

STUDENTS' VIEWS OF TEACHER'S FEEDBACK IN L2 WRITING CLASS

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Abstract: The objective of this study was to scrutinize the nature of corrective feedback delivered by instructors in English as a Foreign Language (EFL) classrooms and to delve into the perspectives of students who received such feedback from their educators. The study seeks to explore the diverse forms of corrective feedback utilized by instructors to address flaws or errors in students' writing practices, while also examining students' perceptions of this feedback subsequent to the correction process. The research was conducted at a private university situated in Bekasi, employing a qualitative descriptive approach. Data collection encompassed the distribution of questionnaires and the conduction of interviews. This study reveals that instructors furnish students with five distinct types of feedback. The results indicate that Lexical Feedback is consistently provided to all students, closely followed by Grammar Feedback. Additionally, a majority of students frequently receive Structural Feedback. Insights from the interviews highlight that a substantial number of students exhibit a favorable disposition towards the various forms of corrective feedback employed by the instructors. Moreover, this research underscores the imperative of integrating corrective feedback into the English language instruction for students learning English as a foreign language (EFL).

Keywords: *Peer Feedback; Teacher's Feedback; Writing Skill; L2 Writing*

INTRODUCTION

One of the activities of language acquisition is writing. Each word in writing has a meaning that the reader must perceive (Rukayah, 2014, p.11) means that writing is a part of linguistic communication. Writing is one of the most important academic achievements, involving various components such as mechanics, production, conventions, linguistics, and cognition (Hughes, 1996; Ramli, Boeriswati, & Emzir, 2019). Furthermore, Haerazi and Irawan (2020) stated that to be able to present different ideas in varied compositions and transform

them into paragraphs or other units with the length of a paragraph, writers must be creative. It also provides an external structure of the language known as schematic knowledge (Margana, 2012).

According to Richards & Renandya (2002), for second language learners, the hardest skill for learners of second languages to master is writing. Students may often need help writing in English correctly and appropriately. In line with Rachmawati et al. (2017), writing skills are complex and challenging to learn since they include both grammatical and

rhetoical aspects and intellectual and judgment components. In addition, Errors are becoming a common component of writing (Ramli, 2015; Tasdemir and Arslan, 2018; Ramli, 2019). The most errors produced by learners are in spelling, tenses, and sentence organization when the students arrange the sentences. Therefore, teachers need a way to be able to bridge the difficulties of students in writing practice (Syaprizal & Maradona, 2018).

Giving feedback is one strategy for helping language learners overcome challenges. Feedback is one of the main strategies used in writing classes to facilitate efficient engagement in learning (Narciss, 2008: p. 4) and is considered an important and useful instructional process in writing classes, (Gustary, Prasatyo, & Sari: p. 441). The importance of feedback toward writing education must be balanced. In line with Hyland (2006), Feedback is a subject that has long been considered crucial for improving ESL writing abilities. Furthermore, when feedback is given well, it can also serve as a channel for communication between students and teachers and between students and students, spark revisions, and ultimately promote language improvement (Ferris, 1997). And also supported by Issac (2019) stated that Feedback allows students to not solely comprehend how they fared on the assessment work and validate their scores, but it also, most significantly, guides students in building their capacity as learners.

Lastly, It is crucial to comprehend students' attitudes, feelings, and preferences for teacher feedback, and An attitude can cause either positive or negative behavior. Attitude and preference may be valuable tools for teachers in determining which form of feedback should be utilized to develop their students' English skills without causing them to lose self-confidence and passion while learning (Allwright, 1991). The same thing was also reinforced by Ahmadi, Maftoon, & Mehrdad (2012) who claimed that depending on the type of feedback students received, students' attitudes toward receiving it differed. It shows that exposure to feedback received by students is very influential on the language attitude of students, such as influencing their perception and having an effect on the feedback given so that their writing abilities improve. In line with Marylin (2002) argues that attitudes develop as a result of one's daily experiences and that everything that happens in the classroom that impacts a student leads to the construction of his portion of certain attitudes.

Several topics have been discussed concerning the effort of written feedback by the teacher. Nevertheless, little emphasis has been devoted to types of feedback and how students view it, in this case, how students think about the feedback they received in writing class. Therefore this research will investigate what types of feedback students mostly receive and how students' views towards teacher feedback writing in writing learning.

Feedback in L2 Writing.

Giving corrective feedback to learners is an important aspect of the learning process in L2 writing. Feedback is information regarding a person's performance by agents such as teachers or peers (Hattie & Timperley, 2007). In line with Sabarun (2019), Giving learners corrective feedback in the context of L2 writing is a crucial element of the learning process.

In conclusion, feedback is important in L2 writing instruction by providing learners valuable information, suggestions, language input, and motivation. It helps students understand learning objectives and identify areas for improvement. Feedback contributes to learners' overall progress in their L2 writing skills by addressing linguistic errors and supporting language development.

Types of Feedback

The teacher provides feedback to students as input on their performance; it might be related to errors made by students or students' accomplishments. Hornby (2005, p. 504) defines feedback as suggestions, criticisms, or information about how good or useful this feedback is in teaching and learning. Moser and Jasmin (2010) explain that the type of feedback can be in the form of direct corrective feedback or indirect corrective feedback. Some direct feedback procedures highlight the wrong word or phrase and place the correct form.

On the other hand, Ellis (2009) claims that written corrective feedback (WCF) comes

in six different forms, including electronic feedback, reformulation, focused/unfocused Direct correction, and immediate correction by metalinguistic correction and correction. Then over time, Irwin (2017), in his research, divided the five categories of written corrective feedback: lexical, grammatical, structural, content, and general.

Student's Perception

Hong (2003) states that perception is a person's thought about something he or she has learned to measure how he or she behaves towards using something, whether he or she agrees or not about that method or something he or she has learned.

According to Zadra et al. (2011), perception is a complex process influenced by the environment. Knowledge about the world is merged with the perceiver's constructive talents, psychologies, and experience during perception.

This study investigates the types of feedback do students mostly receive and how they value on the feedback they receive in writing classes.

METHOD

Design

The qualitative research method was employed in this study to investigate teachers' feedback. Furthermore, students think in L2 writing toward feedback. Without using generalizations, this type of research entails data collecting, classification, analysis, and

conclusion-making. According to Creswell (2013: 4), qualitative research is an investigation into and knowledge of what individuals or organizations regard as a social issue. It is employed to comprehend the mechanisms and causes of social phenomena.

Participants

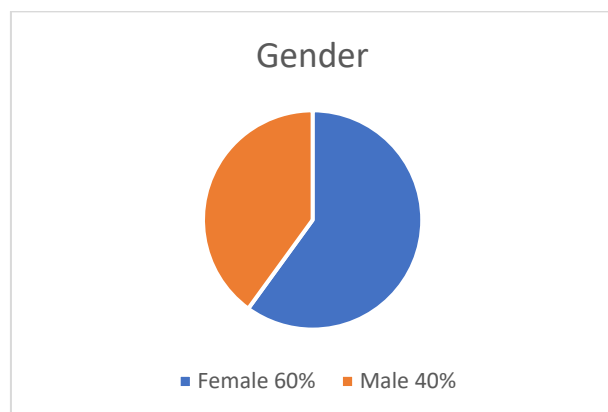


Figure 1. Gender of participants

This section analyses various demographics of respondents, especially focusing on gender. The study includes one class of 20 students enrolled in an English course. During the second semester, it was seen that 60% of the students were girls, which amounted to 12 students. On the other hand, eight male students control 40% of the class. The majority of this class are female students.

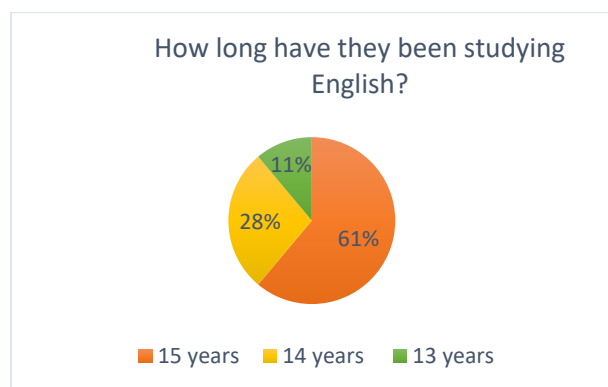


Figure 2. Describe how long students have learned English

The second set of demographic data, as depicted in the chart provided, illustrates how long students have been learning English. The majority, comprising 61% of respondents, reported learning English for 15 years. In addition, 28% stated that they had studied English for 14 years, while the remaining 11% indicated a learning duration of 10 years. It should be noted that the time spent learning English varies greatly among students due to their differences in educational backgrounds. However, it can be concluded that no students start learning English from an early age. On average, they start their English education during their primary school years.

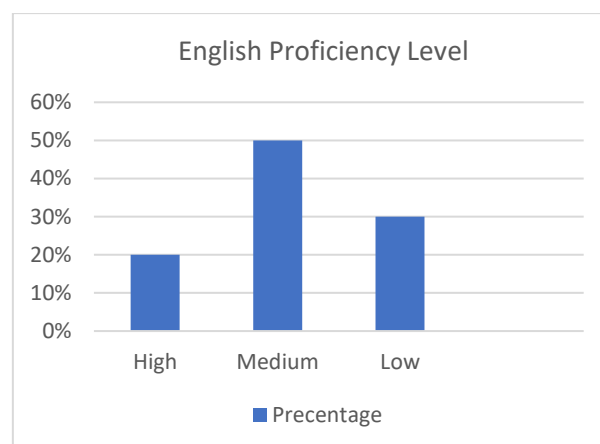


Figure 3. Describe students' English proficiency level

Additionally, the graph above provides a visual picture of students' English skill levels. By evaluating students' self-perceptual English learning skills, data was collected. It is important to remember that these findings are based on students' perceptions of their language skills. The graph shows that almost 50% of students reported moderate English skills.

The graph also reveals that approximately 20 percent of students indicated having a high level of English proficiency. These students believe they are proficient in English. They typically have a broader vocabulary, a better understanding of grammatical concepts, and a greater capacity to participate in complex arguments or comprehend challenging written works. However, over 30% of students claimed they had low English. These students believed they needed to improve their English skills, found it difficult to comprehend and express themselves in texts, and had considerable problems using grammar and vocabulary. These students frequently require additional support and materials to improve their English abilities.

Twenty undergraduate students are studying in English Department at a University in Bekasi, West Java. Will be participating in this study. The researcher also prefers early semester students, namely the second semester, because this is a new experience for them learning at the University level. It can affect students' perceptions of their learning experience, especially the feedback they receive through lectures. Twenty participants will fill out a questionnaire, and then the researcher will select five students to participate in the interview.

Data collection

Data will be collected through questionnaires, In-depth interviews, and

documentation collection, namely all copies of assignment papers containing student writing assignments with instructor feedback writing will become data in this study. Furthermore, a questionnaire about student perceptions will be used as a source of data to be examined. Participants were given a set of questions to fill out in order to learn more about the type of feedback students received. Boardley Irwin's (2017) theory, which proposes five distinct types of feedback, served as a framework for the questionnaire's design. Lexical feedback, which focuses on vocabulary use, grammar feedback, which addresses errors in grammar and syntax, content feedback, which ensures the substance and organization of ideas, structural feedback, which deals with the overall structure and coherence of the work, and general comments, which condense the overall impressions and suggestions, are all included in this category. Questionnaires were distributed before the researcher interviewed the participants. The questionnaire uses a Likert scale to assess student responses, with 1 indicating strongly disagree (or never) and 4 indicating strongly agree (or always).

Furthermore, the final stage after completing the questionnaire is a semi-structured interview. Next, six students will be chosen as volunteers in the interview to become part of the resource persons to ask questions about the teacher's response to their writing assignments. Interviews will be conducted to describe teacher interactions during the writing

process and how students progress and achieve during learning in writing classes. In-depth interviews allow flexibility and provide opportunities for participants to describe their experiences and perspectives.

DATA FINDING AND DISCUSSION

The Table 1 shows that the frequency of students receiving lexical feedback is quite

high, with a percentage of 70% always and 30% students quite often getting feedback related to lexical feedback. Based on Liach (2011) states that lexical errors refer to misspelling words and incorrect word choice. Which means errors in the form and meaning of words (lexical) in the target language.

Table 1. Types of feedback and frequency students mostly receive

Types Of Feedback	Always	Often	Sometimes	Never
Lexical Feedback	70%	30%		
Grammatical Feedback	80%		20%	
Structural Feedback	55%	31%	24%	10%
Content Feedback	60%	40%		
General Comments	60%	35%	5%	

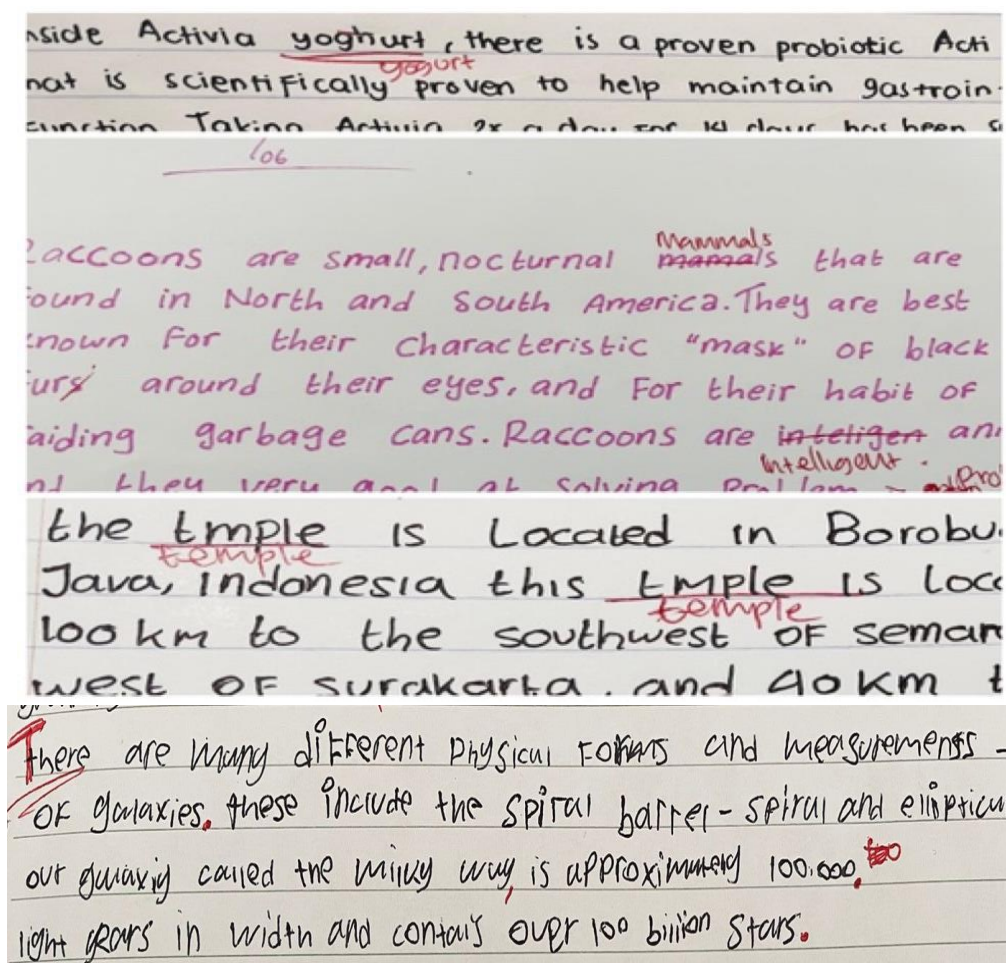
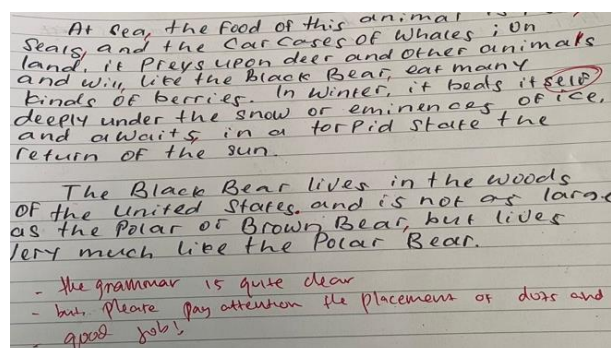


Figure 4. Illustrate lexical feedback

As shown in figure 4 highlights that lexical feedback is still often found in their paperwork in the form of writing errors and unclear spelling words. As shown in the picture above, the lecturer gave a correction by writing the word **yogurt**, which was written by the student with **yoghurt**. Then on the second paperwork, it can be seen that the lecturer gave feedback by correcting students' misspellings in the word **mammals** which were written incorrectly by students with **mamals**. Then still in the same paperwork, the lecturer also gives lexical feedback by correcting the writing of students who still write the wrong words. **Intelligent**, she writes **Intelligent**.

Moreover, the last one has seen, the lecturer also gave writing corrections to the student who missed writing the vowel **e** in the word **temple** that it was written by **tmple**. In the next picture, it can also be seen that the lecturer also gave students corrections on capitalization. It can be seen that the lecturer justified the letter 'T' written by students in lowercase at the beginning of the sentence.



In the picture above, it is clear that students still make mistakes in placing commas and dots in sentences. Their lecturer also wrote

this under the text. The lecturer wrote, "Even though it is grammatically quite good, you still have to pay attention to the placement of commas and periods in writing sentences."

The results of the interviews corroborate this. Excerpt 1 is taken from Rizki's statement, "Because I often use new vocabulary in my writing, so I always get corrections in misspelling words."

The same thing was said by another respondent in Excerpt 2, taken from Nissa's statement "Because I always get corrections in terms of spelling words, so now it has become commonplace for me."

This proof is in line with what Abbas & Asy'ari (2019) stated: The appearance of words, spelled or arranged on paper, including spelling, capitalization, and punctuation, is referred to as feedback in writing.

Furthermore, based on the data table above, the majority of students, around 80%, always get grammatical feedback, and only 20% of students rarely get grammatical feedback, according to Ellis (2009). Grammatical feedback is a correction of sentence structure and word choice.

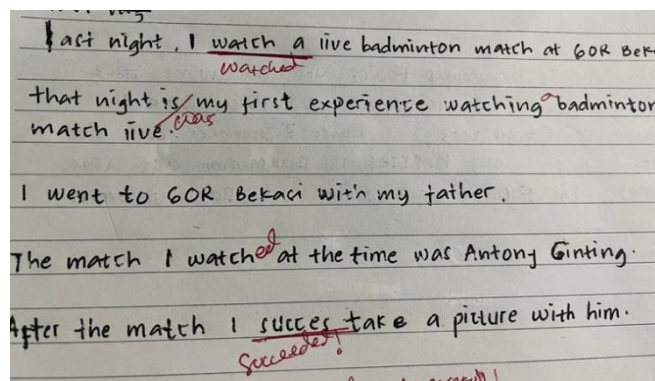


Figure 5. Illustrate Grammatical Feedback

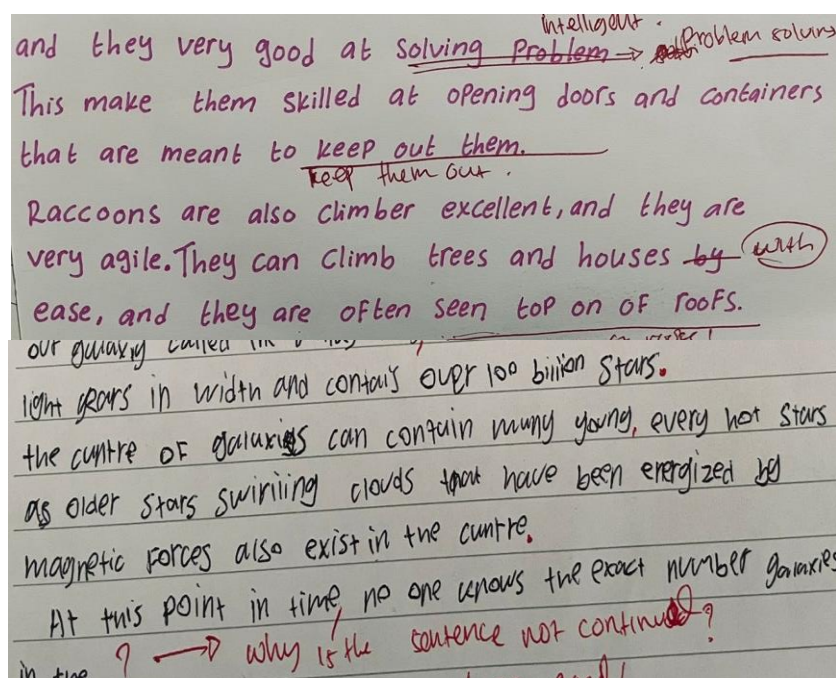
The picture above is a grammatical feedback that students receive from the lecturer. It can be seen that the lecturer gives grammatical corrections to students in past tense sentences where the student writes by using the first verb. It can be seen when the teacher corrects the students' writing in the sentence "**Last night, I watch badminton,**" and then the lecturer corrects it by giving directions that the word **watch** must be written "**Watched**" because the context is past tense. Then the lecturer also gives a correction in the form "**it is**" must be changed to "**It was**" because the context is still in the past tense.

Based on interview data, one respondent named Nadia stated in Excerpt 5: "*The lecturer always corrects my grammar, such as the placement of to be, the use of verb 1, verb 2, and*

verb 3." This is also in line with the statement of the third respondent named, Kholil, who said that, "*When writing assignments, I always get corrections in the form of pronouns, and I always make mistakes in writing information, so that makes my sentences not grammatical.*" (Excerpt 3)

This is also proven by (Royani & Sadiyah, 2019), stating that although writing activities are often carried out, students must correct their writing format and grammar.

Then the following data related to structural feedback as Irwin (2017) stated that Structural feedback was characterized as input that addressed structural issues such as sentence fragments, arranged words, run-on phrases, and comma splices.



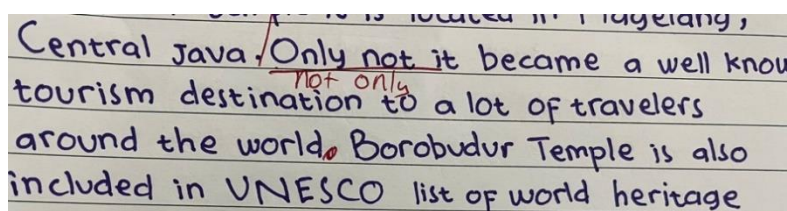


Figure 6. Illustrate Structural Feedback

Figure 6 above shows the structural feedback given by the lecturer to students. It can be seen in their paperwork that there are still corrections in the form of errors in arranging words into sentences, as seen in the paperwork where the lecturer corrects the writing of students who write **solving problems** into **problem-solving**. Next, the words **only not** were given feedback by the teacher by giving corrections to **not only**. After that, it can be seen that students still make mistakes in composing words into sentences, as seen in the picture above the lecturer who wrote feedback by correcting the writing in the form of "**seen on top of roofs**," which was previously written by students with "**seen top on of roofs**" besides that the lecturer also gives the correct punctuation marks in the students' sentences as a directive that students should be more careful with punctuation.

In the last picture, see an error in the sentence fragment. A sentence fragment refers to a concept or view of incomplete or fragmented sentence phrases where students do not continue writing sentences. As seen in the last picture, the teacher gives a question mark (?) and writes a comment, "**Why don't you continue this sentence**." (Thompson, 2007).

Besides, the results of the questionnaire show that 50% still quite often get structural feedback in the form of mistakes in placing periods and commas and arranging words into sentence and sentence fragments. as mentioned by This theory is proven by the student's statement as the first respondent named Rizki "*I often put the subject wrong in sentences, so the sentences I write are often commented on unclearly by the lecturer.*" (excerpt 1)

On the other hand, students also say that they often get structural feedback (Andi in excerpt 4), "*I often make mistakes in writing words into sentences so that it is often a mess in compiling them into correct sentences, especially now that I am still learning new vocabulary*" Besides that the data shows that the other 20% shows they rarely get structural feedback. This was also conveyed by the first respondent, Rizki, as exception 1, who stated, "*I rarely get corrections in sentence fragments and arranging words because I always re-correct my writing before submitting it.*" This evidence also aligns with (Nelson & Schunn; 2008) stating that students who constantly review their work will always get optimal results.

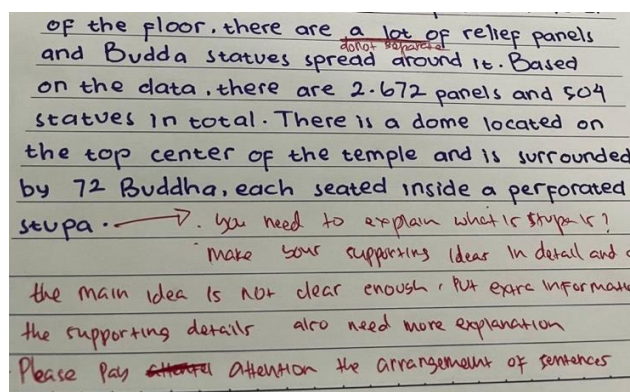


Figure 7. Illustrate the content feedback from the lecturer

Furthermore, the findings indicate that more than half of students still receive corrective feedback content feedback in the form of writing primary ideas and supporting facts regularly (Yanti and Susanti, 2022). Content feedback is about validating what students have written and responding to it at a deeper than technical level. The data shows that 60% of students always get content feedback, and the other 40% often get content feedback.

In Figure 7, content feedback is still often found in their paperwork based on the picture. It can be seen that the lecturer gave several notes in the form of content feedback. Namely, the lecturer gave feedback regarding the main idea that the student wrote still unclear and needed to be further developed by adding some information about Borobudur Temple. Then at the second point, the lecturer also writes down the content feedback that students need to expand the contents of the supporting details by explaining more the definition of "Stupa," which is part of the temple.

This is also corroborated by field interview data. Nadia, as excerpt 5 states, "The

content feedback that I get from lecturers is usually related to the main ideas, and supporting ideas that I write are still unclear."

Besides, respondent Nissa (excerpt 2) states, "Lecturers often comment that the main ideas and details that I provide are not in sync with the theme of writing."

This evidence supports Gusmiati's argument that the challenge of writing main ideas for students is that students experience difficulties when composing sentences that are too long and also do not understand the main ideas or supporting ideas or explanatory ideas (2012, p. 5).

Lastly, the data from the table above states that more than half of the children, namely 60% in the always category and 35% in the often category, get general comments from the teacher regarding their writing assignments.

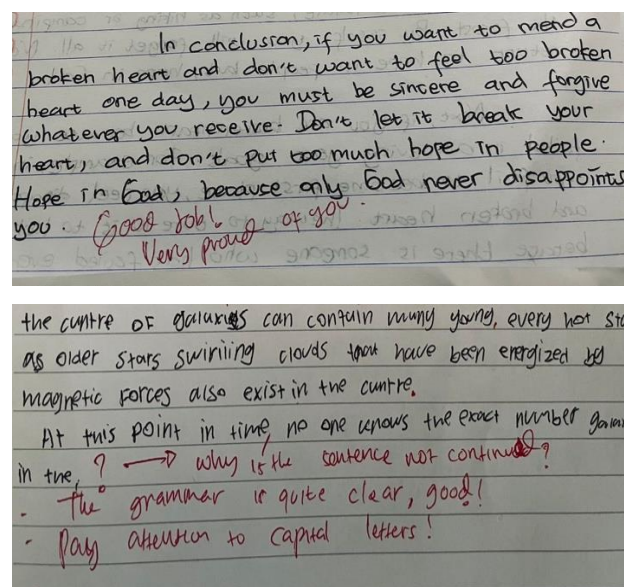


Figure 8. Illustrate the General comment of feedback

In Figure 8 it can be seen that the lecturer provides feedback in the form of general

comments on student paperwork. It can be seen that the lecturer wrote "**Good job**" and "**I am very proud of you**" to the student's writing with a few errors.

In the second example, it can be seen that the lecturer gave details by encouraging students to always be careful in their writing; even though there were still some mistakes that students made in writing, the lecturer still appreciated the student's efforts with a '**Good Job.**'

This is also corroborated by interview data from Nissa In excerpt 2 *"The writing lecturer always gives praise when my writing is correct and always encourages me to continue learning when there are many corrections in my*

writing. The same thing was also expressed by Kholil in excerpt 3 *"Even though the lecturer checked our writing assignments in great detail, she was very cooperative in writing sentences to keep me motivated."* In line with Ellis (2009) advises that teachers should correct their students' answers because it gives positive reinforcement and fosters motivation and learning.

Student perception toward teacher feedback

The information observed in Table 3 demonstrates how students perceive the teacher's input. The data were derived from the questionnaire items and supplemented by interview sessions collected and analysed by the researcher.

Assertions	Strongly agree	Agree	Disagree	Strongly disagree
Feedback from the lecturer helps me better understand what is targeted in my writing assignment	50%	30%	10%	10%
I feel comfortable and not embarrassed when my lecturer gives feedback on my writing assignments	40%	25%	35%	0
I'm confident when writing in English after getting feedback	40%	30%	20%	10%

The table above reveals that 50% of students strongly agree and 30% agree that feedback from the lecturer helps them learn what to target in their writing projects. As stated by Chappuis (2012), When students are responsive in receiving feedback and information from professors, this is considered good feedback. So that students can improve

learning, this is also strengthened based on field interview data. Statement from Andi as the fourth respondent stated

"The feedback given by my lecturer during this lesson has helped me develop my writing skills." (excerpt 4)

Nevertheless, the data in the table also shows that there are at least 10% of students disagree and strongly disagree that the feedback

given can help them understand what is targeted from their writing assignments as stated by Brown (2007) observed that too much feedback can also lead to confusion interruptions, corrections, and overt attention to malformations regularly causing students to abandon efforts to improve their writing. This is demonstrated by one of the respondent's excerpts below:

As excerpt 5 taken from Nadia, Nadia said, *"It does not help much because for me when the teacher writes explanations are very difficult for me to understand so later I will ask friends for help to improve my writing."*

Furthermore, the second data from the table above shows that 45% of students indicated that they felt comfortable and did not feel embarrassed by the way the lecturer gave feedback on the writing task as stated (Tavakoli & Zarrinabadi, 2018). That the positive effect of corrective feedback is explicitly seen in the emergence of students' willingness to communicate comfortably with the teacher, this is evidenced by the statement in excerpt 4 from Andi that

"I feel happy because of the feedback I received from the lecturer while revising my writing."

Nevertheless, based on, the data shows that 35% of students even showed that they felt embarrassed by the way the lecturer gave feedback. This was strengthened by the statement from Kholil in excerpt 3 .

"I am more often embarrassed because the lecturer always gives detailed notes about

my writing, so I feel embarrassed because of the many mistakes I make."

Then the last data relates to students' confidence in writing in English after receiving feedback. According to the questionnaire answers, 40% of students highly agree, and 30% agree that they are confident in writing English after receiving feedback. As stated by (Biber et al., 2011), feedback can be a student's reflection to commit learning activities better than before.

This is in line with Rizki's statement as excerpt 1 stated that

"I usually feel more confident because I work on corrections according to the lecturer's directions."

Nevertheless, the data also shows that around 20% of students disagree, and 10% strongly disagree that they are not confident in writing English after getting feedback. This is also reinforced by statements from Kholil in excerpt 3, which states that *I feel worried. Usually, I am afraid that I will make more new mistakes.*

This is also corroborated by Wiyati & Nur (2020), who" states that students who have a negative attitude to feedback will be more worried about the results of their second task."

CONCLUSION

In writing practice, it can be accepted that the majority of students still often make grammatical, structural, lexical, and content errors. This is because English is their second or even third language. In other words, English is different from the language they use every day. Therefore, feedback is very important for

students as it helps them understand assignments better and gives them clear suggestions to improve their learning.

This research acknowledges that there are two significant things according to feedback from lecturers. The first is that feedback seems to be very helpful in getting students to understand instructions and complete assignments. However, some students needed help understanding the feedback points given clearly. This might be related to the students' still weak ability to process written information, so they needed feedback to be explained back orally in simpler words to make it more understandable. However, based on the results of the questionnaire and interview, the majority of students had a positive response to teacher feedback practices. The students strongly agreed that the teacher's feedback helped them understand the assignment better.

Furthermore, the findings in the study are relevant to the journal previously published by Zhan (2016), "Written Teacher Feedback: Student Perceptions, Teacher Perceptions, and Actual Teacher Performance," which states that student perceptions of teacher feedback are positive in terms of the benefits that they can get from the feedback and how it will improve their writing. It helps children with grammar, organization, vocabulary, and problem-solving. Furthermore, Tom et al. (2013) found in his journal "Students' Perception and Preferences of Written Feedback in Academic Writing" that feedback input is preferred by effective

teachers and is important for improving students' writing skills.

Researchers acknowledge that the study utilizes only a small portion of data from EFL classes. The data cannot capture the full EFL context gathered. Therefore, in order to obtain a variety of data, researchers suggest investigating various types of feedback and students' perspectives of feedback on students with other English language proficiency. Then additional research can be done using quantitative techniques to gather more extensive data from different student groups. This will give a more comprehensive view of the various situations in which students receive feedback and how they view it. A deeper understanding of broad trends and specific variations in students' experiences with feedback can be acquired from the findings of a more extensive study.

Nevertheless, it is crucial to remember that future studies should rely more on quantitative methodologies. A greater understanding of the effectiveness of the feedback that lecturers give, as well as student perceptions and the larger context, can also be gained when quantitative approaches are used with qualitative methods such as surveys or interviews. Both can be used in combination with both of them to comprehend the issue under study in greater detail.

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