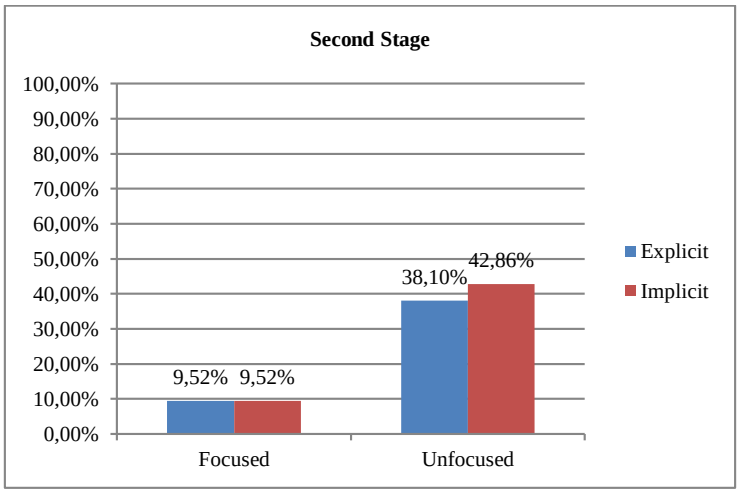
As for the students who are already good in English, especially English grammar, then it is sufficient that we only clues or hints that particular grammar items or certain vocabulary are not correct. From the above answer, in providing feedback for the students, the researcher deduced that certain types of corrective feedback, only suitable for a certain level of students. In this case, the English lecturer #1 used explicit type of corrective feedback to students with low English level but lecturer #2 used implicit corrective feedback to correct the students with better English competency. Below is an example of a composition that has been corrected by the lecturer using the implicit corrective feedback.

Chart 1.1 – First Stage Of Types Of Corrective Feedback That Lecturer Applied In Correcting Students' Essay



The bar charts in previous page illustrated the types of corrective feedback used by the lecturers on the first stage of correcting the students' essays. The lecturers in this research, used the unfocused approach to deal with the students' essay, with the explicit correction method was the highest in percentage, 62.16%, while implicit method reached only 32.43%. Meanwhile, the focused approach seemed to be less preferred by the English lecturer in this research, it only reached 2.70% for both explicit and implicit methods. Unfocused approach in corrective feedback means that the lecturer would correct all mistakes or errors in the students' essays.

Chart 1.2 – Second Stage Of Types Of Corrective Feedback That Lecturer Applied In Correcting Students' Essay



The above bar charts, illustrated the second stage of corrective feedback process in connection with the types of corrective feedback used by the English lecturer. It was obvious that unfocused approach was still the preference of the English lecturer, but there ware

significant changes in the distribution of unfocused and focused approach applied by the lecturer on the bar chart.

On the second stage, the lecturer seemed to utilize more of focused approach, without leaving unfocused approach. Unfocused approach, as for explicit method, fell to 38.10%, while implicit method slightly increased to 42.86%. Meanwhile, focused approach was applied more on the second stage of correction, this was apparent from the increased percentage for both explicit and implicit method applied, 9.52% for both methods.

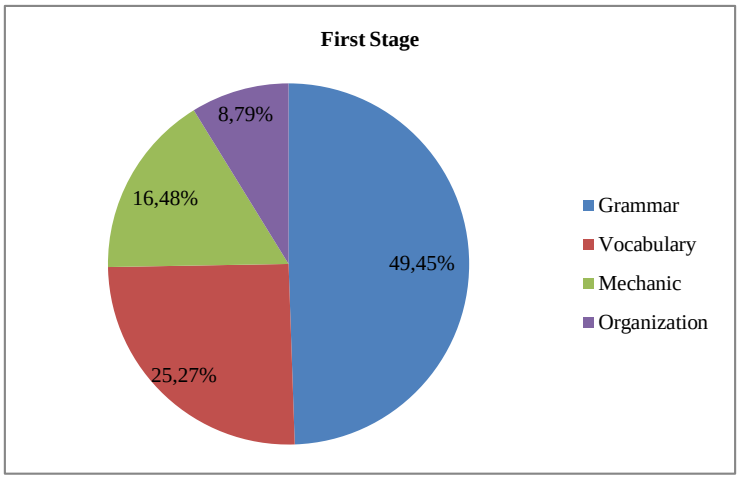
Writing Error Being Corrected By The Lecturer

Concerning research question number two: *What writing errors did the lecturers correct in students' writing?* The lecturers who were interviewed in this research, admitted that the main focus was grammar, alongside with the other aspects such as vocabulary, mechanics (spelling and punctuation), and organization of the text. As for grammar, the lecturers perceived this element as the most important one in writing, and therefore should be given extra attention. Lecturer #1 claimed that:

I basically focused my correction to grammar, why? Because I found that most of my students had problems in correct grammar usage. I do believe that grammar is one of the building blocks to master good writing. Besides, I also pay attention to vocabulary, spelling and mechanics. I think that's essential.

From the English lecturer #1 statement above, the lecturer tend to correct the student essay in terms of grammar. Meanwhile, lecturer #2 corrected the students' essay in another aspect. The researcher also presented the summary of writing aspects that the English lecturers corrected in the students' essays.

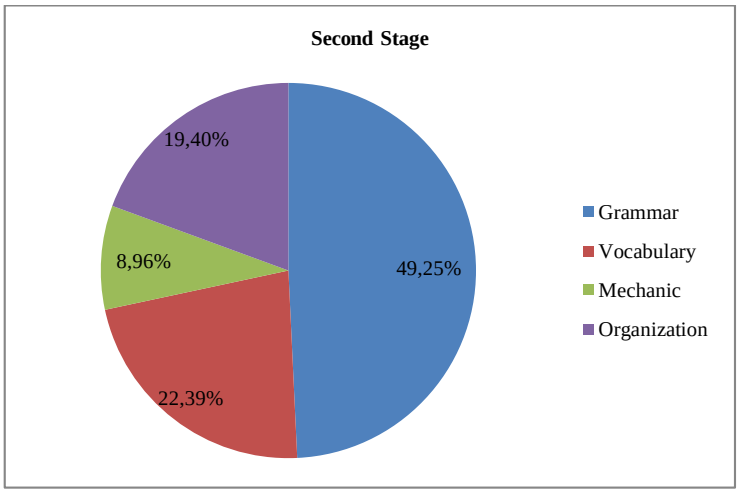
Chart 1.3–Aspects of Writing Errors That Was Corrected by Teacher



The above pie charts showed the aspects that the lecturers in this research corrected in the students' essays. It was apparent that the main focus or attention of both English lecturer was grammar, which reached 49.45%. Another aspect that drew most of the lecturer's attention was vocabulary, 25.27%, followed by mechanic, 16.48%, and the last aspect, organization of the text, 8.79%.

This finding was congruent with the interview result where both of the lecturers stated clearly that their focus in correcting the students' essay was grammar, because the lecturers believed that grammar was the students' main problems in writing.

Chart 1.4 – Second Stage of Aspects of Writing That Was Corrected In Students' Essay



The second pie chart, illustrated the second stage of corrective feedback done by the lecturer. The results were not so different, in this second stage, grammar was still the main focus of lecturer's correction, represented by the number 49.25%, followed by vocabulary, 22.39%, mechanic, 8.96% and organization, 19.40%. It was interesting to notice that on the second stage, correction for organization of text increased two folds, it seems like that this element also received serious attention from both English lecturers.

Stages in Giving Corrective Feedback

Concerning research question number three: *What stages did the lecturers do to correct the students' writing?* Both lecturers who were interviewed in this study explained that they used multiple stages. As the lecturer #1 explained:

In its application, first of course I will give writing assignments to students, for example making short essays of 100 or 150 words, then the results of the essays are collected, then then I will correct the results of students' essays one by one. In providing corrections, I determine whether this class or certain students in the class are suitable for particular type of corrective feedback. After I have corrected all the essays, I will return the essays to students, I ask them to study the correction. Then I will give the same writing assignment, to assess whether the corrections that I have given have reached the purpose or not.

Based on the description above, it can be concluded that in practice, the application of corrective feedback is complex and progressive in nature. Also, grammar is one of the elements that received most attention from the English lecturers. The following diagram summarises the stages in giving corrective feedback.

DISCUSSION

The first research question tried to investigate the types of corrective feedback which the lecturers provided in teaching writing to the students. From the finding section, it was

revealed from this study that the lecturers who were interviewed in this research applied more than one types of corrective feedback. The reason for this was that the lecturers hoped that by doing this approach, the efforts to give corrective feedback to the students would be more effective and reach the goal of teaching. This finding also confirms the results from Corpuz (2011: 110) that lecturers elsewhere also apply various types of corrective feedback in correcting the students' writing. Therefore, in general, lecturers prefer to use more than one type of corrective feedback

In addition, this preference for corrective feedback (using multiple types of corrective feedback) is also shared by other lecturers, as reported by (Amrhein and Nassaji, 2010: 114) Moreover, this combination of corrective feedback can be considered as the practical application of principles of Noticing Hyphothesis (Schmidt: 2012).

The second research question deals with the problem: What writing errors did the lecturer correct in the students' writing? The findings of document analysis revealed that grammar is the most corrected element in the students' essay. The above finding is in line with the finding from Gitsaki and Althobaiti (2011: 213), they reported that grammar correction reached 33% from all aspects of correction in the students' essays. Moreover, another possible reason why grammar becomes the center is because grammar is the fundamental elements and very important (Chang ,2011, p. 21)

The third research question tried elicit what stages the lecturers did to correct the students' writing. The lecturers who were interviewed in this research seemed to use repetitive task model in connection of her practice in applying corrective feedback in her classroom. Repetitive tasks were given to ensure that the students remembered and can deal with the writing mistakes in the future. The stages that the lecturer conduct is very similar to that of Harthorn, *et al* (2010, p. 454), where the corrective feedback was given twice as the result of repetitive essay assignments. One feature of this approach is that there is interaction between lecturers and students, and this interaction is believed to foster and stimulate language acquisition. In addition, the importance of stages of corrective feedback is supported by the finding of Adrefiza and Fortunasari, (2020, p.23), this study recommended that the students writing tasks or assignments should be treated effectively through comprehensive and meaningful application of corrective feedback. This good principle can only be applied if teachers or lecturers can design a good stage of giving corrective feedback to for long term benefit of for the students.

Today's teaching and learning process shifted much from lecturer centered to interactive context. The latter approach is promoted based on theoretical assumption that interaction promotes language acquisition. The theory is called Interaction Hypothesis. In connection with corrective feedback, when lecturer gives correction to the students, as if there is interaction between lecturer and students. Under this circumstances, language acquisition can occur, and this is supported by Gass (2013, p.248), she claimed that interaction can attract the students attention to linguistic problems and that noticing of mismatches between input and learner's output is the first step in interlanguage development.

CONCLUSION

The findings in this study revealed that lecturers consider the application of corrective feedback as important in helping students develop their writing abilities. Another interesting

point is that the lecturers used primarily unfocused corrective feedback and they utilized both explicit and implicit feedback, this was done because the lecturers thought it was very useful for the students. Concerning the types of error correction that the lecturers corrected in the students' essays, from the interview and answer sheet analysis, it can be concluded that the English lecturers focused they attention on grammar apart from the other elements of writing, and grammar is seen as the most important aspect that should be corrected in the students' essays. One of the logical explanations for this conduct was that lecturers commonly see grammar as a very important element that contribute to a better piece of writing.

Concerning the stages that the lecturers do to correct the students' writing, it can be concluded that the lecturers interviewed in this study applied repetitive assignment in order to make sure that her correction reached the targeted teaching purposes. The purpose was that students are also aware of their mistakes in writing and be able to revise their essay efficiently.

Suggestion

Based on the findings and conclusion above, the researcher would like to suggest several points as follow:

1. Novice lecturers should consider that corrective feedback is an important element and it should be incorporated in English teaching, because this element until certain extent can help the students to improve their writing well.
2. For students, they should have good knowledge of grammar because this is the most corrected part in writing, so they can expect that grammar will be the focus of the correction by the lecturers.
3. For future researchers who want to conduct the similar research, it is strongly recommended to include interview and questionnaires for students concerning their opinion about corrective feedback.

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