

STUDENTS' RESPONSES TOWARD LECTURER'S CORRECTIVE FEEDBACK  
ON WRITING 3 AT ENGLISH TEACHING LEARNING PROGRAM OF IAIN  
MADURA

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**Abstract:** *Writing is one of the skills in language learning requiring some abilities to be conducted. The students should pass some steps in writing. They sometimes do not know what the steps exactly are to be done first in order that they can begin writing well. The lecturer corrected the students' writing as feedback based on the errors or mistakes made by the students. So, the corrective feedback given by the lecturer can be various. Every lecturer's corrective feedback is expected to make the students understand what errors are made and what they should do with those errors. Here, the students' responses can be seen. The purposes of this study are to know how the students respond to the lecturer's corrective feedback and what styles of response shown by the students. The researcher conducted this study was qualitative descriptive research method. Interview and documentation were conducted and used by the researcher to collect the data from the lecturer and students. To check the validity of the data, the researcher used the triangulation method. The results of this research show that some students respond to the lecturer's corrective feedback differently and the students' response styles used by the students are obedient students, dependent students, and independent students.*

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**Keywords:** *Writing, Lecturer's corrective feedback, student's responses*

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## INTRODUCTION

Writing is an activity in which people transfer their thought into words in written form. Writing is one of the skills in English besides reading, speaking, and listening. According to the Merriam-Webster dictionary, writing is the act or process of one who writes. According to Peter Elbow, writing is a two-step process. First, you figure out your meaning, then you put it into language (Brown, 2000). In writing, there are many components that we should notice before we start to write such as grammar, punctuation,

capital letters, pronoun and verb agreement, and others. Writing has a complex process. Thus, sometimes students feel that writing is difficult to practice. They do not know how to begin to write down and how to seek the topic that will be written.

Writing is called a complex process due to the phases or steps that the writer should be passed. There will be finding the ideas, building or arranging the ideas, steps of revising, re-arranging, and others. Since, some people propose that writing is difficult, they need to be guided by others who have mastered writing skill. In a formal institution in which writing is becoming one of the compulsory subjects, writing will be guided absolutely by the lecturers. The lecturers should transfer their knowledge related to writing skill. Writing skill will be nothing if the lectures only transfer the theoretical aspect of writing without giving a practice section. In writing skill, an aphorism who state "practice makes perfect" is important to be applied. The lecturers also have to guide the students' writing practice. When the students practice writing in English, they need some corrective feedback from the lecturers. In reality, the lecturers have given some corrective feedback even in various ways, but we cannot know the responses of students in receiving corrective feedback from the lecturers.

Nicol and McFarlane-Dick define feedback as information about how students' present state (of learning and performance) relates to their goals and standards. While Biber stated that feedback is a key aspect of classroom practice both the first and second language learning environment (Philip, 2017). Those previous researchers (Nicol and McFarlane-Dick and While Biber) indicate that feedback is a crucial issue in classroom particularly in language classroom environment. Feedback plays an important role in many forms of learning, so it is not surprising more that feedback optimization has been the subject of investigation and research (Michael, 2016). In the language classroom, it is normal that the students will make some errors particularly in writing subject. Here, the lecturer plays the main role to correct the students' errors.

From the explanation above, the researcher has two objectives of the study. Those are to know how the students of 4<sup>th</sup> semester Academic year 2019-2020 of TBI respond to the lecturer's corrective feedback on writing 3 at IAIN Madura and to know the styles of students' responses toward lecturer's corrective feedback on writing 3 at IAIN Madura.

## **LITERATURE REVIEW**

### **A. Writing**

#### **1. Definition of Writing**

Writing is a productive skill that involves producing language rather than receiving it. Very simply writing involves communicating a message (something to say) by making signs on page. To write is to put down the graphic symbols that represent a language one understand, so that others can read these graphic symbols if they know the language and the graphic represent (Robert, 1964).

Writing is conveying information or expression of original ideas in a consecutive way in the new language (Rivers, 1981). Brown also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Consequently, writing represents what we think. It is because the writing process reflects things, which stay in the mind (Brown, 2000).

## 2. The Elements of Writing

In order to be able to make good writing, there are some elements of writing which are useful and it is very important to be attending with us to make good writing. There are main elements of a piece of writing such as (Virdyna, 2016):

- a. Ideas which maybe in the form of opinion, experience, feeling, knowledge.
- b. Expression. It maybe in the form of narration (a form of writing which retells events in the framework of time sequence giving an impression that a story start from the beginning to the ends) exposition and argumentation.
- c. Organization
- d. Means or vehicles of expression such as vocabulary, grammar, and style.

## 3. Characteristics of Good Writing

There are some characteristics of good writing, those are (Azizah, 2015):

- a. The Writing should be significant

The writing is categorized as significant if the reader enjoys it, learns something from it, or feels some need by reading it.

- b. The writing has clarity

The writing has clarity when the writing is clear to figure out what the writer is saying. When writing is vague and obscure, it takes the reader's patience and wastes their time, and if they have no strong incentive for trying to figure out what the writer is saying, they will quickly stop reading.

- c. The writing should be unity and good organization

The unified writing should have a good arrangement of each part of the writing. In tightly unified writing, each sentence in a paragraph develops or supports the main idea of the paragraph and connects in some way with any sentences that should seem to fit one to another in a logical sequence to make unifying writing. While good organization means that the writing seems to have well developed to organize the ideas and clarify the concepts.

- d. The writing should be acceptable usage

The good writing has acceptable usage. It means the writing has good grammar, punctuation, diction, spelling, and also, uses the English standard usage that makes the reader feel comfortable to read the writing. Poor grammar,

spelling, and punctuation will divert the reader's attention from the writer is doing wrong.

## **B. Corrective Feedback**

### **1. Definition and Kinds of Corrective Feedback**

Corrective feedback is a type of feedback with the aim is to correct any error or mistake done by the students in their work. There are two kinds of corrective feedback, direct corrective feedback and indirect corrective feedback. Direct corrective feedback means that the correct form is provided by the teacher for the students. While indirect corrective feedback means that the students can do correction by underlining the errors or putting a cross sign in a line of the errors exist (Ellis, 2009).

### **2. Types of Teacher's Feedback**

In general, a teacher can give or deliver various ways of feedback. Those ways are marginal versus end feedback, negative versus positive feedback, and text-specific feedback versus general feedback (Raihany, 2014).

#### **a. Marginal Feedback Versus End Feedback**

Marginal feedback is a kind of feedback that is written in the margin or between sentences line of the students' paper. It refers to the teacher's immediate intervention in discrete parts of the student's draft. By contrast, summary feedback at the end of the paper is normally an overview of more considerations in an essay.

#### **b. Negative Feedback Versus Positive Feedback**

Hyland stated that while students appreciate and remember positive comments, they also expect to receive constructive criticism. As a good teacher, s/he must know how to keep a balance between these two kinds of feedback. Too many praises, especially at the early stage of the responding process, may actually discourage the students from revising (e.g., "My teacher liked this part, so I shouldn't change it") or may lead the students to resent receiving low marks (e. g., "My teacher said that there are a lot of good things about my essay, so why did I get such a low grade?"). being excessively negative to the student's writing is also a disincentive to the student writers.

Therefore, the wisest course of action is that the teachers should strive for a balance, providing some praise for the student's efforts, but not forgetting their crucial instructional role of helping the students to revise, to improve on what they have done badly. In short, positive feedback is always more helpful than negative feedback because it encourages the writer to improve.

#### **c. Text-specific Feedback Versus General Feedback**

Text- specific feedback is a kind of comment that directly to the text at hand; whereas, general feedback can be attached to any paper. Responding to a paper only by giving the paper a grade (A,B,C or 70, 80, 90, etc), writing a general comment (very good, needs improvement, careless, etc).

### C. Response

#### 1. Definition of Response

According to McKechnie, response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation. In line with Hulse and Berube, response is the act of responding and a reply or an answer. While according to Paulina as cited in Solihin, response is the behavioral act, response comes as a result of the entry of stimulus into the same mind with the sense of someone (Solihin, 2020).

#### 2. Styles of Students' Response

Mann, in his research at the University of Chicago, promoted several response styles of a university student that is divided into the categories below (Solihin, 2020):

##### a. Obedient Student

This kind of student is a good student because they obey and follow whatever they are ordered to do – they obey rules, authorities, regulations, and perceive that a teacher is the one who gives praises and awards. They center themselves on the tasks given. They never oppose their teachers' orders. These students are neither really innovative nor creative. They also do not have high intelligence, but they can show satisfying results in learning.

##### b. Dependent Student

These students are very dependent on their teachers to help them in learning process. They are always in fear: fear of examination or grade, fear of getting a turn in-class activities. They are easily offended tend to make people like them by obeying rules. They just have little faith in their own intelligence. They are easily ruled by warning, criticism, or punishment. They also have difficulties involving themselves in the lesson.

##### c. Independent Student

These students are very intelligent. They have strong faith in themselves so that they can feel comfortable. They are able to see the activities and materials in the class objectively. They do not tend to have a

strong personal bond with their teacher because they can think critically themselves – they have their own perception.

d. Pretentious Student

These students are social students. They often make fun, make people laugh, speak a lot, have boasted, and so on. They like to socialize as well as to gather with people. They really appreciate other people's opinions and underlie their opinion with others' views. Therefore, such attitudes hinder their intellectual progress.

e. Stolid Student

Most of the students may be included in this category. Such students feel that themselves not have the capability. They are easily shocked, sensitive, and defensive – they tend to view their teacher as menacing to their personal identity. In the meantime, they also need their teacher's attention and award. They are afraid of failure so their own esteem very much depends on achievements in the class. Due to the big fear of failure, they tend to always keep stolid.

## **METHOD**

In this research, the researcher used a qualitative approach as research design because the data resulted was in the form of words. While the kind of research that was used is descriptive research. The research subject is the students on Writing 3 in the 4<sup>th</sup> semester of TBI Academic year 2019-2020 at IAIN Madura. While the data of this research are obtained from the students' responses to the lecturer's corrective feedback. In this research, the researcher took information both from the lecturer and the students. To obtain the data, the researcher used interviews and documents. The researcher began to analyse the data by summarizing and then selecting the important data and finding the appropriate theme and pattern. After obtaining the important and appropriate data, the researcher then displayed or presented the data. To check the validity of the data, the researcher use the triangulation method.

## **FINDING AND DISCUSSION OF RESEARCH**

### **A. Finding of Research**

The researcher conducted an interview with the students by WhatsApp Application and Google Form. The researcher interviewed the students randomly in A, B, C, and D classes. To support the data, the researcher also used documentation that was from the students' notebooks in writing 3 class. The students' notebook is the notebook that contains the exercises and feedback from the lecturer. From the interview, the researcher obtained the data to answer the research focuses.

The first interview was conducted on 14th January 2021 with Kurrotun A'yuniyah by WhatsApp. In the interview, Yuni said that:

“My lecturer uses corrective feedback. The way the lecturer gives corrective feedback is by giving scores about my writing such as predicate good, very good, etc. But, I do not too understand the kind of corrective feedback used by my lecturer. The way my lecturer gives correction is by marking the error words and error sentences using a red marker. By this way, I will be easier in understanding where the errors should be corrected. When my lecturer gives her corrective feedback on my writing, I do not always understand what should I do then. On the other hand, if I understand the errors and the correction of my writing is clear, she will directly correct my writing. For example, when my lecturer gives a sign for my error sentences or error words in my writing, she absolutely will replace them with the correct words or sentences. In contrary, when my lecturer just gives her score as like predicate good or very good, I do not correct my writing directly because I do not know where the errors writing. Giving such red marker or other sign in my writing is better in improving my writing skill than just giving the predicate good, very good, etc.”

The second interview was conducted also on 14th January 2021 with Siti Syarifatul Mutmainnah by WhatsApp Application. In the interview, Ifa also confirms that:

“The lecturer uses corrective feedback in writing 3 class. My lecturer gives correction individually. My lecturer will give the task first and then collect the task to be corrected. Sometimes, my lecturer also corrects directly my writing task. This way is simple but useful enough for me. I always understand what I should do because my lecturer explains details and clearly where the errors happened. My lecturer also gives a red line or marker under the error words or sentences. My lecturer also gives a brief explanation of the errors that should be corrected. After my lecturer gives correction to me, I do not directly correct the errors but I think first and analyze the errors. The way my lecturer gives corrective feedback can improve my writing skill. If writing assignments in the previous writing class only use predicate such A, B or score as like 80, 85 and no explanation, I do not know which part is wrong. So, I will be confuse and sometimes feel bored.”

It was almost similar to the statement of Mely Safarina Firdaus whom the researcher interviewed on 15<sup>th</sup> January 2021.

"My lecturer uses corrective feedback and I understand what I should do after my lecturer gives corrective feedback. I will recheck my writing directly and correct for the errors. I think by using corrective feedback, I will be more enthusiast to make my writing being better."

The fourth student interviewed on 12<sup>th</sup> February 2021 is Desita Tri Wulandari.

"My lecturer always checks and corrects my writing directly. Most of the errors that my lecturer corrected is grammar errors. My lecturer often asks for the discussion related to my writing, for example, my lecturer will ask about the theme and content selection in my writing. My lecturer always gives solutions if I am confused and it makes me understand what I should do when my lecturer corrects my writing. Because of this, I will directly correct all the errors. By all the ways used by my lecturer above, I can improve my writing, because I can know which part in my writing that should be improved related with the discussion or content writing and grammar."

The next interview result is from Nurul Laily which was conducted on 13<sup>th</sup> February 2021. According to Nurul, the lecturer used written and spoken corrective feedback. She said that:

"My lecturer writes anything errors to be corrected on a book where the assignment written. She also sometimes speaks directly where the errors are in order to make me fix my wrong answer or when the assignment is not appropriate with her instruction. I do understand that corrective feedback."

When the lecturer gave correction to Nurul's writing, Nurul said that she always understood what she should do next and she directly corrected anything wrong that was informed by the lecturer. She said she would write down the right answer in order to be remembered for the next writing assignment. Through the lecturer's way of giving corrective feedback, Nurul felt that her writing skill could be improved. She said:

"Yes, I do. I can improve my writing skill since I know how to write well from my lecturer. It can be about grammar, structure, etc. I can also consider that it is important to pay attention to the components of writing. For example, when I write an article, I need to make sure that I have prepared the theme, the tittle, the body and other components well."

The sixth interviewee is Nuriyatul Fauziyah who was interviewed on 13<sup>th</sup> February 2021. Almost similar to some previous interviewees, Nuriyatul said that the way her lecturer gave corrective feedback was by underlining something errors in her



writing and she understood that kind of corrective feedback given by the lecturer. But, she said sometimes she did not understand too what she should do next after the lecturer corrected her writing. When the lecturer gave corrective feedback, Nuriyatul said that she directly checked first her writing and the kind of errors she wrote. Then, she would correct it. If she did not understand the correction given, she asked the lecturer. Hence, she felt that absolutely the way her lecturer gave corrective feedback could improve her writing skill. She said:

“Yes of course. My writing skill can be better because sometimes my lecturer gave a little explanation about something error in my writing and also in my friends’ writing.”

The seventh interview was conducted on 19<sup>th</sup> February 2021 with Riskiati Maulina. Based on her answer, she said that:

“The kinds of corrective feedback is by correcting one by one my writing assignment in my notebook. Actually, I do not know the terms of the kind of corrective feedback used by the lecturer when the lecturer gives suggestions and solutions in correcting my writing assignments. I always understand what I should do with the corrective feedback given by the lecturer because the lecturer explains the correction well and in detail. So, I will correct directly the errors by continuing the suggestion and what should be corrected. In this way, I feel that my writing is better than before because I will know which grammars and sentences arrangement are right.”

The next interviewee was Kurnia Fitri which was conducted on 19<sup>th</sup> February 2021. She said:

“The way my lecturer gives corrective feedback is by giving direction and correction on my writing assignments. Sometimes, my lecturer also delivers the correction directly by spoken corrective feedback to me. I directly will correct the errors based on the lecturer’s direction because I understand what should I do. My writing particularly in sentences arrangement and spelling are better than before.”

The ninth interviewee was conducted with Afifatun Nafsiyah on 12<sup>th</sup> February 2021. In her brief answers, she supported most of the initial answers of the interviewee before. She said:

“The way my lecturer gives corrective feedback is by giving an explanation to me in details. It makes me understand what I should do next because the explanation from my lecturer is clear. I feel enthusiast and want to write more and more.”

The next interviewee was the boy student. He is Mahrus Ali who did an interview on 19<sup>th</sup> February 2021. He said that:

"I do not know the terms of kind of corrective feedback used by my lecturer. But, when I get corrective feedback from my lecturer, I directly correct my writing by giving mark or sign in my writing and then I corrects it at home. By this way, I feel that my writing skill is better and improved."

In contrary with the most of some answers, Rahmad Rofiqih Daryanto answered briefly that:

"I do not know how my lecturer gives corrective feedback, what I should do then after getting corrective feedback from the lecturer. So, I can not correct directly the errors and correction from my lecturer. I also can not feel whether my writing skill is improved or not."

## **B. Discussion of Research**

### **1. The Students' Responses Of 4<sup>th</sup> Semester Of TBI Toward Lecturer's Corrective Feedback On Writing 3 Class At IAIN Madura**

Based on Cambridge Dictionary, response is something said or done as a reaction to something that has been said or done; response is an answer or reaction. In writing class, corrective feedback can be defined as the indication of the lecturers that are given to students that aimed to let the students know that their written work contains errors (Hashemifardnia, Sepehri, & Namaziandost, 2019).

From the interviews that had been conducted, most of the students have known what they should do when the lecturer gives corrective feedback. The students can give nice responses to the lecturer's direction and correction. But, we cannot close our eyes that the rest of the interviewee students are still confused even does not know what they should do with the correction result of their writing. The evidence that shows the students can give a nice response to the lecturer's corrective feedback is if they can directly understand which errors exist and then correct the errors directly.

If the researcher relates the finding with the related literature about students' responses, it can be known that the students give different responses to the lecturer's corrective feedback. The styles of students' responses shown by the students such as obedient student, dependent student, and independent student. In addition, the responses given by the students also have different parts and all three parts of the response introduced by Chaffe are found in this research.

First, the students who will directly act or correct the errors on their writing after their lecturer gives corrective feedback are called as obedient students. This kind of students will obey the suggestion or correction from the lecturer,

Second, the students who feel confuse and do not know what the mean of corrective feedback from the lecturer. This kind of students mostly often attach with the lecturer. They need help from the lecturer in order to reach the goal of the learning. They called as dependent student.

Third, the students who understand what the mean of corrective feedback given by the lecturer can correct their own writing by their own self. This kind of students often have predicate as intelligent students. They are able to understand the materials well in the learning process. They are called as independent student.

The students also indicates that all the three parts of response are used. First, the students who use their cognitive. When the students can change their understanding before and after they perceive lecturer's corrective feedback, they can be said that they used their cognitive part. Next, when the students can give an action toward their understanding, then they use their conative. In other side, when the students show their feeling such as confusion, then their affective part are used.

## **2. Styles of Students' Responses Toward Lecturer's Corrective Feedback On Writing 3 Class At IAIN Madura**

From the interview conducted by the researcher, there are different responses that students show in perceiving lecturer's corrective feedback. The different corrective feedback the lecturer used, the students' responses will be different to. In addition, the students do not only give one response, but it can be more than one response. Based on the review related literature, the students' responses shown by in this research are:

### **a. Obedient student**

The obedient students will obey the lecturer's order as the corrective feedback to the students. Not only by obeying the lecturer, the obedient students will also perceive the praise and award only from the lecturer. It is said by Mann as cited in Hanifi that this kind of student is a good student because they obey and follow whatever they are ordered to do – they obey rules, authorities, regulations, and perceive that a teacher is the one who gives praises and awards (Hanifi and Rahayu, 2017). As said by Kurrotun A'yuniyah that the lecturer giving predicate good, very good, etc. Desita Tri Wulandari also included in obedient student since she said that she directly correct all the errors in her writing. It is similar with Riskiati Maulina and Mely Safarina who said that they will correct directly the errors by continuing the suggestion from the lecturer. The last, Kurnia Fitri also include to obedient students since she said that she directly correct the errors based on lecturer's direction. From the four interviewee above, it is clear that they are obedient students as

said in review related literature that obedient student will never oppose their lecturer's order.

b. Dependent student

Mann said that these students are very dependent to their teachers to help them in learning process (Hanifi and Rahayu, 2017). The dependent student need the lecturer to help them in learning process, in this case the students here need the lecturer to correct their writing. As said by Nuriyatul Fauziyah that if she does not understand with the correction given by the lecturer, she will ask to the lecturer. But, when the lecturer gives corrective feedback, Nuriyatul also said that she directly checks first her writing and then correct it. Thus, in this case Nuriyatul also called as dependent student and obedient student. In contrary, another one who include in dependent student is Rofiqih Daryanto because he does not know what he should do after getting corrective feedback. So, he needs the lecture to help him in correcting his writing in order to be success in this writing lesson. He needs guidance from the lecturer.

c. Independent student

The independent students tend to have faith about their capabilities without depending on their lecturer. As Mann said that they have strong faith in themselves so that they can feel comfortable. They are able to see the activities and materials in the class objectively (Hanifi and Rahayu, 2017). In this research, Syarifatul Mutmainnah is included in independent student since she said that she does not directly correct the errors but she thinks first and analyses the errors. This kind of student can think critically by themselves because of her intelligence.

If the discussion above discuss about the styles of students' response, then the researcher discuss about the part of response introduced by Chaffe and correlate it with the finding in this research.

a. Cognitive

Cognitive plays a role when there is a change in students' understanding or in perception. As Chaffe said in Riza that this response arises when there is a change to the understood or in perception by audiences (Rosita, 2018). Most of the interviewed students response the lecturer's corrective feedback by using the cognitive part since they said that they understand on lecturer's corrective feedback and feel that their writing is better and improved after they get corrective feedback.

b. Affective

Affective response is dealing with emotions (mental reaction). As stated by Bloom in Solihin that affective is all responses or feedback hat related to emotional (Solihin, 2020). Some of the students give affective response since they said that they feel confused about what should do with the corrective feedback by the lecturer. Besides feeling confused, some of the students feel bored if the lecturer only gives feedback by giving grades or predicate only. In contrary, one of the students said that she is more enthusiastic to make her writing better by getting corrective feedback.

c. Conative

Hovland as cited in Risma said that conative refer to someone's tendency to act in a particular manner that is congruous to his/her attitude (Rahmawati, 2014). Conative response is related to the action or habit. The students who directly correct their writing after getting corrective feedback mean that they used their conative part.

## CONCLUSION

1. Most of the interviewee students give nice responses toward the lecturer's corrective feedback. The students can respond well when the lecturer gives corrective feedback in their writing. But, the rest students are sometimes still confuse even do not know what they should do after receiving corrective feedback from the lecturer.
2. From the interview, the researcher knows that there are about three styles of students' response toward corrective feedback used by the lecturer in correcting the students' writing. The first style is obedient student. The students will obey and follow the order or the suggestion given by the lecturer. The second style is dependent student. This kind of students need the help from the lecturer. The third style is independent student. Independent student often called as intelligent students since they can think critically and have faith about their own capability.

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