



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

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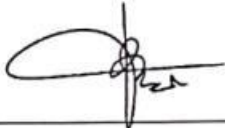

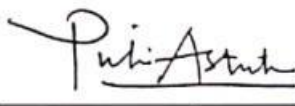
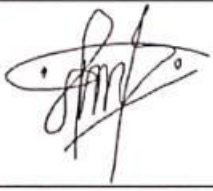
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APPROVAL

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.

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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 Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.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



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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

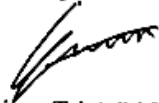
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First of all, I would like to praise to Allah SWT, the Almighty and the Most Merciful, for blessing me with the completion of this final project. Then, shalawat and salaam are only given to Prophet Muhammad SAW, the best teacher in the world.

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My special thanks, as ever, go to my beloved father Mr. Budi Suprayogo, my mother Mrs. Aminah, my elder sister Ekaningtyas Dhian Rachmawati, my elder brother Romadhony Dwiyan Megananda, and my younger brother Nafiswara Catur Mahardika for the endless support during my ups and downs. I am also grateful to the best of all I have (Bobi, Ardhy, Solah, Novandy, Sahid, Candra, Irul, Bagas, Lutfi, and Faizal) for being there, texting me, and keeping up with me more thoroughly than others have. Thank you for bringing yourselves into my life. My thanks also go for PPL SMP Negeri 3 Batang members and KKN Jati 2017 friends for the great encounter we have made. Finally, I have a great expectation that my research will be beneficial and useful for anyone who is interested in the topic I presented in this study.

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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.

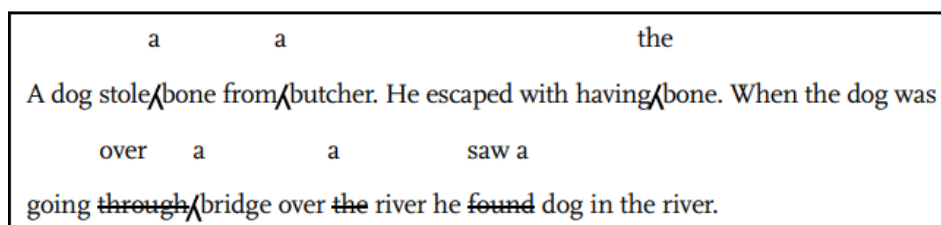


Figure 2.1 Example of Direct CF (adopted from Ellis)

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.

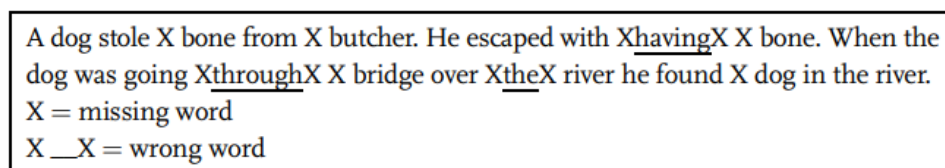


Figure 2.2 Example of Indirect CF (adopted from Ellis)

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.

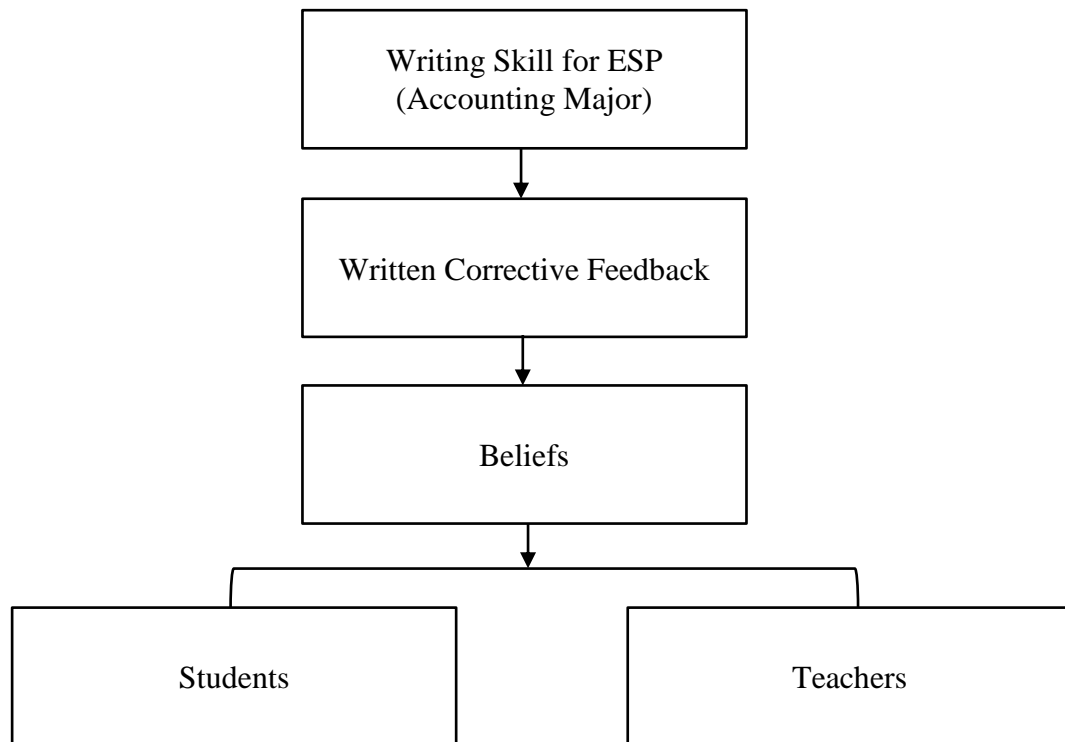


Figure 2.6 Theoretical Framework

CHAPTER III

RESEARCH METHOD

This chapter presents the method of study in detail. It consists of seven subchapters which are research approach, settings and participants, the roles of the researcher, sources of data, instruments for collecting data, and the last is procedure of investigation.

3.1 Research Approach

In this investigation, the researcher uses mixed methods, which integrates both quantitative and qualitative data. Creswell (2002) as cited in Williams (2007) defined that “quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches” (p.65).

The objective of the present study is to explain students’ preferences and teachers’ beliefs towards the usefulness of WCF. Thus, the descriptive design is adopted. The study will combine quantitative and qualitative research methods. The researcher uses quantitative research in order to gain statistical data regarding students’ preferences and teachers’ beliefs towards WCF. In addition, qualitative research is conducted to obtain more descriptive information regarding students’ and teachers’ reasons why they preferred certain types of WCF and particular error types that should be corrected.

3.2 Settings and Participants

The subject of this study included five EFL teachers and 35 EFL students majoring in Software Engineering in SMK Negeri 1 Bawang Banjarnegara. The student participants consist of 15-16 years old males and females. The majority of the students have been learning English since junior high school. The teacher participants consist of one male and four females. Most of the teachers have been teaching for at least nine years. In addition, one of the teachers has exact 29 years teaching experience to this date. Thus, the teachers are considered as experienced teachers.

3.3 The Roles of the Researcher

The researcher takes a role as a data collector and an analyst. Acting as the data collector, the researcher will collect teachers' beliefs towards WCF through interview questions and students' preferences towards WCF through questionnaires. Later, the researcher will analyze both data, and finally, the researcher will be able to answer the research problems.

3.4 Sources of Data

The data are obtained from two sources: interview and questionnaire. Since there are only five teacher participants, the use of interview will not be as time-consuming as it is in common. Since the number of the teacher participants is small, the researcher decided to use interview questions to obtain teachers' data so that the more in-depth information can also be collected. The interview is done with five EFL teachers in SMK Negeri 1 Bawang Banjarnegara. The questionnaire is employed for collecting students' preferences on WCF.

3.5 Instruments for Collecting Data

In this study, the researcher only uses questionnaires and interview questions as instruments for data collection. Each instrument will be explained below in detail.

3.5.1 *Questionnaire*

The researcher will use questionnaire designed by Amrhein and Nassaji (2010) from the University of Victoria. To ensure the reliability of the questionnaire, Atmaca (2016), who also used the same questionnaire design, stated that “Cronbach Alpha’s coefficient was employed and found to be .745, which indicates a high level of reliability of the instrument used” (p.169). However, the questionnaire is redesigned so it matches with the present study. The questionnaire will be distributed only to student participants so the wording and formatting are simplified for easier understanding. The researcher will guide the process to ensure that student participants understand the questionnaire as well as what they have to do. Thus, the data obtained will be more reliable.

The questionnaire consists of four questions (See Appendix A). The first question is a closed-ended question which mainly asks students about their opinions on the useful amount of WCF. The students choose at least an option from the provided answer choices. Afterward, students are also instructed to provide their reasons why they choose certain options. The second question asks students’ perceptions towards the types of teachers’ WCF that they think are useful. This question consists of six sub-questions that ask students’ preferences on each of WCF types through Likert-scales. The students have to circle or cross the number

representing the usefulness of each type (1=not very helpful; 5=very helpful). It also asks students' reasons why they choose particular options. They are also asked to give reasons for their choices. The third question asks students' preferences on whether teachers should correct students' reoccurring errors or not. They are also asked to provide reasons for their choice. The last question has the same structure as the second question, which uses Likert-scale to obtain students' data. However, this fourth question asks students about the types of errors that teachers should correct. It has six sub-questions that ask students' opinion on the usefulness of each type of error as well as their reasons.

3.5.2 Interview Questions

Since there are only five EFL teachers that will be questioned, instead of using questionnaires, the researcher will use interview questions for the teachers to gain more in-depth information regarding their beliefs on WCF. However, the interview questions are adopted from the questionnaire items used to collect students' preferences. Although time-consuming, interview was found to be a reliable tool for eliciting true responses from participants (Pellicer-Sánchez & Schmitt, 2010). Thus, the researcher decided to use interview questions for the purpose of more reliable data collection (See Appendix B).

3.6 Method of Analysis

3.6.1 Procedure of Collecting the Data

The data are collected through questionnaires and interview questions. There are several stages that have to be followed in gathering the research data.

3.6.1.1 Collecting Students' Data

In order to collect students' data, the researcher will directly come to the classroom in which the students participate in the present study. All of the 35 students will receive a questionnaire distributed by the researcher. Before giving responses to the questionnaire, the researcher will explain the purpose of filling out the questionnaire as well as how to do it correctly so that the responses can be as actual as possible. The questionnaire involves asking several questions regarding students' opinions about the usefulness of certain types of WCF, certain written errors that should be corrected, and their opinions concerning correcting repeated errors found on students' written work. The students are estimated to have done the questionnaire in about 30-40 minutes. After that, the researcher will collect all of the questionnaires and proceed to the next stage of data collection, which is the interview.

3.6.1.2 Collecting Teachers' Data

In order to collect teachers' data, the researcher will conduct interviews with five EFL teachers of SMK Negeri 1 Bawang Banjarnegara. The researcher will interview each teacher separately, depending on the teachers' availability. The researcher will ask several questions regarding the teachers' opinion about the usefulness of certain types of WCF, certain written errors that should be corrected, and their opinions concerning correcting repeated errors found on students' written work. Finally, after both data from questionnaires and interviews are gathered, the researcher will analyze them.

3.6.2 Procedure of Analysing the Data

The obtained data will be analyzed quantitatively and qualitatively. The researcher adopts Amrhein and Nassaji (2010) method in analyzing the data. There are several stages that have to be followed in analyzing the research data.

3.6.2.1 Questionnaire Results

In this study, the questionnaire is used to obtain students' responses. After the data obtained, the researcher will record the questionnaire responses to an excel spreadsheet. In the spreadsheet, the data will be categorized each according to common themes to make the analysis easier and more readable. After all of the responses are categorized and the number of participants for each category is counted, the researcher will proceed to analyze the interview results, which basically has similar treatment.

3.6.2.2 Interview Results

The treatment of interview results in this study is similar to that of questionnaire results. However, the interview is employed to gain teachers' data. After the data are obtained, the researcher will also put the teachers' responses into an excel spreadsheet. Afterward, the data are categorized based on common themes to make the analysis easier and more readable. Then, the researcher will move the data obtained from questionnaires and interview questions into the SPSS for statistical analysis. The analysis involves several tests that compare both students' and teachers' responses whether there are significant differences between the two subjects. After doing the analysis, the researcher will conclude students' and teachers' responses. Finally, the results can answer the present study's research questions.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the results of the study. It consists of two sub-chapters. They are findings and discussion of the data.

4.1 Findings

The results of this study are divided into several sections: useful amounts of written corrective feedback, correction for repeated errors, useful types of WCF, and types of errors that should be corrected. In this section, participants' responses and their reasons for choosing particular options are presented. Explanations of participants' responses are classified based on common themes to facilitate interpretation. Differences between students' and teachers' opinions are also presented. Finally, the overall results of this study are discussed in the discussion section.

4.1.1. Useful Amounts of Written Corrective Feedback

On questionnaire and interview question item number one, participants were asked regarding their preferences about how many WCF teachers should provide on students' written errors. On this item, participants were allowed to choose one or more options; thus the total percentages of participants' choices can be more than 100%. Table 4.1 demonstrated that the most chosen options for students was *mark all errors* (71%), then the next most chosen option for students was *mark all major errors but not minor ones* (31%). The next choices for students are *mark only a few of the major errors* (3%) and *mark only errors that interfere with communicating ideas* (3%).

On the other hand, the most chosen option for teachers was similar to the students, which is *mark all errors* (60%). Interestingly, most of the teachers also chose *mark all major errors but not minor ones* (60%).

Table 4.1 Participants' Preferences for Useful Amounts of WCF

Options	Students		Teachers	
	n	%	n	%
Mark all errors	25	71%	3	60%
Mark all major errors but not minor ones	11	31%	3	60%
Mark most major errors, but not necessarily all of them	0	0%	0	0%
Mark only a few of the major errors	1	3%	0	0%
Mark only errors that interfere with communicating ideas	1	3%	0	0%
Mark no errors; respond only to ideas and content	0	0%	0	0%
Total Responses	38	108%	6	120%

Table 4.2 shows participants' reasons and explanations for their preferences towards different amounts of WCF. 64.41% of the participants (students=69%; teachers=40%) pointed out that students should know all of the errors. In addition, 24.39% of the participants (students=23%; teachers=40%) believe that teachers should only mark major errors focusing on the current topic. Interestingly, 9.76% of the participants (students=6%; teachers=40%) think that too many markings can make students discouraged. Finally, 2.44% of the participants (students=3%) argued that teachers should prioritize the content by only marking errors interfering the communication ideas.

Table 4.2 Participants' Reasons for Useful Amounts of WCF

Options	Students		Teachers		All
	n	%	n	%	%
Too many markings can make students discouraged	2	6%	2	40%	9.76%
Students should know all of the errors	24	69%	2	40%	64.41%
Teachers should only mark major errors focusing on the current topic	8	23%	2	40%	24.39%
Teachers should prioritize the content by only marking errors interfering the communicating ideas	1	3%	0	0%	2.44%
Total Responses	35	100%	6	120%	

In order to obtain more data that support the findings, questionnaire and interview question number nine asks the participants whether teachers must correct repeated errors on students' written work. As shown in table 4.3, 91% of the students and 80% of the teachers marked "Yes" while fewer teachers (20%) and students (9%) marked "No". The results demonstrated that most of teachers and learners think that it is helpful to mark a repeated error whenever a learner makes the same error. Fisher's exact test shows that significant difference was not found between students' and teachers' views in this regard ($p=.427$).

Table 4.3 Participants' Preferences for Correction on Repeated Errors

		No	Yes	Total Responses
Students	n	3	32	35
	%	9%	91%	100%
Teachers	n	1	4	5
	%	20%	80%	100%

Table 4.4 presents participants' reasons for *Correction for Repeated Errors*. As the table demonstrates, 60% of the participants (students=64%; teachers=40%) believe that teachers should correct repeated errors so that students understand their errors better. In addition, 17.5% of the participants (student=20%) think the same

because correction for repeated errors can remind students of their errors. Moreover, 12.5% of the participants (students=9%; teachers=40%) argued that correction for repeated errors will not make students repeat the same errors.

In contrast, 5% of the participants (students=6%) believe that correction for repeated errors is not helpful because students should think about their errors and do it themselves. Moreover, 2.5% of the participants (teachers=20%) think similarly by noting that students can instead ask their peers for their reoccurring errors. Finally, another 2.5% of the participants (students=3%) stated that teachers should do it once or twice only.

To sum up, there are 90% of the participants (students=92%; teachers=80%) believe that correction for repeated errors is helpful. However, 10% of the participants (students=9%; teachers=20%) think differently that it is not helpful.

Table 4.4 Participants' Reasons for Correction on Repeated Errors

Helpfulness	Explanations	Students		Teachers		All
		n	%	n	%	%
Helpful	Yes, so students will not repeat the same errors again	3	9%	2	40%	12.5%
	Yes, so students can be reminded of their errors	7	20%	0	0%	17.5%
	Yes, so students understand their errors better	22	63%	2	40%	60%
Not Helpful	No, students can ask their peers for their reoccurring errors	0	0%	1	20%	2.5%
	No, only once or twice	1	3%	0	0%	2.5%
	No, students should think about it and do it themselves	2	6%	0	0%	5%
Total Responses		35	100%	5	100%	

4.1.2. Useful Types of Written Corrective Feedback

Questionnaire item number one and interview question item number one to seven asked the opinions of participants regarding the helpfulness of different WCF types. An example is provided in each questionnaire item (see Appendix A) and for each interview question, an example is explained by the interviewer. The participants rated each question from scale 1 to 5 (1 = least helpful, 5 = most helpful). Table 4.5 presents preferences of both participants regarding useful types of WCF. Since the sample size between students and teachers in this study is not similar, Mann-Whitney U tests was done because they fulfill the needs of statistical tests that have skewed data.

Table 4.5 Participants' Preferences for Useful Types of WCF

No.	Preferences	Mean ratings	
		Students	Teachers
1.	Clues or directions on how to fix an error	3.7	4
2.	Error identification	2.9	4
3.	Error correction with a comment	4.8	4.8
4.	Overt correction by the teacher	4.0	4.2
5.	Comment with no correction	2.8	4
6.	No feedback	1.2	1
7.	Personal comment on content	2.7	2.4

According to the findings, *Clues or Directions on How to Fix an Error*, the mean results from both student participants (3.7) and teacher participants (4.0) largely demonstrate a positive rating. Results from the test displayed that there is no significant difference between student participants and teacher participants ($p=.636$). For the second type, *Error Identification*, the mean results from student participants (2.9) and teacher participants (4) display neutral responses. Results from the test

displayed a significant difference between student participants and teacher participants ($p=.013$). For the third type, *Error Correction with a Comment*, the mean results from student participants (4.8) and teacher participants (4.8) show the same positive rating. Results from the test displayed that there is no significant difference between students participants and teacher participants ($p=.618$). For the fourth type, *Overt Correction by the Teacher*, the mean results from student participants (4.0) and teacher participants (4.2) both largely demonstrate a positive rating. Results from the test displayed that there is no significant difference between student participants and teacher participants ($p=.369$). For the fifth type, *Comment with no Correction*, the mean results from student participants (2.8) and teacher participants (4.0) largely demonstrate a positive rating. Results from the test displayed that there is no significant difference between student participants and teacher participants ($p=.047$). For the sixth type, *No Feedback*, the mean results from student participants (1.2) and teacher participants (1.0) both largely demonstrate a negative rating. Results from the test displayed that there is no significant difference between the student participants and teacher participants ($p=.373$). For the seventh type, *Personal Comment on Content*, the mean results from student participants (2.7) and teacher participants (2.4) both largely demonstrate a negative rating. Results from the test displayed no significant difference between student participants and teacher participants ($p=.567$).

Table 4.6 displays reasons of participants for choosing *Clues or Directions on How to Fix Error*. According to the result, 52.5% of the participants (students=57%; teachers=20%) think that clues or directions are helpful because they let students practice self-correction and they will make students remember the errors better.

Additionally, 5% of the participants (students=3%; teachers=20%) also believe that clues or directions are promising to follow since they will surely guide students to find the correct answer.

On the other hand, some participants have different opinions regarding its helpfulness. 22.5% of the participants (students=26%) believe that clues or directions are not enough because students need clearer explanations so the students can find the correct answer effectively. Moreover, 5% of the participants (students=6%) demonstrated that they believe clues or directions are not straightforward and leave too much work for the students. Furthermore, 12.5% of the participants (students=6%; teachers=60%) believe that clues or directions are only suitable for clever students. In addition, 2.5% of the participants (students=3%) stated that some students may not have access to find out the clues or follow the directions because some of the students may not have the resources like books or any references that the clues or directions usually require.

To sum up, in total there are 57.5% participants (students=60%; teachers=40%) who think that clues or directions are helpful. However, 42.5% of the participants (students=41%; teachers=60%) have an opposed belief regarding its usefulness.

Table 4.6 Participants' Reasons for Clues or Directions on How to Fix an Error

Helpfulness	Explanations	Students		Teachers		All
		n	%	n	%	%
Helpful	Clues are promising to be followed	1	3%	1	20%	5%
	Students need to know self-correction so they remember their errors better	20	57%	1	20%	52.5%
Not helpful	Some students do not have access to find out the clues or follow directions	1	3%	0	0%	2.5%
	They are not enough, students need clearer explanations	9	26%	0	0%	22.5%
	They are not straightforward and are too much work for students	2	6%	0	0%	5%
	They are only suitable for clever students	2	6%	3	60%	12.5%
Total Responses		35	100%	5	100%	100%

Table 4.7 showed the participants' explanations for the usefulness of a particular WCF type, specifically *Error Identification*. The result shows that 47.5% of the participants (students=51%; teachers=20%) consider error identification useful because it helps students get noticed where the errors occur so then they can make follow-up corrections. 2.5% of the participants (students=3%) also think similarly that error identification makes students more observant of occurring errors. In addition, another 2.5% of the participants (teachers=20%) believe that error identification makes students more self-reliant because they have to do follow-up corrections by themselves.

However, on the opposing side, 40% of the participants (students=40%; teachers=40%) believe that error identification is not useful because it does not provide enough information for the students and they need more information on how to handle the errors. Additionally, 5% of the participants (students=6%) believe the

same because error identification gives students a lot of work to do and they have to put quite effort to correct the errors. Furthermore, 2.5% of the participants (teachers=20%) think that error identification is not always practical as it is only suitable when students study certain topics.

Overall, in total there are 52.75% of the participants (students=54%; teachers=40%) agreed that error identification is useful. On the other hand, 47.25% of the participants (students=46%; teachers=60%) argued that it is not useful.

Table 4.7 Participants' Reasons for Error Identification

Helpfulness	Explanations	Students		Teachers		All
		N	%	N	%	%
Helpful	Error identification makes students more observant to occurring errors	1	3%	0	0%	2.5%
	Error identification is useful for students to locate the errors	18	51%	1	20%	47.5%
	Error identification makes students more self-reliant	0	0%	1	20%	2.5%
Not helpful	Error identification gives students a lot of work to do	2	6%	0	0%	5%
	Error identification is not enough information	14	40%	2	40%	40%
	Error identification is only suitable for certain topics	0	0%	1	20%	2.5%
Total Responses		35	100%	5	100%	

Table 4.8 showed the participants' explanations for the usefulness of a particular WCF type, specifically *Error Correction with Comments*. According to the findings, there are 37.5% of the participants (students=14%) who believe that error correction with comments is helpful for students because it helps them know why an error exists and also the correct form to the occurred error. In addition, 37.5% of the participants (students=43%; teachers=60%) pointed out that although it provides

commentary for the error, the error correction alone is helpful for the students to solve the occurring error. Moreover, 12.5% of the participants (students=14%) think similarly that error correction with comments gives students detailed information about the error handling so the students can learn much from there. Furthermore, 12.5% of the participants (students=14%) pointed out only for the value of comment that it helps students understand why errors exist. Moreover, 5% of the participants (students=3%; teachers=20%) believe that error correction with comments is useful; however, it has a negative impact that it makes students effortless because the teacher gives spoon-feeding to the students. Additionally, 2.5% of the participants (students=3%) think that error correction with comments is helpful because students do not have to do much work for the correction since the information is quite detailed. Another 2.5% of the participants (students=3%) argued that error correction with comments is useful because it gives a new insight to students that learning English is not difficult.

In contrast, on the opposing side, 2.5% of the participants (students=3%) demonstrated that error correction with a comment is not helpful because it does not promote self-correction for the students.

Overall, there are 97.5% of the participants (students=97%; teachers=100%) who believe that error correction with comments is useful for students. However, 2.5% of the participants (students=3%) have different beliefs that it is not helpful for students.

Table 4.8 Participants' Reasons for Error Correction with Comments

Helpfulness	Explanations	Students		Teachers		All
		n	%	n	%	%
	Comments help students understand why the errors exist	5	14%	0	0%	12.5%
	Error Correction helps students know the correct form	7	20%	0	0%	17.5%
	Error Correction with Comments gives detailed information so students can learn much from there	5	14%	0	0%	12.5%
Helpful	Error Correction with Comments helps students know why the errors exist as well as the correct form	15	43%	3	60%	37.5%
	With Error Correction and Comment, students do not have to do much work	1	3%	0	0%	2.5%
	Error Correction with Comments is useful, but it makes students effortless	1	3%	1	20%	5%
	Error Correction with Comments gives insight to students that English is not difficult	0	0%	1	20%	2.5%
Not helpful	Error Correction with Comments does not promote self-correction	1	3%	0	0%	2.5%
Total Responses		35	100%	5	100%	

Table 4.9 displays participants' reasons for choosing *Overt Correction by the Teacher*. According to the findings, 57% of the participants (students=63%; teachers=20%) think that it is helpful for students because it helps them to know the correct forms of occurring errors. In addition, 17.5% of participants (students=17%; teachers=20%) agreed that error correction is useful; however, they believe that it is not enough. They also consider the addition of comments to the feedback because they are necessary. Moreover, 7.5% of the participants (students=9%) think that error correction without comment promotes more self-correction for students; and therefore it is helpful. Furthermore, another 7.5% of the participants (students=3%;

teachers=40%) stated that error correction without comment is more straightforward because students can directly see the correct form of their errors.

Contrarily, several participants argued that error correction without comment is not helpful. 7.5% of the participants (students=6%; teachers=20%) believe that it is not helpful for students because they do not pay attention to the nature of why the error occurred. They only see the correct form without explanations. Additionally, 2.5% of the participants (students=3%) argued that error correction does not promote self-correction for students.

Overall, 90% of the participants (students=91%; teachers=80%) believe that overt correction by the teacher is helpful. However, 10% of the participants (students=9%; teachers=20%) think differently that it is not useful for students.

Table 4.9 Participants Reasons for Overt Correction by the Teacher

Helpfulness	Explanations	Students		Teachers		All
		n	%	n	%	%
	Error correction without comment promotes more self-correction for students	3	9%	0	0%	7.5%
Helpful	Error correction is helpful for students to know the correct forms	22	63%	1	20%	57%
	Error correction without comment is useful because it is straightforward	1	3%	2	40%	7.5%
	Error correction is not adequate; students need comments too	6	17%	1	20%	17.5%
Not helpful	Error correction does not help students understand the errors	2	6%	1	20%	7.5%
	Error correction does not promote self-correction	1	3%	0	0%	2.5%
Total Responses		35	100%	5	100%	

Table 4.10 displays reasons of participants for choosing *Comment without Correction*. According to the result, 27.5% of the participants (students=29%; teachers=20%) believe that comment without correction is helpful because it makes students more active in looking for the correct form. In addition, 20% of the participants (students=20%; teachers=20%) also think that comment without correction is useful as long as it is explanatory.

In contrast, 27.5% of the participants (students=31%) consider that comment without correction is not helpful because it is too confusing for students; and thus they do not understand it. 22.5% of the participants (students=20%; teachers=40%) believe the same as well regarding its usefulness. They think that comments are not enough and students need correction in addition. Besides, 2.5% of the participants (teachers=2.5%) argued that comment without correction is only suitable for clever and high-level students.

To sum up, there are 47.5% of the participants (students=49%; teachers=40%) who believe that comment without correction is useful. Nonetheless, 52.5% of the participants (students=51%; teachers=60%) think the opposite that it is not useful for students.

Table 4.10 Participants Reasons for Comment without Correction

Helpfulness	Explanations	Students		Teachers		All
		n	%	n	%	%
Helpful	Comment without correction makes students more active in looking for the correct form	10	29%	1	20%	27.5%
	Comments are helpful if they explain why an error occurs	7	20%	1	20%	20%
Not helpful	Comment without correction is too confusing, students do not understand it	11	31%	0	0%	27.5%
	Comment without correction is for high-level students	0	0%	1	20%	2.5%
	Comments are not enough, correction is necessary	7	20%	2	40%	22.5%
Total Responses		35	100%	5	100%	

Table 4.11 demonstrated participants' explanations for *No Feedback* on students' written errors. The majority of the participants believe that giving no feedback to students' written error is not helpful. 92.5% of the participants (students=94%; teachers=80%) argued that without feedback students would assume that there are no errors in their written work. Moreover, 2.5% of the participants (teachers=20%) commented that it is the teachers' duty to provide feedback on students' written errors. Furthermore, another 2.5% of the participants (students=3%) argued that giving no feedback to students' written error indicates that teachers are ignorant to students.

On the other hand, there are 2.5% of the participants (students=3%) who argued that giving no feedback to students' written error is not a problem. It is said that without receiving feedback from teachers, students will experience less stress regarding the occurring errors.

Overall, according to the finding, there are 2.5% of the participants (students=3%) stated that receiving no feedback is helpful for students. In contrast, 97.5% of the participants (students=97%; teachers=100%) think that it is not helpful for the students.

Table 4.11 Participants' Reasons for No Feedback

Helpfulness	Explanations	Students		Teachers		All
		N	%	N	%	%
Helpful	No feedback gives less stress for students	1	3%	0	0%	2.5%
	Without feedback, students assume that there are no errors	33	94%	4	80%	92.5%
Not helpful	It is the teachers' duty to give feedback to students	0	0%	1	20%	2.5%
	Giving no feedback indicates that teachers are ignorant of students	1	3%	0	0%	2.5%
Total Responses		35	100%	5	100%	

Table 4.12 shows participants' explanations for a particular WCF type, specifically *Comment on Content/Ideas*. According to the result, 37.5% of the participants (students=37%; teachers=40%) believe that giving comments about the content or ideas on students' written work is helpful because it makes students feel motivated and dedicated. In addition, 2.5% of the participants (students=3%) stated that comment on content is acceptable. Moreover, another 2.5% of the participants (students=3%) argued that comment on content challenges students to correct errors by themselves.

At the same time, 52.5% of the participants (students=51%; teachers=60%) think that comment on content/ideas is not helpful because it is not enough. They believe that grammar errors should be responded too. Additionally, 2.5% of the

participants (students=3%) believe the same that students prefer grammar correction to comment on content. Furthermore, another 2.5% of the participants (3%) argued that comment on content will not affect students in learning the material after all.

To sum up, there are 42.5% of the participants (students=43%; teachers=40%) who believe that comment on content/ideas is helpful for students. However, 57.5% of the participants (students=57%; teachers=60%) think differently that it is not useful for students.

Table 4.12 Participants Reasons for Comment on Content/Ideas

Helpfulness	Explanations	Students		Teachers		All
		N	%	N	%	%
Helpful	Comment on content is acceptable	1	3%	0	0%	2.5%
	Comment on content challenges students for self-correction	1	3%	0	0%	2.5%
	Comment on content makes students feel motivated and dedicated	13	37%	2	40%	37.5%
Not helpful	Students prefer grammar correction to comment on content	1	3%	0	0%	2.5%
	Comment on content is not enough, grammar error must be responded too	18	51%	3	60%	52.5%
	Comment on content will not affect learning the material	1	3%	0	0%	2.5%
Total Responses		35	100%	5	100%	

4.1.3. Error Types that should be Corrected

Item number four of the questionnaire and number ten to sixteen of the interview questions ask the participants' opinions about what types of errors that should be corrected. Both students and teachers were given explanations by the researcher regarding the example of each question item. Participants chose rating for each question that describe their preferences (1 = least helpful, 5 = most helpful).

Table 4.13 presents students' and teachers' mean results for types of error that should be corrected. Since the quantity of the student and teacher samples are not the same, a Mann-Whitney U test is suitable for the statistical analysis to show whether there are any significant differences between students and teachers' opinions.

Table 4.13 Participants' Preferences for Useful Types of Errors

No	Type of Errors	Means	
		Students	Teachers
1.	WCF on Organization Errors	4.5	4.8
2.	WCF on Grammar Errors	4.7	5.0
3.	WCF on Content or Ideas	3.8	4.2
4.	WCF on Punctuation Errors	4.1	4.8
5.	WCF on Spelling Errors	4.6	5.0
6.	WCF on Vocabulary Errors	4.5	4.8

For the first type, *WCF on Organization Errors*, the mean results from students (4.5) and teachers (4.8) largely show a positive rating. Results from the test displayed that there is no significant difference between student participants and teacher participants ($p=.310$). For the second type, *WCF on Grammar Errors*, the mean results from students (4.5) and teachers (4.8) largely show a positive rating. Results from the test displayed that there is no significant difference between student participants and teacher participants ($p=.146$). For the third type, *WCF on Content or Ideas*, the mean results from student participants (3.8) and teacher participants (4.2) largely show a positive rating. Results from the test displayed that there is no significant difference between student participants and teacher participants ($p=.319$). For the fourth type, *WCF on Punctuation Errors*, the mean results from student participants (4.1) and teacher participants (4.8) largely show a positive rating. Results

from the test displayed that there is a significant difference between students participants and teacher participants ($p=.041$). For the fifth type, *WCF on Spelling Errors*, the mean results from student participants (4.6) and teacher participants (5.0) largely show a positive rating. Results from the test displayed that there is no significant difference between student participants and teacher participants ($p=.150$). For the sixth type, *WCF on Vocabulary Errors*, the mean results from students (4.5) and teachers (4.8) largely show a positive rating. Results from the test displayed that there is no significant difference between student participants ($n=35$) and teacher participants ($p=.319$).

Table 4.14 presents reasons of participants' choice regarding the provision of *WCF on Organization Errors* given by teachers. According to the data, 65% of the participants (students=74%) believe that teachers need to give WCF on organization errors because it helps students understand correct writing organization. In addition, 20% of the participants (students=20%; teachers=20%) stated that giving WCF on organization errors helps to make students' writing more understandable. Moreover, 10% of the participants (teachers=80%) argued that as long as giving WCF on organization errors affects students' writing quality, then the teacher should do it. Furthermore, 2.5% of the participants (students=3%) pointed out that giving WCF on organization errors motivates students to learn more about writing organization.

Interestingly, 2.5% of the participants (students=3%) do not agree with the majority of the participants. They believe that grammar is more important than organization so teachers should focus on grammar instead.

Overall, there are 97.5% of the participants (students=97%; teachers= 100%) believe that giving WCF on organization errors is important and useful for students. However, 2.5% of the participants (students=3%) do not agree with the opinion regarding its importance.

Table 4.14 Participants' Reasons for WCF on Organization Errors

Importance	Explanations	Students		Teachers		All
		N	%	N	%	%
Important	As long as it affects students' writing quality, the teacher should give WCF on it	0	0%	4	80%	10%
	It helps students to know a good and correct writing organization	26	74%	0	0%	65%
	It helps the writing more understandable	7	20%	1	20%	20%
	It motivates students to learn more about writing organization	1	3%	0	0%	2.5%
Not important	Grammar is more important than organization	1	3%	0	0%	2.5%
Total Responses		35	100%	5	100%	

Table 4.15 presents reasons of participants' choice regarding the provision of teachers' *WCF on Grammar Errors*. The results displayed that all of the participants think that WCF on grammar errors given by teachers is important for students. 82.5% of the participants (students=91%; teachers=20%) argued that it is important because it helps students to understand the correct grammar. Moreover, 10% of the participants (students=6%; teachers=40%) argued that grammar is important so students need to receive WCF on it. Additionally, 5% of the participants (students=3%; teachers=20%) think that correcting grammar is the most important; thus giving WCF on it is simply necessary. Finally, 2.5% of the participants

(teachers=20%) believe that as long as giving WCF on grammar errors affects students' writing quality, then the teacher should do it.

Table 4.15 Participants' Reasons for WCF on Grammar Errors

Importance	Explanations	Students		Teachers		All
		N	%	N	%	%
	Correcting grammar errors is the most important	1	3%	1	20%	5%
	Grammar is important so students need to receive WCF on it	2	6%	2	40%	10%
Important	It helps students to know the correct grammar	32	91%	1	20%	82.5%
	As long as it affects students' writing quality, the teacher should give WCF on it	0	0%	1	20%	2.5%
Total Responses		35	100%	5	100%	

Table 4.16 presents reasons of participants' choice regarding the provision of *WCF on Content/Ideas*. According to the findings, 57.5% of the participants (students=66%) believe that giving WCF on content or ideas is important for students because it makes students feel motivated. Moreover, 7.5% of the participants (students=3%; teachers=40%) argued that giving WCF on content or ideas helps content improvement. In addition, 5% of the participants (students=3%; teachers=20%) think that it makes students know whether their content is correct or incorrect. Additionally, 2.5% of the participants (students=3%) stated that students appreciate any comment on content. Furthermore, the other 2.5% of the participants (students=3%) believe that WCF on content or ideas is always necessary so teachers should do it. Moreover, the other 2.5% of the participants (students=3%) think that WCF on content or ideas is okay as long as it does not judge the idea wrong.

Likewise, the other 2.5% of the participants (students=3%) pointed out that WCF on content or ideas is okay as long as it is positive for students. Finally, the other 2.5% of the participants (students=3%) stated that WCF on content or ideas makes students learn to receive criticism on their writing content.

In contrast, 7.5% of the participants (students=6%; teachers=20%) believe that WCF on content or ideas is not a priority because other writing errors should be complementary to the feedback. Additionally, 5% of the participants (students=6%) argued that WCF on content or ideas will not affect students' writing. Finally, another 5% of the participants (students=3%; teachers=20%) pinpoint the importance of focusing on linguistics errors rather than focusing on content or ideas.

To sum up, 82.5% of the participants (students=91%; teachers=60%) argued that giving WCF on content or ideas is important for students. However, 17.5% of the participants (students=9%; teachers=40%) think that giving WCF on content or ideas is not important or at least not primary for students.

Table 4.16 Participants' Reasons for WCF on Content/Ideas

Importance	Explanations	Students		Teachers		All
		N	%	N	%	%
Important	Students appreciate any comment on content	1	3%	0	0%	2.5%
	WCF on content and ideas are always necessary	1	3%	0	0%	2.5%
	It helps for content improvement	1	3%	2	40%	7.5%
	It is okay as long as it does not judge the idea wrong	1	3%	0	0%	2.5%
	It is okay as long as it is positive	1	3%	0	0%	2.5%
	It makes students feel motivated	23	66%	0	0%	57.5%
	It makes students know if their content/idea is wrong	1	3%	1	20%	5%
	It makes students learn to receive criticism on their writing content	1	3%	0	0%	2.5%
Not important	It will not affect students' writing	2	6%	0	0%	5%
	Content/idea is not primary, linguistic errors are more important	1	3%	1	20%	5%
	WCF on content is okay, but WCF on other errors is necessary	2	6%	1	20%	7.5%
Total Responses		35	100%	5	100%	

Table 4.17 presents reasons of participants' choice regarding the provision of *WCF on Punctuation Errors* given by teachers. Based on the findings, 37.5% of the participants (students=37%; teachers=40%) believe that by giving WCF on punctuation errors, students can use correct punctuation. In addition, 27.5% of the participants (students=26%; teachers=40%) explained that punctuation is important for the quality of writing so teachers should give WCF on it. Moreover, 20% of the participants (students=23%) think that punctuation gives clarity to the writing so it is important for students to receive teachers' WCF on punctuation errors. Furthermore,

7.5% of the participants (students=3%) argued that students tend to forget the use of punctuation so teachers should remind them by giving WCF on punctuation errors.

At the same time, 7.5% of the participants (students=6%; teachers=20%) stated that giving WCF on punctuation errors is not important. They believe that punctuation errors are not a big problem so teachers do not have to prioritize it.

Overall, 92.5% of the participants (students=94%; teachers=80%) agreed that WCF on punctuation errors given by teachers are important for students. However, 7.5% of the participants (students=6%; teachers=20%) have different opinion that it is not important for students.

Table 4.17 Participants' Reasons for WCF on Punctuation Errors

Importance	Explanations	Students		Teachers		All
		n	%	N	%	%
Important	Punctuation gives clarity to the writing	8	23%	0	0%	20%
	Punctuation is important for the quality of writing	9	26%	2	40%	27.5%
	Yes, because students tend to forget the use of punctuation	3	9%	0	0%	7.5%
	Yes, so students can use correct punctuation	13	37%	2	40%	37.5%
Not important	Punctuation is not a big problem	2	6%	1	20%	7.5%
Total Responses		35	100%	5	100%	

Table 4.18 demonstrated participants' explanations for the usefulness of *WCF on Spelling Errors* given by teachers. According to the results, 55% of the participants (students=54%; teachers=40%) think that giving WCF on spelling errors is important because spelling errors can lead to misunderstanding. In addition, 40% of the participants (students=40%; teachers=20%) agreed as well because with the WCF provision students can use correct spellings. Moreover, 2.5% of the participants

(students=3%) think similarly because with WCF on spelling errors, students will not repeat the same error.

In contrast, 2.5% of the participants (students=3%) think differently that giving WCF on spelling errors is not important. They argued that spelling errors are not a big problem as long as the reader understands the meaning.

To sum up, 97.5% of the participants (students=97%; teachers=100%) think that WCF on spelling errors given by teachers is important. However, 2.5% of the participants (students=3%) have different views that it is not important or at least not a big deal.

Table 4.18 Participants' Reasons for WCF on Spelling Errors

Importance	Explanations	Students		Teachers		All
		n	%	n	%	%
Important	Yes, because spelling errors can lead to misunderstanding	19	54%	3	40%	55%
	Yes, so students can use correct spellings	14	40%	2	20%	40%
	Yes, so students will not repeat the same error again	1	3%	0	0%	2.5%
Not important	Spelling errors are not a big problem as long as the reader understands the meaning	1	3%	0	0%	2.5%
Total Responses		35	100%	5	100%	

Table 4.19 shows participants' explanations for *WCF on Vocabulary Errors* given by teachers. 72.5% of the participants (students=77%; teachers=40%) believe that giving WCF on vocabulary errors is important because it makes students know the correct and suitable vocabulary to use in their current written work. In addition, 17.5% of the participants (students=11%; teachers=60%) think the same because it helps students to know more vocabulary. Moreover, 5% of the participants

(students=6%) argued that vocabulary is simply important so teachers should provide WCF on vocabulary errors.

In contrast, 5% of the participants (students=6%) do not agree if WCF on vocabulary errors is important. They explained that vocabulary error is not a big problem so teachers should not focus too much on it.

To sum up, 95% of the participants (students=94%; teachers=100%) believe that giving WCF on vocabulary errors is important for students. Nonetheless, 5% of the participants (students=6%) believe that it is not important for students.

Table 4.19 Participants' Reasons for WCF on Vocabulary Errors

Importance	Explanations	Students		Teachers		All
		n	%	n	%	%
Important	Yes, because vocabulary is simply important	2	6%	0	0%	5%
	Yes, so students know more vocabulary	4	11%	3	60%	17.5%
	Yes, so students know the correct and suitable vocabulary	27	77%	2	40%	72.5%
Not important	Vocabulary error is not a big problem	2	6%	0	0%	5%
Total Responses		35	100%	5	100%	

4.2 Discussion of the Findings

There are three research questions in this study. Each of the research questions will be discussed here as well as the similarities and differences between teachers' beliefs and students' preferences. In the following sections, the researcher uses codes to represent particular participant. The code "S" stands for student participant and the code "T" stands for teacher participant. The number following the code represents the order of the participants.

4.2.1 Useful Amount of WCF Types

The majority of the students prefer that teachers should provide WCF on all errors that are found on students' written text. Therefore, for the majority of the students, they think that the greater the amount of WCF given by the teacher, then the more valuable it is. However, the minority of the students thought that it is okay for teachers to provide markings focusing only on a few major errors and mark only errors that interfere with communicating ideas. Similar to students, several teachers also believe that they should give WCF on all errors, but some of them also consider providing WCF only on most of the major errors. The teachers disapprove the options in which the teachers mark only a few errors, mark only errors that interfere with communicating ideas, and respond only to ideas and content. Overall, teachers' opinions are similar to the majority of students' perceptions and both of them demonstrated that the students and the teachers prefer WCF provision on large quantities of errors. The findings are consistent with that of Sayyar and Zamanian (2015), which found that most students and teachers prefer comprehensive correction on students' writings. Interestingly, although Farrokhi and Sattarpour (2011) concluded that selective feedback is more effective than comprehensive feedback, most of the teachers in the present study seem to prefer practicing comprehensive feedback.

Both students and teachers present their explanations on why they choose certain quantity of WCF. The majority of the students showed a preference for receiving WCF on all of the errors so they will be able to know the errors. A student (S30) stated, "I think if the teacher corrects all of the errors, it will make students

understand their work. Thus, students will get better in the future.” In addition, a teacher (T4) argued, “I usually correct all students’ errors because teachers should provide complete feedback. Thus, students will know their mistakes.” The findings are consistent with previous study findings conducted by Lee (2005), which shows that students who prefer comprehensive feedback wished to know their mistakes. The rest of them, however, have varied different preferences. Some of the students consider that teachers do not have to mark the whole errors, but they should mark only major errors focusing on the current topic. One of the students (S21) stated that teachers should correct only the major errors because “We can focus on the errors so we can understand more deeply and better.” The explanation indicates that students prefer more straightforward feedback focusing only on important parts of what they currently learn. Some students also commented on the psychological effect that too many markings can discourage the students them. There is a student (S34) that stated, “If the teacher only corrects major errors, students will not feel bothered by large amounts of markings.” This finding is partly in line with that of Truscott (1996, 2007) that marking all errors could be harmful in learning because it can discourage students in learning. Interestingly, one of the students has different reasoning that teachers should prioritize content only and mark errors that interfere with the communicating ideas. One of the students (S27) stated, “I think students should do their writing and not get interrupted by the teacher. The teacher should only mark communicating ideas.” The student seemed to see the value of content as well as the communicating ideas. This finding is considered positive because it is in line with that of Heffernan, Otoshi, and Kaneko (2014), which concluded that content and

organization is important especially for argumentative essay. Although the students have diverse preferences, most of them tend to choose seeing feedback in large quantities so they know all of the errors. The teachers, however, also have varied explanations regarding their beliefs. Some teachers seemed to put priority on students seeing all of the errors. Some teacher responses also show partial agreement with the existing studies done by Truscott (1996, 2007) that providing too many errors could demotivate students in learning. Some others also explained that they should only mark major errors that focus on the current topic. It seems that the teachers consider time allocation spent on this effort. All of these responses demonstrated that both participants have overall similar reasons about the useful amount of WCF given by teachers.

When both participants were asked whether teachers should mark students' reoccurring errors, the majority of them consider that errors should be corrected although they occur again. One of the students (S4) stated, "Yes, so students will get reminded with the reoccurring errors." Furthermore, there is a teacher (T5) that argued, "I will surely correct the same errors that students make. Students may not understand the first correction so the second or third is simply required." This preference is in line with the research conducted by Amrhein and Nassaji (2010), which demonstrates that both students and teachers value consistency. Their explanations, overall, are similar because most of them pointed out that by receiving more feedback on the same errors, the students will be reminded and achieve better understanding regarding the pattern of the errors; therefore, eventually, they will not repeat the errors. The findings do not support the existing research done by Makino

(1993), which concluded that self-correction is highly effective with grammatical errors because it allows students to activate their linguistic competence so they can correct their errors by themselves. However, interestingly some students and teachers demonstrated that they value student autonomy. Some of the students believed that they should receive WCF on their reoccurring errors only once or twice and the students should do the rest. One of the students (S22) explained that “Students should correct their reoccurring errors because the teacher has already corrected them.” Some of the teachers believed that students should instead ask their peers regarding their reoccurring errors, which demonstrates that the teachers seemed to trust other students’ ability to provide feedback. One of the teachers (T3) stated, “...I tend not to give corrections to reoccurring errors. Instead, I let students ask their peers regarding their reoccurring errors.”

4.2.2 Useful Types of Feedback

The second research question asked the types of WCF that students and teachers believe to be the most helpful. The students argued that they appreciate any kind of feedback even though they prefer receiving more linguistics feedback rather than personal comment on content or ideas. The finding is in line with that of Sayyar and Zamanian (2015), which found that students expected all types of linguistics errors to be corrected by teachers and they saw problems in the content are not too important. Most of them prefer having their errors marked explicitly with correction and clear explanation. This finding confirms that of Tursina, Chuang, Susanty, Silmawati, and Effendi (2019), which found that the majority of the students and

teachers preferred direct CF to indirect CF. The students in the present study tend to choose to have overt correction with a comment because they claimed that they will receive better understandings. One of the students (S16) explained, “If the teacher told students the location of the errors as well as the explanation, students will understand better.” Moreover, they claimed indirect feedback is not useful because they need correction and explanation altogether. On the other side, one of the students (S27) argued, “Students will not understand the correct word/sentence if the teacher only provides markings such as underlines.” This situation was not positive because the students were too dependent on teachers’ corrections. It contradicts with that of Baleghizadeh and Dadashi (2011), which suggested that “Getting indirect feedback, learners are provided with the opportunity to act on their initiative in production; however, when getting direct feedback, they are provided with correct forms to copy, leaving the initiative to their teacher” (p. 135). This insight indicates that most students prefer correction with detailed information even though it promotes less self-correction.

Similar to students’ preferences, teachers also agreed that error correction with explanatory is the best. The problem that bothers their practice the most is the tremendous time they spend on it. One of the teachers (T3) explained, “I like this type of WCF. It gives corrections as well as the explanations, so students will completely understand their errors. However, it is too time-consuming.” This finding is consistent with that of Amrhein and Nassaji (2010) that to minimize time-consumption, the teachers focus only on correcting the important errors. Teachers also have the same preference to engage more with linguistics feedback rather than

personal comment on content or ideas. One of the teachers (T3) added, “I tend to focus on correcting grammar and vocabulary errors first, then if I have more time I will give feedback on content.” However, most of the teachers believe that feedback which promotes self-correction such as clues or directions, error identification, comment without correction is also important for students’ learning quality. One of the teachers (T1) argued, “The use of clues or directions can encourage students to be more self-reliant in correcting their errors.” In addition, several teachers claimed that some WCF types are suitable for certain topics and some are not. Another teacher (T5) stated, “...I usually look at the learning topic first, if it matches the method, then I will use it.” Therefore, despite having varied and balanced preferences, the teachers seemed to use particular WCF types depending on the errors they handle. Thus, even though students and teachers mostly saw explicit feedback as the best, most teachers also consider implicit feedback to be useful so they tend to practice it as well.

4.2.3 Useful Types of Errors that Should be Corrected

The third research question asked the most useful types of errors that students and teachers believe should receive correction. The findings demonstrated that most students and teachers' opinions showed an overall positive view regarding the helpfulness of WCF on particular errors such as organization, grammar, punctuation, spelling, and vocabulary errors. However, the students saw WCF on content or ideas to be the least of their interest. These findings partly support the research done by Halimi (2008), which shows that students tended to value teachers' WCF provision on surface-level errors (grammar, spelling, punctuation, vocabulary choice) than correction of other surface-level errors (content).

For organization errors, most students believed that they need to receive WCF on this type of error because it helps students to know a good and correct writing organization. One of the students (S21) argued, "It improves students' writing skill especially in paragraph writing." This finding demonstrated that students pay attention to the importance of organization in writing. The finding is not in line with that of Diab (2006), which found that there were slightly fewer students that consider organization in writing. Similarly, the teachers believe that teachers must give feedback on organization errors. Most of the teachers argued that as long as it affects students' writing quality, they should provide WCF on it. One of the teachers (T1) stated, "As long as it gives good impacts to students' writing quality, teachers should correct students' written errors. Thus, giving feedback on organization errors is simply necessary."

For grammar errors, most students argued that correction on grammar errors is important because it helps students to know the correct grammar. The student (S21) stated, “It helps students in understanding grammar such as word order and sentence structure.” This finding confirms that of Jodaie (2011), which showed that most students preferred to receive grammar correction on every draft. The teachers also had the same opinions. Most of them believed that grammar is important so students need to receive WCF on it. One of the teachers (T2) argued, “Correction on grammar is very important. Let’s say that I instructed the students to make a recount text. Then, they made errors in their writing regarding the tenses. It will affect the quality of the writing. It needs to be corrected. Thus, grammar is important in learning writing.”

For WCF on content or ideas, most students believed that it simply makes students feel motivated. One of the students (S25) stated, “It is useful. Positive comments improve students’ motivation.” In addition, the teachers argued similarly. They explained that students should not only concern improvement on form-focused errors but also the content or ideas as well. One of the teachers (T5) stated, “Emphasizing feedback on content or idea is important so students’ writing idea quality will improve.” These responses showed evidence that teachers consider the provision of WCF on all kinds of writing aspect as long as it improves students’ writing quality. Interestingly, this finding contradicts with the statement given by Hartshorn et al., (2010), which suggested that

...utilizing WCF in many ESL writing contexts is overwhelming for both the teacher and the student. Providing quality feedback can be time-consuming for the teacher, and the tasks of processing and implementing large amounts of feedback can be unrealistic for the student. (p. 86).

It indicates that providing WCF on all kinds of errors requires much effort yet time-consuming. Thus, it is considered to be inefficient and unrealistic practice.

For punctuation errors, the majority of the students argued that WCF on punctuation errors is needed so students can use correct punctuation. One of the students (S32) stated, “Punctuation is important because it affects written text quality.” The finding is consistent with the research done by Seker and Dincer (2014), which found that students chose to receive feedback for both content and form, including the punctuation errors. The majority of the teachers also believed that punctuation errors need to receive correction. Most of them believed that punctuation is important for the quality of writing. One of the teachers (T4) explained, “It is important. Imagine that there are a lot of punctuation errors in students’ written work. Of course, it will degrade the quality of the writing. Teachers should correct this kind of errors.”

For spelling errors, the majority of the students believed that spelling errors can lead to misunderstanding; thus, correction on spelling errors is important. One of the students (S17) stated, “Incorrect spelling can lead to misunderstanding for the readers. Thus, the teacher’s feedback on spelling errors will be useful.” This finding is in alignment with the research conducted by Amrhein and Nassaji (2010), which displayed the same students’ preferences on the importance of correcting form-focused written errors such as spelling. Most of the teachers also showed the same preferences regarding this kind of errors. They believed that spelling errors can lead to misunderstanding. The teacher (T4) stated, “Spelling errors are common in

students' writing. A small mistake in a letter can even confuse the reader. Hence, it is clear that spelling errors need to be considered.”

Lastly, for vocabulary errors, most of the students thought that correcting vocabulary errors is necessary so that students can know the correct and suitable vocabulary in their writing. One of the students (S10) saw the importance of correcting vocabulary errors because “It helps us to know the words that we are supposed to use or the words that suit the context.” In addition, the majority of the teachers agreed that vocabulary errors need to be corrected. One of the teachers (T3) stated, “Vocabulary is one of the most important aspects in writing. If the students incorrectly use certain words, then the meaning can be different from the one that the students want to express. Thus, vocabulary mastery is needed. Whenever I notice a vocabulary error, I always provide alternative words that suit the context. Therefore, students can learn new words from there.” This finding proves the research done by Iswandari (2016), which found that vocabulary errors are believed to be useful to correct.

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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APPENDICES

Appendix 1: Teacher Interview Guide

1. Jika terdapat banyak kesalahan pada pekerjaan tertulis siswa, menurut Anda apa yang harus Anda lakukan sebagai guru? Pilih opsi berikut ini. Anda boleh memilih lebih dari satu opsi:
 - Mengoreksi semua kesalahan yang ada.
 - Mengoreksi semua kesalahan pokoknya saja.
 - Mengoreksi sebagian besar kesalahan pokoknya saja, tidak usah semuanya.
 - Mengoreksi sebagian kecil kesalahan pokoknya saja.
 - Mengoreksi kesalahan yang mengganggu penyampaian ide dan isinya saja.
 - Mengoreksi kesalahan pada bagian ide dan isinya saja.
 - Membiarkan tanpa mengoreksi sedikitpun.
 - a. Apa alasan Anda berpandangan demikian?
2. Menurut Anda, seberapa besar manfaat memberikan arahan atau petunjuk pada pekerjaan tertulis siswa supaya siswa bisa membetulkan tulisannya sendiri? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?
3. Menurut Anda, seberapa besar manfaat menunjukkan letak kesalahan pada pekerjaan tertulis siswa, tapi Anda tidak membetulkan kesalahan tersebut? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?
4. Menurut Anda, seberapa besar manfaat membetulkan kesalahan sekaligus memberikan komentar pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?
5. Menurut Anda, seberapa besar manfaat membetulkan kesalahan tapi tidak memberikan komentar pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?

6. Menurut Anda, seberapa besar manfaat membiarkan pekerjaan tertulis siswa apa adanya tanpa memberikan umpan balik apapun? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?
7. Menurut Anda, seberapa besar manfaat memberikan komentar tentang ide dan isi tapi tidak membetulkan kesalahan pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?
8. Jika terjadi kesalahan berulang pada pekerjaan tertulis siswa, apakah menurut Anda tetap perlu memberikan koreksi pada kesalahan berulang tersebut?
 - a. Apa alasan Anda berpandangan demikian?
9. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan susunan (*organization errors*) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?
10. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan tatabahasa (*grammar errors*) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?
11. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan isi/ide (*content/idea errors*) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?
12. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan tanda baca (*punctuation errors*) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
 - a. Apa alasan Anda berpandangan demikian?

13. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan ejaan (*punctuation errors*) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
- a. Apa alasan Anda berpandangan demikian?
14. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan kosakata (*vocabulary errors*) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).
- a. Apa alasan Anda berpandangan demikian?
15. Menurut Anda, adakah jenis lain dalam kesalahan tertulis siswa yang penting untuk dikoreksi? Jika ada, apa jenisnya dan mengapa harus dikoreksi?

Appendix 2: Students Questionnaire Sheet

(1) Jika terdapat banyak kesalahan dalam pekerjaan tertulis Anda, menurut Anda apa yang harus guru lakukan? Anda boleh memilih lebih dari satu opsi dengan cara mencentangnya.

- Guru sebaiknya mengoreksi semua kesalahan yang ada.
- Guru sebaiknya mengoreksi semua kesalahan pokoknya saja.
- Guru sebaiknya mengoreksi sebagian besar kesalahan pokoknya saja, tidak usah semuanya.
- Guru sebaiknya mengoreksi sebagian kecil kesalahan pokoknya saja.
- Guru sebaiknya mengoreksi kesalahan yang mengganggu penyampaian ide dan isinya saja.
- Guru sebaiknya mengoreksi kesalahan pada bagian ide dan isinya saja.
- Guru sebaiknya membiarkan tanpa mengoreksi sedikitpun.

Jelaskan alasan mengapa Anda memilih opsi tersebut:

(2) Kalimat-kalimat berikut ini mengandung kesalahan yang sama dan guru sudah memberikan umpan balik dengan jenis yang berbeda-beda. Untuk setiap kalimat berikut ini, lingkari angka yang mendeskripsikan manfaat dari umpan balik yang diberikan.

Sebagai contoh, jika menurut Anda umpan balik yang diberikan guru sangat membantu perkembangan kepenulisan Anda, maka lingkari angka 5. Jika menurut Anda umpan balik yang diberikan guru sama sekali tidak membantu perkembangan kepenulisan Anda, maka lingkari angka 1.

1 = tidak membantu sama sekali 2 = tidak membantu 3 = tidak masalah
4 = lumayan membantu 5 = sangat membantu

A. Yesterday, I go to school. → Look at section 2 in the grammar book 1 2 3 4 5

Jelaskan alasan sesuai pilihan Anda:

B. Yesterday, I go to school. 1 2 3 4 5

Jelaskan alasan sesuai pilihan Anda:

C. Yesterday, I ^{went (Wrong tense)}go to school. 1 2 3 4 5

Jelaskan alasan sesuai pilihan Anda:

D. Yesterday, I ^{went} go to school. 1 2 3 4 5

Jelaskan alasan sesuai pilihan Anda:

E. Yesterday, I go to school. ^{Wrong tense} 1 2 3 4 5

Jelaskan alasan sesuai pilihan Anda:

F. Yesterday, I go to school. 1 2 3 4 5

Jelaskan alasan sesuai pilihan Anda:

G. Yesterday, I go to school. ^{That is a good one.} 1 2 3 4 5

Jelaskan alasan sesuai pilihan Anda:

(3) Jika Anda mengulangi kesalahan pada pekerjaan tertulis Anda, apakah menurut Anda guru tetap perlu memberikan koreksi pada kesalahan berulang tersebut?

Ya

Tidak

Jelaskan alasan sesuai pilihan Anda:

(4) Jika terdapat banyak kesalahan yang berbeda-beda pada pekerjaan tertulis Anda, jenis kesalahan yang seperti apa yang harus dikoreksi oleh guru Bahasa Inggris Anda? Lingkari angka yang mendeskripsikan setiap pernyataan.

1 = tidak membantu sama sekali 2 = tidak membantu 3 = tidak masalah
4 = lumayan membantu 5 = sangat membantu

- A. Guru menunjukkan kesalahan susunan (*organization errors*). 1 2 3 4
5

(Contoh: *struktur paragraf, urutan kalimat*)

Jelaskan alasan atas pilihan Anda:

- B. Guru menunjukkan kesalahan tatabahasa (*grammar errors*). 1 2 3 4
5

(Contoh: *tense, urutan kata, struktur kalimat*)

Jelaskan alasan atas pilihan Anda:

- C. Guru menunjukkan kesalahan isi/ide (*content/idea errors*). 1 2 3 4
5

(Contoh: komentar pada ide penulisan)

Jelaskan alasan atas pilihan Anda:

- D. Guru menunjukkan kesalahan tanda baca (*punctuation errors*). 1 2 3 4
5

(Contoh: *, . ? !*)

Jelaskan alasan atas pilihan Anda:

- E. Guru menunjukkan kesalahan ejaan (*spelling errors*). 1 2 3 4
5

(Contoh: salah pengejaan)

Jelaskan alasan atas pilihan Anda:

F. Guru menunjukkan kesalahan kosakata (*vocabulary errors*).1 2 3 4
5

(Contoh: kesalahan dalam pilihan kata, kesalahan pemilihan makna)

Jelaskan alasan atas pilihan Anda:

G. Lainnya

Jelaskan alasan atas pilihan Anda:

Terima kasih kepada semua siswa yang sudah berpartisipasi dalam penelitian ini.

Appendix 3: The Sample of Students' Questionnaire Result

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Students' Questionnaire Sheet

(1) Jika terdapat banyak kesalahan dalam pekerjaan tertulis Anda, menurut Anda apa yang harus guru lakukan? Anda boleh memilih lebih dari satu opsi dengan cara mencentangnya.

- Guru sebaiknya mengoreksi semua kesalahan yang ada.
- Guru sebaiknya mengoreksi semua kesalahan pokoknya saja.
- Guru sebaiknya mengoreksi sebagian besar kesalahan pokoknya saja, tidak usah semuanya.
- Guru sebaiknya mengoreksi sebagian kecil kesalahan pokoknya saja.
- Guru sebaiknya mengoreksi kesalahan yang mengganggu penyampaian ide dan isinya saja.
- Guru sebaiknya mengoreksi kesalahan pada bagian ide dan isinya saja.
- Guru sebaiknya membiarkan tanpa mengoreksi sedikitpun.

Jelaskan alasan mengapa Anda memilih opsi tersebut:

Karena dengan guru yang mengoreksi semua kesalahan yang ada, kita sebagai siswa bisa mengetahui letak kesalahan dan bagaimana yang seharusnya (benar). Dengan demikian kita bisa belajar dari kesalahan tersebut.

(2) Kalimat-kalimat berikut ini mengandung kesalahan yang sama dan guru sudah memberikan umpan balik dengan jenis yang berbeda-beda. Untuk setiap kalimat berikut ini, lingkari angka yang mendeskripsikan manfaat dari umpan balik yang diberikan.

Sebagai contoh, jika menurut Anda umpan balik yang diberikan guru sangat membantu perkembangan kepenulisan Anda, maka lingkari angka 5. Jika menurut Anda umpan balik yang diberikan guru sama sekali tidak membantu perkembangan kepenulisan Anda, maka lingkari angka 1.

1 = tidak membantu sama sekali 2 = tidak membantu 3 = tidak masalah
4 = lumayan membantu 5 = sangat membantu
Look at section 2 in grammar book.

A. Yesterday, I go to school. 1 2 3 ④ 5

Jelaskan alasan sesuai pilihan Anda:
Dengan demikian kita bisa sekaligus belajar kembali tentang materi tersebut dan berusaha memahami dengan lebih baik.

B. Yesterday, I go to school. 1 2 ③ 4 5

Jelaskan alasan sesuai pilihan Anda:
Bagi saya pribadi tidak masalah karena ini juga membantu menemukan dimana letak kesalahan.
went (wrong tense)

C. Yesterday, I go to school. 1 2 3 4 ⑤

Jelaskan alasan sesuai pilihan Anda:
Dengan demikian kita bisa mengetahui letak kesalahan dan jawaban yang tepat secara langsung.

1

D. Yesterday, I ^{went} go to school. 1 2 3 4 ⑤

Jelaskan alasan sesuai pilihan Anda:

Sangat membantu karena kita bisa mengetahui letak kesalahan dan jawaban yang benar dari kesalahan tersebut.

E. Yesterday, I go to school. 1 2 ③ 4 5

Jelaskan alasan sesuai pilihan Anda:

Kita bisa mengoreksi kesalahan kita secara mandiri.

F. Yesterday, I go to school. ① 2 3 4 5

Jelaskan alasan sesuai pilihan Anda:

Kita tidak mengetahui dimana letak kesalahan kita sehingga kedepannya berpotensi melakukan kesalahan yang sama.

G. Yesterday, I go to school. That is a good one. 1 ② 3 4 5

Jelaskan alasan sesuai pilihan Anda:

Siswa kebanyakan lebih membutuhkan koreksi (jawaban yang benar) bukan hanya komentar. Bagi beberapa siswa itu tidak membantu.

(3) Jika Anda mengulangi kesalahan pada pekerjaan tertulis Anda, apakah menurut Anda guru tetap perlu memberikan koreksi pada kesalahan berulang tersebut?

Ya

Tidak

Jelaskan alasan sesuai pilihan Anda:

Koreksi harus selalu dilakukan agar siswa selalu ingat tentang kesalahannya dan tidak mengulanginya lagi.

(4) Jika terdapat banyak kesalahan yang berbeda-beda pada pekerjaan tertulis Anda, jenis kesalahan yang seperti apa yang harus dikoreksi oleh guru Bahasa Inggris Anda? Lingkari angka yang mendeskripsikan setiap pernyataan.

1 = tidak membantu sama sekali 2 = tidak membantu 3 = tidak masalah
4 = lumayan membantu 5 = sangat membantu

A. Guru menunjukkan kesalahan susunan (*organization errors*). 1 2 3 ④ 5
(Contoh: *struktur paragraf, urutan kalimat*)

Jelaskan alasan atas pilihan Anda:

Agar pada penyusunan teks selanjutnya tidak diulang dan isi dari teks yang kita buat lebih mudah untuk dipahami.

- B. Guru menunjukkan kesalahan tatabahasa (*grammar errors*). 1 2 3 4 5
(Contoh: tense, urutan kata, struktur kalimat)

Jelaskan alasan atas pilihan Anda:
Membantu kita mengoreksi kesalahan dan sekaligus sebagai bahan belajar untuk kedepannya.

- C. Guru menunjukkan kesalahan isi/ide (*content/idea errors*). 1 2 3 4 5
(Contoh: komentar pada ide penulisan)

Jelaskan alasan atas pilihan Anda:
Bisa dijadikan motivasi belajar terutama dalam pembuatan teks / tugas kerifutnya

- D. Guru menunjukkan kesalahan tanda baca (*punctuation errors*). 1 2 3 4 5
(Contoh: . ? !)

Jelaskan alasan atas pilihan Anda:
Membantu kita agar lebih teliti dalam penulisan terutama untuk tanda baca.

- E. Guru menunjukkan kesalahan ejaan (*spelling errors*). 1 2 3 4 5
(Contoh: salah pengejaan)

Jelaskan alasan atas pilihan Anda:
Mengetahui ejaan yang benar karena ini penting dalam pemaknaan.

- F. Guru menunjukkan kesalahan kosakata (*vocabulary errors*). 1 2 3 4 5
(Contoh: kesalahan dalam pilihan kata, kesalahan pemilihan makna)

Jelaskan alasan atas pilihan Anda:
Mengetahui kata yang seharusnya digunakan / kata yang tepat dalam penulisan kalimat tersebut.

G. Lainnya _____

Jelaskan alasan atas pilihan Anda:

Terima kasih kepada semua siswa yang sudah berpartisipasi dalam penelitian ini.

Appendix 4: The Sample of Teachers' Interview Guide Result

Identitas Responden: Mrs. Tuti Yuliawati (T1)

Tanggal: Senin, 02 September 2019

Pertanyaan:

1. Jika terdapat banyak kesalahan pada pekerjaan tertulis siswa, menurut Anda apa yang harus Anda lakukan sebagai guru? Pilih opsi berikut ini. Anda boleh memilih lebih dari satu opsi:

- Mengoreksi semua kesalahan yang ada.
- Mengoreksi semua kesalahan pokoknya saja. ✓
- Mengoreksi sebagian besar kesalahan pokoknya saja, tidak usah semuanya.
- Mengoreksi sebagian kecil kesalahan pokoknya saja.
- Mengoreksi kesalahan yang mengganggu penyampaian ide dan isinya saja.
- Mengoreksi kesalahan pada bagian ide dan isinya saja.
- Membiarkan tanpa mengoreksi sedikitpun.

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Kalau saya, untuk teks-teks pendek, saya selalu mengoreksi kesalahan pokoknya saja. Biasanya kalau dalam teks deskriptif, karena yang penting adalah language feature dan spelling-nya, sehingga saya mengoreksi bagian itu saja.

2. Menurut Anda, seberapa besar manfaat memberikan arahan atau petunjuk pada pekerjaan tertulis siswa supaya siswa bisa membetulkan tulisannya sendiri? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

4 – Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Penggunaan clues and directions dapat membuat siswa lebih mandiri dalam mengoreksi kesalahannya.

3. Menurut Anda, seberapa besar manfaat menunjukkan letak kesalahan pada pekerjaan tertulis siswa, tapi Anda tidak membetulkan kesalahan tersebut? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

5 – Sangat Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Mengindikasikan letak kesalahan pada pekerjaan tertulis siswa tapi guru tidak membetulkan kesalahannya menurut saya tetap sangat membantu.

Dengan begitu siswa menjadi lebih mandiri dalam belajar bahasa Inggris.

4. Menurut Anda, seberapa besar manfaat membetulkan kesalahan sekaligus memberikan komentar pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

5 – Sangat Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Memberikan koreksi secara langsung dapat memberikan persepsi baru bagi siswa bahwa belajar bahasa Inggris tidaklah sulit.

5. Menurut Anda, seberapa besar manfaat membetulkan kesalahan tapi tidak memberikan komentar pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

2 – Tidak Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Jika diberikan koreksi saja tanpa diberikan komentar, siswa cenderung tidak ingin mencari tahu lebih lanjut tentang mengapa kesalahan yang terjadi pada pekerjaan tertulis siswa bisa terjadi. Sebab, jawaban yang benar sudah diberikan langsung oleh guru.

6. Menurut Anda, seberapa besar manfaat memberikan komentar tanpa memberikan jawaban yang benar pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

2 – Tidak Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Kadang jika siswa hanya diberikan komentar saja, mereka tidak paham. Jadi, sebaiknya siswa juga diberikan koreksi dengan disediakan jawaban yang benar sekaligus, supaya siswa yang agak lamban bisa memahami kesalahannya sekaligus mengetahui kebenarannya.

7. Menurut Anda, seberapa besar manfaat membiarkan pekerjaan tertulis siswa apa adanya tanpa memberikan umpan balik apapun? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

1 – Sangat Tidak Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Guru harus memberikan feedback pada pekerjaan tertulis siswa yang mengandung kesalahan, sebab hal itu sudah menjadi tugas guru. Tugas

guru selain memberikan ilmu juga membimbing (guide), jadi tidak membiarkan siswanya begitu saja.

8. Menurut Anda, seberapa besar manfaat memberikan komentar tentang ide dan isi tapi tidak membetulkan kesalahan pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

3 – Tidak Masalah

- a. Apa alasan Anda berpandangan demikian?

Bagi siswa yang memiliki kecakapan bahasa Inggris di atas rata-rata, memberikan komentar hanya pada konten atau ide sangatlah efisien. Sebab, mereka jarang melakukan kesalahan pada form-nya, sehingga saya bisa fokus mengomentari konten/ide penulisan karena bisa meningkatkan motivasi belajar siswa.

9. Jika terjadi kesalahan berulang pada pekerjaan tertulis siswa, apakah menurut Anda tetap perlu memberikan koreksi pada kesalahan berulang tersebut?

Jawab:

Ya

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Memang membuang-buang waktu. Tapi harus dilakukan. Bagi siswa yang memiliki kecakapan bahasa Inggris di bawah rata-rata, memberikan koreksi berulang sangatlah membantu. Sebab, dengan diberikan koreksi berulang seperti itu, siswa akan terbiasa dan paham dengan kesalahannya.

10. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan susunan (organization errors) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

5 – Sangat Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Selama masih berhubungan dengan writing dan itu bermanfaat bagi kepenulisan siswa, maka guru perlu memberikan koreksi pada pekerjaan tertulis siswa. Jadi, memberikan koreksi pada organization errors (kesalahan susunan) sangatlah perlu.

11. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan tata bahasa (grammar errors) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

5 – Sangat Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Masih sama dengan sebelumnya, selama masih berpengaruh pada kualitas kepenulisan, maka guru harus tetap memberikan koreksi pada kesalahan tersebut. Jadi, memberikan koreksi pada kesalahan grammar tetaplah perlu.

12. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan isi/ide (content/idea errors) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

3 – Tidak Masalah

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Mengoreksi pada konten memang perlu, tapi bukan menjadi fokus koreksi yang diberikan guru. Sebab apabila guru terlalu banyak memberikan fokus koreksi yang terlalu beragam pada pekerjaan tertulis siswa, bisa

saja siswa menjadi kesulitan dalam memahami dan menindaklanjuti koreksi yang diberikan guru karena jumlahnya terlalu banyak. Tapi, jika ada kesalahan dasar menyangkut konten/isi pada pekerjaan tertulis siswa, maka guru tetap perlu memberikan koreksi pada kesalahan konten/isi tersebut.

13. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan tanda baca (punctuation errors) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

5 – Sangat Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Mengoreksi tanda baca pada pekerjaan tertulis siswa sangatlah perlu, khususnya untuk melatih siswa supaya bisa membuat karya tulis dengan tanda baca yang benar. Dengan demikian, pembaca bisa lebih memahami tulisan siswa.

14. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan ejaan (spelling errors) pada pekerjaan tertulis siswa? Mohon deskripsikan menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

5 – Sangat Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Tetap sangat membantu. Salah ejaan bisa membuat makna suatu kata menjadi berbeda. Misalnya, siswa ingin menuliskan “floor” tapi salah eja menjadi “flour”, ataupun contoh serupa. Jadi, tetap saja sangat penting mengoreksi kesalahan ejaan pada pekerjaan tertulis siswa.

15. Menurut Anda, seberapa besar manfaat menunjukkan kesalahan kosakata (vocabulary errors) pada pekerjaan tertulis siswa? Mohon deskripsikan

menggunakan skala imajiner rentang 1 - 5 (1 = sangat tidak membantu; 5 = sangat membantu).

Jawab:

5 – Sangat Membantu

- a. Apa alasan Anda berpandangan demikian?

Jawab:

Dalam pemilihan kata pada kepenulisan siswa, apabila mereka masih menggunakan kosa kata yang terlalu dasar, misalnya mereka lebih sering menggunakan kata “search” daripada menggunakan phrasal verb “look for”, maka biarkan saja, tidak usah mengekang siswa untuk memakai suatu kata tertentu. Biarkan mereka berkreasi menggunakan kata yang mereka ketahui dulu. Nanti perlahan saya akan memotivasi mereka untuk mempelajari kosa kata baru. Yang terpenting, dalam writing, biarkan mereka berusaha terlebih dahulu dengan kemampuan mereka yang ada, tidak usah terlalu bergantung pada fitur elektronik seperti Google Translate, karena hal tersebut bisa membuat siswa malas mencari tahu dan mengembangkan kosa kata mereka.

16. Menurut Anda, adakah jenis lain dalam kesalahan tertulis siswa yang penting untuk dikoreksi? Jika ada, apa jenisnya dan mengapa harus dikoreksi?

Jawab:

Tidak ada.

Appendix 5: Research Permission Letters



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon +6224-8508010, Faksimile +6224-8508010
Laman: <http://fbs.unnes.ac.id>, surel: fbs@mail.unnes.ac.id

Nomor : B/10797/UN37.1.2/LT/2019 28 Agustus 2019
Hal : Izin Penelitian

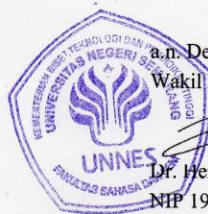
Yth. Kepala SMK Negeri 1 Bawang Banjarnegara
Jl. Raya Pucang No.132, Blater, Pucang, Kec. Bawang, Banjarnegara, Jawa Tengah

Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama : Alviana Tri Adhi Kencana
NIM : 2201414085
Program Studi : Pendidikan Bahasa Inggris, S1
Semester : Gasal
Tahun akademik : 2019/2020
Judul : Students' Preferences and Teachers' Beliefs towards Written
Corrective Feedback in English Writing Class (Preferensi Siswa dan
Keyakinan Guru terhadap Umpan Balik Korektif Tertulis di Kelas
Bahasa Inggris)

Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu 2 September - 30 September 2019.

Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.



a.n. Dekan FBS
Wakil Dekan Bid. Akademik,

Dr. Hendi Pratama, S.Pd., M.A.
NIP 198505282010121006

Tembusan:
Dekan FBS;
Universitas Negeri Semarang





KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
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Laman: <http://fbs.unnes.ac.id>, surel: fbs@mail.unnes.ac.id

Nomor : B/11222/UN37.1.2/LT/2019
Hal : Izin Penelitian

04 September 2019

Yth. UPT Dindikpora Provinsi Jawa Tengah
Jl. Raya Pucang, Kaliwulung, Pucang, Kec. Bawang, Banjarnegara, Jawa Tengah 53471

Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama : Alviana Tri Adhi Kencana
NIM : 2201414085
Program Studi : Pendidikan Bahasa Inggris, S1
Semester : Gasal
Tahun akademik : 2019/2020
Judul : Students' Preferences and Teachers' Beliefs towards Written Corrective Feedback (Preferensi Siswa dan Keyakinan Guru terhadap Umpan Balik Tertulis)

Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu 2 September s.d 30 September 2019.

Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.


a.n. Dekan FBS
Wakil Dekan Bid. Akademik,

Dr. Hendi Pratama, S.Pd., M.A.
NIP.198505282010121006

Tembusan:
Dekan FBS;
Universitas Negeri Semarang





PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH IX

Jalan Raya Pucang no 67, Pucang, Bawang Banjarnegara Kode Pos 53471
A mail : cabdisdikwil@gmail.com Telepon - Faximile : -

Nomor : 071/2483/IX/2019
Lampiran :
Perihal : Ijin Penelitian

Banjarnegara, 09 September 2019.

Kepada Yth :
Kepala SMKN 1 Bawang
di -
Banjarnegara

Diberitahukan dengan hormat berdasar Surat Dekan Fakultas Bahasa dan Seni nomor : B/11222/UN37.1.2/LT/2019, tanggal 04 September 2019 perihal Ijin penelitian diberitahukan dengan hormat bahwa Mahasiswa :

Nama : Alviana Tri Adhi Kencana
NIM : 2201414085
Prodi : Pendidikan Bahasa Inggris

Dalam rangka penyelesaian Skripsi akan mengadakan penelitian di SMKN 1 Bawang Kab.Banjarnegara. Sehubungan hal tersebut dimohon dengan hormat perkenan Bapak agar mahasiswa tersebut dapat melakukan penelitian SMKN 1 Bawang Kab.Banjarnegara, terhitung mulai tanggal 2 September s.d 30 September 2019.

Demikian atas perkenan dan kerjasama yang baik diucapkan terimakasih.

An.Kepala Cabang Dinas Pendidikan Wil. IX
Dinas Pendidikan Dan Kebudayaan
Provinsi Jawa Tengah
Kasubag TU



Tembusan :
1. Peninggal



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH KEJURUAN NEGERI 1
BAWANG**

Jalan Raya Pucang Nomor 132 Bawang, Banjarnegara Kode Pos 53471 Telepon 0286-591407 Faksimile 0286-5985374 Surat Elektronik smkn1bawang@yahoo.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 423 / 2066

- Dasar: 1. Surat Permohonan Izin Penelitian dari Fakultas Bahasa dan Seni Universitas Negeri Semarang, nomor: B/11222/UN37.1.2/LT/2019, tanggal 09 September 2019.
2. Surat Rekomendasi Penelitian dari Kepala Cabang Dinas Pendidikan Wilayah IX Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah, nomor: 071/2483/IX/2019, tanggal 09 September 2019.


Kepala Sekolah Menengah Kejuruan (SMK) Negeri 1 Bawang Kabupaten Banjarnegara Provinsi Jawa Tengah, menerangkan bahwa:

N a m a : ALVIANA TRI ADHI KENCANA
N I M : 2201414085
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Sarjana – S1
Fakultas/Perguruan Tinggi : Fakultas Bahasa dan Seni / Universitas Negeri Semarang
Tahun Akademik : 2019/2020

Telah melaksanakan penelitian dalam rangka pengumpulan data guna penyusunan Tugas Akhir Skripsi (TAS) yang telah dilaksanakan pada tanggal 2 s.d. 4 September 2019 di SMK Negeri 1 Bawang, dengan judul: **“Students’ Preferences and Teachers’ Beliefs Towards Written Corrective Feedback”**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.

Bawang, 10 September 2019


Kepala Sekolah
WKS Humas & HKI
M. FARID, M.Pd.I.
NIP. 19670924 199506 1 001

Appendix 6: Documentation

