STUDENTS' PERSPECTIVE ON WRITTEN CORRECTIVE FEEDBACK IN GRAMMAR IN WRITTEN TEXT CLASS

A THESIS

Submitted in Partial Fulfillment of The Requirements for the Degree
of *Sarjana Pendidikan* in English Education

By:

SHALSABILLAH MAULY WIDYA PRATAMA
SN. 2519064

ENGLISH EDUCATION DEPARTMENT
EDUCATIONAL AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN
2024

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2024

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Dengan ini menyatakan bahwa skripsi yang berjudul **"STUDENTS' PERSPECTIVE ON WRITTEN CORRECTIVE FEEDBACK IN GRAMMAR IN WRITTEN TEXT CLASS"** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya. Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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di-
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Judul   : **STUDENTS' PERSPECTIVE ON WRITTEN
             CORRECTIVE FEEDBACK IN GRAMMAR IN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.
Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana
mestinya. Atas perhatian bapak/ibu, saya sampaikan terimakasih.
Wassalamu'alaikum *Wr. Wb.*

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To begin, the writer would like to say Alhamdulillahirabbil'alamiin, all thanks to Allah SWT, the Lord of all things, for His Blessing from the beginning of my study until now. Following that, Shalawat and salam be upon our Prophet Muhammad SAW, and we expect to get His syafaat later at The Last Day.

1. First, I would like to say may gratitude for my beloved mother mrs. Kalimah who always support me, loving me, and prayers for me.

2. Second, I would like to say my gratitude to my supervisor, Mr. Dr. Nur Kholis, M.A. Thank you for supervising my thesis and letting me to experience this incredible journey in our department.

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MOTTO

"The beautiful thing about learning is that no one can take it away from
you"
-B.B. King-

"Writing is easy. All you have to do is cross out the wrong words"
-Mark Twain-

ABSTRAK

Dalam proses memperoleh kemahiran dalam bahasa Inggris, siswa diwajibkan untuk memahami seluk-beluk tata bahasa Inggris atau elemen strukturnya. Tujuan dari penelitian ini adalah untuk memberikan informasi tentang umpan balik korektif tertulis yang efektif untuk meningkatkan keterampilan menulis siswa dalam kelas Tata Bahasa dalam Teks Tertulis. Peneliti akan melakukan wawancara semi-terstruktur untuk mengumpulkan data. Data akan dianalisis menggunakan metode Miles dan Huberman. Pendekatan studi kasus kualitatif akan digunakan dalam penelitian ini untuk menjelaskan pengalaman siswa mengenai umpan balik korektif tertulis yang diterapkan oleh guru di kelas. Penelitian ini mengkaji dampak umpan balik korektif tertulis dalam kelas Grammar in Written Text, menyoroti efektivitas metode umpan balik langsung dan tidak langsung. Siswa melaporkan bahwa umpan balik tidak langsung mendorong pemikiran kritis dan revisi mandiri, sementara umpan balik langsung memberikan dukungan yang diperlukan melalui contoh koreksi yang jelas. Temuan menunjukkan bahwa kedua jenis umpan balik ini lebih efektif dibandingkan metode seperti umpan balik metalinguistik dan reformulasi, yang mungkin kurang memiliki kejelasan kontekstual. Selain itu, respons emosional siswa terhadap umpan balik memainkan peran penting dalam pengalaman belajar mereka, lingkungan yang mendukung yang dibangun melalui komunikasi yang jelas dan sikap santai dari dosen meningkatkan kepercayaan diri siswa dan penerimaan mereka terhadap kritik. Penelitian ini menekankan pentingnya mempertimbangkan faktor emosional saat memberikan umpan balik untuk mengoptimalkan suasana belajar dan meningkatkan hasil akademik.

Kata Kunci: *Umpan Balik Korektif Tertulis, Kelas Tata Bahasa dalam Teks Tertulis, Perspektif Siswa.*

ABSTRACT

In the process of acquiring proficiency in English, students are obligated to grasp the intricacies of English grammar or its structural elements. The aims of this research will provide information about effective written corrective feedback to improve students' writing skills in Grammar in Written Text class. The researcher will conduct a semi-structured interview to collect the data. The data is using analysis Miles and Huberman. A qualitative case study approach will be used in this study to explain students' experiences regarding written corrective feedback which are applied by the teacher in the class. This study examines the impact of written corrective feedback in the Grammar in Written Text class, highlighting the effectiveness of both direct and indirect feedback methods. Students reported that indirect feedback encourages critical thinking and independent revision, while direct feedback provides necessary support through clear examples of corrections. The findings indicate that these feedback types are more effective than methods like metalinguistic feedback and reformulation and others types of written corrective feedback, which may lack contextual clarity. Additionally, students' emotional responses to feedback play a crucial role in their learning experience; a supportive environment fostered by clear communication and a relaxed demeanor from lecturers enhances students' confidence and receptivity to criticism. This research underscores the importance of considering emotional factors when delivering feedback to optimize the learning atmosphere and improve academic outcomes.

Keyword: Written Corrective Feedback, Grammar in Written Text Class, Students Perspective.

PREFACE

All praise and gratitude belongs to Allah, who has granted His blessings and guidances so that I can through the process of completing the thesis entitled "STUDENTS' PERSPECTIVE ON WRITTEN CORRECTIVE FEEDBACK IN GRAMMAR IN WRITTEN TEXT CLASS". strongly and patiently. With all his favors, it is grateful to be born as the people of our beloved prophet Muhammad SAW who is the greatest person that has guided us to the right and beautiful path. Definitely, there was found many difficulties in writing this thesis. However, it could still be finished because of the number of people around me that have helped and supported me in ideas, solutions, mental support, and more.

My deepest gratitude goes to my beloved mother who always give me everything she has, advice, and prayers continuously I would like to whole heartedly thank to:

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Pekalongan, 4 November 2024

Shalsabillah Mauly Widya Pratama

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CHAPTER I
INTRODUCTION

1.1. Background of Study

In the process of acquiring proficiency in English, students are obliged to grasp the intricacies of English grammar or its structural elements. This is imperative as grammar constitutes the foundational knowledge essential for understanding English sentences (Wahyuningtyas & Bram, 2018). The process of learning grammar, especially the patterns or formulas presented, feels too mechanical. Additionally, students may experience feelings of boredom due to the abundance of patterns they must memorize. Furthermore, the explanations of grammar patterns provided to students can occasionally lead to confusion.

Students in the English department have the opportunity to take the Grammar in Written Text class. Grammar in Written Text class refers to the systematic study and application of the rules and structures governing language within the context of written communication. In Grammar in Written Text class, students typically learn to analyze and improve their written expression by mastering the principles of grammar, ensuring clarity, coherence, and precision in their written communication. According to Sommers (1982), during grammar class, students engage in activities that encompass the four essential stages of writing: planning, drafting, editing, and rewriting. This sentence highlights the importance of the revision stage in the writing process, where students make modifications during the drafting phase to ensure the text aligns with their intended objectives.

In learning written grammar, it is normal for students to make mistakes. Mistakes in learning are a natural outcome of learners' limitations in ability and knowledge. According to Brown (2000), learners will definitely make mistakes while learning to write, and they will benefit from various of feedback on their errors, which is where feedback comes into play. For many students learning English as a second language, especially the

department of English students, using the English language in the writing assignment remain a challenge. It might be challenging for students to write in English in a proper and appropriate manner. Many students struggle to express their ideas in writing. One approach is to provide feedback on the learners' writing and enabling them to enhance their skills in the future. Hence, each student has their individual preference for the feedback method they find most effective. Writing errors are a ubiquitous and inherent aspect of human expression (Suerni, Fani, Asnawi, & Wariyati, 2020).

Within the classroom setting, there exist various methods for rectifying students' writing errors, one of them is Corrective feedback. According to Cohen (1991), Written Corrective Feedback (WCF) constitutes a vital component in every English language writing. The objective of this feedback is to impart skills that assist students in enhancing their writing proficiency. The aim is to bring students to a level of awareness regarding the expectations of them as writers, enabling them to produce written work with minimal errors and maximum clarity. Ellis (2009), categorizes Written Corrective Feedback into six distinct types: direct CF, indirect CF, metalinguistic feedback, the focus of the feedback, electronic feedback, and reformulation feedback. Familiarity with these six correction approaches is essential for teachers or lecturers aiming to enhance their proficiency in providing feedback to students.

Offering corrective feedback is an essential aspect of the writing process, particularly for teachers instructing foreign or second language learners. According to behaviorist and cognitive theories, written corrective feedback contributes to language acquisition, whereas structural and communicative approaches perceive it as a tool to enhance learners' motivation and ensure linguistic accuracy (Chen, et al, (2016). The use of WCF in grammar exercises frequently prompts inquiries regarding its effectiveness in facilitating the learning and development of adept students.

When engaging in grammar lessons, students need feedback, which can come from various sources such as teachers and peers. The teachers' proficiency in offering comments enables students to understand and identify the benchmarks for learning success, instilling confidence in their ability to provide effective feedback. Teachers of English as a Foreign Language (EFL) aspire to enhance students' writing skills and grammatical accuracy through the provision of constructive feedback, as highlighted in the pedagogical literature (Al-Bakri, 2016; Brown, 2012). While some students perceive WCF as a valuable tool for improvement, others may find it overwhelming. From the students' standpoint, their experiences with WCF encompass a spectrum of viewpoints. Some students appreciate the detailed corrections and explanations provided by the teacher, Others, however, may feel demotivated or frustrated by an overload of corrections, leading to a sense of desperation or confusion.

Therefore, understanding students' perspectives on WCF is vital in shaping teaching methodologies and optimizing the learning experience. Several studies have investigated students' attitude, belief, and preferences regarding the use of WCF in grammar-focused writing classes. It requires a delicate balance between providing constructive criticism and fostering a supportive environment that encourages students to embrace continuous improvement in their writing skills. The findings of this research indicate that students' views on WCF in grammar are complex, shaped by diverse factors. Many students see the feedback as valuable, acknowledging its role in enhancing writing skills and language accuracy. They perceive WCF as a tool that improves their grasp of grammatical structures and facilitates error correction. Listiani (2010) discovered that feedback on students' writing, covering aspects like organization, substance, mechanics, and vocabulary, was beneficial for improvement in writing. Among English education department students at a university in Pekalongan, opinions varied on detailed corrections and

explanations by teachers, with some finding them helpful and others feeling demotivated or frustrated due to excessive correction, leading to confusion.

Most students in the class seem to appreciate the feedback given in the grammar in written text class. They see the feedback as a helpful tool to improve their writing skills and avoid making the same mistakes repeatedly. Some students mentioned that the feedback is useful for their writing improvement. However there are also who feel the feedback is too critical, so it is a bit tricky.

Considering some reasons underlying the significance of written corrective feedback, the researcher conducted an investigation on third-semester English department students at UIN KH Abdurrahman Wahid Pekalongan, with a focus on exploring how they perceive written corrective feedback in Grammar Written Text class. The goal is to understand if students feel confused by teachers' corrections and explanations. By grasping students' opinions on feedback, teachers can evaluate and improve their teaching methods. This information serves as a foundation for planning and enhancing feedback to better achieve writing teaching and learning goals.

1.2. Formulation of the Problem

1. What types of written corrective feedback are applied by the teacher to students in the Grammar in Written Text class?
2. What is the student's perspective about written corrective feedback in Grammar in Written Text class?

1.3. Operational Definition

a. Written Corrective Feedback : Written corrective feedback is feedback that specifically indicates errors of language, such as in grammar, vocabulary, and mechanics (Al Shahrani, 2013)
b. Grammar in Written Text Class: One of the courses in odd semesters in UIN K.H Abdurrahman Wahid, covering theory and learning steps and the use of English grammar in written text (Puspitasari & Rahmah, 2021).
c. Writing Skills : According to Richards & Renandya (2002), writing is the most difficult among the four language skills in

learning a foreign language. It is because the procedure of writing requires ideas and thinking, but it should give attention to some elements such as vocabulary, grammar, and punctuation to express those ideas.

1.4. Aim of the Study

This research aims to investigate written corrective feedback by exploring English language students' perceptions of corrections provided by teachers in the Linguistics class within the Written Text class. Then, from their opinions, it will be determined what types of Written Corrective Feedback are applied by the teacher to students in the Grammar in Written Text class and which one is the most beneficial for them.

1.5. Significances of the Research

a. Theoretical Significance : The finding of this research will provide information about types of written corrective feedback to the students. Ellis's theory (2008) of written corrective feedback was used to analyze the data. According to the theory, there are six type of written corrective feedback: direct, indirect, metalinguistic, focused an unfocused, electronic and reformulation corrective feedback.

b. Practical Significance : This study aims to provide insights into written corrective feedback by exploring English language students' perceptions of the corrections provided by teachers in the Linguistics class within the Grammar in Written Text curriculum. By examining these perceptions, the research seeks to identify the effectiveness of different types of feedback and their impact on students' writing development.The practical significance of this study lies in its ability to provide valuable insights for teachers regarding the types of feedback that are most effective and beneficial for students. By delving into students' opinions, this research will identify the kinds of corrective feedback they frequently receive and find most helpful in improving their writing skills. This knowledge allows teachers to tailor their feedback methods to better meet students'

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needs, creating a supportive learning environment that encourages continuous development. Additionally, the findings of this study can serve as a foundation for educational institutions to formulate better teaching policies and develop training programs for teachers, with the hope of enhancing the overall quality of English language instruction.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

In closing, from the result of the research discussed previously, this research revealed that:

a. Types of Written Corrective Feedback Applied by Lecturers

Based on the interview results, the lecturer in the Grammar in Written Text class employs various types of written corrective feedback, including both direct and indirect feedback, as well as metalinguistic feedback and reformulation. This diverse approach reflects an understanding that each student may respond differently to various feedback methods. Direct feedback provides clear corrections, allowing students to see their mistakes explicitly, while indirect feedback encourages them to engage in self-reflection and critical thinking. By integrating various types of feedback, the lecturer aims to meet the diverse learning styles and needs of students, thereby creating a more effective learning environment.

Students who receive indirect feedback express that this method significantly helps them identify incorrect parts in their writing without being given direct answers. This approach challenges them to think critically about their errors, promoting a deeper understanding of grammatical rules and writing conventions. On the other hand, students who receive direct feedback appreciate the supportive nature of this method, as it involves the lecturer pointing out specific errors and providing concrete examples of how to correct them.

Although metalinguistic feedback and reformulation are also part of the feedback tools applied by the lecturer, these methods do not always provide the contextual clarity necessary for effective application of corrections. Metalinguistic feedback can sometimes be perceived as too abstract, leaving students confused about how to apply the suggestions in their writing. Similarly, reformulation merely presents corrected sentences

without engaging students in the critical thinking process required to understand their mistakes. This lack of engagement can lead to students feeling disconnected from their learning, hindering their development as writers.

By combining clear direct feedback with indirect feedback that stimulates critical thinking, the lecturer creates an environment where students feel more motivated and empowered to improve their writing skills. This multifaceted feedback strategy not only meets individual learning needs but also enhances the overall quality of education within the classroom. Students who feel supported and challenged are more likely to invest time and effort into refining their writing, ultimately leading to better academic outcomes. Therefore, while all feedback types have their unique advantages, students consistently recommend the use of direct and indirect feedback, as these approaches are more effective in supporting their learning journeys and the development of their writing skills.

b. Students' Perspective on Written Corrective Feedback from Lecturers

The findings of this study highlight the varied emotional responses and preferences students have regarding written corrective feedback in the Grammar in Written Text class. Students experience a spectrum of feelings when receiving feedback, ranging from anxiety to appreciation for the learning opportunities it presents. Many students express initial nervousness, particularly when their work is publicly displayed or critiqued. However, a supportive teaching approach characterized by calm communication and constructive guidance greatly enhances students' confidence and willingness to engage with feedback.

In terms of feedback types, students demonstrate a clear preference for both direct and indirect feedback. Indirect feedback is appreciated for its ability to stimulate critical

thinking and promote independent problem-solving, allowing students to engage more deeply with their mistakes. Conversely, direct feedback is favored for its clarity and immediate guidance, helping students quickly understand their errors and the correct responses. This dual approach appears to offer a balanced strategy, catering to the varying needs and learning styles of students.

Overall, students view written corrective feedback as an essential component of their learning process. They recognize its value not only in correcting errors but also in fostering personal growth and enhancing their writing skills. To optimize the effectiveness of feedback, it is crucial for instructors to remain mindful of the emotional aspects of student experiences and to adapt their feedback methods accordingly. By doing so, educators can create a more supportive and effective learning environment that promotes both academic and personal development.

5.2 Suggestion

Based on the conclusions mentioned, I would like to offer several suggestions to readers, especially lecturers and researchers. First, it is important for lecturers to consider a feedback delivery approach that aligns with the emotional needs of students. Lecturers should create a supportive environment with a relaxed attitude and clear communication, so that students feel more comfortable receiving criticism.

Second, a combination of direct and indirect feedback can enhance the effectiveness of learning. Lecturers are encouraged to use direct feedback that provides specific instructions for students who need it, as well as indirect feedback that encourages critical thinking and independent exploration. This will help students develop their skills more comprehensive.

Third, for future research, it is suggested that researchers further explore students' experiences in receiving feedback and its impact on their motivation and personal development. Researchers may also consider using more in-depth qualitative methods, such

as interviews or focus groups, to gain detailed insights into students' perspectives and experiences. It is hoped that this will lead to the discovery of more effective strategies for providing feedback that supports the learning process of students.

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Enclosure 2

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