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INVESTIGATING ENGLISH TEACHERS' WRITTEN CORRECTIVE FEEDBACK IN WRITING CLASS

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Abstract
In the English classroom writing as a communicating ideas considered to be most challenging. Students usually found many difficulty to expressing ideas or choosing the words which they will write. However, it is not the case if the teacher guided well their students with corrective feedback. The teacher as the fasilitator has important role in the fasilitating learning by guiding students and eliciting response from them. This study examined the teacher's corrective feedback in respoding to students' english writing in one of public senior high school in Indramayu. In this research, the data were obtained from a teacher of one of senior high school in Indramayu . This research were being analyzed descriptive qualitative method and therefore the data were being collected through documentation and interview questions. The framework undertaken is being proposed by Ellis, thus the interview question was being adapted from Thorsteinsen. The findings was found that there were three categories of feedbacks specifically, direct corrective feedback, unfocused corrective feedback and metalinguistics corrective feedback. Meanwhile, the reasons that the teacher provide different feedback startegies, teachers' corrective feedbacks is the key to make students conscious of making mistake on writing assignments.
Keywords: Writing, Teacher' Corrective Feedback, Student's Writing

INTRODUCTION

In the English classroom that has been targeted, Indonesian government has changed the curriculum in curriculum 2013 which emphasizes the English subject to four skills namely speaking, listening, reading and writing and teacher are expected help out the students knowledge and skills to communicate in English either in speaking or writing (Narwianta, 2014). Therefore, the expectation of curriculum that the students are to be able to propose their ideas. Thus, the ideas from students can be shared into their English writing well, not only to the teachers but also to the other people can read their ideas. When we learn to communicate with other people, we learn to understand them, talk to them, read what they have written and write to them. It is proved that writing helps people in communication. Consequently writing is one of the reasons to master in English well.

Writing is one of the most important skill to be developed in learning institution. Writing become more important in globalization era. According to Harmer (2004) stated writing is considered as a crucial skill to be learnt especially for English Foreign Language learners. Writing as a form of communicating ideas considered to be most challenging. Students usually found many difficulty to expressing ideas or choosing the words which they will write. But it is not the case if the teacher guided well their students with corrective feedback.

Based on Nunan (2003) claims that writing is the method of thinking to make (produce) some concepts or opinions, summarize the sentences into an honest writing, and organize those opinions into paragraph clearly. In addition, Rao (2007) stated that writing has respected as a very important skill in English teaching and learning which helps students encourage thinking process, keep them to focus and organize their ideas, and improve their ability to summarize, analyze and critisize. It means that writing process ready to stimuli students thinking process, train students to focus and eventually they will produce excellent writing.

The teacher as the fasilitator has an important role in the facilitate learning by guiding students and eliciting response from them. In learning writting skills, students often needs to be guided by the teacher who generally provided feedback. According to K Hyland & Hyland (2006) feedback is one of important part in process of teaching and learning writing. Still, Lalande (1982) stated feedback as any procedure used to advise students that is right or wrong the instructional response. Moreover, stated by Carson (1979) feedback in writing is as the effective way information from the author to improve and revise their responses for guidance and lead them to achive the target. Constantly, It can give powerfull effect learning process such as in writing (Norcini, 2010). Furthemore, Feedback has long been as important part for students' writing skills to improve and develop of second language, not only for its capability learning but also for students motivation (K Hyland & Hyland, 2006).

According to Keh (1999) defined feedback in particular, he stated the reader's input as the resource of feedback, it might give revision supported on reader's simpler understanding. Therefore, feedback has being influence and it is beneficial to increase students awareness. Teachers' feedback means the response given by the teacher to students learning outcomes.

Feedback given by teacher to students outcomes allows students to correct mistakes in learning. Ambar (2017) mentioned that Teacher written feedback is used to help the students to know their mistakes, so the students can revise their writing. For example, the teacher might help to find out the ideas, organize the ideas and summarize the ideas from students. In writing there are several stages are supposed to guide students while they trying to write in foreign language namely, pre-editing phase, and editing, re-drafting, and final version of work (Harmer, 2009) and feedback mostly occurs in the editing stage during the writing process (Fata, et al, 2016).

From those statements, In English lesson, feedback is one of the most decisive elements in the teaching and learning proccess and helps improve students' abilities. feedback can help student to repair their writing because the students know their mistake and learn to do better in their writing process. Feedback will be an influence for students when they make mistakes in learning process, especially in writing material. Although, students will be embarassed if the teacher gives a comment orally on their mistakes. However the teachers

can use written feedback being known by other students so the teacher can help students to increase their writing (Razali & Jupri, 2014).

Corrective feedback may be a usual practice of learning and education regularly. Since corrective feedback is locality that concern of teachers and SLA researchers and teachers. Anggraini D. (2018) stated that the centralize of the teachers is on correct or not the students' mistake, thus when and how to correct their mistakes. Furthemore, corrective feedback usually classified to linguistic aspect of writing. Zhong (2019) stated Feedback from teacher can specialize in the organization or content of writing because the aspect of writing itself. Within the other word, in the language form that there are some supporting aspect namely, grammar, vocabulary or pronunciation that could be targeted.

Several studies concerning teachers' corrective feedback have been conducted. Rusell & Spada (2006) defined Teachers corrective feedback as the feedback that given to students, from the source that contains evidence of students mistake of language form. Furthermore, corrective feedback may be given in oral and written comments. Corrective feedback which provided by the teachers can be receptive response to personal conditions of the students in details, not only given by written feedback but also oral feedback. In this wise, it would be useful to discover the students' writing mistakes.

The categories of corrective feedback provided by Nisfu Faroha et. al. (2016) do not seem only available within the literature as other students have also made their contribution. Ellis (2009) have a listed the types of corrective feedback that utilize by the teachers in the classroom following an investigation of a teachers' guidebook and published empirical studies of corrective feedback. The categories of teacher corrective feedback noted by Ellis are provided, they are :

Corrective Feedback (CF)	Description	Studies
Direct Corrective Feedback	The teacher provides the corrective feedback with the proper form to students writing.	This concern in theory of Lalande (1982) and Robb et al. (1986).
Indirect Corrective Feedback	The teacher indicates that an error exists but does not provide the correction.	
a. Indicating + locating the error	This takes the shape of underlining and use of cursors to point oversight within the student's wriitng.	Multiple studies have employed indirect correction of this type. Ferris and Roberts (2001) and Chandler (2003)
b. Indication only	This takes the shape of a sign in the margin that slip an or errors have taken place during a line of text.	Few studies have attached this method like Robb et al. (1986)
Metalinguistic Corrective Feedback	The teacher provides some kind of clue's metalinguistic as to the character of the error.	

a. Use of error code	Teacher give codes in the margin of writing text. (e.g. ww=wrong word; art=article).	Multiple studies have explore the effects of using error codes, like Lalande (1982); Ferris and Robberts (2001); Chandler (2003).
b. Brief grammatical descriptions	Teacher numbering the errors in text and writes a grammatical description at the underside of the text.	The examiner who used this is Sheen (2007)
The focus of the feedback	This concerns when the teacher try out to correct all (or most) of the students' errors or selects one or two specific types of errors to correct.	Extremely studies have examined unfocused CF like handler (2003); Ferris (2006). Sheen (2007).
a. Unfocused corrective feedback	This is comprehensive way to provide feeedback	
b. Focused corrective feedback	The focused corrective feedback is in intensive way.	
Electronic feedback	The teacher express an error and provides a hyperlink to a compability file that provides samples of correct input.	The examiner who used this theory is Milton (2006).
Reformulation	This way is occur of a native speaker's of the students' whole text to form the language seem as native like as possible	Sachs and Poho (2007).

Ellis (2009) listed nine categories of teacher corrective feedback as represent above. The categories of corrective feedback by teachers could be classify as a crucial equipment which present to state the achievement of students in their writing text. The varied kinds of corrective feedback enable teachers to decide on their particular corrrective feedback when giving feedback in students' writing. In the other word, teachers unrestrained when giving feedback in students' writing.

Based on the Background above, the writer is interested to conduct a study on "Investigating Teachers' Feedback in Writing". This study attempts towards investigated the teachers' corrective feedback within responding to students English writing errors. Corrective feedback that provided by the teacher at the end of students written work constantly always useful for students' writing skill (Harmer, 2003). Corrective feedback can propose to solve students' writing problem by the teachers.

METHOD

This study discusses on the experience of one English teacher (female) who taught English education for 11 years from senior high school in Indramayu, West Java. She taught and used corrective feedback in teaching writing process. The participant of this study consist of one teacher since the writer did the study in the pandemic situation. The research context which presents the qualitative method, and research design of the study which presents the case study approach. This current study utilize a case study research design. Case study was fit to this study in order to found out the answer of the result problem and because the topic that the writer choose is based on real case. This case study using teachers data interview and questionnaire since the research involve the teacher response to students writing errors, so they can understand themselves and answer all of the research questions.

The case study ultimately fits to this study since case study focuses on the detailed investigation. A case study is exhaustive study of a particular research problem of broad statistical study or a comprehensive comparative investigation. It is approach 'in which a particular instance or a few carefully selected cases are studied intensively' (Gilbert 2008: 36). It is often utilize narrow in a very extensive area of research to one or more easily researchable examples. Additionally, Kumar (2011) stated that case study design are also beneficial for examiningf in case a particular theory or design actually obtain to real situation. In line with that statement, the writer wants to make detail data from participants in real situation. The writer want to explore the categories of corrective feedback that provided by teacher, whether the explanation of teacher providing those types of feedback.

RESULTS AND DISCUSSIONS

In this research findings and disscussions, the researcher wrote the data that has been conducted by questionnaire and the interview. The questionnaire was spread by using Google Form and the interview is directed at the school. There are one interview that occurred in the month of Juni 2021. The participant is the teacher from one Senior High School in Indramayu. She have taught English program at X grade students which have 105 students. Later in this finding, the participants will be called by Ms. (T).

The types of Teachers' corrective feedback

Based on the document of students assignment that the researcher found from the teacher. There are two students assignments that were able to get the answer for the first research questions. From both of students assignment, the researcher found that the students assignments connsists of some types of corrective feedback that provided by the teacher. The corrective feedback that the researcher found is as follow :
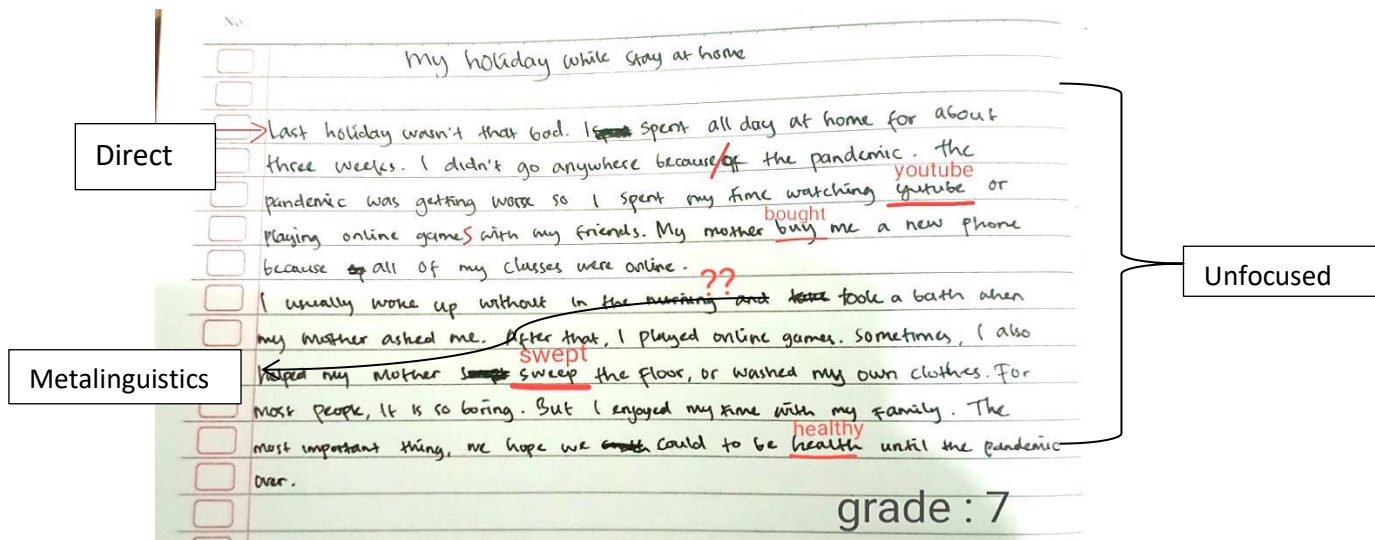
From the students writing above there were found some of feedback that written by the teacher. On the first and second line, the teacher provided an arrow to point out that the sentence in the beginning of a paragraph and it has to be indeed. In this case the teacher used direct corrective feedback to provided students writing's errors. Similarly, Ellis (2009) stated that the feedback that provide by the teacher with the correct form namely direct corrective feedback. Then in the third and fourth line, the teacher provided the direct answer in form of the direct corrective feedbcak, the teacher directly put word "youtube" and "bought" in abouve of the words to indicated that the word "yutub" and "buy" is the wrongly spelled. According to Bitchener and Ferris (2012) state that in mastering specific structural writing, the direct corrective feedback helped the students in correcting over a short term process.

After that, in line six, the teacher put error code to indicated that the teacher not understand with students statement. According to Ellis (2009) provided learner clues about their writing errors by the teacher and the common form that is used is the error codes, it is called metalinguistic corrective feedback.

Then, in the students writing the teacher chose to correct all of student's writing without selecting specific error types for corection purposes. According to Ellis (2009) stated that unfocused corrective feedback has the benefit which are addressing a range of error.

Teachers provide different feedback strategies

In the interview session, there were one teacher invited. The purpose interview to discover the reasons of using different feedback strategies. The researcher provided 12 items of questions for the interview. The result of the interview showed that the teacher underlines sentences with suggestion. Then, the students have to find out the error by themselves.

The teacher claims that students more interesting with grading that the feedback. however, she combine both aspects in the students' assignment. The teacher also claims that she do not see much progress in the stuedets writing when she provided the feedback, this can be concluded the fact that most of students are not interested in the feedback. Still, the teacher believe feedback to be a capable learning strategy and the way she provide corrective feedback, the teacher hopes that students can develop and improve their abilities and skills in English writing.

The teacher claims that discussion is a crucial tool for the students when she provide feedback to recognise students abilties and to improve their writing. The teacher believed that it is not realized without disscussion.

Disscussion

The types of Teachers' corrective feedback

Based on the first research questions asked about the types of corrrective feedback that teacher used when she correcting students text. From the documentation nad interview that indicated of three types of corrective feedback were used by Ms. (T). There are three out of nine types of list corrective feedback from Ellis (2009)'s theory that provided by the teacher in correcting the students' recount text assignment. The three types of corrective feedback utilized by Ms. (T) were direct corrective feedback, unfocused corrective feedback and metalinguistic corrective feedback.

Direct Corrective Feedback

Ellis (2009) stated that direct corrective feedback is the feedback that provide with the proper form by the teacher. Ms. (T) provided the direct corrective feedback with explicit guidance about how to correct student's writing errors and appeard to execute with different ways (Ellis, 2009). Following are some instances from the student's writing errors which revealed the way of Ms. (T) used the direct corrective feedback. The letter 'S' in the following extracts indicate to the word 'student' who wrote the writing errors. Ms. (T) is typed in bold or italics above or near to the errors.

S1 → Last holiday wasn't that bad

S2 The holidays had come

S1 ***bought***

    My mother <u>buy</u>

S1 ...because/of the pandemic

Ms. (T) used several symbols to point out the errors in her student's writing. Ms. (T) used an arrow to show that the sentence is the beginning of a paragraph and it has to be indeed in S1. In S2 Ms. (T) circled the letter 's' it show the absence of the letter 's' in word "month". In S1, MS. (T) underlined the word 'buy' to indicate that word is wrongly spelled and she wrote the correct form 'bough' above it. In S1, the slash was used by Ms. (T) to indicate that the word 'because' and 'of' need to be separated.

S2 I usually woke up late on holiday √

In S2, Ms. (T) put down a thick (√) for students' sentence which were presented within the correct form. This is a decent feedback strategy as students might feel appreciated for having the ability to write down the correct wrtiting. In different way direct corrective feedback was provided through the employement of the letters as shown below.

S2   *e*
    ..... meting ......
S2   h*y*
  .... <u>pisical</u> ......
S2 ... Last few month**S**
S1 playing online game**S**

Ms. (T) used alphabets differently in her direct corrective feedback, she mostly used single letter to indicate incorrect choice with correction. In S2, she attached the letter 'e' above 'meting' to point out that a letter was missing and also underlined the entire word to show that ithad been incorrect. However, within the second S2, Ms. (T) added the letter 'hy' above 'pisical' to point out incorrect spelling as a result of choosing the incorrect alphabet. The above feedback shows that a number of the incorrect words within the students' writing were underlined and few of them were not underlined by Ms. (T). At the end of word Ms. (T) also added single letter. In S2, Ms. (T) attached '***S***' at the end of the word 'month' and also in the word 'game' in S1 to indicate a missing letter. Direct corrective feedback was also given at word stages as shown below.

S2   ***up***

   Cleaning ˆ the house up.

Ms. (T) also was found to comment on students output which were grammatically correct. Ms (T) moved the position of the word 'to' in S2 by using error code and producing the word at her preferred position in the sentence.

S1   *youtube*

   My time watching Yutub

S1   *healthy*

   ... to be health

S1   *swept*

   Sweep the floor

Direct corrective feedback at the word part was given by Ms. (T) by underlining the incorrect words and providing the correct words. In S1, Ms. (T) undelined the wrong spelled words and wrote the correct form above the word 'yutub' and also the word 'health'. Within the last S1, the feedback on the student's wrong choice of tense was also given by underlining the wrongly written word 'sweep' and providing the right word 'swept' above it.

Unfocused Corrective Feedback

The unfocused corrective feedback was detected in students' writing. Ms. (T) chose to correct all of student's writing without selecting specific error types for corection purposes. According to Ellis (2009) stated that unfocused corrective feedback has the benefit of addressing a variety of error. Hence, it is useful to be employed by Ms. (T) because the students would be able to see the length of errors that they had in their writing text. Accordingly, the feedback from their teacher would give students better knowledge on their writing.

Metalinguistic Corrective Feedback

Metalinguistic corrective feedback gives learner clues about their writing errors and also the common form that is employed by teachers namely the error codes (Ellis, 2009). Supported on analyses of students writing, it had been show that Ms. (T) used only one form of metalinguistic corrective feedback and it absolutely was within the variety of an error code. The extract from the students writing as follow:

S1 I usually woke up without in the morning *??*

The error codes that the teacher gave to S1 indicate that the teacher not understand with S1 statement.

Teachers provide different feedback strategies

The feedback given individually which adapted and concentrate on the most important foremost of crucial aspect that may help and develop the students. Ms. (T) provide feedback on all written assignments (no. 1). Ms. (T) claims that she underlines the words and sentences that incorrect, then the students must discover the error by themselves (no.2)

The students might motivated to enhance their knowledge in writing process with prositive and constructive comments provided by the teacher. The teachers concentrate in the structure, the content, the language or not the necessities of the assignments are fulfilled (no. 3). Furthemore, the teachers state that the corrective feedback supplied with underlinings the words or sentences, marks the letter or words so as to presented about the error on their writing. This is can adapted to the wants of the students to create tuned in to their strengths and weaknesses (Marzano et al., 2001). Ms. (T) claims that she centralize on aspects within the assignments which the student must learn iso as to be able to write corectly. (no. 4)

Ms. (T) claims that feedback is decent method for learning, so students can remember or reread the corrections given by the teacher on their assignment (no. 5). Within the practice some students are more motivated to improve the tasks given and gives a value the while (No. 6). Yet some others do not develop their english while working with feedback, Ms. (T) claims that it is because each student's character and talents are different (no. 7).

Feedback is obtainable by Ms. (T) but not normally asked for by the students (No. 8). Ms. (T) claims that she not see much progress in the students writing, when she give them feedback. This is due to the actual fact that majority students are do not seem to be curious with the feedback. Although, Ms. (T) claims that feedback is a worthy learning strategy and that she given corrective feedback so as to boost the students abilities and skill in English. Ms. (T) claims that she believes in students who want to find out, they might listen and accept the feedback that she given, but most of them don't understand the impact of providing feedback (no. 9). This might be stated by the statements of Black and Wiliam who explain that students are not reacting quickly to the impact of feedback in their development.

Ms. (T) also claims that the students are majority graded on their work and receive grades and feedackat the end of their work, however the students do not understand that process of giving feedback may needs time and energy. Ms (T) find that students more interesting the grading of writing than the feedback. However, Ms. (T) combine both aspects within the students assignment (no. 10).

Providing feedback at the end of students work and also the combination of grades with feedback are two important aspects of teaching that do not seem to be congruent with that. Black and Wiliam (1998) state that grade should not be utilized to measured for the feedback to be effecient since this combination is not beneficial for the students' learning and progression. Additionally Lee (1999) stated that students are more inquisitive about the grading and so do not care about the corrective feedback next to the grade.

The corrective feedback is provided individually to the students writing assignment. Ms. (T) claims that assignments and feedback are discussed with the students to make sure that the students understand about given feedback (no. 11). The discussion is a crucial tool for the students to recognise their abilities and to improve their writing skills.

According to Askew (2000) the written feedback is provided using the constructive model of feedback, which appreciated by the teacher in this study. This is indicated since the teacher combine an oral discussion when providing the written feedback and due to the fact that the teacher adapt the feedback individually.

Written feedback combined with an oral discussion is connsidered important by the students and the teachers wince the type of approach minimizes misunderstandings and clarifies the feedback. in addition, the discussion between teacher and student gives the opportunity to reflect on meta-knowledge which is considered a vital tool when learning and developing (Korp, 2003). Meta-knowledge or self assessment is believed to be an important aspect of feedback in order for the student to be made aware of mistakes and how to improve since the aim is to close in the gap between the existent knowledge and the desired knowledge (Bound, 2000).

Ms. (T) claims that reflections are used in the teaching which is not confirmed by students (no. 12). Disscussion with the teacher when receiving the combination of written feedback and oral feedback is the only assessment present, where students have the opportunity to express their achievement and aspects that need improvement.what seems to be missing is a reflection or a disscussion dedicated to the students needs and goals. Thus, according to Brookhart the goal with feedback is to give students information they need so they can understand where they are in their learning and what to do next.

CONCLUSION

This study reveals the categories of correcting feedback employed by English teacher in correcting the students' writing. There were three different feedbacks involved, namely direct corrective feedback, unfocused corrective feedback, and metalinguistic corrective feedback.

About the reasons from the teacher that provide different feedback strategies, the teacher found that corrective feedback have to supplied with discussion to make sure that the students comprehend with the feedback given by the teacher. The teacher want to motivate students to improve with the positive and constructive comments by providing feedback in their structure of writing, hence the teacher focus on the content, the structure and the language of the assignments have been fulfilled. Moreover, the students do not seethe impact of feedback given by the teacher. The teacher finds the grading of the assignment more interesting than the feedback.

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