

**WRITTEN CORRECTIVE FEEDBACK ON STUDENTS' ACADEMIC WRITING
FINAL ASSIGNMENT AT THE FIFTH SEMESTER OF UNIVERSITAS
MUHAMMADIYAH KOTABUMI ACADEMIC YEAR 2022/2023**

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Abstract: Written Corrective Feedback is one form of improvement given from lecturer to students so that students can find errors in their writing. This research focuses on written corrective feedback used by lecturer in academic writing final assignments for fifth semester students in the English language education study program at Universitas Muhammadiyah Kotabumi. This study aims to identify the types of written corrective feedback, and find out the types that are often used by lecturer of academic writing final assignment in their corrections. researcher used a qualitative descriptive research method. the instruments used were documents and interviews. In this study, researcher analyzed 35 students writing obtained from students to analyze the types of written corrective feedback. The researcher also interviewed students to get more data related to the analysis. The results of this study indicate that lecturer used four types of written corrective feedback. of which there were 2 direct corrective feedback, 545 indirect corrective feedback, 159 focused corrective feedback and 7 unfocused corrective feedback. Of the four feedback the researcher found, lecturer were more, dominant in using indirect corrective feedback in proofreading in academic writing final assignments. Written corrective feedback provided to students can develop and motivate students' skills in writing, to revise and do their best in writing.

Keywords: Written corrective feedback, Writing course, Improve writing

Abstrak: Umpan Balik Korektif Tertulis adalah salah satu cara bentuk perbaikan dari dosen yang diberikan kepada siswa sehingga siswa dapat menemukan kesalahan dalam penulisan nya. penelitian ini berfokus pada umpan balik korektif tertulis yang digunakan oleh dosen pada mata kuliah penulisan akademik mahasiswa semester lima di program studi pendidikan bahasa inggris universitas muhammadiyah kotabumi. penelitian ini bertujuan untuk mengidentifikasi tipe-tipe umpan balik korektif tertulis, dan mengetahui tipe yang sering digunakan oleh dosen mata kuliah penulisan akademik dalam pengkoreksiannya. peneliti menggunakan metode penelitian deskriptif kualitatif. instrumen yang digunakan dokumen dan interview. Penelitian ini peneliti menganalisis 35 tulisan mahasiswa yang didapat dari mahasiswa untuk dianalisis tipe-tipe umpan balik korektif tertulis. peneliti juga mewawancara mahasiswa untuk mendapatkan data yang lebih banyak yang berhubungan dengan analisis tersebut. hasil dari penelitian tersebut menunjukkan bahwa dosen menggunakan empat macam tipe umpan balik korektif tertulis. yang mana umpan balik korektif langsung sebanyak 2, umpan balik korektif tidak langsung sebanyak 545, umpan balik korektif fokus sebanyak 159 dan umpan balik korektif tidak terfokus sebanyak

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7. dari keempat umpan balik tersebut peneliti menemukan, dosen lebih dominan menggunakan umpan balik korektif tidak langsung dalam pengoreksian tulisan pada mata kuliah penulisan akademik. Umpan balik korektif tertulis yang diberikan kepada siswa dapat mengembangkan dan memotivasi keterampilan siswa dalam menulis, untuk merevisi dan melakukan yang terbaik dalam penulisan

Kata kunci: Umpan balik korektif tertulis, Kursus menulis, Peningkatan penulisan

I. INTRODUCTION

Writing is one of the four skills (reading, listening, speaking and writing) that must be mastered in learning English. Writing means one of the productive activities that requires students to be able to produce an idea in written form, in writing also students must be able to choose vocabulary that is appropriate to the context or theme, writing activities are carried out by expressing the ideas, thoughts, and values of the creator. Writing is something that is mandatory in education and cannot be avoided as an activity for students. writing because writing activities can help students in making academic compositions, such as writing essays, writing for research reports, for journal research, and the like. The teacher has an important role in the student's writing process. It is expected that English students in writing can be understood by readers. To improve English writing results, the response from the teacher or lecturer has an important role in student writing. One of the lecturer's responses to student writing is to provide feedback. Feedback in this study is

information conveyed to students to change their thinking or behavior in order to improve the quality of learning outcomes in improving students' writing skills. Feedback can also be interpreted as a process where the factors that create results can be modified, corrected, and strengthened which have an important role in producing student writing.

Corrective Feedback has a positive effect on students' writing performance as novice writers (Jabri et al., 2021). The role of feedback is an important part of language learning. A detailed discussion of current writing practice specifically highlights the importance of written corrections to feedback. This refers to written feedback by the teacher to review assignments and contribute to improving writing assignments. The teacher's experience of providing written feedback on students' assignments is called leveraging valuable focus in their sentence writing. Some researchers state that corrective written feedback is sufficient in Bitchener students' writing courses (as cited in Yunita, 2021). Corrective feedback provided by the teacher can be useful in making it easier for

students to write. The impact of written corrective feedback is that teachers can reflect on their belief that there is prior knowledge or language learning that can help students improve their writing skills. However, the teacher must be responsible and pay attention to students' writing assignments and then consider providing input.

The writing process requires an important role such as input for improvement and refinement of writing. In terms of feedback, it is necessary to examine more comprehensively to determine the level of effectiveness of students in writing. Lewis (2016) argues that feedback can be viewed from several perspectives as follows: 1) who is giving the feedback (feedback source); 2) what form of feedback is given (mode of feedback); 3) the form of the feedback given (feedback content); 4) when is the feedback given (feedback time), and 5) to whom is the feedback given (recipient).

To produce good writing, students need to have good writing skills as well. For English students, students are required to pass a writing course every semester. Most of the students face problems in writing courses. Based on the problems that researchers encountered, students were still confused about writing papers in their final academic writing assignments. In writing academic writing thesis is not to be

published in journals but it is hoped that students can learn to write well because academic writing is a target that students must complete in writing courses. Therefore, feedback from lecturers has an important role in student writing in the final project of an academic writing course. In this course students are asked by the lecturer to make writing with free topics. Then, students submit the writing to the lecturer to be corrected. In every writing error, the lecturer provides Corrective Feedback by using marks and comments. After that, students were asked to revise the writing. Corrections from the lecturer make it easier for students to understand their mistakes in writing. In the process of learning to write, lecturers often find several mistakes, namely those made by students in their writing products, such as grammatical, punctuation, mechanical systems, and spelling errors. That is the mistake that students often make when writing. In academic writing classes, lecturers often use Indirect Corrective Feedback.

II. THEORETICAL REVIEW

2.1 the concept of writing

2.1.1 definition of writing

Writing is a means of communicating thoughts to others. Writing is one way that language usage behaviors are expressed through writing, according to Pardiyono (2006). According to Veit (1990:4), writing is a process that involves using some of the previously acquired skills to generate writing. Writing is a recording that is poured in the form of writing or strokes that originate from ideas and feelings. Therefore, in writing the written form that is poured on paper, the writing must be clear. According to Coulmas (in Asriyani & Anggayana 2018) states that Writing is a system of recording language by placing shapes or signs on a surface so that they can be seen, Explains that the word 'writing' has the meaning of 'expressing' an information, idea, idea, opinion, or thoughts and feelings in writing. In addition, Alfaki (2020) said that writing is a process of thinking, about how to put ideas into writing in order to make good writing and organize ideas into good statements. From the explanation above it can be concluded that writing is a form of pouring ideas, feelings from thoughts that are poured in written form, which are written down on paper to be used as a means of communication with other people. in

writing in expressing ideas is not arbitrary in writing, writing must be structured and conceptualized in the writing process.

2.1.2 writing process

According to (Oshima and Hague 1999 p.15), there are six writing processes, namely: (1) Pre-writing, the first stage of the writing process. Pre-writing according to Sumarno (2009) , At the pre-writing stage students try to express what they will write. In this case the teacher can use various pre-writing strategies that are implemented in class to help students choose themes and determine the smoothness of the writing process. This process is choosing a topic before writing, a point of view or an idea related to the focused topic the author is discussing. (2) Planning, the process that involves what you want to write. during the student-focused planning phase in the activity of expressing ideas and drafting story concepts that will be made. To help students developing ideas and compiling the concept of writing, can be done by providing a story structure chart as a medium for students (3) Writing, developing ideas that are poured into words that have logical meanings. according to

Sumarno (2009) The writer prioritizes the content of the writing rather than the writing structure so that all thoughts, ideas and feelings can be expressed in the writing. (4) Revising, Correcting mistakes that have been made. Revision is not writing perfection, revision is meeting the needs of readers by adding, replacing, removing, and rearranging written material. The word revision means to look back, (5) Rewriting, If an error is found based on the revision results, the author is advised to rewrite the writing that has been written. (6) Final Writing, the author concludes the written result and gives a message to the reader. Based on the process of these stages, writers can carry out the writing process properly and in a more structured manner.

2.1.3 Writing Improvements

As stated by Nasution (as cited Sary, 2019) that there are several factors to improve student writing, such as: (1) Sources of Feedback, from teachers, peers, and students themselves. (2) Feedback mode, feedback is done verbally, in writing, or both. (3) Audience, a teacher who provides feedback to the whole class, small groups, individuals. (4) Focus on

Feedback, which means that the lecturer focuses on the writing process. (6) The form of feedback, namely feedback that uses comments, scales, and checklists when correcting student writing.

2.1.4 Problems in Writing

As revealed by According to Alfaki (as cited in Setiani 2021).

1. Grammar problem

In English, students sometimes make mistakes or mistakes in writing English due to a lack of tidying up the language. Many of them do not have good mastery of grammar skills. Especially the problems related to the use of the method of constructing sentences and the method of using sentences that are not appropriate, as a result the sentences become wrong.

2. The problem of choice of term/diction

The choice of term or diction means the chosen word that the author wants to convey in the form of a pen, and as a support for determining success in communication, it is not only a matter of choosing words, but how words influence meaning. and information to be conveyed and expected, but sometimes students have

difficulty expressing new inspiration because they do not have a relative vocabulary for writing English, besides that they are still nervous about determining and using the right word to use according to the context or from what. they write things down, so that can make their writing bad. example: he walks among his friends" the model above is incorrect and the correct one means "he walks among his friends".

3. Cognitive problems

there are five types of problems in this cognitive problem

a. Punctuation problem

Indication means a form of symbol that helps the reader to provide an understanding of the structural relationships in a sentence. indication of non-standard reading as far as spelling. Knowing punctuation marks is very important for students to be able to enable students to communicate clearly and understand. In fact, students often still make mistakes in using punctuation.

b. Capitalization problems

Use for several parts of writing such as the beginning of important terms, word points and headings. In writing, students often make mistakes when using it.c. Spelling problems

c. Spelling Problem

The English spelling system is a writing problem for students. Many students experience problems using English spelling because English is taken from several other languages and the lack of understanding of language rules causes students to make mistakes in writing.

d. Content problems

The problem that is generally faced by students in writing is content problems, this happens because they do not have relative knowledge and skills about what they will write, as a result the content they write is inappropriate, inappropriate, and off topic.

e. Organizational

This problem occurs because the new ideas that students write are not clear, if pen writing is not well structured it can make the reader confused and do not understand what you want to express because good organization in writing is very important in writing communication.

2.2 Definition of Corrective Feedback

Corrective feedback in this study is to present information on whether or not students' answers to questions/questions are correct, accompanied by additional

information in the form of explaining the location of errors or giving motivation orally/in writing. As said Lee (2019) Corrective feedback (CF) refers to comments about the suitability or correctness of learners' production or understanding of a second language. Corrective feedback is giving every indication to the learner that the use of language or the use of written writing is not correct, including the various responses the learner receives.

Bitchener et al., (as cited in Muhayang & Ariyani 2020) defines that written corrective feedback (WCF) influences the course of second language acquisition and writing. This increases the importance of providing written corrective feedback, the lecturer's or teacher's belief that written feedback continues to play a major central role in foreign language writing courses.

In terms of aspects or types of written corrective feedback Ellis (2009), they can be divided into six categories: direct feedback, indirect, metalinguistic, concentrated and defocused, electronic feedback, and feedback reformulation. Following is an explanation of six types of corrective counter written. (WCF):

1) Direct Corrective Feedback

The proper form is given to pupils by the instructor. In the problem of direct

feedback correction, the teacher gives students the correct form marks.

2) Indirect Corrective Feedback

The teacher indicates the location of the mistake but does not provide correction through indirect feedback. There are two types of indirect feedback; Indicates + finds errors, Indication Only. In the indicating + locating the error, this takes the form underlining and use of cursors to show omissions in the student's text

3) Metalinguistic

Corrective Feedback In metalinguistic corrective feedback, the instructor offers corrections using various linguistic cues to suggest or inform students of writing errors. Metalinguistic corrective input is classified into two types: use of error codes and short grammatical explanations. When using an error code, the instructor writes the code in the margins (for example, ww = wrong word; art = article v = verb).

4) Focused Feedback and Unfocused Feedback

Focused feedback indicates that the teacher corrects only one form of error, whereas unfocused feedback indicates that the teacher can correct most of the errors.

5) Electronic

Electronic feedback is a teacher engaging tool to electronically forgive improvements to the writing made by students. In this type the teacher can also provide hyperlinks or files to provide writing improvements

6) Reformulation

This feedback involves native speakers reworking complete student texts to make the language look as authentic as possible while keeping the original substance intact.

III RESEARCH METHODS

3.1 Research Methods

Based on the research problem and research objectives, the research method is categorized as qualitative research.

3.2 Data Sources

This study, researcher took data from two sources, namely documentation and interviews. The researcher analyzed the documentation from the lecturer. The form of the documentation is student writing. after that the researcher obtained the results of the data from interviews with students.

3.3 Data planning and validation

Researcher use a validity and reliability testing plan using triangulation techniques. Researchers will analyze using documents taken from 35 writings of fifth semester students who have been given input by lecturers, then researchers interview 35 students of English education to test the validity of the research. found that indirect corrective feedback was mostly used by lecturers with a total of 545 indirect corrective feedback, a total of 5 direct corrective feedback, metalinguistic corrective feedback was 0, focused corrective feedback was 159, unfocused corrective feedback was 7 , electronic feedback is 0, and reformulated feedback is 0.

IV. RESULTS AND DISCUSSION

4.1. Discussion

Based on the research results, there is some corrective feedback given by the lecturer. The lecturer provides direct, indirect, focused and unfocused corrections. There are 4 direct corrective feedback from the lecturer. as in the following table:

**TOTAL PROVISION OF WRITTEN
CORRECTIVE FEEDBACK BY
LECTURER**

No.	Type WCF	Total
1.	Direct	5
2.	Indirect	545
3.	Metalinguistic	0
4.	Focus	159
5.	Unfocus	7
6.	Electronic	0
7.	reformulation	0

Based on the table above the researcher found that the lecturer used several types of feedback in his corrections namely direct, indirect, focused, and unfocused feedback. the researcher found and concluded that indirect corrective feedback was mostly or dominantly used by lecturers with a total of 545 indirect corrective feedback.

In addition, to find out more about corrective feedback from students, the researcher conducted interviews with thirty five students and the results were analyzed. Based on the results of the interviews the researchers found that the lecturers used direct, indirect, metalinguistic, focused, non-focused, electronic and reformulation types. Each type gets direct results 27, indirect 29, metalinguistic 12, focused 27, defocused

10, electronic 16 and reformulation 7. Researchers also get the result that lecturers correct punctuation errors in student writing more often. From the results of this presentation, the type that is often used by lecturers in writing academic final assignments is the indirect type which shows the results of interviews with 35 students, interviewing students, researchers found that students can improve their writing by correcting their writing. improvement feedback provided by the lecturer.

V. CONCLUSION

Based on the research findings, the researcher found that there were four types of written corrective feedback that lecturers applied to student writing in academic writing final assignments in courses, namely direct corrective feedback, indirect corrective feedback, focused feedback, and defocused feedback. The most commonly used in students' academic writing is indirect corrective feedback. There are 2 direct corrective feedback, 545 indirect corrective feedback, 159 focused corrective feedback, and 7 defocused feedback. Written corrective feedback is more dominantly used by lecturers in writing for academic writing final assignments for English education students, lecturers are

more dominant using indirect corrective feedback, where lecturers only provide lines or other symbols but do not provide answers of any nature. Actually, the researcher concluded that the dominant type of indirect corrective feedback was because the researcher found 545 indirect corrective feedback on student documents that had been corrected by the lecturer.

Based on interviews with 35 students, the use of corrective feedback on writing can improve students' writing skills.

Indirect corrective feedback is useful for several reasons. Students are able to

recognize their mistakes in writing directly, students can attenuate, improve and are motivated to seek justification for their writing difficulties. When correcting student errors, lecturers find many errors in student writing, such as inappropriate words, incorrect vocabulary, grammatical errors, punctuation, content, organization, and so on. Here the lecturer corrects student errors indirectly such as giving symbols and writing comments. This can help students revise their writing more easily.

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