



FINAL PROJECT

**STUDENTS' PREFERENCES AND TEACHERS' BELIEFS TOWARDS
WRITTEN CORRECTIVE FEEDBACK**

a Final Project

submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan*
in English

Alviana Tri Adhi Kencana

2201414085




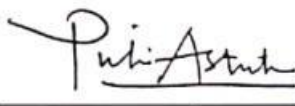
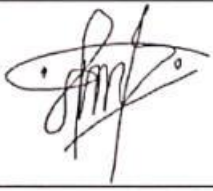
**ENGLISH DEPARTMENT
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SEMARANG STATE UNIVERSITY**

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APPROVAL

This final project entitled **STUDENTS' PREFERENCES AND TEACHERS' BELIEFS TOWARDS WRITTEN CORRECTIVE FEEDBACK** has been approved by the Board of Examination of the English Department of Language and Arts Faculty of Universitas Negeri Semarang (UNNES) on May 2020.

Board of Examination

1. Chairperson,
Ahmad Syaifudin, S.S., M.Pd.
NIP. 198405022008121005 
2. Secretary,
Widhiyanto, M.Pd., Ph.D.
NIP. 197309052005011001 
3. First Examiner,
Dr. Dwi Anggani Linggar Bharati, M.Pd.
NIP. 195901141989012001 
4. Second Examiner
Puji Astuti, S.Pd., M.Pd., Ph.D.
NIP. 197806252008122001 
5. Third Examiner as First Advisor
Pasca Kalisa, S.Pd., M.A., M.Pd.
NIP. 198909062014042001 

Approved by

The Dean of Faculty of Languages and Arts



Dr. Sri Rejeki Urip, M.Hum

NIP. 196202211989012001

DECLARATION OF ORIGINALITY

I, Alviana Tri Adhi Kencana, hereby declare that this final project entitled "Students' Preferences and Teachers' Beliefs towards Written Corrective Feedback" is my own work and has not been published in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, February 2020



Alviana Tri Adhi Kencana

NIM. 2201414085

MOTTO AND DEDICATION

“Pain is weakness leaving the body”

(United States Marine Corps)

This final project is dedicated to:

My Beloved Father Mr. Budi Suprayogo

My Beloved Mother Mrs. Aminah

My Elder Sister Ekaningtyas Dhian Rachmawati

My Elder Brother Romadhony Dwiyan Megananda

My Younger Brother Nafiswara Catur Mahardika

My Best Friends

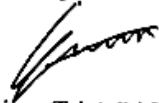
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First of all, I would like to praise to Allah SWT, the Almighty and the Most Merciful, for blessing me with the completion of this final project. Then, shalawat and salaam are only given to Prophet Muhammad SAW, the best teacher in the world.

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Alviana Tri Adhi Kencana

ABSTRACT

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Writing skill has been considered as a crucial skill that EFL students need to master. One of the techniques usually employed by teachers to help students improve their writing is via Written Corrective Feedback (WCF). Although many studies have been conducted to test its effectiveness, fewer studies have examined students' and teachers' preferences and beliefs towards the usefulness of WCF. Therefore, the present study analyzed students' preferences and teachers' beliefs regarding WCF. The participants consisted of 35 EFL students and 5 EFL teachers enrolled in SMK Negeri 1 Bawang Banjarnegara, a vocational high school in Banjarnegara, Indonesia. In this study, the researcher used mixed method, integrating qualitative and quantitative data. The data were both obtained through written questionnaires for the students and interview questions for the teachers. The collected data were analyzed based on WCF types classified by Ellis (2008), specifically for certain types like direct, indirect, and metalinguistic corrective feedback. The result of the present study demonstrated that both students and teachers mostly agreed that students should receive WCF in large amounts. Both of them also agreed that teachers should provide comprehensive feedback which consists of correction and explanations. Finally, both of them also had similar opinions that form-focused errors should be prioritized for correction than content-focused errors.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction of this study, which consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, and finally limitations.

1.1 Background of the Study

English is an international language, and therefore learning English is necessary for global communication. Besides, being able to use English for communication gives numerous advantages for individuals, especially for foreign language learners. Khunaivi and Hartono (2015) stated, “In Indonesia, English belongs to a foreign language in which it is used for academic purposes, job vacancies’ requirement, and traveling overseas” (p. 15). Hence, it is very helpful to learn and be capable of using English.

Writing is one of the most essential skills for EFL students alongside reading, listening, and speaking. It has been teachers’ job to find appropriate teaching techniques to encourage students’ success in learning such skill. One of the techniques commonly employed by teachers to improve students’ writing skill is through the provision of written corrective feedback (WCF). In this context, WCF is a written response made by a teacher that aims to correct linguistic errors found in students’ written text. Bitchener and Storch (2016) added that “it seeks to either correct the inaccurate usage or provide information about where the error has occurred and/or about the cause of the error and how it may be corrected” (p.1).

Many aspects of writing can be given feedback by teachers, such as form (grammar, mechanics, and vocabulary) and non-form (organization and ideas). More than often WCF has been used as a technique for correcting grammatical errors as well as other errors found in students' written text. Even so, the effectiveness of WCF to improve students' writing skills is still debatable.

Based on prior investigations conducted by the researcher, it is found that some of the students claimed that they have difficulties in handling their teachers' written feedback given to their written errors. After being investigated in further, it turned out that some of them preferred certain kind of feedback rather than the ones given by their teachers. They also criticized their teachers' written feedback because they often receive not enough or too many feedback which made some of them discouraged. The dissimilarity between students' and teachers' perceptions may lead to misunderstandings and ineffective learning. This is supported by Horwitz (1990), Kern (1995), and Schulz (1996) as cited in Brown (2009) who stated, "mismatches between FL students' and teachers' expectations can negatively affect the students' satisfaction with the language class and can potentially lead to the discontinuation of study" (p. 46). Therefore, some studies are needed to look into both students' and teachers' perceptions regarding the WCF in order to give better decisions for the teachers in using certain types and amount of WCF.

Teachers and students are the primary subjects involved in WCF. Hence, their perceptions and preferences towards WCF are considerable. Horwitz (1990), Kern (1995), and Schulz (1996) as cited in Brown (2009) stated, "mismatches between FL students' and teachers' expectations can negatively affect the students' satisfaction

with the language class and can potentially lead to the discontinuation of study” (p. 46). Moreover, Lee (2008) added, “without understanding how students feel about and respond to teacher feedback, teachers may run the risk of continually using strategies that are counter-productive” (p. 145). Accordingly, in order to achieve effective WCF practice, it is crucial to see whether students’ preferences are in line with teachers’ beliefs in practicing WCF or not.

There are many studies focusing on the effectiveness of WCF in specific (e.g., Ahmad, Saeed, & Salam, 2013; Bitchener, Young, & Cameron, 2005; Ellis et al., 2008; Baleghizadeh & Dadashi, 2011; Sheen, 2007; Bitchener & Knoch, 2010b). However, a few have explored the aspects which determine its usefulness: students’ preferences and teachers’ beliefs towards the usefulness of WCF itself. Moreover, published literature that investigates this topic in Indonesia is still scarce. Therefore, the researcher is interested to conduct a study in this area.

1.2 Reasons for Choosing the Topic

In this study, the researcher aimed to examine students’ perceptions and teachers’ beliefs about the usefulness of WCF in a writing class. It is obvious from the previous studies that students’ preferences and teachers’ beliefs are one of the important factors in determining the effectiveness of WCF. However, there are few existing studies that have investigated the extent to which students’ perceptions in accord with teachers’ beliefs, especially in the EFL context. In addition, most studies that examined students’ perceptions and preferences were conducted in college/university settings. The researcher believes that investigating high school students’ preferences

and teachers' beliefs are also important. The writer agrees with Lee (2008) who argued that

a focus on school students is important since by the time students enter college or university, they will have been exposed to L2 writing for a substantial period of time, long enough to cause them to develop ingrained attitudes toward L2 writing (p. 145).

Most of the studies also have been in the context of English as a Second Language (ESL); however, this study aimed to concentrate on English as a Foreign Language (EFL) context. Apart from WCF's efficacy in specific, this study focuses only on investigating students' preferences and teachers' beliefs towards WCF, taking place in SMK Negeri 1 Bawang Banjarnegara, a secondary school in Indonesia.

1.3 Research Questions

According to the introduction of the study stated above, the research problems are arranged as follows:

- (1) How comprehensive are WCF that students and teachers think the most useful?
- (2) What types of WCF do students and teachers think are the most useful?
- (3) What types of errors do students and teachers think should be corrected?

1.4 Objectives of the Study

According to the problems stated above, the objectives of the study are as follows:

- (1) To describe the comprehensiveness of WCF that students and teachers think are the most useful.

- (2) To describe the types of WCF that students and teachers think are the most useful.
- (3) To describe the types of errors that students and teachers think should be corrected.

1.5 Significance of the Study

At least, three points of significance will be obtained from this study:

- (1) Theoretically, the results of this study can enrich references of previous studies on WCF, especially studies focusing on students' and/or teachers' perceptions towards the usefulness of WCF.
- (2) Practically, the results of this study can provide clearer information about what students want to receive from teachers' WCF and therefore, teachers can conduct more effective practices of WCF.
- (3) Pedagogically, the results of the study can support the enhancement of teaching English writing by applying effective WCF after considering students' perceptions towards the method.

1.6 Limitations

There are several limitations to this study. First, this study involves a small number of participants, drawn from a vocational high school consisting of only five teachers and 35 students. Thus, the results of the study do not apply to broader contexts. In addition, more studies in the future that involve larger sample sizes and more varied contexts are needed.

Moreover, the results of this study are according to teachers' and students' self-report regarding their perceptions and beliefs towards the helpfulness of WCF. Their opinions may be different from their real practices in the classroom. Thus, future studies comparing students' and teachers' perceptions with real classroom practices are necessary.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two presents review of related literature. This chapter consists of three parts. They are review of the previous studies, theoretical background, and theoretical framework.

2.1 Review of the Previous Studies

To strengthen the present study, literature review is needed. The literature review in this research involves several previous studies.

There was a study conducted by Amrhein and Nassaji (2010) which purposely investigating and comparing the opinions and preferences of ESL students and teachers regarding the helpfulness of certain types and amounts of WCF. The researchers also explored the reasons why the students and the teachers preferred particular options. 64 participants (33 adult ESL students and 31 ESL teachers) from five different English language classes at two different private English-language schools in Victoria, B.C, Canada were involved in this study. Questionnaires designed for students and teachers are employed to collect quantitative and qualitative data. The results indicated that there were several differences in teachers' and students' opinions regarding the useful amount and types of WCF and also the types of errors that should be corrected. However, both of them agreed that repeated errors should receive consistent markings.

The next research was conducted by Sayyar and Zamanian (2015) which compared the opinions of Iranian EFL learners and teachers about the amount of, the

kinds of WCF, and different kinds of errors that should receive feedback. 54 EFL student participants and 24 EFL teacher participants were involved in the research. Written questionnaires were employed to gather students' and teachers' data qualitatively and quantitatively. The findings showed that there are few significant differences in the opinions of Iranian learners and teachers regarding the amount and types of WCF. The finding showed identical views regarding how much and what types of WCF, and error correction to be given to students, as well as their reasons.

Although the present study largely uses the same framework as these two previous studies, the present study is conducted in Indonesia which furthermore can provide insights in this area viewed from different cultural backgrounds.

Another similar research was conducted by Atmaca (2016) which aimed to compare Turkish EFL students' and EFL teachers' perceptions regarding WCF. There were 34 EFL student participants and 34 EFL teacher participants involved in the study. They were instructed to leave responses to several questionnaire items first, before the researcher proceeded to conduct statistical and descriptive analyses. The results of the study showed that there are no significant differences between students' and teachers' perceptions about amount and type of WCF; however, some differences were found in open-ended questions' results. In addition, some differences were found in the adoption of WCF among students or teachers themselves. Similar to mentioned previous studies, her study was conducted at college/university level. Unlike the previous studies, the present study focuses on investigating students' and teachers' perceptions at secondary school level.

The next research related to perceptions of students and teachers towards WCF was conducted by Al Shahrani (2013). Like most of the previous studies, his study aimed at investigating students' preferences and teachers' beliefs towards WCF. However, interestingly, the study compares teachers' opinions with their actual practices in order to see whether their beliefs accurately reflect their practices in the classroom or not. The study examined the WCF provisions given by three EFL teachers to 45 students' written texts in a Saudi university. The findings of the study displayed that the teachers provided WCF comprehensively to students' written texts, which has similarity with the preferences of students and the beliefs of teachers. However, several mismatches occurred in the beliefs of teachers and their real practices in the classroom which largely caused by the university's requirements that partially resulted in the lack of possibility to practice their beliefs. Moreover, the student participants in the present study are designed to consist of males and females, more varied than the student participants in his study which involved only male students.

The next research was done by Salteh and Sadeghi (2015) which focused on investigating students' and teachers' preferences regarding WCF techniques. There were 100 L2 student participants and 30 EFL teacher participants involved in this study. Both participants were instructed to fill out questionnaires regarding their views about various WCF techniques. In addition, a qualitative approach was employed to triangulate the findings; nine of teacher participants were interviewed. The findings displayed that there are clear differences between the opinions of students and teachers. Moreover, disagreement among students and teachers

themselves were found regarding the most appropriate WCF techniques. Similar to their study, the present study focuses on investigating students' preferences and teachers' beliefs regarding WCF. However, in the present study, interview for teacher participants are conducted to collect more reliable information.

There are several related studies that examined Indonesian EFL students' preferences and/or teachers' beliefs towards WCF. For example, a study conducted by Rosdiana (2016) attempted to investigate the perceptions and attitudes of students toward teachers' WCF in the writing classroom. It was conducted in UIN Ar-Raniry in Indonesia. To achieve this goal, qualitative research which is primarily categorized as exploratory research was employed. To collect the data, the researcher used questionnaires and interview questions designed for students. The results revealed that WCF was considered helpful and was more appreciated by the students. They believe that they still need to receive WCF on their papers for the improvement of their writing skills.

Another similar research was done by Susanti (2016) investigating students' perceptions about practices of useful WCF in a large EFL class in Indonesia viewed from their English proficiency level. There were 150 undergraduate students participated in this study by filling out the given questionnaire sheet. The data were analyzed viewed from students' TOEFL scores in order to see the correlation between students' preferences and their English proficiency level. The study found that the students perceived WCF as effective when they receive written feedback from their lecturers. However, the students preferred oral feedback from peers instead of written form.

Listiani (2017) conducted quantitative and qualitative research to explore Indonesian EFL students' perceptions towards teachers' WCF applied in a writing class. There were 50 students participating in the study. They were from a private university in Central Java, Indonesia. The findings revealed the students' perceptions and the reasons behind their preferences. Overall, the students claimed that WCF made them better in writing a paragraph text such as the use of *direct teacher's written corrective feedback*. In addition, most students tended to believe that *indirect teacher's written corrective feedback* is useful as well. Most students also agreed that WCF on all forms of written errors such as organization, content, mechanics, grammatical, and vocabulary errors improved their writing. Finally, all students agreed that the media helped them receiving feedback.

Elhawwa, Rukmini, Mujiyanto, and Sutopo (2018) conducted an interesting study concerning how the learners perceive WCF in a multicultural writing class. The study was conducted in IAIN Palangka Raya. There were 25 students consisting of three different ethnic groups: Dayaknese, Banjarese, and Javanese. The data were collected via questionnaires and observations. The findings show that all ethnic group students have positive responses on WCF in L2 writing classes. In terms of the feedback types, 90% of Dayaknese participants and 80% of Banjarese participants prefer to treat using direct CF. Meanwhile, 83% of Javanese participants prefer to treat using indirect CF. In terms of the feedback sources, 92% of Javanese participants and 80% of Banjarese participants prefer to receive teacher CF while 81% of Dayaknese students prefer to receive peer CF.

The next related study was conducted by Iswandari (2016) which aimed at investigating students' preferences towards teachers' WCF specifically for its types and kind of errors they want to be corrected. Questionnaires are employed to gather the data in the form of Likert scales and open-ended questions. The study found that the students perceive WCF as useful for correcting their written work. In addition, most students preferred indirect CF for their written work. Furthermore, they perceived indirect CF which deals with indicating and locating the errors is the most useful for their writing accuracy. Lastly, they perceived that teachers should correct written errors in their written work such as grammatical, punctuation, spelling, and vocabulary errors.

Similar to these previous studies conducted in Indonesia, the present study investigates students' perceptions towards teachers' WCF. However, the present study does not only investigate students' perceptions but teachers' beliefs are also examined for comparative purposes.

The previous studies were already well-conducted in terms of exploring teachers' beliefs and students' perceptions towards WCF. Nonetheless, these studies still have several limitations, and therefore further researches in this area are needed. Therefore, the present study aims to fill the gap.

2.2 Theoretical Review

Review of theoretical study presents some theories related to the topic. This subchapter is divided into general concept of writing, definition of feedback, written corrective feedback, types of written corrective feedback, and the last is theoretical framework.

2.2.1 General Concept of Writing

Patel and Jain (2008) defined writing as “a kind of linguistic behavior. It presents the sounds of language through visual symbols” (p. 125). Additionally, Linse and Nunan (2006) explained that “writing is a combination of process and product of discovering ideas, putting them on paper and working them until they are presented in manner that is polished and comprehensible to readers” (p. 98). In short, writing can be concluded as an activity of expressing ideas through a written form.

Although writing can be understood as a simple activity which puts feelings and thought on a written paper, it is actually more complex in the process. Hedge (2005:10) as cited in Ahlsén and Lundh (2008) stated that

writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers (p.4).

This process requires comprehensive understanding in terms of ideas, grammatical structures, organization, and vocabulary in order to produce good writing.

In an EFL context, writing is an important skill in teaching and learning. According to Rao (2007) as cited in Ahmed (2010) stated that EFL writing is useful because “first, it motivates students’ thinking, organizing ideas, developing their ability to summarise, analyze and criticize. Second, it strengthens students’ learning, thinking and reflecting on the English language” (p. 212). In addition, Geiser and Studly (2001) as cited in McNamara, Crossley, and McCarthy (2010) stated that for students, “writing skills are among the best predictors of success in course work

during their freshmen year of college” (p.4). Santos (2000) as cited in Watcharapunyawong and Usaha (2013) added that

there are three reasons making writing increasingly essential which are 1) more international linguists are promoting writing as their field of specialization, 2) more articles and journals are being published in English, and 3) more international students are pursuing their degrees in English speaking countries (p. 67)

On account of the importance of writing, many schools and colleges offer more writing courses to develop students’ writing skills. In order to acquire good writing skills, students need teachers’ assistance. Silva (2000) as cited in Watcharapunyawong and Usaha (2013) noted that “a number of second language writing specialists are very much required due to the increasing demands of English writing courses” (p. 67). Moreover, writing has been considered as the most difficult skill to master and thus teachers have to spend more time and effort in order to help students effectively develop their writing skills. In teaching writing, teachers need to have comprehensive writing and ability to give quality feedback on students’ written works. For this reason, being a good writing teacher is a complex matter and it should be considered in order to achieve effective and efficient learning process. Therefore, teachers’ role in students’ writing skill improvement is essential and consequently needs to be primarily considered as well as students’ process in learning writing.

2.2.2 Definition of Feedback

Kulhavy (1977) defined feedback as “any of the numerous procedures that are used to tell a learner if an instructional response is right or wrong” (p. 211). The simple example of this definition is that teachers give the correct answer to students’ written errors.

Kulhavy and Wager (1993) as cited in Nelson and Schunn (2009) examined the meanings of feedback:

1) some feedback, such as praise, could be considered a motivator that increases a general behavior (e.g., writing or revision activities overall); 2) feedback may specifically reward or punish very particular prior behaviors (e.g., a particular spelling error or particular approach to a concluding paragraph); and 3) feedback might consist of information used by a learner to change performance in a particular direction (rather than just towards or away from a prior behavior). (p. 1).

From the definitions above, it can be concluded that the provision of feedback is given by instructors for improving the learners' performance. In a school/college, it is simply a technique used by teachers to correct errors in students' written works. These errors can be either spoken or written.

2.2.3 Written Corrective Feedback

Feedback can be oral or written. In the case of the written corrective feedback (WCF), Bitchener and Storch (2016) defined it as “a written response to a linguistic error that has been made in the writing of a text by an L2 learner. It seeks either to correct the inaccurate usage or provide information about where the error has occurred and/or about the cause of the error and how it may be corrected” (p. 1). Accordingly, WCF can simply be defined as a tool to locate errors and the reasons why they exist. WCF can also provide solutions on how to fix the errors.

According to Richards and Schmidt (2013), feedback is defined as “comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons” (p. 217). When it comes to written feedback, it means that the feedback is presented in a form of written information, usually provided on students' written work. Furthermore, WCF can be given by

teachers or peers. Either of these has their own positive and negative effects on students' success in learning.

In sum, WCF is a technique of correcting students' errors in their written work for their improvement purpose. It is always in the form of writing and can be provided by either teachers or peers.

2.2.4 Types of Written Corrective Feedback

WCF is effective to help students see their written errors. However, different students' proficiency levels may affect students in choosing particular WCF types. There are several types of WCF provisions. This study primarily concerns with the types that Ellis (2008) presented, specifically for direct, indirect, and metalinguistic corrective feedback. She presented several types of WCF that can be used by teachers for correcting errors found in students' written work. She analyzed published empirical researches of WCF in order to identify these options. There are several classifications presented by Ellis regarding the types of WCF:

2.2.4.1 Direct Corrective Feedback

Direct CF is simply done by explicitly providing the correct form of written errors. The marking can be done by directly crossing out unnecessary word, phrase, or even a morpheme. Teachers can also add a missing word, phrase, morpheme, or directly writing the correct form around the error, usually above or near the written error. Direct CF is always stated clearly, leaving no room for confusion or doubt. In addition, it is never implied.

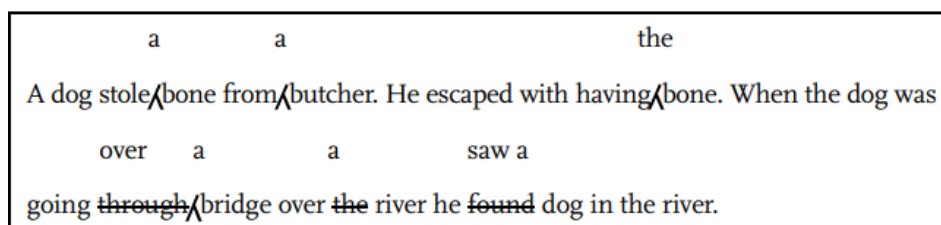


Figure 2.1 Example of Direct CF (adopted from Ellis)

2.2.4.2 Indirect Corrective Feedback

Indirect CF is more implied feedback than direct CF. It only indicates that student has made an error and they have to self-correct it. This is done usually by underlining or marking a circle on the error that the student made. It can also be done in other forms or symbols as long as it is not presented explicitly (see figure 2.2). Students only receive this information so they have to put an effort to find the correct form. This type of feedback is considered to be less time-consuming and believed to be more useful for students' learning progress. In fact, this type of feedback encourages students to be more active in solving their written problems.

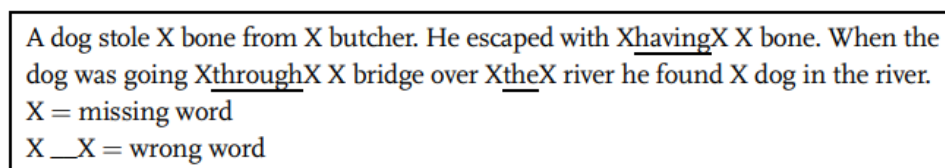


Figure 2.2 Example of Indirect CF (adopted from Ellis)

2.2.4.3 Metalinguistic CF

An example of Metalinguistic CF is teachers providing clues like symbols or codes about the reasons why an error exists. This obviously will put

more effort to students because they have to solve the problem by themselves by understanding the clues. The teacher usually writes the feedback near the erroneous form (see figure 2.3).

| | | |
|--|------|---------|
| art. | art. | WW art. |
| A dog stole bone from butcher. He escaped with having bone. When the dog was | | |
| prep. | art. | art. |
| going through bridge over the river he found dog in the river. | | |

Figure 2.3 Example of Metalinguistic CF (adopted from Ellis)

There is another way in applying Metalinguistic CF. The teacher may write numbers near each of the errors and then write a description at the bottom of the text that explain the reasons why the errors exist and how to self-correct them. However, this is rarely used since it takes more time to do.

| | | |
|--|-----|-----|
| (1) | (2) | (3) |
| A dog stole bone from butcher. He escaped with having bone. When the dog was | | |
| (4) | (5) | (6) |
| going through bridge over the river he found dog in the river. | | |
| <i>(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.</i> | | |
| <i>(3)—you need 'the' before the noun when the person or thing has been mentioned previously.</i> | | |
| <i>(4)—you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').</i> | | |

Figure 2.4 Example of Metalinguistic CF (adopted from Ellis)

2.2.4.4 Focused and unfocused feedback

These two types of feedback are only the matter of the feedback range the teacher decides to provide. The teacher can choose to correct all errors or focus on correcting specific errors only. Both focused and unfocused feedbacks have their own respective values. Focused feedback gives more intensive correction on specific errors of the teacher's choice; thus it usually has smaller amounts compared to the unfocused one. In this respect, students are able to focus more on these errors. However, unfocused feedback gives advantages in terms of the range of feedback. In general, students receive larger amounts of feedback so they can see all of their errors, not only the ones dealing with certain topics.

2.2.4.5 Electronic feedback

Electronic feedback is simply a kind of feedback which is done in an electronic device. Students' written work is also written or transferred to this device and the teacher provides feedback on them. An example of this type of feedback is the use of certain computer software like Microsoft Word which supports students' and teachers' interaction. An application like enables teachers to leave a comment to students' written work, then when the feedback is provided the teachers usually send the file to the students through a hyperlink or an e-mail. This type of feedback is still less-common because students usually write their work on papers. Not only time-consuming but this type of feedback also requires particular facilities for both students and teachers.

2.2.4.6 Reformulation

Reformulation is a type of CF that provides students with a resource so they can correct their errors by referring to the given resource. For example, students' written text is reworked by a native speaker so it will sound more native than the original. However, the content of the text will still remain original. Afterward, students are given the burden to compare the changes between the original text and the reformulated text. By doing so, the students can notice the correct forms of their errors..

| | |
|-------------------|--|
| Original version: | As he was jogging, his tammy was shaken. |
| Reformulation: | As he was jogging, his tummy was shaking. tummy shaking |
| Error correction: | As he was jogging his tammy was shaked . |

Figure 2.5 Example of Reformulation (adopted from Ellis)

2.2.5 Theoretical Framework

The goal of the present study is to explain students' preferences as well as teachers' beliefs on WCF. The technique of data analysis that the researcher uses is adopted from Amrhein and Nassaji (2010). The writer begins by collecting the data and analyzing them. The collected data will be classified based on common themes and afterward both students' and teachers' data are compared. These data are compared using quantitative and qualitative analysis which finally explains students' preferences and teachers' beliefs alignment.

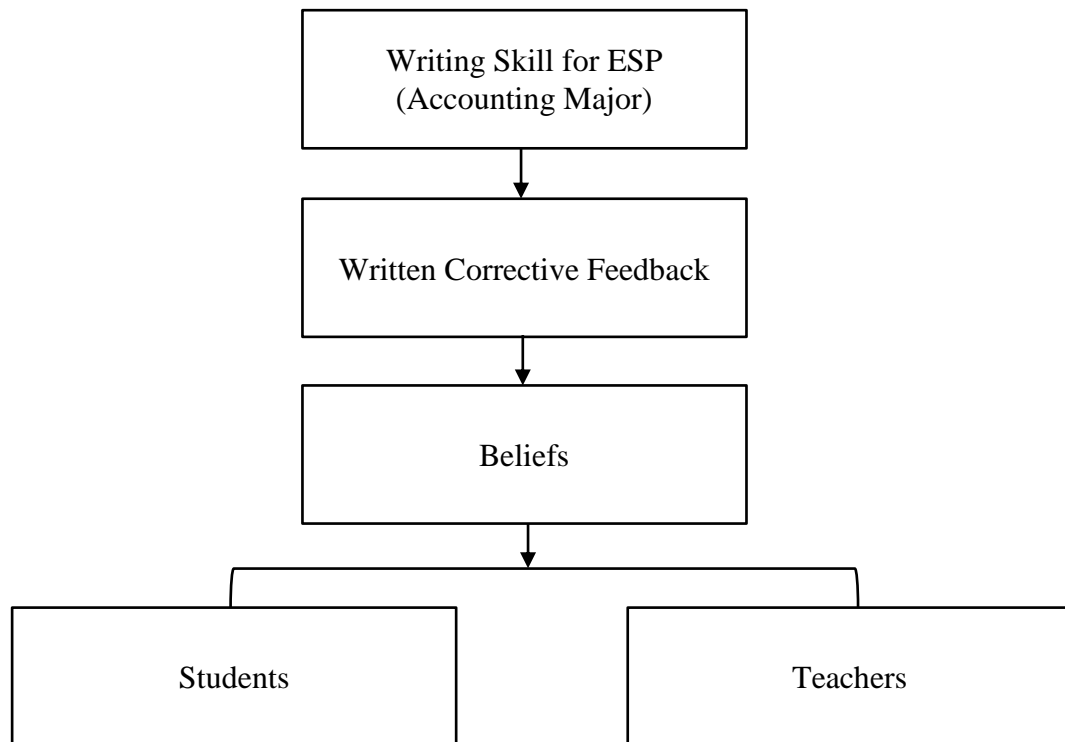


Figure 2.6 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Both students and teachers showed similar views about the useful amount of WCF and correction for repeated errors. Most of the students preferred to receive large quantities of feedback. The majority of the students also preferred to receive correction on repeated errors. The teachers had similar beliefs that they mostly chose comprehensive feedback. The majority of the teachers also chose to provide corrections on repeated errors.

Both students and teachers also share similar perspectives about the useful types of WCF. Most of the students expect to receive comprehensive feedback which includes correction and explanations. The teachers also agreed that comprehensive feedback is the most useful form of feedback; however, they consider it as time-consuming.

Ultimately, both students and teachers also have similar opinions about the error types that should receive correction. The majority of the participants stated that personal comment on content or ideas is not a big problem, so teachers should not put much effort into providing this kind of feedback. Instead, the findings demonstrated that teachers should focus on linguistics errors especially grammar, punctuation, spelling, vocabulary, and organization.

5.2 Suggestions

After analyzing the results of this study and making a conclusion, the researcher offers several suggestions to both students and teachers.

Although students expect to receive feedback with direct correction and clear explanations, they should consider that receiving overt correction too often makes them effortless to self-correct. While fulfilling their expectations is important, student autonomy is also valuable at the same time because it teaches them to be more self-reliant in the future. Therefore, students should take several types of WCF that promote self-correction into consideration.

Teachers believe that certain WCF types and several error types need to receive WCF. However, several obstacles are the reasons why they decided to give different types of WCF. For instance, teachers believe that correction with a comment is useful but time-consumption claimed to be the main problem. Thus, the researcher suggests that apart from these obstacles, teachers should take students' expectations into account because if their learning desires do not correspond, learning may not be effective. Teachers should try to provide direct correction with a comment and see whether it is more effective although it may not be efficient. Furthermore, the researcher suggests that both students and teachers should openly discuss their preference in order to achieve a better learning process for students and make an agreement regarding the quantity of WCF, types of WCF, and types of errors that should receive correction.

The present study has investigated both students' preferences and teachers' beliefs towards WCF. However, it only comprised of a small sample size; and thus,

further research which involves a larger sample size is required so it can be widely generalized. Moreover, the findings drawn from the present study are only based on students' and teachers' perceptions; and therefore, more studies that investigate their perceptions and practices are necessary to gain more reliable results.

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