

## Lecturer's Written Corrective Feedback In Argumentative Writing At The Fourth Semester Of English Languages Education Of Universitas PGRI Ronggolawe Tuban

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### Abstract

Written corrective feedback has an important role in English writing when EFL students. This researcher reveals lecturer written corrective feedback during the fourth semester at English Language Education, especially in English writing. This research aims are to describe 1) the kind of corrective feedback used by the lecture, 2) the dominant of corrective feedback. In reaching the objectives, the researchers used qualitative research to collect and analyse the data. The research was conducted in English Class at the fourth Semester of PGRI Ronggolawe Tuban. The researchers took a lecturer of English Class as the subject of this research. The researchers got the data of the study from interview and documentation. The techniques of collecting the data are interview that was held in the fourth semester, and interview with the lecturer, then collected the documentation such as students' worksheet and several data in interview. The result of the finding displayed that 1) the lecturer used two kind of written corrective feedback in oral feedback, while in written feedback the lecturer used direct feedback and indirect feedback (uncoded). Then 2) the dominant types of oral corrective feedback the lecturer used explicit correction, then in written corrective feedback lecturer prefer direct feedback more.

*Keywords:* Mangrove Diversity, Human Activities, Conservation, Environment

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## 1. Introduction

Corrective feedback, a very important thing to debate, greatly attracts the attention of the researchers, even theorists and language practitioners. Several studies of research have proposed not only to focus on written corrective feedback according to (Lee 2003) or to doubt the long-term effects of the corrective form-based feedback (Hyland 2003) student preferences for corrective feedback in working on higher education tasks ( Ashwell 2000). The researcher wants only focusing on written corrective feedback on the writing task. Regardless of the fact that corrective feedback can improve the quality of student writing, the expectations of lecturers who provide the task of writing through feedback can improve the quality of writing, especially in class writing learning settings by providing written feedback to students.

The purpose of learning to write is to produce a type of written text. In the classroom there are several methods used to develop good writing, students must follow various methods used by the lecturer. The researchers tested the effectiveness of lecturer corrective feedback to students to provide revisions, because successful revisions were strongly influenced by the type of revision problem. Corrective feedback from lecturers does help students to improve their writing revisions. However, it should be noted that student revisions differ depending on the type of corrective feedback they receive. The kind of written corrective feedback does the lecture use in argumentative writing and the dominant type of written corrective feedback in argumentative writing at the Fourth Semester of English Languages Education of Universitas of PGRI Ronggolawe Tuban.

### 1.2 Objectives of the Study

1. To know lecturer's written corrective feedback used in argumentative writing the Fourth Semester of English Language Education of University of PGRI Ronggolawe Tuban.
2. To find the dominant type of written corrective feedback the lecturer in argumentative writing at the Fourth Semester of English Language Education of University of PGRI Ronggolawe Tuban.

They are some previous research done by Meitasari Nur Arifah (2014) from Muhammadiyah University of Surakarta with the title The Types of Corrective Feedback Implemented by The Lecturer in Teaching Writing Descriptive Text to The Third Year Students of SMP N 2 Baturetno. In her research, she describes the type of teaching writing descriptive text by the lecturer in teaching learning process by using corrective feedback in writing descriptive text. She used Richard and Lockhart analysis technique, data reduction, data display, and conclusion and verification. The result of the study shows teaching writing used corrective feedback in descriptive text for the SMP N 2 Baturetno of the third-year students was successful and effective. The lecturer used problem solving as a writing material.

The research gives opinions about student attitudes and preferences are also important among other studies that reveal the dimensions of different feedback (Guenette 2007). Researchers have the purpose of comparing the task of EFL students to corrective feedback in writing skills, learning arrangements and self-evaluations in various writing skills. The researchers appropriately investigate the lecturer using the type of corrective feedback that is expected by students (i.e. directly, indirectly, indirectly with instructions and indirectly with clarification requests) and whether self-evaluation of student writing skills in different learning settings are different. Researchers noted and documented that there are several different learning settings for corrective feedback from lecturers and different self-evaluation skills for students. Researchers who study this problem can own and include several useful ways on behavior of language lecturers who can provide the most appropriate feedback expected by students.

### 1.3 Lecturer Teaching Roles Write

Lecturers have some important teaching roles write that all have goals that are to help students learn to write. The lecturer acts as a classification has several categories. According to (Brown, 2001) stated that the role of the lecturer must be one of the facilitators and coaches, not directors and authoritative arbitrators. The lecturer has the role of the facilitator to inspire students who are conducting research. Some lecturers provide guidance in helping students involve the process of thinking but in providing evaluations to students, may not force students, and must appreciate student writing. Some other roles declared (Harmer, 2007) that the lecturer has an important role as

1) Motivator

The lecturer's must motivate students, regulate pleasant conditions in the class in bringing out a good idea, giving them direction in activities and encourage them to carry out as much effective activities to maximize writing classes.

2) Resource

The lecturer's must provide more writing tasks, and must be prepared to provide the information and language needed by them. The lecturer must notify students that they are willing and ready to find good writing information to students when the class takes place. The lecturer provides a constructive and effective advice needed.

3) Feedback provider

Lecturers can respond well and arouse the contents of the writing of what students have written. In providing feedback about the task of writing the lecturer must give appreciation to students. When the lecturer provides a correction, the lecturer must focus on what students need at the correct correction of the writing task they have done.

4) Monitor

The lecturer also acts as a monitor so that students are controlled in doing activities. This is to ensure that all students know what to do actively in participating students, and also lecturers need note about the achievement of communication students (Hadfield, 2011). So, it can be concluded that the role of the lecturer plays a role in a facilitator to guide students in the process of writing. Able to involve students in providing motivation so that the learning is in the pleasant class. In addition, the lecturer must understand the progress of students, that is necessary to feedback and respond to student duties and also monitor them continuously.

#### *1.4 Lecturer's Efficiency in Providing Written Corrective Feedback*

The efficiency of a lecturer is the belief of students to lecturers in their ability to promote student learning programs (Hoy, 2000). In the midst of confusion about the best way to measure the efficacy of lecturers (Bandada, 1997) quietly stepped into Medan, offering the scale of the self-efficacy of the lecturer. In the study of researchers, the researchers can show that differences in the effectiveness of collective lecturers, lecturers are able to explain student achievement rather than socio-economic status according to (Goddard & Hoy).

The strength of the efficacy of the teacher helps the positive effect of the efficacy of each teacher according to (Hoy & Smith, 2002). The success of a collective lecturer appears when students are able to apply good writing, each lecturer has different skills and one of them is more effective. The success of lecturers has been defined as context and the subject matter.

The lecturer normal may feel very competent in one field of study or when giving writing assignments being able to analyze less capable students in writing classes or with students who have been able to write well. This situation is unlike the problems faced by researchers who study self-efficacy for 'Per student'. It should be noted that specificity is one of the most difficult problems to solve for a lecturer for cognitive theory or motivation, which proposes the specificity of the domain (Pintrich & Schunk, 1996).

Assessment of students with corrective feedback in varying language pedagogies in accordance

with the principles of several methods. But some opinions have differences in providing written corrective feedback related to argumentative writing tasks, such as those that can be seen in the opinions of Truscott and Ferris (Truscott, 1996, 1999, 2007 and Ferris, 1999).

The illustrates that lecturers must be able to understand the writing method, improve the skill of a lecturer in correcting students' mistakes in written compositions can enable them to correct errors in the Draft Tasks, and must correct good assessments in writing.

With this there are several reasons that pay attention to general correction is needed to determine the quality of correction in lecturers for students. According to Truscott argue that Ferri has failed to show evidence to support differences of opinion. Repairing or not improving written sight, it must be controversial, even a number of recent studies (Sheen, 2007) and (Ellis S.M., 2008) so that it gets evidence indicating that written corrective feedback gets recognition. Seeing from the literature that is very related to some of these opinions, (Hyland, 2006) argue "to attract some conclusions and in general clearly as a result of a variety of populations, care and form of research", showing contextual factors affect the extent to which effective corrective feedback ,

In the opinion (Krashen, 1982) There are several reasons for correction of errors that arise. First, "error correction can have a direct effect on students, by producing that students try to eliminate correction by avoiding complex construction. Second, correction, errors help develop the knowledge of students obtained. Third, assess the work of students to appreciate the product to make the product only Focus on the form and have sufficient time to get effective learning. Likewise the same opinion about errors in correcting the results of work from the side of the self-development system (Van patten, 1992). Furthermore about corrective feedback according to (Van patten, 2003) Recognizing that corrective feedback has a form of negotiating to help students pay attention to their mistakes and make a connection of the form of form, thus helping the acquisition.

Researchers took the Previous Study of Ani Latifah (2015) from the University PGRI Ronggolawe Tuban with the title Analysis of Oral Corrective Feedback in the seventh grade of SMPN 1 Tuban in the 2015/2016 academic year, he described the type and he described the type of reason for lecturers to respond oral students. He uses Dornyei analysis techniques, data reduction, data display, and drawing conclusions.

Based on previous research, researchers will conduct a written corrective feedback study at the fourth semester of English language education. The difference from the previous researchers was on written corrective feedback and the dominant type of written corrective feedback used. where the similarity from previous researchers was used by various kinds of feedback.

There are several problems faced by fourth semester students of English classes regarding writing assignments given by lecturers. For example, in the arrangement of language and grammar which is the problem of fourth semester students. From the explanation above the researchers are interested in doing research to know English lectures' corrective feedback to writing skill in English class. Therefore, the researchers decided to research on the topic entitled "Lecture's Written Corrective Feedback in Argumentative Writing at The Fourth Semester of English Languages Education of Universitas of PGRI Ronggolawe Tuban".

## 2. Research Method

This research design is using qualitative descriptive. The qualitative approach is expected to provide written about corrective feedback that lecturers are used to students. The object of this study is a lecturer, a lecturer who provides written feedback to students who work on the assignment in the fourth semester English class of English Languages' Education of Universitas PGRI Ronggolawe Tuban.

It should be noted that experienced lecturers are very necessary because it is different from beginner lecturers for different techniques and officials. They need more professional development that can increase knowledge, experience, and intuitive assessments that have been established

during their teaching. According to (Tsui 2003,2005). In this case the research subject is a lecturer who has information and experience in describing writing practices, after interviewing, researchers found that lecturers practice some written corrective feedback and also often used when correcting student assignments.

In this study, the use of instrument facilitated the researcher to acquire appropriate data. The following instruments were used in conducting the study:

The researchers use several techniques in the first data collection are interviews, interviews are looking for information that is useful in interviews to get valid data. According to (Creswell, 2012) participants or students were immediately observed by lecturers to get a picture of detailed personal information. Researchers conducted interviews using open questions during the interview process. Before conducting an interview researcher made a series of questions the question of the problem that will be submitted to the lecturer, the lecturer is expected to answer questions can be developed during the interview. The researchers prepared the guidance questions for the interview. These questions intended to lead the lecturer to focus on her written corrective feedback strategies. The questions of the interview consisting of eleven guidance questions.

The researchers also use documentation techniques when collecting data, ranging from the concept of lecturer provide written corrective feedback. The researchers interviewed the lecturer corrective feedback during correction of assignment paragraph writing by students. To collect the data the researchers also interviewed the English Lecturer. The lecturer use written corrective feedback during interviews and documentation for one or two periods. The first interview period is ninety minutes. With the permission of the research lecturer, take pictures while doing written corrective feedback with camera. Written document is collected as supplement information for understanding data which are gained from interview, field note and documentation.

The analysis technique used by researchers is descriptive qualitative. The researcher used the technique referring to the analysis model according to (Huberman, 1994) in data collection there were several stages.

1. Data collection
2. Display data
3. Conclusion of data results

The procedures of analyzing the data such as :

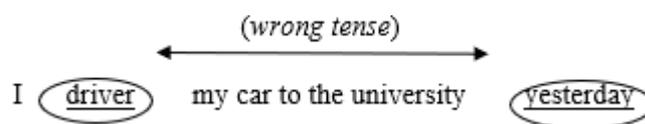


Fig. 1 Prosedur of Analyzing

### 2.1 Data Collection

In this case the researcher collected data that had been collected from the results of the interview transkrip. Then make the code in collecting the required data in answering the researcher's question. The code that will be used in the results of the interview and documentation is P (written corrective feedback practice) code for encoding information about the practice of written corrective feedback and the second is C (Contribution of written corrective feedback) by coloring information about written corrective feedback entered on information from interview results. Code P also consists of several sub codes in the like: P1 (written corrective feedback type), based on the information that appears on the interview transcript and for the documentation used "P 1" to "P 21" code.

### 2.2 Data Display

A display is designing organized information and compression that can attract a conclusion action. At this stage, the research processes by selecting data that only in the form of words, sentences and narratives data can be collected so that researchers are able to make the basis for

taking appropriate conclusions. In this study, data is displayed consisting of information about the practice of written corrective feedback. In the view of the research data set data systematically to get valid data as a research discovery.

### *2.3 Conclusion of Data Results*

The researcher makes conclusions by describing data content so that the data collected becomes a form of a good statement and has the correct data. Furthermore researchers make conclusions that can be disclosed practices and contributions of written corrective feedback in the class when writing argumentative.

## **3. Results and Discussion**

This part deals with the analysis of lecturer's written corrective feedback at the fourth semester of English Languages Education of Universitas of PGRI Ronggolawe Tuban. The study was conducted to find kinds of lecturer's written corrective feedback that the lecturers gave the student's, and to know dominant type of lecturer's written corrective feedback that the lecturers gave the students.

### *3.1 The Kinds of Lecturer's Written Corrective feedback*

UNIROW was one the biggest of University in Tuban. It was located on Manunggal No. 61 Tuban street. The lecturers who participated in this study has been teaching for around 30 years, he started teaching in UNIROW in 1990. He has taught various class: first semester, second semester, Third semester, fourth semester, five semester, seven semester and eight semester at English of Education.

The researchers interviewed the lecturer's written corrective feedback by recording and field note. The researchers did the interview one time. It was on July 2 years during interview, the researchers took some notes from lecturer's answers. It was about kind written corrective feedback that the lecturers gave to the assignment students and the dominant type of written corrective feedback in argumentative writing at the fourth semester. After interviewing the lecturer's, the researchers did the documentation during the lecturer's gave to the assignment student.

There are two types of written corrective feedback, namely: direct feedback and indirect feedback, which is divided into two types, namely: (a) coded feedback, (b) uncoded feedback (Sirluck, 2008)

### *3.1 Direct Corrective Feedback*

In the literature of error correction, the similar kind of direct feedback can be referred to as direct correction (Chandler, Direct Feedback 2003), According to Ferris (2002), direct feedback refers to lecturer providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]).

Example of direct feedback: I don't like Ganang because she is ~~speaking non-stop~~. (talkative).

### *3.2 Indirect Corrective Feedback*

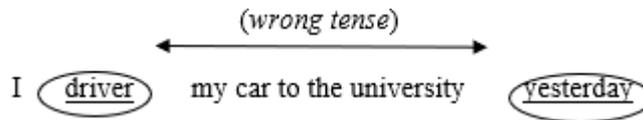
The lecturer just gives crosswise, underlying and circling to indicates that the students' written is incorrect. Indirect corrective feedback divided into two types, namely: coded and uncoded.

#### **1) Coded Feedback**

Coded feedback also called is a type of indirect feedback (Ferris, 2002) and can be referred to as error identification (Lee, 2004) in which it occurs when the lecturer explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it

to the student to correct by themselves. In this study, a code sheet containing codes error types, their definitions, and examples of errors are provided while a lecturer gives coded feedback to the students.

Example of coded feedback;



## 2) Uncoded Feedback

Uncoded feedback (indirect) as opposed to coded feedback, it can be referred to as error location (Ferri, 2002). This Feedback is complicated if it is practiced to students but this is effective in correcting their mistakes by identifying their duties and analyzing their knowledge obtained during the writing of argumentative.

Example of uncoded feedback: There're many **cats** in this house.

According to (States,2002) that every feedback error in general, includes the following common features: Identification of error types, error points, mentioning errors and selection made previously, the researcher considers that it may be beneficial for students and more effective for students' lecturers to correct selectively written errors by using Combination of direct and indirect techniques depends on the type and frequency of errors produced by students.

### 3.3 The dominant type of written corrective feedback in Argumentative Writing

#### Direct Corrective Feedback

Direct corrective feedback is accrediting to the lecturer by supplying accurate correction form for students in order to justify the students' mistakes in written.

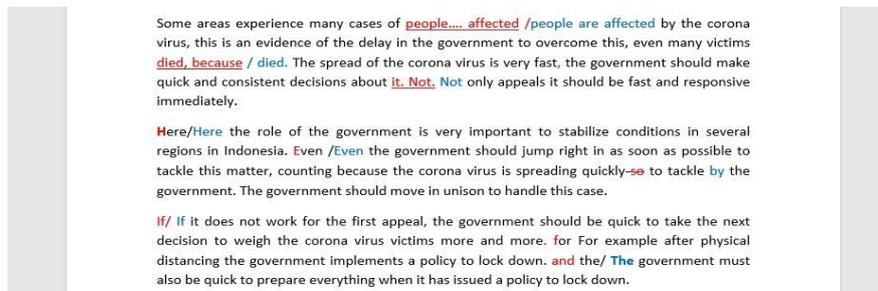


Fig 2. Direct corrective feedback

According to the data, this included to direct corrective feedback. From the data the researcher found that the lecturer gave correction in student's error, and provides the correct form.

#### Direct Corrective Feedback

- Grammar /structure /tenses = Red color
- Sentences / sentence, phrases / phrase = underline
- spelling : Blue Color
- Punctuation : Greed Color

#### The Right to Die

because of accidents, and **old people** are terminally\*ill because of incurable\*diseases. They are all kept alive in artificial ways. They have no chance to recover completely, but the American legal system does not allow doctors to end their lives. However, terminally ill patients should be allowed to die for several reasons.

The first and most important reason is that the patients have no chance of recovery. They can never lead **normal lives** and must be kept alive by life-support machines\*. They may need a **machine** to breathe and a feeding tube to take in food. They are **more dead** than alive and will never get better. For example, in 1975, Karen Quinlan became \unconscious after she swallowed some drugs and drank alcohol. She was kept alive by machines. Her parents knew that her body and brain would never be **normal**. Therefore, they asked the court to allow their daughter to die. The judge agreed, and Karen's breathing machine **was turned** off. She was able to breathe on her own, but she died nine years later in June of 1985.

#### a. Code Feedback

Fig 3. Code feedback

According to the data, this included to colour corrective feedback. From the data the researcher found that the lecturer gave correction in student's containing colour error, their definitions, and examples of errors are provided while a lecture gives colour feedback to the students.

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#### b. Uncoded Feedback

Fig 4. Uncoded feedback

According to the data above, the lecturer gave crosswise in student's error sentence, the lecturer is not giving the right sentence but just a colour red that there is an error in the students' sentence.

#### The Focus of Written Corrective Feedback

In practicing written corrective feedback, error is one important aspect that was usually found and tried to reduce it from students' writing draft as well. The lecturer should take concern about the focus of error which has been decided before correct the students' writing draft. The lecturer explained about her error focus in interview result below:

*Mostly I correct in their grammar spelling..... So, when I give them correction/corrective feedback mostly I concern with the language but it does not mean that I ignore the other things or the elements of the argumentative writing. When it is necessary or when I see the students make mistake in organization, or in punctuation or in content I give them code so they will know they will be aware that they should improve that things.*

The lecturer explained that when teaching, in interview result below:

*I gave an explanation in the form of language use, how to collect data, generic structure argumentative writing, and several data choices in the form of facts and opinions.*

Focuses of error in Argumentative writing, in interview result below:

*In Making argumentative writing, several aspects must be considered in: Paraphrasing there are Introduction, Body and Conclusion, many kinds in grammatical, language, organization, content also punctuation aspects.*

The focus of written corrective feedback which lecturer chose was global error, because there were many kinds of aspects such as: Paraphrasing there are Introduction, Body and Conclusion, many kinds in grammatical, language, organization, content also punctuation aspects.

### 3.4 Discussion

#### The Types of Lecturer's Written Corrective Feedback

There are many types of written corrective feedback based on its typology. Based on the findings, the lecturer practiced coded type of written corrective feedback on the students' writing draft. There are two types of written corrective feedback.

Then the type of written corrective feedback that used by lecturer In the literature of error correction, the similar kind of direct feedback can be referred to as direct correction. The explicit comment can take two forms. By far the most common is the use of error codes. These consist of abbreviated labels for different kinds of errors.

This written corrective feedback practices to help improve the students writing accuracy on argumentative writing. In addition, there were many variances colour which listed by the lecturer before practicing on students' writing draft in argumentative writing class. There were about 4 From the data above, it was known that from 4 codes there were 3 colour which practiced on students' writing draft by the lecturer. There were "U" (Underline).

#### Dominant Type of Corrective Feedback

From the finding, it appears that recasting the learners was the feedback method of

choice of the lecturers. The analysis shows that coded and un coded feedback is the most preferred written corrective feedback employed by the lecturer.

Based on the data presentation above the lecturer practiced un coded type of written corrective feedback on the students` argumentative writing draft. The lecturer`s practised un coded feedback (indirect) as opposed to coded feedback, it can be referred to as error location (Ferri 2002). The lecturer simply located an error by circling it, underlining it (Lee 2004), highlighting it, or putting a checkmark in the margin. It is called un coded feedback because it is not directly give`s the right answer of correction or just give sign (underlining, colouring, etc) but used some colour of correction.

#### 4. Conclusion

This study report various types of written corrective feedback that the lecturer`s gives to the students. It can be concluded that: First, the lecture`s employed 2 types of written corrective feedback in the interaction with the students: Direct Corrective Feedback and Indirect Corrective Feedback. This study also found uncoded feedback is the dominant type of written corrective feedback which applied by lectures.

The contribution of written corrective feedback in argumentative writing class where it can stimulate students` attention to their error, to increase their self-awareness, stimulate students to be independent in written production, increase the students` motivation by students` performance highlight in the form of grade or praise. In addition, not only students but lecturer also received contribution is in the form of the awareness on students` writing weaknesses.

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