
Types Of Lecturer's Corrective Feedback Used In Writing Activities At One Of University In Banjarmasin

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Abstract: Since EFL writing is one of the complicated aspects, writing a lecturer needs to find an effective way to help students develop their writing ability. By giving feedback, the lecturer can help students to correct their errors and mistakes. This research is aimed to find out and describe the types of use corrective feedback, the possible advantages and disadvantages of corrective feedback, and how the students respond to corrective feedback given by the lecturers. The researcher used a descriptive qualitative method. The subject of the research was a lecturer in the writing course of two classes in the fifth semester at UIN Antasari Banjarmasin academic year 2017/2018. The instruments used were observation, interview, and questionnaire. The analysis found that indirect corrective feedback was used more often than direct and metalinguistic corrective feedback. It is used to make the students be more active and participate in the classroom by sharing knowledge with the other students. The advantages of corrective feedback based on the lecturer's opinion were; corrective feedback can make the students aware of the mistakes they made before, and they might able to make fewer mistakes. For the disadvantages, it could make the students have to lack motivation in learning English. As the response toward corrective feedback given, the students thought it helps them to improve their ability and accuracy of writing in English, increases their motivation to write and learn more. For some students, corrective feedback could make them doubt and afraid to write because they would think to repeat the same mistakes in writing.

Keywords: *Corrective Feedback, Writing*

INTRODUCTION

Writing has always been famous for professionals and academics to use proper grammar and communicate well. Muthim and Latief (2014) state that helping students to be able to write well is the goal of teaching writing in universities or colleges in Indonesia. Good writing is one that meets all the characteristics of good writing. The good writing should meet (1) unity in the topic discussed, (2) smooth organization of ideas, (3) appropriate use of vocabulary suitable for its context, (4) correct use of language in terms of word choice and correct grammar, and (5) proper use of mechanics such as punctuation and spelling. The purpose of teaching writing in universities or colleges is to help students to be able to write in English well to accomplish their academic writing assignments such as a paper or a thesis. Since EFL writing is one of the complicated aspects, writing a lecturer needs to find an effective way to help students develop their writing ability. By giving feedback, the lecturer can help students to correct their errors or mistakes.

Feedback is needed to inform the students whether their answers are correct or not and provide them enough information and guidance to produce the proper target form. According to Brookhart (2008), in Anggraini (2018) that there are three modes used as a strategy in giving feedback, (1) oral feedback, (2) written feedback, and (3) visual or demonstration. Written feedback tends to be given after a task. It provides students with a record of what they are doing well, what needs to be improved, also suggestions from the teacher.

Lecturers' corrective feedback is one factor that influences the progress of students in learning English (Jarkasi, 2007). Here, the lecturers can correct students' errors and mistakes; therefore, students will know about it and will not make the same errors or mistakes again. In other words, the corrective feedback given is essential since it can reduce the students' mistakes in their writing.

Lindqvist (2011) researched with the title "the use of written corrective feedback." This research found that feedback is used, there are several types of feedback used, but the teacher prefers to give indirect corrective feedback, and the students more prefer direct corrective feedback. The students view feedback as helpful and needed.

Mollestem and Lixia Hu (2016) researched with title corrective feedback on L2 students' writing. The results of this research are teachers used corrective feedback as a teaching method, and all of the types of corrective feedback were used based on the students' needs. The advantage of using corrective feedback was useful for the student who received it must be willing to take it in and wanted to learn. For the disadvantages, in providing young students with corrective feedback, some possibilities make the student down and lose motivation to write.

Anggraini (2018) also conducted research that aimed to describe types of feedback given by teachers and students' perspectives toward teachers' written corrective feedback in their writing. This research refers to Ellis's (2009) model of corrective feedback. The finding showed there were three types were found: indirect, direct, and metalinguistic corrective feedback. Three themes of students' perspective towards teacher corrective feedback classified after interviewed the students: 1. Students' positive responses to having feedback; 2. Students' confusion towards the given feedback, and 3. Students' preferred feedback.

Based on the findings above, the researcher is interested in conducting this research since it is essential for the lecturer to find techniques for the student to reduce their mistakes in writing. By giving corrective feedback, a lecturer should be able to know which type of corrective feedback that can make students produce better writing. The researcher chose the writing lecturer and sixth-semester students of UIN Antasari academic year 2017/2018 as the subject of this research because the students are considered in advance level. They are capable and have enough background knowledge about writing. Moreover, it is easier for the students to receive the lecturer's correction in their writing.

This research aims to find the types of corrective feedback given by the lecturer and to know the possible advantages and disadvantages that the lecturer can identify towards corrective feedback. Then finds out how the students respond to corrective feedback given by the lecturers. In this research, three types of corrective feedback were observed; those are direct corrective feedback, indirect corrective feedback, and metalinguistic corrective feedback.

RESEARCH METHODOLOGY

Descriptive qualitative was employed in this research. According to Fraenkel and Wallen (2006: 190), descriptive methods was to describe the fact systematically of the characteristic of a particular population or other specific sectors factually and accurately. It could be concluded that the descriptive method was one of the ways that the writer used by describing the data without manipulation. In this research, the researcher is aiming to describe the use of lecturers' corrective feedback in writing activities.

The subjects of this research are one essay writing lecturer and two classes of Essay Writing of fifth semester English Department of UIN Antasari Banjarmasin. Class A consists of 28 students, and class C consists of 35 students. The characteristics of the subjects of this research are the lecturers of advanced writing, in which essay writing

lecturer was chosen as the subject. Class A and C were selected because the students have the lowest score of writing than other classes.

The researcher used three instruments, which are: observation sheet, interview guideline, and questionnaire. To get information about the types of feedback used by the lecturer in the Essay Writing class, the researcher has done the observation in two classes of essay writing use. The results of the activities were in the form of field notes. The researcher also used the students' worksheets to find the types of corrective feedback used by the lecturer.

Interview guidelines used to get in-depth information about the use and possible advantages and disadvantages of corrective feedback in writing activities which lecturer can identify in the classroom. As there is only one lecturer who teaches essay writing classes, the researcher interviewed and gave ten questions about corrective feedback.

The questionnaire is used to find out how the students respond to corrective feedback given by the lecturer. The researcher used open-ended questions to get the data. Open-ended questions are questions needed to be answered more freely as there are no fixed options. However, the answers have to be still related to the topic of the questions. There were ten questions about how the students respond to corrective feedback given by the lecturer. The researcher gave the questionnaire to classes A and C, with a total of 63 students. The researcher used expert validity for validating this instrument.

To get the data, the researcher asked the respondents' opinions regarding the students' respond towards corrective feedback given by the lecturer. The researcher divided the questions into two dimensions, which are student's views towards feedback and student's attention towards feedback. The indicators of questionnaires divided into some parts. The first part aims to know the students' difficulty in English. The second part is to investigate the clarity of lecturers' feedback based on purposes of feedback (Lewis, 2002: 3-4), which are feedback provides students with language input, feedback provides information for teachers and students, and feedback able to lead students toward autonomy. The third part is to investigate the advantages and disadvantages of corrective feedback based on the students' view. Meanwhile, the fourth part aims to know students' opinions in corrective feedback. In a nutshell, those four parts are mainly to investigate the students' responses towards corrective feedback given by the lecturer.

RESULT AND DISCUSSION

Research Findings

Types of Corrective Feedback used by the Lecturer

In collecting the data, the researcher observed two classes which are; Essay Writing Class A and Essay Writing Class C. The researcher observed each class twice in two weeks. Students' worksheets also used in collecting the data.

In the first observation on both class A and C, a week before, the lecturer gave students an assignment to write an Essay about Interesting Place in hometown. In the classroom, the lecturer checked ten students' worksheets randomly. In class A, the researcher found that the lecturer used direct and indirect corrective feedback to check ten sheets of the students. The lecturer used indirect corrective feedback to show the indication of student's mistakes in writing but does not correct. Meanwhile, in class C, the lecturer used direct corrective feedback, indirect corrective feedback, and metalinguistic corrective feedback to correct the mistakes. He often circled, crossed out, or underlined the mistakes.

In both classes, the lecturer discussed the mistakes of 10 students made on their writing. He wrote some sentences on the whiteboard that he already checked and let the students figured out the mistakes. After that, the lecturer asked students to make a group that consists of 5-6 students, then distributed the students' worksheet. He asked students to check

their friends' writing in 15 minutes and discussed it together with the group if they find any mistakes. He asked at least one student of every group to write down their friends' mistakes with the correction on the whiteboard and checked it together with the lecturer until the class ended. Some students wrote down the wrong correction, and the lecturer directly provided the right correction. In this case, he used direct corrective feedback.

In the second observation, the lecturer gave students in class A and C a handout of explanation about the comparison essay. He asked the students to read it. He divided students into a group of 5-6 students. He showed two examples of comparison essays and discussed it together. Then, he asked the students to find out the main idea of the passage. Every group came forward and wrote down the main idea of each paragraph on the whiteboard. When the lecturer saw some groups who wrote down the wrong answer, he directly corrected and provided the right answer. In this situation, he used direct corrective feedback. Here is the example of the correction:

The main idea of the first paragraph: My parents' have similarities even though they were different in sexual status.

Student's answer: Everyone has parents. My parents look alike in many things.

Meanwhile, if the students made mistakes in their writing, he asked the class to figure out the mistakes and correct them together. For example, there was a group who wrote down:

"There is a point of similarity in their life."

The lecturer wrote down singular beside the sentence. In this case, the lecturer used metalinguistic corrective feedback. He asked one of the students to come forward and corrected the mistakes. The students wrote down the right sentences: "There is a point of similarity in their life." Some students still didn't understand the sentences. The lecturer gave some explanation about the singular, plural, countable, and uncountable noun.

The Possible Advantages and Disadvantages of Corrective Feedback

The interview was held on 11 December 2018. The interviewee was Mr. Ahdi Makmur, who is the senior lecturer of writing class in UIN Antasari Banjarmasin. He has been teaching for almost 30 years since 1986. He used to have a position as the head of the English Department. This semester, he teaches five classes for essay writing.

The researcher asked a question about the use of lecturers' of corrective feedback in the classroom. The analysis found that he always provides corrective feedback in every writing class. They were about 30 students in the class, but he only corrected ten assignments as models or examples of mistakes the students have made. After he provided feedback to students' writing, he gave it back to the students. He made a discussion with the students about the mistakes from the ten assignments that he corrected. The rest of the assignments returned to students, and the lecturer asked them to make groups and fixed it together.

The lecturer used direct corrective feedback to correct students writing, but not too often. Since he did not want students' have a thought that they could make mistakes as much as they can as the lecturer always corrected their writings and provided the right correction. He used indirect corrective feedback as well since it was better for the students to figure out their mistakes by discussing with their friends as they can get or share knowledge. For metalinguistic corrective feedback, he often used error code. He used question mark as the code if they made a mistake in a paragraph, V for the verb, C for conjunction. Sometimes he gave a clear description of the code. He preferred to use indirect corrective feedback to make the students find and correct their mistakes. As the lecturer stated, he did not want to give one-way corrective feedback to the students. Afterward, the students can learn from the mistakes and produce good writing in the future.

After that, the researcher asked the question about whether the corrective feedback was useful for the students. He thought his written corrective feedback was valuable also beneficial for the students' writing. If there were no feedback, students would not know they made mistakes in their writing. The students would consider their writing was already good.

The advantages of giving corrective feedback that he found; students could get more knowledge than before. In the future, when they got assignments, they will be aware of the mistakes they made before, and they might able to make fewer mistakes.

Meanwhile, for the disadvantages of giving corrective feedback that he found, the students have lack motivation in learning English. Moreover, he needed to communicate in the classroom by using mixed language between Bahasa Indonesia, Bahasa Banjar, and English. He thought that if he used full English, students would not understand the feedback that he gave.

The Students' Respond to Corrective Feedback Given by the Lecturer

The researcher gave a questionnaire on 10 December in Essay writing A and 11 December in essay writing C. There are 28 students in class A and 35 students in class C. The participant in essay writing class A is 22 students and 31 students for essay writing class C. There were ten questions about the students respond to the corrective feedback given by the lecturer.

For most of the students, corrective feedback given by the lecturer could help them to improve their ability and accuracy to write in English. Corrective feedback is constructive, mainly when it is discussed together with the students. After being corrected, they can learn to be more thorough, know more about their weaknesses, and feel motivated to make better writing in the future.

Mostly, the lecturer gives feedback about grammar and word use. For them, as if the lecturer gives feedback clearly, it could help the students easily understand how to make a good essay. It is proven in some students' answers; their scores increased after got feedback from the lecturer. Few students also said sometimes corrective feedback given by the lecturer made them doubts and afraid to repeat the same mistakes in writing.

The lecturer's feedback for students was easy to understand if the lecturer used simple language, not the complicated one, always give a clear and detailed explanation not only written but also orally. It also depends on the topic provided and class situation (for instance: the students did not pay attention, the lecturer have a lower voice, the feedback cannot be read, when it is not enough time).

The researcher asked the students about their follow up activity after getting feedback from the lecturer. The students answered that they would learn from the mistakes; they would take note of what mistakes they had made; and they try their best not to practice more (for instance: read the material about how to make a good essay, write a diary about daily activity, try to use English as much as they can in social media to improve their writing skill).

The benefits that students can find from corrective feedback given by the lecturer are they could know how far their understanding of the material they can reflect also learn from the mistakes of that writing and hope in the future they can produce a better essay. They can be more thorough, know their weaknesses and writing ability. Most of the students answered they did not find any shortcomings in corrective feedback given by the lecturer. They were any other answers from a few students. Since the lecturer gives feedback to 10 random students in the classroom then discuss it at the school, the students tend to think the feedback that the lecturer gave sometimes does not represent all of the mistakes that student made in writing. When the lecturer was having discussions in the classroom, sometimes the

students lose their attention span, and they got distracted easily since the lecturer's voice is so low and not using simple words to explain.

The students feel motivated to write after got feedback from the lecturer since he appreciated the students' work with comments of compliment, and for students' who make many mistakes were motivated by the lecturer to do better the next time. Some students also said about the effectiveness of feedback he gave in front of the classroom. These students think it is less effective as the students did not know whether they already make a good essay or not.

The students hope that the lecturer uses simple language when gives feedback also explains it in detail and clearly. They want the lecturer's voice to be louder and use LCD when they have discussions. They said there was not enough time for question and answer sessions. Therefore, they hope in the future to get more time for discussions.

In conclusion, the students have a positive response towards corrective feedback given by the lecturer. It could help them to produce good writing. The students feel motivated to write, and their score increase after getting corrective feedback. However, there were about five students who have different responses about corrective feedback given by the lecturer. Since the lecturer only gave feedback to 10 worksheets, they think it sometimes does not represent the students' mistakes in writing.

Research Discussion

Based on research findings, there were three types of corrective feedback used in the classroom; direct, indirect, and metalinguistic corrective feedback. The researcher found that the lecturer often used indirect corrective feedback to indicate and locating the mistakes. He underlined, circled, or just crossed out a particular word to point the mistakes. In Lindqvist (2011), indirect corrective feedback with indicating and locating the mistakes was preferred used by teachers. Rahmawati (2017) also found indirect corrective feedback is more effective than direct corrective feedback. Meanwhile, research by Jumariati and Husyana (2018) showed that indirect corrective feedback in the forms of underline, circle, and codes are used by the teacher to engage students to think about the errors and how to revise them.

The lecturer used indirect corrective feedback because he wanted the students to be more active in the classroom. He gave indirect corrective feedback to make the students discussing with their friends so they could get and share knowledge. Ferris and Roberts (2001) suggest that indirect feedback is preferable because it engages students in their learning in a way that direct feedback does not. Since this subject of research is 5th-semester students, they are considered at an advanced level. As advanced students and helped by their language proficiency, they are assumed to be able to monitor any deviance found in their own writing and, at the same time, will be able to correct them altogether (Muth'im and Latief, 2014).

For the advantages of using corrective feedback, the lecturer found that using corrective feedback can make the students aware of the mistakes they have made before. In the future, they might be able to produce a better essay with fewer mistakes. The lecturer found the disadvantages when using corrective feedback that some students did not pay attention to when he discussed the correction in the classroom. Moreover, he needs to communicate in the school by using mixed language between Bahasa Indonesia, Bahasa Banjar, and English to make the students understand the discussions.

Anggraini (2018) researched student's perspectives of corrective feedback. They were classified into students' positive responses, students' confusion, and students' preferred feedback. For a positive response, students found feedback was beneficial and helpful to improve their writing in the future since they can know their mistakes or something that they miss from their writing. The researcher found the same response to the previous research.

After getting corrective feedback, the students mostly answered that they take note of what mistakes they made and practice more (for instance: read the material about how to make a good essay, write a diary about daily activity, try to use English as much as they can in social media to improve their writing skill). Therefore, they can recall the material that had been taught, know their weaknesses, aware of the mistakes, and can be more understanding about it. Thus, they can improve their writing in the future. Beside gave corrective feedback to students' writing, the lecturer appreciated students' work by providing comments as well. The lecturer gave compliment comments for the students who made fewer mistakes, and he also wrote some motivation for students who made many mistakes to make them produce better writing. It made the students feel motivated to write after got the comments from the lecturer.

Cohen (1990: 11) states that so that written feedback results in a positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear. Based on research findings from the questionnaire, the students stated that when the lecturer used full English to explain, they cannot truly apprehend corrective feedback that he gives. Besides, the students stated that the lecturer has a lower voice when delivering and explaining the feedback. It makes the students unable to pay attention during the discussion in the classroom. Some students stated that sometimes after getting corrective feedback, they felt in doubt and afraid to repeat the same mistakes in writing.

In conclusion, the students think that lecturer corrective feedback is easy to understand if he uses simple language and gives a clear and detailed explanation about the feedback. Since the lecturer only checked ten random worksheets as models. Some students said the feedback given by the lecturer sometimes did not represent all of the mistakes that students made in writing. However, the lecturer discussed the mistakes that he found with students in the classroom.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research result and discussion, the conclusion can be drawn as and answers to the research questions, there is the lecturer of Essay Writing in UIN Antasari Banjarmasin often used indirect corrective feedback of indicating and locating the mistakes. The lecturer used this kind of corrective feedback when he corrected the students' mistakes in worksheets and classroom. The lecturer used indirect corrective feedback to make the students active and participate more in the classroom by sharing knowledge with the other students. It also can help them to remember the mistakes easily than can produce a good essay in the next time.

The lecturer said the advantages of using corrective feedback that he found; it can make the students aware of the mistakes they made before, and they might able to make a good essay in the future. Afterward, the disadvantages when using corrective feedback that he found; there were some students not paying attention when he discussed the correction in the classroom. It is because when he used full English to explain, students' will not truly understand the corrective feedback that he gives. Moreover, he needs to communicate in the classroom by using mixed language between Bahasa Indonesia, Bahasa Banjar, and English. He thought that if he used full English, students' will not truly understand the feedback that he gave.

The students respond towards corrective feedback given by the lecturer that it was beneficial to help them improve their ability and accuracy of writing in English. It increases their motivation to write and learn more. Some students also said corrective feedback make them in doubts and afraid to write because they would think to repeat the same mistakes in

writing. After getting corrective feedback, the students mostly take note of what mistakes they had made, will learn from mistakes for not making the same mistakes again in the next time, and practice more (for instance: read the material about how to make a good essay, write a diary about daily activity, try to use English as much as they can in social media to improve their writing skill).

Suggestions

It is suggested for the students to pay more attention to the lecturer when he gives corrective feedback in the classroom. Moreover, there is no time wasted, and the students can use the time to ask questions. Keep learning from the mistakes to produce better writing. For the lecturer, it is suggested to use simple language when giving corrective feedback, explain the feedback in detail and clearly, provide more examples and use LCD when having a discussion. Meanwhile, for other researchers, it is suggested to research students' perspectives in corrective feedback. The researcher expected that this research could be used as a reference for the next researchers who are interested in the same field.

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