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UMPAN BALIK KOREKTIF TERTULIS PADA SISWA KELAS MENULIS PARAGRAF DI UPGRISBA

Written Corrective Feedback on Students' Paragaraph Writting Class at UPGRISBA

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Abstrak

Penelitian ini bertujuan untuk mengetahui apa saja tipe - tipe umpan balik dosen di kelas menulis paragraf. Jenis penelitian ini menggunakan penelitian descriptive melalui pendekatan qualitative. Dalam penelitian ini peneliti menggunakan document untuk penelitian. Ada 79 dokumen tertulis siswa di kelas menulis paragraf, tetapi peneliti hanya memilih 34 dokumen tugas siswa sebagai sumber data dalam penelitian ini, karena peneliti mempertimbangkan beberapa aspek, ketika memilih paragraf harus memenuhi kriteria paragraf seperti kalimat topik, informasi pendukung dan kesimpulan. Lalu, beberapa tulisan anak dan tugas belum diberikan feedback oleh dosen dieliminasi oleh peneliti karna tidak memenuhi kriteria. Data didapatkan dengan melakukan observasi ceklis (observation checklist) yang telah diisi oleh peneliti sendiri untuk mengecek hasil dari koreksi tulisan dosen kepada siswa yang berkaitan dengan tipe - tipe umpan balik koreksi tertulis di kelas paragraph writing. Peneliti menemukan beberapa tipe umpan balik yang digunakan oleh dosen, yaitu umpan balik korektif tidak langsung sebanyak 0,50%, umpan balik korektif terfokus sebanyak 0,41% dan umpan balik korektif langsung sebanyak 0,07%. Dari ketiga jenis umpan balik korektif tertulis tersebut, umpan balik korektif tidak langsung paling banyak diterapkan oleh dosen.

Kata Kunci:

Menulis paragraf
Umpan balik koreksi tertulis

Keywords:

Paragraph writing

Written corrective feedback

Abstract

This study aims to find out what are the types of lecturer feedback in paragraph writing classes. This type of research uses descriptive research through a qualitative approach. In this study, researchers used documents for research. There were 79 written documents in the class that wrote paragraphs, but the researchers only chose 34 student assignment documents as data sources in this study, because researchers considered several aspects, when selecting paragraphs they had to fulfill paragraph conclusions such as topic sentences, supporting information and. Then, some of the student's writings and assignments had not been given feedback by the lecturer which was eliminated by the researchers because they did not meet the criteria. The data were obtained by observing the checklist which had been filled in by the researchers themselves to check the results of the lecturer's writing corrections to students related to the types of written correction feedback in paragraph writing class. Researchers found several types of feedback used by lecturers, namely indirect corrective feedback as much as 0.50%, Focused corrective feedback as much as 0.41%, and direct corrective feedback as much as 0.07%. Of the three types of written corrective feedback, indirect corrective feedback is the most widely applied by lecturers..

INTRODUCTION

Writing is one of the important skills of English language learners, apart from speaking, listening, and reading (Yunus, 2020). Writing is the most important skill for all professions and fields of study, it is commonly used in the workplace and higher education. Writing is one of the production skills that challenges writers to develop a comprehensive text or composition with good use of language. In another sense, a writer must pay attention to vocabulary, coherent and cohesive, grammar in addition to applying critical thinking during the writing process (Aripin and Rahmat, 2022).

There is feedback between the lecturer and students in the classroom, that will use for the process to achieve the purpose of the learning process itself optimally. The purpose of the teaching-learning process is to make students get and understand it. To achieve the purpose of teaching, the lecturer is a key that should be creative and have strategies for teaching to make the students easy to understand the knowledge. One of the writing processes is paragraph. A paragraph is a group of sentences that fleshes out a single idea. For a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow. The researchers chose the third semester at University PGRI Sumatera Barat, the researchers made observations around students and found that students needed feedback so they could produce better writing, and feedback from lecturers was needed to overcome student problems in writing paragraph writing classes.

According to Hattie and Timperley (2007:81), feedback is conceptualized as information provided by the person concerned (lecturers, teachers, peers, books, parents, oneself, experience) regarding aspects of one's performance or understanding. A lecturer can provide corrective information, peers can provide alternative strategies, books can provide information to clarify ideas, parents can encourage, and students can look for answers to evaluate the correctness of a response. One of the most commonly applied feedback is written corrective feedback. In line with Truscott (1996), written corrective feedback refers to the correction of grammatical errors for the purpose of improving students' ability to write accurately. That is, the lecturer will provide feedback and corrections on student composition in several ways, such as grammar rules, paragraph ideas, appropriate vocabulary, and much more.

METHODOLOGY

Related to the research purpose, the researchers applied a qualitative research with a descriptive as the research design in this study. This research was expected to be able to dig deeper into the types of written corrective feedback carried out by lecturers on students' paragraph writing assignments in writing classes. Furthermore, the students' paragraph writing assignments which were analyzed based on Rod Ellis's theory were also explained in the discussion as a deeper analysis. Therefore, this qualitative method was very suitable for this study because it is used to identify and describe the types of written corrective feedback carried out by lecturers on students' paragraph writing assignments in writing classes.

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FINDING AND DISCUSSION

During the observation process, the researchers got 79 paragraphs of student writing collected from 24 students from two classes. Some data were not included by researchers for various reasons, such as: 1). insufficient data in one of the classes, 2). the lecturer does not provide corrections to students' writing. The researchers only took data that had been corrected by the lecturer to 24 student assignments whose writing was used for analysis. The researchers used documents for data collection. Then, the observation checklist was used by the researchers to identify the types of lecturers in the paragraph writing class. In data analysis, the researchers intends to analyze types of written corrective feedback of paragraph writing class.

A. How do lecturers provide written corrective Feedback on Paragraph Writing Class

As a result, the researchers found the data; namely, there was some written corrective feedback in paragraph writing class. The following are the findings of the researchers regarding the feedback given by the lecturers 1st and 2nd, as follows:

1. **The first lecturer.**

The researchers found that only the 1st lecturer gave 3 types of feedback including indirect corrective feedback, direct corrective feedback, and indirect corrective feedback. Among all of these, the most frequently used type of corrective feedback is indirect corrective feedback. There was corrective feedback given by the lecturer to students. And among them 15 indirect feedback corrections, 3 direct feedback corrections, and 14 feedback correction corrections.

First, the researchers explained the corrective feedback process carried out by the lecturer, namely, indirect corrective feedback which was most often found in the corrections given by the first lecturer. As follows, the lecturer provides feedback on 15 indirect corrections such as only underlining (__), crossing (X), and circling (O) words without commenting on student writing. And this was the corrective feedback that is most often given by lecturers.

Second, there was focused corrective feedback, which was feedback from lecturers who only focus on one error. Focused feedback was widely used by lecturers. In this case, the lecturer provides focused feedback as much as 14 focused corrections. For example, the lecturer comments "please make relate your sentence" which means the lecturer instructs students to relate the sentence, and "rewrite in good sentences" which means the lecturer instructs their students to rewrite it by replacing it with a better sentence.

The last, there was direct corrective feedback where the lecturer only gives 3 corrections as feedback. With this correction, the

lecturer immediately made corrections to the student's writing. For the lecturer commenting on student writing by changing the wrong word to be right, for example, changing the word from "having" to "having" here the researchers finds the word in the circle and had been corrected by the lecturer by inserting the correct word.

2. **The second lecturer**.

Then, the researchers also found that the second lecturer gave 3 types of feedback indirect corrective feedback, direct corrective feedback, and focused corrective feedback. Not much different from the first lecturer here, the researchers also found that indirect corrective feedback was widely used. There were 21 corrective feedbacks given by lecturers to students. And among them 12 indirect correction feedback, 1 direct feedback correction, and 8 focused feedback corrections.

First, the researchers explained the feedback and correction process carried out by the lecturer. Indirect correction feedback was also most commonly found in the corrections given by the second lecturer. As follows, the lecturer provides feedback on 12 indirect corrections such as only underlining (__) and circling (O) words without commenting on student writing. And, the corrective feedback that was most often given by lecturers.

Second, there was direct correction feedback where the lecturer only provides 1 correction of feedback. With this correction, the lecturer immediately made corrections to the student's writing. For the lecturer commenting on student writing by changing the wrong word to be correct by for example changing the word from "in" to "between" here the researchers only finds the word in the circle and had been corrected by the lecturer by inserting the correct word.

Finally, there was focused feedback, which was feedback from lecturers who only focus on one error. Focused feedback was feedback that is widely used by lecturers. In this case, the lecturer provides focused feedback as much as 8 focused corrections. For example, the lecturer gives a "revise" comment which means the lecturer asks students to repeat their writing into correct writing, "add more sentences" means the lecturer asks their students to add sentences to their paragraphs, and "checklist" means the lecturer agrees or orders students to continue writing.

From the explanation above the lecturer only applies 3 written corrective feedback namely, direct corrective feedback, indirect corrective feedback, and focused corrective feedback. And the feedback most often encountered by the researchers was indirect corrective feedback.

B. Types of Written Corrective Feedback Applied by the Lecturer on Student Writing in the "Paragraph Writing" Course

Following the findings of the researchers about how lecturers provide feedback on written corrections in research question 1, the researchers found indirect and focused feedback that was most often used by lecturers. Then, 24 student writings were collected by the researchers, because they met the classification of written corrective feedback. The researchers read all of the lecturer's written improvement feedback in each paragraph of the student's writing. After that, the researchers classified written corrective feedback based on the

typology of written corrective feedback by Rod Ellis. Next, the researchers put the classification results in the figure:

Table 1. The result of the Classification of Lecturer's Written Corrective Feedback

Student	Types of Written Corrective Feedback by Rod Ellis (2009)						
	Direct CF	Indirect CF	Meta-linguistic CF	Focus Feedback		Electronic Feedback	Reformu-lation
				Focused	Unfocused		
1	-	2	-	1	-	-	-
2	-	-	-	1	-	-	-
3	-	-	-	1	-	-	-
4	2	2	-	1	-	-	-
5	-	-	-	2	-	-	-
6	-	2	-	1	-	-	-
7	-	-	-	2	-	-	-
8	-	2	-	1	-	-	-
9	-	2	-	1	-	-	-
10	-	1	-	1	-	-	-
11	1	-	-	1	-	-	-
12	-	4	-	-	-	-	-
13	-	-	-	1	-	-	-
14	-	1	-	-	-	-	-
15	1	1	-	3	-	-	-
16	-	-	-	1	-	-	-
17	-	1	-	-	-	-	-
18	-	2	-	2	-	-	-
19	-	1	-	1	-	-	-
20	-	3	-	-	-	-	-
21	-	1	-	-	-	-	-
22	-	1	-	-	-	-	-
23	-	1	-	-	-	-	-
24	-	-	-	1	-	-	-
TOTAL	**4** **0,07 %**	**27** **0,50%**	**-**	**22** **0,41 %**	**-**	**-**	**-**

Based on the typology of written corrective feedback by Rod Ellis, there were six types of written corrective feedback. They were direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focused and unfocused feedback, electronic feedback, and reformulation. As we can see in figure, there were only three types of written corrective feedback applied by teachers; direct corrective feedback, indirect corrective feedback, and focused feedback. In addition, most lecturers apply focused corrective feedback to students writing assignments. From figure, there was 4 feedback (0,07%) that were classified as direct corrective feedback, 27 feedback (0,50%) were classified as indirect corrective feedback, and 22 feedback (0,41%) were classified as focused feedback. Of the three types of feedback, indirect corrective feedback was the most frequent, while direct feedback was the least frequent. The following was a description and example of each type of lecturer's written improvement feedback that appears in student writing.

a. Direct Corrective Feedback

The three types of written corrective feedback applied by the lecturer, direct corrective feedback was at least applied by the lecturer on student writing. In this kind of written corrective feedback, the lecturer usually makes some error corrections for students' mistakes in their writing directly. Direct feedback had 3 categories, namely insertion, replacement, and reformulation or rewriting. The first was an insertion, namely placing the correct answer in the wrong writing. The second was a replacement, namely changing the wrong word into the right word. And finally reformulation or rewriting, namely rewriting the wrong words from student writing by giving examples of how students should write correctly.

b. Indirect Corrective Feedback

The type of written corrective feedback that was quite often applied by lecturers to student writing was indirect corrective feedback. Indirect corrective feedback was different from direct corrective feedback. Unlike direct corrective feedback, lecturers show indications of student errors in writing but do not show error corrections. The lecturer only gives a mark or underlines the part of the student's writing where there were errors. Lecturers only underline (__), circle (O), cross (X), and ({) without correct correction of errors in student writing.

c. Focused Corrective Feedback

As noted above, focused feedback means that lecturers tend to correct only one type of error. Here the lecturer provides feedback in the form of error correction for certain errors.

From this explanation, the researchers concluded that the types of written corrective feedback applied by the two lecturers were direct corrective feedback, indirect corrective feedback, and focused feedback. In conclusion, indirect corrective feedback was widely applied by lecturers because it often appears in every student's writing that is collected by researchers. The type of written corrective feedback applied by the lecturer was not only direct corrective feedback but there was also indirect corrective feedback and focused feedback.

CONCLUSION

In the research, it was found that three types of written corrective feedback were applied by lecturers to student writing in class 2021 in the "Paragraph writing" course. There was direct corrective feedback, indirect corrective feedback, and focused feedback. The most commonly used on student writing assignments was indirect corrective feedback. There were 27 indirect corrective feedback (0.50 %), 22 focused corrective feedback (0.41%), and 4 direct corrective feedback (0.07%). Indirect corrective feedback is less useful for several reasons. Students are less able to recognize their mistakes in writing. When correcting student errors, the lecturer found errors in writing student writing assignments, but only gave a few codes. Here, the lecturer corrects students' mistakes indirectly by providing a code. Therefore, corrective feedback is not immediately useful because of its advantages.

SUGGESTION

To have the types of written corrective feedback. To Students can learn from every written feedback given by their lecturers on their writing so that they can easily make good English writing afterward.For lecturers/teachers, especially those teaching writing skills, there were many types of written improvement feedback. Lecturers should varied their feedback while making error corrections in students' written productions. For example, not only were most lecturers able to apply focused corrective feedback, but they can also apply other types of written corrective feedback, such as metalinguistic feedback or reformulating feedback. For future researchers, it was important to examine other types of written corrective feedback, such as metalinguistic feedback, electronic feedback, or reformulation.

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