

Teacher's Use of Written Corrective Feedback for Students' Writing Errors

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ABSTRACT

Teachers offer corrective feedback to boost students' motivation. The importance of this study is because corrective feedback in education has an important role because students can find out the errors in writing English. Previous studies have examined Written Corrective Feedback in students' writing. However, none had conducted a study on this topic at the school where the current study was conducted. This is the gap fulfilled by this study. This study aims to find out the types of student errors in English writing at a Junior High School in Jakarta and to find out the types of Written Corrective Feedback that are often used by the teachers there. This study used descriptive qualitative research methods. This study reveals that there are 13 types of errors found in students' writing, which are singular-plural, word form, word choice, verb tense, adding a word, omitting a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, and meaning not clear. The findings also reveal that Direct Corrective Feedback is the type of feedback that is mostly used by the teachers to correct students' errors. It is hoped that future studies could elaborate more on the reasons why teachers prefer a particular type of Written Corrective Feedback.

Keywords: Students' Errors, Writing, Written Corrective Feedback, Teacher's Feedback, Writing Errors

INTRODUCTION

Students learning a second language for academic purposes are expected to be able to write in addition to speaking, listening, and reading. One of the four skills that must be learned in learning English is writing. According to Ningthias & Mulyana (2018), Writing is a productive skill that is crucial to academic goals. In teaching and learning activities, for writing exercises and practices, the teacher's function as checking student work or as someone who

provides comments and corrections to student work is very important. Providing feedback and evaluating students' writing is one way for teachers to help students improve their writing skills. Teachers should be able to provide effective and constructive written critiques of their students' writing. Feedback, whether direct or indirect, is a constant component in the teaching of writing, especially when it comes from the teacher.

Mistake and Error

According to Corder (1991), there is a difference between errors and mistakes: mistakes are systematic errors made by students who have not understood the rules of the second language, whereas errors are random performance errors caused by fatigue, enthusiasm, etc. and can be corrected by themselves.

Students cannot correct these errors because they represent the student's current level of second language proficiency. When the students were asked to produce the language in English, there were a few flaws that could be identified, including: vocabulary errors, syntactic errors, phonological errors, overgeneralization errors, spelling errors, and grammatical errors.

Students' Error

When the students were asked to produce the language in English, there were a number of flaws that could be identified, including: vocabulary errors, syntactic errors, phonological errors, overgeneralization errors, spelling errors, and grammatical errors.

According to Betty Azar's taxonomy (1989), Betty Azar's classification of errors includes singular-plural, word form, word choice, verb tense, adding a word, omitting a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

Written Corrective Feedback

According to Ellis (2009), direct, indirect, and metalinguistic Written Corrective Feedback (WCF) are the three main forms that have been recognized in the literature.

Direct WCF is the process of identifying errors and delivering the appropriate forms; in certain cases, this involves removing superfluous words or including omitted words.

Direct corrective feedback is useful for both long-term and short-term memory, stated by Van Beuningen and Kuiken (2008). Ferris and Roberts (as cited in Ellis, 2008) stated that direct CF is considerably better than indirect CF at helping students, particularly those with low levels of skill, in their writing process because it gives concrete instructions on how to repair their errors. Indirect Corrective Feedback includes Uncoded Feedback and Coded Feedback.

According to Bitchener (2008), metalinguistic feedback might be beneficial if it is combined with direct error correction. Additionally, they claim that learners who receive metalinguistic feedback can improve their accuracy levels more than those who just receive direct error correction.

This study raised two Research Questions: 1. What are the types of students' errors in English writing found in students' writing assignments? 2. What types of Written Corrective Feedback are often used by the teachers?

The Research Objectives of this study are: 1. To find out the types of students' errors in English writing found in students' writing assignments 2. To find out the types of Written Corrective Feedback often used by the teachers.

This study focused on students' errors in writing and the teacher's feedback. Previous research has studied Written Corrective Feedback in students' writing.

However, none had conducted research on this topic at the school where the current study was conducted. This is the gap fulfilled by this study.

METHOD

This study used descriptive qualitative research methods. According to Marguerite et al. (2010), qualitative techniques focus on investigating social phenomena and offer a thorough understanding of specific events. This approach is said to be suitable for covering a specific description of a phenomenon during life. The specific method of this qualitative study is case study. According to Yin (1984), Case study research is an empirical enquiry that analyzes a current phenomenon in its real-life setting; when the boundaries between phenomenon and context are not readily visible; and in which many sources of information are utilized.

This study was conducted at a junior high school in Jakarta. The source of the data of this research is students' writing assignments containing the teachers' feedback.

There were several steps taken to collect the data of this study. First, the researcher asked the students to collect writing tasks (containing the teachers' feedback) that had been done before. Then, the researcher analyzed the data (RQ1 and RQ2).

There were steps taken to analyze the data. For Research Question 1, the first step was to read the results of students' writing assignments that had been corrected by teachers. The second step was to highlight the student's error. The third step was to take note on the types of students' error in writing,

the fourth step was to input the data to a matrix in Microsoft Excel and categorized the errors.

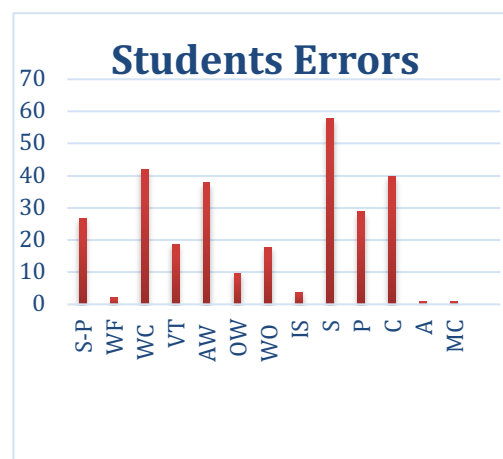
For Research Question 2, the first step was to read the results of students' writing assignments that had been corrected by teachers. The second step was to highlight the feedback. The third step was to take note on the types of written corrective feedback used by teachers when correcting assignments, the fourth step was to input the data to a matrix in Microsoft Excel and categorized the feedback.

FINDINGS AND DISCUSSION

Result

The researcher found 289 errors in 218 sentences in the students' writing assignment book. This proves that the students made 13 error types in writing English namely, singular-plural, word form, word choice, verb tense, adding a word, omitting a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, and meaning not clear.

Chart 1. Students' Errors

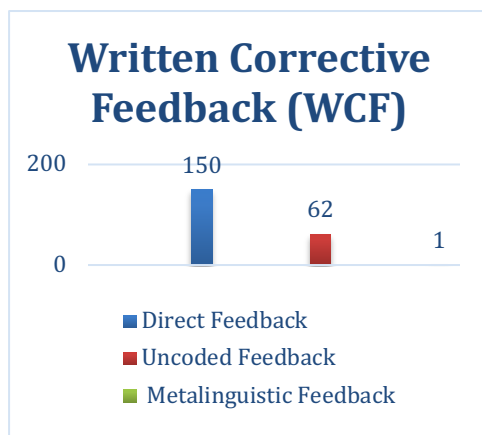


From the data, the study found that there are 3 categories of students' errors that are the highest, namely, WC (Word Choice) there are 42 errors found in students'

writing tasks, S (Spelling) there are 58 errors found, and C (Capitalization) there are 40 errors found and there are 3 categories of students' errors that are the lowest, MC namely WF (Word Form) there are 2 errors found, A (Article) there is 1 error found, and (Meaning not Clear) there is 1 error found.

For the type of Written Corrective Feedback, the researcher found based on the graph above, it shows that Direct Corrective Feedback is the type of feedback mostly used by teachers. The results show that in students' writing assignments, there are 214 pieces of feedback from 218 sentences. 214 pieces of feedback are divided into 3 different categories of written corrective feedback types.

Chart 2. Written Corrective Feedback



From the data found, there are 151 pieces of feedback that use direct feedback in giving feedback in students' writing assignments, there are also 62 pieces of feedback that use Indirect Feedback (Uncoded) type in giving feedback in students' writing assignments, and there is 1 piece of feedback that uses Metalinguistic type in giving feedback in students' writing assignments.

Other results also show that there are 2 pieces of feedback that use direct feedback type on correct sentences in students' writing assignments.

Discussion

1. The Types of Student Errors in Writing English Found in The Students' Writing Assignments
 - a. Singular-Plural

Excerpt 1

No.	Sentences	Reason
1	Udin are sweeping the floor	It should be "is" because it is Singular.
2	I am drinking a milk	It should be "drinking" milk because "milk" is not countable
3	There are some book between the pencils	It should be "books" because it is Plural.

The sentence "*Udin are sweeping the floor*" shows that there is an error in using "to be" for "subject". "Udin" should use to be "is" instead of "are" because "Udin" is the third person and is Singular.

The sentence "*I am drinking a milk*" there is an error in writing, "milk" cannot be counted and should not use "a".

The sentence "*There are some books between the pencils*", this also shows an error in writing, it should be "*There are some books between the pencils*" because "are" is Plural not Singular, therefore "book" should be added "s".

Swan (1988) states that countable singular nouns can use the article a/an, indicating one but not plural, while uncountable nouns like water,

rice, energy, and luck can be divided but not counted.

b. Word Form

Excerpt 2

No	Sentences	Reason
1	Dayu voice is as funny as lina	It should be "Dayu's" because it is Possessive Pronouns

The sentence "Dayu voice is as funny as lina" it should be "Dayu's voice is as funny as lina " because "voice" belongs to "Dayu", so possessive pronoun should be used to show possession.

c. Word Choice

Excerpt 3

No	Sentences	Reason
1	they are mopping flower now	It should be "floor" because flower is plants
2	The stove is on the kitchen	It should be "in"
3	My brother is taller than I'm	It should be "me" because it is Objective Pronouns

The sentence "they are mopping flower now" it should be "they are mopping the floor now" because "flower" is not the correct object for the previous verb. Not only errors in writing in the object but also in prepositions and pronouns.

The sentence "The stove is on the kitchen" should be "The stove is in the kitchen" because "on" is used to indicate the location of an object that is above the surface of the place, while "in" is used to describe the existence of an object or the existence one depending on location.

The sentence "My brother is taller than I'm" the teacher corrected "I'm" into "me". The two forms are correct, but me is preferred more by the teacher.

d. Verb Tense

Excerpt 4

No.	Sentences	Reason
1	I'm make cake	It should be "making" because it is Present Continuous
2	We have learnt English since two years	It should be add "ago" because it is Present Perfect Tense

The sentence "I'm make cake" shows that the students attempt to use present continuous but lacking of -ing. The correct sentence is "I'm making a cake". In Present Continuous Tense, the sentence is made using the formula S + to be (are, is, am) + V-ing,

The sentence, "We have learnt English since two years" the sentence it should be added with "ago" so, the correct sentence should be "We have learnt English since two years ago" using Present Perfect Tense because it represents activities that have occurred in the past but still have their effects until the present.

e. Add a word

Excerpt 5

No	Sentences	Reason
1	She loveliest person	It should be add "is" because it is Singular.
2	they are mopping floor now	It should be add "the"

The sentence "*She loveliest person*" the sentence can be understood that "*Dia (perempuan) adalah orang yang terbaik*" but when viewed from grammar the sentence is wrong, because it does not use "*to be (is)*".

Another sentence, "*they are mopping floor now*" the sentence can be understood which means that "*mereka sedang mengepel lantai sekarang*" but in grammar the sentence is wrong and incomplete, because it does not use "*the*" whose purpose is to show specific nouns.

f. Omit a word

Expert 6

No	Sentences	Reason
1	My mother is the most kindest person	It should be " <i>My mother is the kindest person</i> "

The sentence "*My mother is the most kindest person*" in this sentence the word "*most*" does not match the adjective "*kindest*" because the adjective ends in "*-est*" so that the writing "*most kindest*" becomes repetitive.

g. Word Order

Expert 7

No	Sentences	Reason
1	There house is in front of tree	It should be " <i>There is house in front of tree</i> "
2	Dennis is not cooking noodles?	It should be " <i>is Dennis not cooking noodles</i> " because it is interrogative sentences

The sentence "*There house is in front of tree*" the sentence is wrong because the head word is "*There*", so the next word is "*is*" not "*house*". The verb "*is*" should be put before the noun "*house*", not vice versa. So, the sentence should be "*There is house in front of tree*".

Another example is found in writing the interrogative sentence "*Dennis is not cooking noodles?*" the "*is*" should be written first and then the "*Dennis*" because the interrogative sentence functions as a request for information.

h. Incomplete Sentence

Excerpt 8

No	Sentences	Reasons
1	Rafid he is basket	the sentence is incomplete so it cannot be understood
2	it was standing there	the sentence is incomplete so it cannot be understood

The sentence, "*Rafid he is basketball*" this sentence is incomplete, the sentence shows the omission of a word in the form of verb (Rafid, he is playing basketball).

Another sentence, "*it was standing there*" the sentence shows a missing word so that the reader will not understand what is meant by "standing there" so that the context of the sentence cannot be understood.

i. Spelling
Excerpt 9

No	Sentences	Reasons
1	am I drinking a milk?	It should be "drinking"
2	I am not danceing with my friend	It should be "dancing"
3	Wow, this is bottel cute	It should be "bottle"
4	They should go to library read bock english	It should be "book"

The sentence "*I am not drinking a milk*". The correct sentence is "*I am not drinking a milk*". In the word "*drinking*" the consonant letter "g" should be removed, and it should be "*drinking*".

Another sentence, "*I am danceing with my friend*" the correct sentence should be "*I am dancing with my friend*". In the word "*danceing*" the vowel letter "e" should be removed which should be "*dancing*". Student writing errors do not only occur in the subtraction of letters in a word but also in the addition of vowels and consonants.

The sentence "*She is not climing the cliff*" the sentence becomes inappropriate and can change the meaning of the sentence just because of the writing error in the word "*climing*". The correct sentence is "*She is not climbing the cliff*". The consonant letter "b" should be added to the word "*climing*" which should become "*climbing*".

The sentence "*They should go to the library to read bock english*", the sentence is wrong because the word "*bock*" can change the meaning of the sentence and does not fit the context of the sentence. The sentence should be "*They should go to library read book english*". In the word "*bock*" the consonant letter "c" is

replaced with the vowel letter "o" which should be "*book*".

j. Punctuation
Excerpt 10

No	Sentences	Reason
1	are you cutting hair	It should be added "Question Mark" because it is interrogative sentences
2	The boys and the girls aren't busy cleaning up the classroom	It should be added "Full Stop"

The sentence "*are you cutting hair*" this is an interrogative sentence that should use a question mark at the end of the sentence. If punctuation is given, the correct sentence is "*are you cutting hair(?)*" This will make it easier for readers to understand that the sentence written is an interrogative sentence.

There is also another example of a sentence, "*The boys and the girls aren't busy cleaning up the classroom*" in this sentence students do not use proper punctuation, namely a full stop at the end of the sentence. Students should add a period to the sentence, so the correct sentence is "*The boys and the girls aren't busy cleaning up the classroom(.)*".

k. Capitalization
Excerpt 11

No	Sentences	Reason
1	rian is not sleeping bed	It should be "Rian" because it is Name
2	budi can Read english language	It should be "Budi" "read" and "English"

The sentence "*rian is not sleeping bed*", the word "*rian*" should use a capital "*R*" because it is at the beginning of the sentence and is a person's name, which should be "*Rian is not sleeping bed*".

Another sentence, "*budi can Read english language*", the word "*budi*" should use a capital "*B*" because it is in the sentence and is a person's name, which should be "*Budi*". For the word "*Read*", it should be changed to all lowercase letters because it is in the middle of the sentence, it should be "*read*". For the word "*english*", it should use a capital "*E*" because it is the name of a language.

1. Article

Excerpt 12

No	Sentences	Reason
1	there is a eraser in front of the box	It should be "an" because it is vocal (a,i,u,e,o)

In the sentence "*there are a eraser in front of the box*", it should not use "*a*" for nouns that begin with vocal letters (a,i,u,e,o) but use "*an*" in the correct writing. The use of "*a*" is only used for nouns that begin with letters other than vocal letters. So, the sentence is wrong.

m. Meaning not clear

Excerpt 13

No	Sentence	Reason
1	michael smith is alan and jessica	the sentence is complete (S + V + Complement) but the meaning cannot be understood

Based on the table above, it is known that the sentence is written completely but cannot be understood by the teacher. When making a good and correct English sentence, it must be in accordance with grammar. According to Kusmaryani (2023), Grammatical concepts such as Tense and Agreement between Subject and Verb can also motivate students to check their written work for grammatical errors.

2. The types of written corrective feedback often used by teachers
 - a. Direct Corrective Feedback

Excerpt 14

No	Sentences
1	I am dancing with my friend"
2	I like reading book in (at) library than at classroom

The sentence, "*I am dancing with my friend*" shows that the teacher corrected the wrong word choice of "*danceing*" by crossing out the letter "*e*" to "*dancing*".

The sentence "*I like reading book in library than at classroom*" the teacher corrected the wrong word choice of "*in*" and changed it to "*at*". This also shows that the teacher also directly corrects by adding "*the*" to the wrong sentence. So, the correct word is "I like reading book at library than at the classroom."

It was found that there were teacher errors in providing Direct Corrective Feedback where the

teacher added and replaced letters that should not be in the sentence, even though the sentences written by students were correct and precise.

Excerpt 15

No	Sentences
1	She swims as fast as a dolphine
2	Fried rice is eaten always by Them

The sentence, "*She swims as fast as a dolphine*" the teacher directly corrects the word "*swim*" to "*swims*". The direct correction made by the teacher on the word "*swims*" is correct, but on the word "*dolphin*" the teacher adds the letter "*e*" to "*dolphine*". The word "*dolphin*" is the correct writing by the student, but the word becomes wrong when the teacher changes it to "*dolphine*".

Another sentence, "*Fried rice is eaten always by Them*" the teacher corrected directly and corrected the word "*them*" to "*Them*". The word "*them*" should be written in lowercase instead of uppercase. The word "*them*" has been written correctly by the students but given direct correction by the teacher to "*Them*".

- b. Indirect Corrective Feedback (Uncoded)

Excerpt 16

No	Sentences
1	I am the panting _____
2	he is (?) skateboarding

The sentence "*I am ~~the~~ panting _____*" the teacher only marks the word "*the*" and (_____) on a word that is considered to have an

error without giving the correct form. Students are asked to correct the writing that has been given corrections by the teacher.

Another sentence, "*he is (?) skateboarding*" the teacher gives "?" right in the middle of the sentence to show the writing error. The mark made it clear to the students that their sentence was incomplete. It implies that for the sentence to be correct, students must add something. The students must carefully consider the errors they have made on their own. So that they can correctly fix the errors.

- c. Metalinguistic Corrective Feedback

Excerpt 17

No	Sentences
1	We have learnt ^{V3} English since two years

From the sentence above, the teacher gives Metalinguistic Feedback with the code "*V3*" above the word that is considered wrong. The code written "*V3*" means that the student must revise the sentence to be correct and appropriate by adding "*ago*" to show Present Perfect Tense.

CONCLUSION

This research was conducted with the aims to find out the student errors and the type of Written Corrective Feedback that is most often used by teachers at a Junior High School in Jakarta. The results revealed that the student errors found were singular-plural, word form, word choice, verb

tense, adding a word, omitting a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, and meaning not clear and the most frequently used type of Written Corrective Feedback was Direct Corrective Feedback. This research shows that students still lack English proficiency, so they get a lot of feedback from the teachers.

It is hoped that future studies could examine more on why teachers prefer some particular type of Written Corrective Feedback. It is also hoped that further studies can suggest how to reduce students' errors in English writing, for the purpose of making it easier for students to create English writing without many errors when writing.

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