

**WRITTEN CORRECTIVE FEEDBACK:
A NARRATIVE INQUIRY OF WRITING FEEDBACK
IN INTENSIVE ENGLISH COURSE WRITING CLASS**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perspektif mahasiswa terhadap umpan balik korektif tertulis dosen dalam penulisan kursus bahasa Inggris intensif dan bagaimana umpan balik korektif tertulis dapat memotivasi siswa untuk menulis di kelas *intensive English course : writing*. Dengan demikian, pertanyaan penelitian dari penelitian ini adalah (1) apa perspektif siswa terhadap umpan balik korektif tertulis yang diberikan guru di kelas *intensive English course: writing*? (2) bagaimana umpan balik korektif tertulis dapat memotivasi siswa untuk menulis di kelas *intensive English course : writing*?. Penelitian yang menggunakan pendekatan kualitatif dalam bentuk naratif inkuiri ini membagikan pengalaman pribadi mahasiswa mengenai penulisan umpan balik korektif yang diberikan oleh dosen pada kelas *intensive English course: writing* di UIN K.H. Abdurrahman Wahid Pekalongan. Temuan menunjukkan bahwa peserta memiliki perspektif positif terhadap umpan balik korektif tertulis dosen di kelas *intensive English course: writing*. Kemudian, sebagian besar peserta setuju bahwa umpan balik korektif tertulis dapat meningkatkan kinerja menulis mereka. Temuan penelitian ini diharapkan bermanfaat bagi dosen dalam memberikan umpan balik korektif tertulis yang efektif.

Kata kunci: inkuiri naratif, pengalaman siswa, umpan balik korektif tertulis.

ABSTRACT

This research aims to determine students' perspectives on lecturers' written corrective feedback in writing intensive English courses and how written corrective feedback can motivate students to write in intensive English course: writing classes. Thus, the research questions of this study are (1) what is the student's perspective on written corrective feedback given by the teacher in the intensive English course: writing class? (2) how can written corrective feedback motivate students to write in the intensive English course: writing class? This research, which uses a qualitative approach in the form of narrative inquiry, shares students' personal experiences regarding writing with corrective feedback given by lecturers in the intensive English course: writing class at UIN K.H. Abdurrahman Wahid Pekalongan. The findings show that participants have a positive perspective towards the lecturer's written corrective feedback in the intensive English course: writing class. Then, most participants agreed that written corrective feedback could improve their writing performance. It is hoped that the findings of this research will be useful for lecturers in providing effective written corrective feedback.

Keywords: narrative inquiry, student experience, written corrective feedback.

INTRODUCTION

Writing is one of the important skills English language learners learn, apart from speaking, listening, and reading. Language students find writing a skill that is difficult in language learning since English has rules and structure that is different from students' native language (Anggraini, 2018). So, to master writing skills, the lectures need to design activities that encourage the learners to improve their writing skills. In this activity, lectures also need to give a feedback to students. Although there have been changing perceptions on effective and meaningful ways to give students feedback, the general agreement is that corrective feedback is undeniably essential to facilitate L2 knowledge, as mistakes and errors are expected in all stages of learning (Lee, 2017).

Feedback on writing can cover various aspects such as composition skills, style, organization, and content. However, there has been a shift in how to provide effective and meaningful feedback to students. According to Rofiqoh and Chakim (2020), feedback in the teaching area refers to the teacher's response to the achievements, behaviors, and attitudes that the students have. However, feedback is not only focused on the students' achievement. It is an essential part that focuses on the learning process. Feedback during the learning process helps the students gain better achievements, behaviors, and attitudes. The students need to get corrections on their behaviors, attitudes, and achievements to aid in assimilating what they have learned. It also checks students' results in learning. As stated by Kauchack and Eggen (1989) in Rofiqoh and Chakim (2020), feedback gives cognizance of the students' current behavior and can be helpful to raise students' performance.

There is a term related to giving feedback in language learning: corrective feedback. Corrective feedback is given when the students make errors in their learning process, such as misusing the target language. According to the teaching point of view, Corder (1967) in Anggraini (2018) stated that errors give information on what the students need to learn. So, the teacher has to concentrate on correcting the errors. Also, Chen, Lin, and Jiang (2016) stated that corrective feedback is a

way that teachers use to correct any students' errors or grammar errors that happen in a second language (L2) learning. It means that corrective feedback tends to relate to the writing linguistic aspects.

According to Anggraini (2018) and Chen et al (2016), there are two types of corrective feedback: written corrective feedback and oral corrective feedback. Written corrective feedback is the feedback that identifies some errors in writing which does not follow the rules of the target language. Meanwhile, oral corrective feedback is the feedback that identifies some errors in speaking to correct the linguistic forms used. It means that written corrective feedback can be found in writing class, while oral corrective feedback can be found in speaking class. Because there are several types of corrective feedback, the research will deal with written corrective feedback.

Anne (2017) explained that in 1996, Truscott argued that written corrective feedback (WCF) can only contribute to explicit, knowledge of a language. Furthermore, this knowledge is irrelevant to actual language acquisition. However, researchers have recently claimed that, according to several theoretical approaches, we can expect writing and, more specifically, WCF to improve second language acquisition.

In writing class, the teacher often uses written corrective feedback in the learning process. According to Shao (2015) in Pabur and Liando (2018), written corrective feedback is the correction of grammar and writing errors. Written corrective feedback is one of the important ways to enhance writing accuracy. As Ferris (1999) stated in Pabur and Liando (2018), written corrective feedback helps develop students' writing skill accuracy so that it should not be ignored. Ignoring the linguistic errors in students' writing will be impacted the whole of students' papers. This piece of research should contribute new findings that will complement existing studies. As a result, this research provided more information to the lectures about students' perspectives and how effective are written corrective lecture feedback in improving students' performance in writing classes. Giving written corrective feedback based on the types preferred by students may help them improve their essays.

Two research questions were addressed this study: (1) what are the students' perspectives on the teachers' written corrective feedback in the intensive English course writing class? (2) how effective are written corrective lecture feedback in improving students' performance in writing classes? The research uses narrative inquiry, which is a type of qualitative approach. Qualitative research is a type of research that explores and provides deeper insights into real-world problems (Moser et al 2017). Qualitative research gathers participants' experiences, perceptions, and behavior. Qualitative research at its core, ask open-ended questions whose answers are not easily put into numbers such as 'how' and 'why' (Cleland, 2017).

One of qualitative research's strengths lies in its ability to tell a story, often from the perspective of those directly involved in it. Reporting on qualitative research involves including details and descriptions of the setting involved and quotes from participants. This detail is called 'thick' or 'rich' description and is a strength of qualitative research. Narrative research is rife with the possibilities of 'thick' description as this approach weaves together a sequence of events, usually from just one or two individuals, in the hopes of creating a cohesive story, or narrative (Cleland, 2017).

A narrative inquiry was conducted to answer the research question. Narrative inquiry is a form of qualitative research in which the stories themselves become the raw data (Richards, 2016). This method has been applied in various academic fields to discover more about the narrator's identity, way of life, cultural background, and historical experiences. The narrative approach incorporates either inquiry that generates data in narrative form or inquiry that is oriented at narratives of human experience. Interviews that ask questions about stories or oral histories, as well as written autobiographies and biographies, are examples of inquiries that produce narrative data (Butina, 2015). It is frequently employed in sociological and academic research (Haydon & van der Riet, 2017). This study includes reflective commentary on the researcher's experience that portray beliefs associated with the experiences.

There are several studies about written corrective feedback, some of studies are research from Wan Noor Miza Wan Mohd Yunus about Written Corrective

Feedback in English Compositions: Teachers' Practices and Students' Expectations. This study sought to investigate: (1) teacher practices in marking students English language compositions, (2) students expectations of teacher WCF, and (3) compare whether students expectations correspond to teachers practices of WCF. Sixty-four students and three teachers of an upper secondary school in Malacca, Malaysia participated in this study. Findings revealed that both students and teachers generally believe that WCF is beneficial in improving students writing skills. It was also discovered that students prefer direct, specific, and comprehensive feedback over indirect feedback. However, the study showed some discrepancies between students preferences and teachers practices in composition classrooms in terms of the amount, type, and necessity of the feedback where most students were found to require more WCF than the amount their teacher was capable of giving. Findings from this research also imply that the study of contextual factors and beliefs influencing preferences with regard to WCF may also be necessary (Miza et al, 2020).

The second previous research has been done by Prema Gupita Sukha and Listyani Listyani. The researcher investigated the students' perspectives on the teachers' written corrective feedback in online professional narrative writing class. In their discussion, The participants of this study were thirty-four (34) students from three online Professional Narrative Writing classes in Universitas Kristen Satya Wacana. This study was conducted from September until December 2021. Also, the data collection instruments used open-ended and closed-ended questionnaires and interviews. The findings showed that the participants had positive and negative perspectives toward the teachers' written corrective feedback in online Professional Narrative Writing class. Then, the most preferred type of the teachers' written corrective feedback was indirect feedback since the participants believed it could help them revise their essays. Therefore, the findings of this study were expected to be useful for teachers in giving effective written corrective feedback (Sukha et al, 2022).

The last previous research was done by Sabariah Abd Rahim, Anna Lynn Abu Bakar, and Wan Hurani Osman about 12 learners' preferences and opinions of teachers' written corrective feedback in 12 writing multicultural class. The study

adopted a mixed-methods research method, combining a questionnaire and a semi-structured interview. This study involved twenty-one L2 students from various ethnic backgrounds. The findings indicate that these L2 learners of diverse ethnic backgrounds require written corrections to improve their writing correctness. As a result of the teachers' lack of effort in expressing the written corrective comments, the L2 students are unable to comprehend the corrections made. This impacts their writing accuracy. For this reason, they choose face-to-face consultation for the written CF, as it will benefit both their revisions and future writings. This study is relevant because it provides teachers with insights for enhancing the efficiency of written corrective feedback in an L2 writing class (Rahim et al, 2023).

DISCUSSION

This study focuses on students' experiences after given written corrective feedback from lecture in intensive English course writing. The findings of this study are provided under two research questions.

The first research question sought to explore students' perspectives in receiving WCF from their lecturer. Students' perceptions on teacher written corrective feedback play a crucial role in language learning. The result indicate that written corrective feedback was considered helpful and was more appreciated. Students believe that in order to improve their writing skills, it is necessary to receive teacher feedback on written work. The students also provided several reason for their wish to receive written corrective feedback, mainly related to the importance of written corrective feedback in identifying their errors and improving their writing in the future (Bijami et al, 2016).

“By receiving feedback, I can be aware of my errors and correct them. It gives so much help, because for the improvement of my next task. So whenever I write, and the lecture let me know what mistake that I make, getting that feedback make me will not make mistake again, and I will better in my task. Also indicating my writing errors by my teacher can help me to avoid them in subsequent writing. If I was not to receive feedback on all my errors, these errors would remain.”

Students' perceptions of teacher-written corrective feedback are influenced by their prior writing experiences and their attitudes towards writing (Zhang, 2014). The study revealed that students who have had positive experiences with writing

and who view writing as a valuable skill are more likely to perceive teacher-written corrective feedback as helpful.

“When I get feedback, I always try to improve it immediately. Then, when the following week I managed not to make the same mistake, I felt proud of that. I feel that I have succeeded in improving my skills and knowledge in terms of writing.”

Timely and relevant feedback to their writing needs is important to help them identify their strengths and weaknesses and provide them with strategies to improve their writing skills. Not only that, Students prefer feedback that is provided in a clear and concise manner, with specific suggestions for improvement. They also appreciate feedback that is provided in a timely manner, allowing them to revise their work and improve their writing skills. A study by Zhang and Zhang (2014) also found that students' perceptions of teacher-written corrective feedback are influenced by the feedback format.

The second research question sought to explore how can written corrective feedback motivate students to write in the intensive English course: writing class. Written corrective feedback provided by lecturers in intensive English course writing can be said to be plays a role in motivating students writing. This is caused by several things:

- a. The lecturer makes corrections directly and helping students in revising essays

Participants revealed that lecturers provided written corrective feedback directly on the spot. This allows them to directly identify their mistakes and understand the areas where they need to make improvements. This helps in correcting mistakes before bad habits form or before they lead to other mistakes. participants shared their experience in the following experts:

“After being asked to write something, lecturers usually go from table to table to provide direct feedback. Usually, the lecturer corrects by marking the wrong sentence with an underline. Then, provide corrections below the article. This helps create greater awareness of the mistakes we often make and gives us an immediate idea of which aspects of our writing need improvement.”

“Not only that, he also asked students to immediately improve it. So that if we have difficulties or confusion, we can ask him directly right then and there. Additionally, with immediate correction, we can also understand why the error was wrong. This helps deepen our

understanding of linguistic and structural concepts of language as well as progress in writing skills.”

“These direct improvements also make us focus more on the aspects that need improvement in our writing. We can clearly see where we made mistakes, and in doing so, we can direct efforts toward specific improvements. This helps avoid confusion about which aspects of the writing need improvement.”

The direct writing feedback method by lecturers has proven to be effective in improving students' writing skills. Interview participants agreed that this method helped them realize mistakes, understand corrections, and deepen language understanding. Immediate feedback is given by the lecturer marking incorrect sentences and providing corrections below the text. Students can directly ask the lecturer if they have difficulty understanding the correction. This method helps students focus on aspects of writing that need improvement, so they can direct improvement to those areas. Sari (2017) stated that the lecture helps the learners fix their writing by informing their errors using the lecturer written feedback. Overall, the direct writing feedback method by lecturers is considered a useful method for helping students improve their writing skills.

b. The written feedback that given is detailed

As previously mentioned, lecturers correct students' writing by underlining inappropriate sentences or words. Participants shared their experiences in the following experts:

“Feedback from lecturers can improve my writing skills because the feedback is not only about sentences that are less efficient but also about grammar that is correct or not and vocabulary that is appropriate or not with the sentence used. So, I know which parts of the essay and grammar that need to be improved. That it can add to my insight both in grammar and my ability in writing.”

In the interview, the student highlighted the multifaceted benefits of lecturer feedback on their writing skills. They emphasized that the feedback goes beyond identifying clunky sentences. It delves into grammatical accuracy and the appropriateness of vocabulary within the context of the writing. This comprehensive approach allows the student to pinpoint specific areas for improvement, both in grammar and overall writing ability. Ultimately, the

student sees lecturer feedback as a valuable tool for expanding their grammatical knowledge and refining their writing skills. As noted by Hartshorn (2008) in Iswandari (2016), students writing accuracy, including overall structural accuracy, can be enhanced by written corrective feedback. Moreover, the feedback gave insights on choosing vocabulary based on the context. Also, it made the participants understand grammar correctly in their essays.

CONCLUSION

This research aims to find the students' perspectives on the teachers' written corrective feedback in the intensive English course writing class in the English Language Education Department at UIN K.H. Abdurrahman Wahid Pekalongan through narrative inquiry. There were two research questions in this study, (1) what are the students' perspectives on the teachers' written corrective feedback in the intensive English course writing class? (2) how effective are written corrective lecture feedback in improving students' performance in writing classes?

The research questions have been answered and drawn in the following conclusions based on the findings and discussion above. The first finding in this study was the students' perspectives toward the teachers' written corrective feedback. There were had good perspectives on the teachers' written corrective feedback. They agreed that the teachers' written corrective feedback was considered helpful and was more appreciated. Also, the participants felt happy since they considered the teachers' written corrective feedback as the teachers' appreciation and the teachers' concern for them.

The second finding was how can written corrective feedback motivate students to write in the intensive English course: writing class. Participants agreed that the teachers' written corrective feedback helped them increase their writing skills, revise their essays, and motivate them to improve their essays. Also, the participants felt happy since they considered the teachers' written corrective feedback as the teachers' appreciation and the teachers' concern for them.

The researcher believed that the results of the study would be helpful for teachers, especially writing teachers. However, this study had some limitations. This study was conducted on a small scale. The researcher hoped that other

researchers could conduct similar research to find out the students' perspectives how effective are written corrective lecture feedback in improving students' performance in writing classes.

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