



Students' Cognitive Attitude toward the Use of Direct Written Corrective Feedback in L2 Writing

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ABSTRACT

The purpose of this research was to analyse and investigate students' cognitive attitude toward the use of direct written corrective feedback in L2 Writing. The participants of this study consist of 17 students selected based on their participation in the classroom in the learning process. The students were done to follow the learning process used direct written corrective feedback method from the researcher. The qualitative data were analyzed by observation form video recorded and reflection from the students. The results of the research indicated that direct written corrective feedback led the students have positive attitude. The students felt happy, motivated, and perceive that this method is useful to apply in L2 Writing. Regardless of positivity, there were some students that showed negative cognition after applied direct written corrective feedback that given by teacher. This study implies that, the use of direct written corrective feedback that was given is really helped crossing out the students' errors in spelling and writing the correct form near the errors in order to assist them to acquire correct English direct corrective feedback is the way the teacher provides the student with the correct form of the student's mistake in writing.

Keywords: *Direct written corrective feedback; Cognitive attitude; L2 Writing.*

INTRODUCTION

Like many popular and influential trends of teaching, direct written corrective feedback is a standard method used by most teachers to guide in revising student's writing. In the vein of many other important and influential approaches in writing, in fact, for most writing teachers, it is the most preferred and common form of feedback (Ferris et al., 2012). The investigation of the annals of research in written corrective feedback has shown that direct written corrective feedback is one of the most frequently used techniques in English writing classes. Overall, based on the currently available evidence over the issue of written corrective feedback (WCF) (Ferris et al., 2012)

For L2 learners, writing in the target language is a painstaking job, and L2 teachers are required to help them improve their writing proficiency. Generally, overcoming the occurrence of errors depends on the way they are corrected and written feedback is an essential aspect of any English Language Writing course. (Simpson, 2006) has asserted that one of the major concerns of L2 writers is error-free work since their work may be evaluated in an academic setting where accuracy is an important matter, so learners require and value feedback to their works. Also



Jodaie, Farokhi & Zoghi (2011) believe that if students fail in a good performance in writing, further feedback is necessary to help them take corrective actions about their writing to improve it and reach an acceptable level of performance. Since Shintani and Aubrey (2016) claimed that providing corrective feedback on L2 writing should be abandoned, a debate about whether and how to give L2 learners feedback on their written grammatical errors has been of considerable interest to researchers and classroom practitioners. Some researchers ((Shang, 2019)) claim that grammar corrections do not have a positive effect on the development of L2 writing accuracy. According to the most extreme views, such as Truscott (2007), corrective feedback (CF), which indicates to learners that there is an error in their linguistic output, is seen as not only ineffective but also potentially harmful.

Writing is a skill taught in secondary schools in Indonesia. Particularly the schools that implement Curriculum 2013, English subject syllabus of the eleventh-grade students of senior high school requires students to be able to write some genres in writing, recount text is one of them. Recount text was chosen in this research since it is a text that should be learned by the students in grade ten stated in the curriculum. Besides, the reason underlying such an option is based on the observation. The evidence revealed that when the teacher asked the students to write a recount text, they are expected to have an ability to develop their ideas. However, many students do not know how to express their ideas properly. Even when some students do have some ideas, they fail to develop the ideas into such a good text because of their poor vocabulary mastery and grammar.

Singh (2002) states that it is still common to find people who can speak English, but they are not able to express themselves in writing. Most of the students can get a good score in speaking activity, but they are not able to get a good score in learning writing. The problems of the student's writing were starting to compose, organizing ideas, expressing their ideas, and using correct grammar. In senior high school, many students confused to use the correct grammar in a sentence. So, they need a teacher's corrective feedback to correct their grammar and content. The teacher must provide corrective feedback to the students' errors in writing.

In response, the issues above direct written corrective feedback are chosen because In the case of direct CF the teacher gives the correct form to the students, and it is desirable for low-level-of-proficiency students who are unable to self-correct and do not know what the correct form might be. However, it requires minimal processing on the part of the learners, and thus, it may not contribute to long-term learning (Wilbert et al., 2016). And also a recent study by (Nemati et al., 2019)) suggests that direct CF can be effective in promoting the acquisition of only specific grammatical features. the chance of learning taking place as evidenced in new writing. In the case of ME, rewriting requires learners to apply the information provided to identify and correct their errors.

Ferris and Robberts (2001) suggest that direct corrective feedback is more helpful to writers because it (1) reduces the type of confusion that they may experience if they fail to understand or remember the feedback they have been given (for example, the meaning of error codes used); (2) provides them with information to help them resolve more complex errors (for example, syntactic structure and idiomatic usage); (3) offers more explicit feedback on hypotheses that may have



been made; and (4) is more immediate. By realizing how important direct corrective feedback is, it is hoped to help the students improve their writing skills. Thus, the teacher should apply direct corrective feedback to the students in their writing class so that the goal of the learning process can be achieved. Since the students are the object of the learning process, it is important to know their attitude to the use of this type of feedback, so they can learn much. This type of research would also contribute positively to the development of ELT in the world.

RESEARCH METHOD

The researcher used qualitative study design which mainly aimed to analyze the students' perception of the use of direct written corrective feedback in L2 writing in the academic year 2019/2020. Maxwell (2008) states that Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher built a complex, holistic picture, analyzes words, reports detailed views of informants, and conducted the study in a natural setting. After a preliminary question has been formulated and resources identified and secured, the design can be likened to an abstract drawing. It has taken shape without particular individuals, groups, organizations, or sites (i.e. the social and physical settings where "subjects" or "cases" are located) in mind. The study employed a study approach to answer the research questions, because this method uses a deep examination of a situation or event by using systematic methods of observing, collecting data, analyzing information, and reporting the results. This research used a qualitative method, which is a method that described the information as it is in accordance with the variable under the study (Jackson, Drummond, & Camara, 2007). It was used to describe the phenomenon in teaching about how the teacher can make students willing to communicate in class and what students experience or feel about the method used by the teacher who is able to get students willing to speak in the class that can be found through observation and reflection. After the data was gathered, the researcher coded the data based on the pre-determined theme. Interpretation comes after the coding and classification finished.

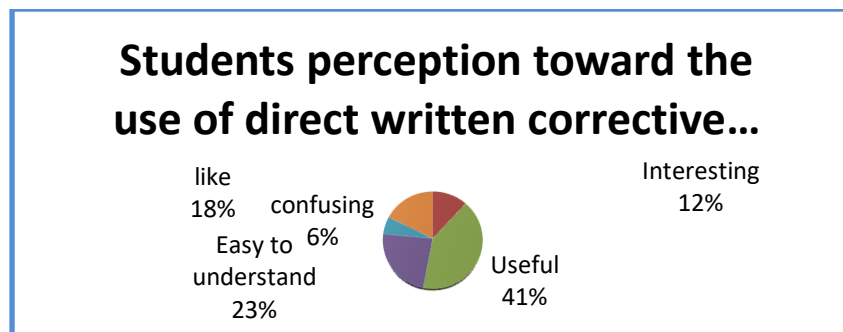
FINDINGS

Based on data accessed by researchers an interpretation of data collecting. This aimed to reveal what had been discovered in the field of research about students' cognitive attitudes toward the use of direct WCF in L2 Writing.

Finding of Reflection

To obtain more in-depth data about students' cognitive attitude toward the use of direct WCF in l2 writing at the end of the meeting the participants rated their own perception freely in the Google form reflection conducted with 17 students. The students' reflection covered four main areas. The first was students' perception to direct written corrective feedback, the second was student's feeling after given direct written corrective feedback, the third was students' reaction after given direct written corrective feedback and the last was students' hope after being given direct written corrective feedback.

Chart 4.1 Students’ perception toward the use of direct written corrective feedback in L2 Writing



Based on the diagram, the majority of the students showed a positive cognition of direct feedback. Out of 18 students that gave their reflection on the Google form reflection seven students were concerned (41%) indicated thought that direct WCF is useful. Four of the students were concerned (23%) to argue that it is easy to understand. Three of the students were concerned (18%) answered that they like direct written corrective feedback. Two students were concerned (12%) said that direct written corrective feedback is an interesting method. Besides that, one student is still confused after given direct feedback.

From the diagram above, it indicates that almost the students perceived that direct written corrective feedback has a positive cognitive that can improve their writing accuracy because by this method they could reduce their mistake in writing. This could also be seen in the following excerpt.

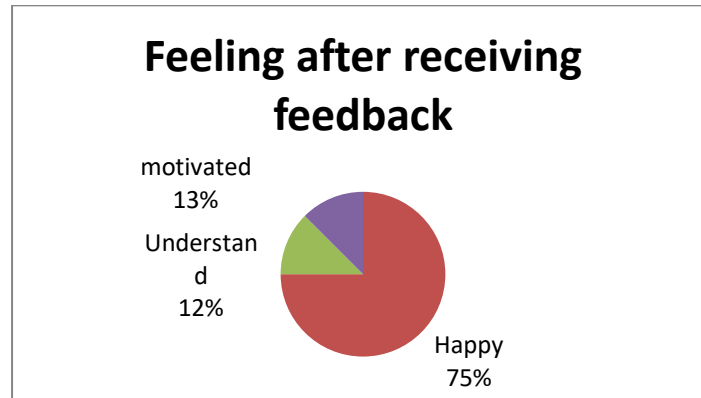
*“in my opinion, this feedback method is **useful** for students because this method is a direct correction of students' work so students can find out if there are errors in their work”*

*“Quite fun ... and I also **like** this method because I don't get bored easily in receiving material”*

*“My response was a very **interesting** and good method to apply in writing class”*

In my opinion, it's not good in such learning because I feel **confused** which ones” are wrong and which ones have been corrected by the teacher.

Chart 4.2 Students Feeling after given direct written corrective feedback



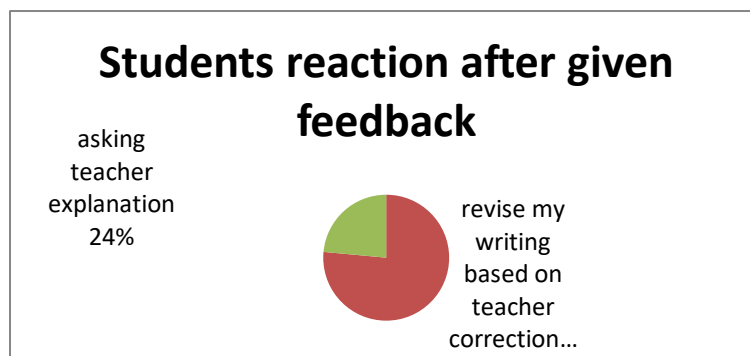
This section of reflection asked participants to give information about their feeling after given direct written corrective feedback. The findings show that 70% of the students felt happy after given direct written corrective feedback 12% Understand, and 12% motivated. Based on the diagram above it can conclude that students have different impression about direct written corrective feedback.

I feel *happy*, because of the correction I can learn my mistakes again and can correct them, so that later if I get another assignment, I can use the correct words or sentences as taught.

More *understanding* and happy with the results of the corrections I received

In my opinion, this method was rather difficult at first, but over time I began to be *motivated* to improve my writing

Chart 4.3 Students' reaction after given direct written corrective feedback



The findings show that 76% revise their writing based on teacher correction after they gave direct written corrective feedback. They did it without asking the teacher explanation because they have understood the teacher's correction. Furthermore, 24% felt confused with

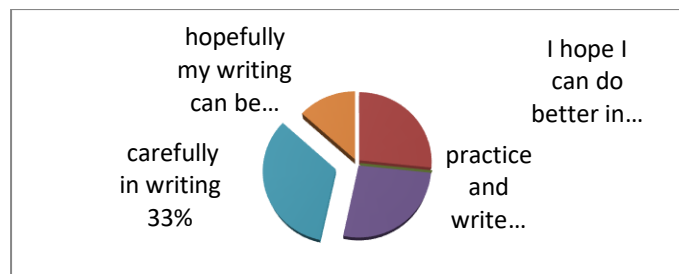
direct feedback so they ask the teacher explanation again to clarify the correction from the teacher:

"Initially, I felt confused with teacher correction, but *I asked for an explanation from the teacher* for the correction".

I immediately *corrected my mistakes in accordance with what was taught and according to what you told me*

From the findings, students show positive reactions when given direct written corrective feedback even though there are some who are still confused but they again ask for an explanation from the teacher.

Chart 4.4 students hope after given feedback



There are 5 statements that students argue from this kind of reflection. This reflection required the students to say how they hoped after applying the direct written corrective feedback method in learning English. 28% state that they will be more careful in writing. There are 22% states that they will practice and write diligently. And the other 22% state hopes to do their best in their writing. 13% expect their writing to be more perfect going forward. I fantasize about the perfectness of my writing going forward. This is because I get some additional insights so that *I can be more careful and thorough in the future*. I will try and *practice by writing diligently* so that my writing will be better in the future. Hopefully I can better understand in writing. And hopefully *I can become better at writing*. I will make the writing again correctly and more thoroughly so that *my writing is better going forward*.

DISCUSSION

This section presents a discussion based on the findings of the study. It is concerned about students' cognitive attitude toward the use of direct written corrective feedback in L2 Writing. The result of this study based on the analysis of the research finding, it can be inferred that the students have a positive attitude about direct written corrective feedback. It showed from the students' improvement from the multi draft process, the observation on video tapping, and students' statements from students' reflection.

Regarding how students 'cognitive attitude towards the use of direct written corrective feedback, this study discussed how students' attitudes and opinions about the application of the



direct written corrective feedback method in the classroom. The first is based on the results of the video tapping that the researchers have done, the direct written corrective feedback method provided students with positive attitude. For example, at the first meeting in class *when they were asked to determine the structure of the text and the teacher corrected some of them still confused with teacher correction*” but after they asked teacher explanation they have understood. *“The teacher corrects the students’ sentence in their book and gives the students the correct form in students’ mistake then giving back to the students to repair.”* In accordance with (Shintani & Ellis, 2013b) direct corrective feedback is the way the teacher provides the student with the correct form of the student’s mistake in writing.

In conducting student’s attitude, direct written corrective feedback influences the student's attitude in the class. In this research, the researcher discovered that the students agree that corrective feedback was important to be applied in writing class. This can be seen after applied direct written corrective feedback in the classroom *“After being given an explanation by the teacher the student understands and collects the results of improvements to his task”*Konold (2004) states one purpose of feedback is providing important information and helping students become effective and efficient learners. It supported by (Campbell et al., 2001)who states that one purpose of feedback is providing information for teacher and students. That is to say, feedback was important for the students to recognize their weaknesses in writing. By recognizing the weaknesses, it can minimize them to repeat their errors. This also supported by students’ reflection in appendix 1 that related to students perception after being given direct written corrective feedback *“in my opinion, this feedback method is **useful** for students because this method is a direct correction of students' work so students can find out if there are errors in their work”*

CONCLUSION

This research was intended to notice the students’ cognitive attitude toward the use of direct written corrective feedback in L2 Writing. The data of this research were collected through teaching observation and students’ reflection. The observation revealed that direct feedback having higher positive attitudes than negative attitudes. The students could correct their mistake directly. In line with students’ reflection which showed that direct written corrective feedback had positive attitude. It discovered that positive attitudes gave effect on the students’ learning achievement. Thus, the students having positive attitudes tend to be more motivated and confident.

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