

**THE LEARNERS' PERCEIVED ON DIRECT TEACHER CORRECTIVE
FEEDBACK IN EFL ESSAY WRITING CLASS AT ENGLISH
DEPARTMENT OF IAIN PALANGKA RAYA.**

**CHAPTER 1
INTRODUCTION**

This part discusses the background of the study, reasons for choosing topic, research problems, objectives of the study, significance of the study, scope of the study, and organization of the writing

A. Background of the Study

Corrective feedback is vital in L2 learning process (Goo & Mackey, 2011; Saito & Lyster, 2012). Specifically, Written Corrective Feedback enables language instructors to give more information on the accuracy of students' writing product by increasing awareness of the grammatical errors of L2 writing. Historically, giving corrective feedback is seen from various perspectives. In the perspective of behaviorist approach of the 1950s and 1960s, errors were seen as evidence of non-learning and were to be avoided or corrected at all cost. Since the early 1970's a communicative approach to language teaching has dominated the field of L2 instruction. The communicative paradigm was initiated as a movement away from traditional, structural methods of L2 pedagogy, which focused on teaching isolated linguistic features and grammar rules. Inspired by theories of communicative competence, such as (Canale, M. and Swain, 1980) communicative approaches aimed at developing learners' ability to use the L2 in realistic, meaningful communication. Based on the nativist idea like (Krashen, 1981; Schwartz, 1998), having access to ample comprehensible response was thought to be the necessary and sufficient condition for SLA. Learners were expected to comprehend the available input by inferring its meaning on the basis of linguistic information that is embedded in the communicative context.

Although there was a call investigation for empirical data on the effectiveness on written corrective feedback by two groups Truscott (2004, 2007), and Ferris (1999), some researchers (Bitchener, 2008), (Bitchener & Knoch, 2008, 2010), (Sheen, 2007), (Van Beuningen, 2008, 2012) conducted some studies on the effectiveness of various types of feedback. Written feedback contributes significant roles in EFL learning process (Goo, 2011), (Li, 2010), (Russell, 2006), & (Saito, 2012). Furthermore, written corrective feedback gives opportunity for teachers to give description about the accuracy of learners' composition by improving awareness of the grammatical errors in writing. Another model, proposed by Hattie (2007) and derived from their comprehensive review of feedback studies, involves students and teachers.

During EFL writing learning process, the researcher has seen different teachers giving various types of feedback to EFL learners. Some prefer to oral feedback, some in written and some combine the two; while there are other teachers that simply give their students' scores directly. This simple observation makes the researcher curious about implementing written corrective feedback in L2 writing multicultural class. Despite the fact, that there is still the ongoing debate on the effect of feedback, the researcher takes a strong interest in providing written corrective feedback and exploring the learners' perceived on written corrective feedback to the students' writing process.

Being able to write an essay has been regarded as an important skill for the English language learning at Essay Writing class. According to the 2015 syllabus for English Study Program at IAIN Palangka Raya "the students are designed to be able to write an essay about 450-500 words". The writing teacher is, also responsible to reinforce the students' desire to learn as well as their confidence in their writing ability. Since some researchers have found written corrective feedback to have positive and, a few of them, negative effects on L2 writing, it is important to explore the learners' perceived on written corrective feedback in the L2 writing class. To

improve students' writing skills, written corrective feedback as a teaching tool has been discussed extensively in teacher training college. Although it may seem like something solely positive, the topic is quite controversial; and when implementing it in an EFL classroom setting there are questions to be asked. For example, do the L2 learners have positive attitude on teacher's feedback? The answer to that particular question does not come easily. Over the years, researchers have investigated the learners' perceived on written corrective feedback on L2 writers with different results. This is one of the reasons for the researcher to investigate the learners' perceived on written corrective feedback.

B. Reasons for Choosing the Topic

The focus of the study is about the learners' perceived on direct teacher CF in L2 writing class. CF plays an important role in developing L2 writing for EFL learners. CF is an essential aspect of any English language writing course. There are a number of reasons why the study focusing on the learners' perceived on direct teacher CF in L2 writing class. First, this study is conducted in English Study Program of IAIN Palangka Raya since I have taught at IAIN Palangka Raya for more than ten years. By doing such research, I will contribute to my university in improving the teaching of English especially in writing. This study will give empirical data about the teaching of writing. Then, this study focuses in direct teacher CF since most students still make grammatical errors when writing an essay. They get difficulties in using grammar correctly. Therefore, direct teacher CF is an important part in reducing their grammatical errors. The subjects of the study are the fourth semester students of English Department since Argumentative Essay Writing course is taught in semester four, and therefore, the study is enable to conduct. In Argumentative Essay Writing course, they learn CF as a part of learning materials. This study will identify the learners' perceived on direct teacher CF in L2 writing class. By knowing the learners' perceived on direct teacher CF in L2 writing class, this study will provide further investigation on the learners' perceived on direct teacher CF in L2 writing class.

C. Research Question

The present study is undertaken to fill the research gaps identified and answer the following the research question as formulated: “How do the learners’ perceived on direct teacher Corrective Feedback in L2 writing class at English Study Program fourth semester students of Palangka Raya State Islamic Institute 2018/ 2019 academic years?”

D. Research Objective

Based on the research question, the aim of the study is to explain the learners’ perceived on direct teacher Corrective Feedback in L2 writing class at English Study Program fourth semester students of Palangka Raya State Islamic Institute 2018/ 2019 academic years.

E. Significance of the Study

This study is aimed at explaining the learners’ perceived on direct teacher Corrective Feedback in L2 writing class at English Study Program fourth semester students of Palangka Raya State Islamic Institute 2018/ 2019 academic years. This study has practical, theoretical, and pedagogical significance. This study is conducted at IAIN Palangka Raya for some reasons. First, the researcher has taught at IAIN Palangka Raya for more than one year. By doing such research, the researcher will give scientific contribution to her university in improving the quality of English especially in L2 writing. Second, this study will give empirical data about the teaching of writing using written corrective feedback in L2 writing class. This information will be very beneficial for both teachers and students at IAIN Palangka Raya. Third, IAIN Palangka Raya provides an EFL class from various ethnics in Central Kalimantan. It is necessary for the teachers of IAIN Palangka Raya to consider the learners’ perceived on teacher’s feedback in L2 writing class. Therefore, this study will give contribution to IAIN Palangka Raya in practicing WCF in L2 writing class by considering the learners ‘perceived.

Theoretically, result of the study can be used as a study of practicing direct teacher Corrective Feedback in L2 writing class and of the learners’ perceived on direct teacher Corrective Feedback in L2 writing class. Practically, result of the study can be

used as a practice of students' perception on direct teacher CF in L2 writing class. Here, it provides students' attitude on direct teacher Corrective Feedback. The study is expected to provide information on trends in EFL writing class in learners' perception on direct teacher Corrective Feedback in L2 writing, and area contribution of direct teacher Corrective Feedback in L2 writing. This information can be used as learning materials to enhance the students' problem in essay writing. It can also be a feedback to the writing lecturers in order to improve the EFL teaching quality.

Pedagogically, the result of the study is expected to give pedagogical benefits in learning process in EFL class. For example, it helps the teacher see students' perception on direct teacher Corrective Feedback in L2 writing. To conclude, by knowing students' perceived on direct teacher Corrective Feedback, teachers help students see what they have already accomplished and what can be done better for their composition. Teachers also consider the students' feelings regarding the feedback given, so that it does not have a negative effect on their motivation. Related to the perception of students' of IAIN Palangka Raya on essays writing is explained so that theoretically a study of students' and teacher' perception on written corrective feedback in L2 writing class; practically the result of the study can be used as a practice of students' perception on written corrective feedback in L2 writing class. Here, it provides students' attitude on written corrective feedback; and pedagogically it helps the teacher see students' perception on written corrective feedback in L2 writing class.

F. Limitation of the Study

This study is restricted on the learners' perception on direct teacher Corrective Feedback in L2 writing. The result of this study will be the basis to implement direct teacher Corrective Feedback in L2 writing class. The study focuses on the argumentative essay as proposed by (Smalley, 2001). Meanwhile, teacher Corrective Feedback that will be applied in this study is direct CF as proposed by (Ellis, 2009). In line with the source of feedback, the researcher will use teacher CF as proposed by

(Ferris & Bitchener, 2012). Some definitions of key terms are applied in the current research.

Corrective Feedback is defined as a kind written feedback made by the EFL teacher to improve grammatical accuracy (Ducken, 2014). In addition, some linguists such as Sheen, Wright, & Moldawa (2009), and Wang & Loewen (2015) define corrective feedback as information given to learners regarding a linguistic error they have made. In the present study, written corrective feedback refers to written feedback given by the writing lecturer, peer, and self in EFL writing class on a student essay to increase the accuracy of language form, content, and organization.

Writing is something associated with word choice, use of appropriate grammar, syntax (word order), mechanics, and organization of ideas into a coherence and cohesive form. Writing also includes a focus on audience and purpose (Gebhard, 2000). Moreover, Gould (1983) states that writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising. According to Collins dictionary, writing is a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept, or thing. In my opinion, writing activities of making texts include: generating ideas, arranging and developing ideas in sentences: drafting, shaping, revising and editing. In the present study, writing refers to the students' writing on an argumentative essay.

EFL Class defines EFL class, as an English class in which English is studied by people who live in places where English is not the first language, such as Saudi Arabia and Indonesia (Gebhard, 2000). Meanwhile, according to Lake (2016), EFL is where the teacher teaches English to students in a country where English isn't the native language. For example, a Chinese student learning English in China would fall under this category. Oxford University (2011) defines EFL classroom is an English class in a country, in which English is not the dominant language. In the present study, EFL class refers to EFL writing class that is provided for the third semester

students, that is one of the obligatory classes in designing to provide the students to write in English.

G. Organization of the Report

This report covers introduction, review of related literature, methodology of research, findings and discussion, and conclusion and suggestion. First, introduction begins with an introduction to the research where the aim is described and important concepts are explained. The working procedure and how the materials will be collected, analyzed and compared are explained. As a background, the importance of feedback in L2 writing class has been explored and issues in the documents related to written corrective feedback and process writing are presented. These documents are the foundation for the way the study is conducted and therefore, they are vital in this study.

Chapter II presents an overview of the literature consisting of review of previous studies on feedback in L2 writing, review of theoretical background of feedback in L2 writing, and framework of the present study. Here, the researcher explores the teaching experience in L2 writing, experts' opinion on feedback in L2 writing class, typology of feedback as proposed by Ellis, and rationale for using feedback in L2 writing class.

Chapter III discusses research methodology. It covers design of research, participants of the study, types of data, research instruments, data collection procedures, and procedures of reporting the results, Here, the researcher presents the research method to respond the research question, the instruments to gather data, and the way to analyze data.

Chapter IV presents research findings and discussion. The findings are designed to respond the single research question of the study.

Chapter V discusses conclusions and suggestions based on the research findings. The conclusions relate with the results of the research findings. The conclusion covers: the students' perceived on direct feedback in L2 writing class.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some items namely literature review includes; perceptions of written corrective feedback, argumentative writing, and framework of the study.

A. Review of Related Studies

Perception is the procedure of recognizing, organizing, and interpreting information to give meaning to the environment (Ward, M., Grinstein, G., & Keim, D, 2015). Therefore, it is necessary to review the learners' perception on teacher direct written corrective feedback in order to have further knowledge on the implementation of written corrective feedback.

Studies on perception have been conducted (see Amara, 2015; Westmacott, 2017; Mahfoodh, Omer, & Pandian, Ambigapathy, 2011; Erkkilä, 2013; Tangkiengsirisin & Kalra, 2016); and Chung, 2015). First, EFL learners had a strong interest in teacher comments, appreciated feedback and misinterpreted some teacher feedback comments (Amara, Talal M., 2015). The study has significantly developed knowledge of learners' perceptions, most students in this L2 class stated indirect feedback was more helpful and it was proved that it might also help strengthened grammar skills and motivate self-learning behavior (Westmacott, A, 2017). Furthermore, Mahfoodh, Omer, & Pandian, Ambigapathy (2011) suggested that students perceived their teachers' written feedback as useful, very crucial for the language accuracy. Moreover, Erkkilä (2013) and Tangkiengsirisin & Kalra (2016) provided different systems of error and feedback categorization to help research the properties of language teachers' feedback outcome in student papers, and Chung

(2015) indicated that Korean EFL learners react in favor of direct feedback to their written work, and yet they show little tolerance for simply marking the error without explanation or no feedback.

One out of those studies above has been selected for the following reasons: a) it is recent; b) it has a sound methodology; and c) it gives strong relevance to this recent study, especially in research question number one. It is Amara (2015)' study because her study was somewhat similar to the one presented. It investigates students' perceptions and preferences of written corrective feedback in an EFL context. Moreover, Amara's paper is informative and gives new insight on Learners' Perceptions of Teacher Written Feedback Commentary in an ESL Writing Classroom. The study has significantly developed knowledge of Learners' Perceptions of Teacher Written Feedback. Here, the researcher discusses how the Teacher Written Feedback is used in ESL writing class. Then, he explained ESL learners' perceptions toward teacher feedback. In my opinion, the way the researchers present the ideas is clearly understandable and applicable. This study has provided a descriptive account of ESL learners' perceptions toward direct teacher corrective feedback (CF) comments. In my opinion, the way the researcher presents the ideas is clearly understandable and applicable. In terms of the content, it is well organized and well researched. Here, the researchers provide sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. Most quoted references are between 2001- 2015 publications. In terms of organization of the text, the researchers organize the text well. It is well organized. It begins with some issues on the focused topic. To conclude, this study is understandable and gives strongly relevancies to my study. It gives a broader knowledge about the students' perception on CF in L2 writing toward teacher Written Feedback Commentary in an ESL Writing Classroom. The fundamental differences between this study and Amara's study are that: a) this study attempts to explore the learners' perception on teacher, peer, and self- feedback; and the teacher's perception on feedback they give to learners; and b) the subjects in Amara's study from Arab

whereas in this study they are Indonesian learners. In addition, Amara's study gives a broader knowledge on learners' perceived on the implementation of various model of WCF in L2 writing.

Studies on influence perception have been conducted (see Kartchava, 2016; Orts Soler, 2015; Vyatkina, 2011; Anglesa & Multiling, 2016; Jodaie, Farrokhi, & Zoghi, 2011; Furthermore, Rejab, Ismail, & Jamaludin, 2015). Learners' beliefs about corrective feedback on perspectives from two international contexts (Kartchava, Eva, 2016). The finding revealed that the respondents in both contexts felt that written corrective feedback should be conducted. Then, Orts Soler (2015) concluded that age and proficiency level are variables, which affect these attitudes and preferences. Then, Vyatkina (2011) found that feedback on holistic aspects is expanding. Teachers' perception does not coincide with what learners expect from their teachers, Anglesa & Multiling (2016) captured teachers must assess learners' expectations regarding written corrective feedback as knowing preferences can be beneficial for both parties. Moreover, providing different systems of error and feedback categorization to help research the properties of language teachers' feedback outcome in student papers (Jodaie, M., Farrokhi, F., & Zoghi, M., 2011). Furthermore, Rejab, Ismail, & Jamaludin (2015) provided that teacher feedback provided verbally, written and nonverbal. Evans, Hartshorn, & Tuioti (2010) knowing teachers' view on corrective feedback is essential to understand the place of written corrective feedback in L2 writing pedagogy and written corrective feedback is implemented in L2 teachers. One out of those studies above has been selected. It is Vyatkina (2011)' study, since this study gave a complete analysis on learners' perceived of written corrective feedback.

Researches on influence perception have also been conducted (see Fithriani, 2017; Susanti, 2013; Atmaca, 2016; Mohammad & Abdul Rahman, 2016; and Chen, Nassaji, & Liu, 2016. Fithriani (2017) the finding showed that learners' perceived on feedback indicated three advantages; improving quality of writing, encouraging critical thinking, and increasing learners; independency. Susanti (2013) explored the

L2 learners' perceived on the effect feedback practices in a L2 writing class. Then, Atmaca (2016) found differences in the adoption of feedback. Mohammad & Abdul Rahman (2016) found that most students want lecturers corrected the mistakes on their writing. Error identification is the most useful type of feedback, and they have a positive perception on feedback using comment. Then, Chen, Nassaji, & Liu (2016) examine learners' perceived and preferences of feedback in an EFL context. They found that the respondents tended to have a neutral opinion. All studies above reveal that understanding learners' perception on written corrective feedback is important for L2 teachers. One out of those studies above has been selected for the following reasons: a) it is recent; b) it is relevant to the current study. It is Chen, Nassaji, & Liu's study (2016). It investigates students' perceived and preferences of WCF in an EFL context. The main differences between this study and Chen's are: a) that this study explores the learners' perception on teacher, peer, and self-written corrective feedback; and the teacher's perception on feedback they give to students; and b) the subjects in Chen's study from Chinese learners whereas in this study they are Indonesian learners, especially from Javanese, Banjarese, and Dayaknese students. In addition, those studies give a broader knowledge on students' perception on the implementation of various model of written corrective feedback in L2 writing. There are also some studies focusing on learners' perception on feedback.

First, a study conducted by Westmacott, A. (2017) about Direct vs. Indirect Written Corrective Feedback: Student Perceptions. In this study, the researcher reported on action research carried out with intermediate learners in a Chilean university. Here, the researcher changed from providing direct to indirect, coded feedback and explored the responses of six learners to the two types of feedback. The data collected point to how the learning context and individual differences affected responses. Most students in this EFL setting claimed indirect feedback was more useful as it prompts deeper cognitive processing and learning. There was evidence it may also help reinforce grammatical knowledge and encourage autonomous learning behavior. The study belongs to case study. The study reveals that most students in

this EFL setting claimed indirect feedback was more useful as it prompts deeper cognitive processing and learning. There was evidence it may also help reinforce grammatical knowledge and encourage autonomous learning behavior. In my opinion, the sample was small, and of those students that did participate, not all completed all of the essays and not all were available for interview. The data collected therefore strongly suggest that the grammar-oriented EFL teaching context and the students' previous learning experiences and levels of motivation affected the students' responses to the different types of feedback. A need remains for more research to clarify which type of CF, including different types of indirect feedback, may be most effective, with which types of students, and why. As with any case study, the sample was small, and of those students that did participate, not all completed all of the essays and not all were available for interview.

This paper is focused, clear and gives new insight on learner's perception about Direct vs. Indirect Written Corrective Feedback in L2 writing. Despite its methodological drawbacks, this paper presents data that respond to calls for ecologically valid evidence from a long-term study of students' responses to different feedback types in a genuine EFL teaching context. In my opinion, the way the researcher presents the ideas is quite understandable. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. Most quoted references are between 2001- 2016 publications. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. All in all, this study gives relevant contribution to my study. It gives a deeper understanding about the students' perception on Direct vs. Indirect Written Corrective Feedback.

Second, a study conducted by Bitchener, J. (2008) on Evidence in support of written corrective feedback. The aim of this study was to investigate whether targeted corrective feedback on ESL student writing results in improved accuracy in new pieces of writing over a 2-month period and to see whether there is a differential

effect on accuracy for different corrective feedback options. The study has demonstrated that significant improvements in accuracy can result from the provision of written corrective feedback on errors that are made in the use of the referential indefinite article “a” (first mention) and the referential definite article “the” (subsequent mentions). It has also shown that a focused approach to the treatment of recurrent linguistic errors does not have to involve extensive amounts of class time.

This paper is original, exciting, interesting, well-written on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some illustrations to make the text more understandable. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. To sum up, this study gives relevant contribution to my study. It gives a deeper understanding about written corrective feedback.

Third, a study conducted by Purnawarman, P. (2011) on Impacts of Different Types of Teacher Corrective Feedback in Reducing Grammatical Errors on ESL/EFL Students’ Writing. The study investigated the impacts of different strategies of providing teacher written corrective feedback on first semester ESL/EFL students’ writing accuracy and writing quality. Four feedback strategies (indirect feedback, direct feedback, indirect feedback followed by direct feedback with explicit corrective comments, and no feedback) were employed in this study. The results of analysis revealed that there were differences in the mean number of errors on three grammatical items (the English articles, prepositions, and past tense verbs) between all the three feedback treatment groups and the control group who received no feedback. There were also differences in the mean number of errors within each of

the three treatment group across four writing stages (Essay 1, Revised Draft 1, Revised Draft 2, and Essay 2) while the control group did not show any differences across writing stages. The IDECC group who received indirect feedback followed by direct feedback with explicit corrective comments outperformed all other groups (IF, DF, NF), both in the Revised Draft2 and Essay 2. Results of this study were in line with the findings of previous studies.

This study is well researched, with detailed conclusions on written corrective feedback in L2 writing. It is focused, understandable, persuasive, clear, and informative. This paper is equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is clear, understandable and detail. In terms of the content, it is well organized. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding about written corrective feedback especially on teacher corrective feedback in reducing grammatical errors.

Fourth, a study conducted by Kartchava, E. (2016) on Learners' Beliefs about Corrective Feedback in the Language Classroom: Perspectives from Two International Contexts. This study compared the beliefs college-level students hold about corrective feedback in different learning contexts: English as a second language (Canada, n = 197) and English as a foreign language (Russia, n = 224). The participants completed a 40-item questionnaire that dealt with various aspects of feedback found in the literature. While the factor analyses revealed underlying beliefs that were shared by the two populations, the Mann-Whitney-Wilcoxon test identified aspects that differed from one setting to another. To determine possible effects of the background factors, these were correlated with the average belief scores calculated for each participant. The results validate the questionnaire, point to certain background factors that may predict beliefs, and suggest that some beliefs about

feedback may be shared across contexts. The results show that the participants in both contexts felt that CF should be done, should be the case, and is preferable in the context of a language classroom. They also expressed preferences about the types of errors requiring teachers' attention and distinguished between feedback techniques. Furthermore, certain background factors appeared to predict beliefs both within an instructional setting (i.e., gender, number of languages) and across settings (i.e., proficiency in L2).

This study is well researched. The introduction clearly states the purposes of the paper. The abstract states the principal objectives and scope of the investigation. It is directed at the appropriate audience, meeting the purpose. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. Finally, this study gives relevant contribution to my study. It gives a broader knowledge about written corrective feedback especially on learners' beliefs about corrective feedback in the language classroom.

Fifth, a study conducted by Soler, O., S. (2015) EFL Students' Attitudes and Preferences towards Written Corrective Feedback. The study was carried out to analyze students' attitudes and preferences towards written correction and to determine age and English proficiency level as possible factors affecting such attitudes and preferences. The main results of the present study point to a greater preference for having all errors corrected in older students. However, younger students feel more motivated when they are corrected, consider making errors more positive and are more willing to accept correction by a classmate. In addition, older students give more importance to content and grammar, whereas younger learners concede similar importance to content, grammar, organization and vocabulary. The

higher the students' English level, the greater their preference for self-correction. Finally, students with a low level of English consider that errors not affecting the understanding of the message should not be corrected. In conclusion, age and proficiency level are variables which affect these attitudes and preferences, but other learners' variables would have an impact on them as well.

This study is well researched with appropriate conclusions. It is directed at the appropriate audience, meeting the purpose. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In review of literature, the researcher provides an extensive search of literature to discover the subject of research. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. At the end, this study gives relevant contribution to my study. It gives a broader knowledge about written corrective feedback especially on EFL students' attitudes and preferences towards written corrective feedback.

There have been a number of studies investigating the learners' perception on Corrective Feedback (CF) in L2 writing in terms of ESL Writing Classroom (Amara's); Direct vs. Indirect Written Corrective Feedback: Student Perceptions (Westmacott's); Evidence in support of written corrective feedback (Bitchener's); Reducing Grammatical Errors (Purnawarman's); Learners' Beliefs (Kartchava's) and attitudes and preferences (Soler's). Those studies above give a broader knowledge on students' perception on the implementation of various model of Written Corrective Feedback in L2 writing. Different with studies above, I will explore the students' perception on the learners' perceived on direct teacher Corrective Feedback in L2 writing class at English Study Program fourth semester students of Palangka Raya State Islamic Institute 2018/ 2019 academic years.

Exploring the learners' perceived on feedback in L2 writing cannot be separated from the practice of feedback in L2 writing, since practice is a main step to explore the learners' perceived on feedback. Here, the teacher and students' practice on corrective feedback will be elaborated in the present study. Therefore, it is necessary to review the teacher and learners' practice on feedback to have further knowledge on the implementation of feedback.

Researches on practice of feedback in L2 writing class have been investigated (see Mahmud, 2016; Gitsaki, 2010, Lee, 2014; Guénette & Lyster, 2013; Cánovas Guirao, Roca de Larios, & Coyle, 2015). (Mahmud, Norasyikin, 2016) investigated on the practice of providing feedback types by ESL Teachers. Then, (Gitsaki, Christina, 2010) revealed that metalinguistic and repetition feedback generally led to successful. Moreover, (Lee, Icy, 2014) suggested feedback innovation in EFL contexts. In addition, (Guénette, D., & Lyster, R, 2013) the importance of implementing such opportunities for pre-service teachers to engage with and reflect on their emerging written corrective feedback practices. Written corrective feedback on study from (Cánovas Guirao, J., Roca de Larios, J., & Coyle, Y, 2015) proficiency levels were found to influence noticing and uptake from the feedback. One out of those studies above is selected for some reasons: a) it is innovative and update, b) it has appropriate design c) it is relevant to the current study, especially in research question number two. It is (Lee, Icy, 2014). The study is somewhat similar to the one presented. The study investigated the teachers' practice in implementing feedback in L2 writing class.

Researches on practice of feedback in L2 writing have been conducted (see Kang & Han, 2015 Othman & Mohamad, 2009; Li, 2012; Mufiz, Fitriati, & Sukrisno, 2017; Aridah & Salija, 2017; Li & He 2017). Feedback can improve grammatical accuracy in ESL writing (Kang, E., & Han, Z, 2015). Furthermore, (Othman, Shamshad Begham., & Mohamad, Faizah, 2009) suggested that written feedback should be given oral comments. Contrast with them, (Li, 2012) written feedback did not give improvement to simplified writing of lexical diversity and structural

complexity. Again, (Mufiz, Ali., Fitriati, Wuli., & Sukrisno, Alim., 2017) collaborative pairs and expert/novice pairs had better second writings. In addition, (Aridah, A., Atmowardoyo, H., & Saliya, K, 2017) both teachers and learners preferred to have direct feedback; however, learners liked better to have direct feedback. Moreover, (Li, Haishan., & He, Qingshun, 2017) found that indirect written corrective feedback is liked better by most Chinese EFL learners. Two out of those studies above were selected for some reasons: a) they are innovative and update, b) they have appropriate method, c) they give relevancy to the present study, especially in research question number three. They are Li & He (2017) and Othman & Mohamad (2009) studies. Both studies are somewhat similar to the one presented. Both studies explore students' the practice of written corrective feedback in an EFL context.

To sum up, there have been a number of studies investigating the learners' perception on Corrective Feedback (CF) in L2 writing in terms of ESL Writing Classroom (Amara's); Direct vs. Indirect Written Corrective Feedback: Student Perceptions (Westmacott's); Evidence in support of written corrective feedback (Bitchener's); Reducing Grammatical Errors (Purnawarman's); Learners' Beliefs (Kartchava's) and attitudes and preferences (Soler's). Those studies above give a broader knowledge on students' perception on the implementation of Written Corrective Feedback in L2 writing. In addition, those studies are strongly relevant with the proposed study in giving description on the learners' perceived toward written corrective feedback in L2 writing. Different with studies above, the researcher explores the students' perception on direct teacher Corrective Feedback in L2 writing class at English Study Program fourth semester students of Palangka Raya State Islamic Institute 2018/ 2019 academic years.

B. Theoretical Background

In the following part, there is a discussion on the main theories, which includes written corrective feedback and argumentative writing.

1. Written Corrective Feedback

There are some experts give definitions about feedback. Feedback is a term used in applied linguistics to describe the various strategies a teacher may use to give correction on a student's composition. In this case, (Sheen et al., 2009), (Wang & Loewen, 2015) define corrective feedback as data addressed to learners about grammatical errors, which they made. Moreover, (Ducken, 2014) stated that feedback is a written feedback made by the teacher on a student essay to improve grammatical accuracy. In addition, (Mubaro, 2012) feedback can be divided into teacher written feedback, teacher-students conferencing, and peer feedback. It is not only synthesized that feedback is categorized in criticism, praising, and suggestion, but also indicated into positive and negative feedback. The type of feedback can be focused on organization, content, grammar, and mechanic. In my view, written corrective feedback is a teacher written response to grammatical errors in the text made by L2 learners. The goal of feedback is to train writing skills helping EFL learners to improve their writing quality. The researcher agrees with (Ducken, 2014) in the purpose of improving grammatical accuracy.

Here, (Ellis, 2009) identifies six different methods for providing corrective feedback: Direct, Indirect, Focused and Unfocused, Metalinguistic, Electronic, and Reformulation. Here is a typology of feedback types proposed by (Ellis, 2009) as described in Table 2.1.

Table 2.1. Typology of Written Correction Feedback Types

No	Types of Written Correction Feedback	Description
1	Direct Corrective Feedback	The teacher gives correction to the student with the correct form.
	Indirect Corrective Feedback	The teacher gives correction by showing that an error exists but does not give the correction.
2	a. Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.
	b. Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.
3	Metalinguistic Corrective Feedback	The teacher provides some kinds of metalinguistic clue as to the nature of the error.

	a. Use of error code	Teacher writes codes in the margin (e.g. ww= wrong word, art= article)
	b. Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.
	The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.
4	a. Unfocused Corrective Feedback	Unfocused Corrective Feedback is extensive
	b. Focused Corrective Feedback	Focused Corrective Feedback is intensive
5	Electronic Feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage. This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.
6	Reformulation	

The explanation of six models of written corrective feedback is as follows.

(1) Direct Corrective Feedback. Some of expert stated about direct written corrective feedback such as (Ellis, 2009), (Sheen, 2007), and (Ferris & Roberts, 2001). According to (Ellis, 2009), direct feedback is a procedure to provide the L2 learner with explicit information and guidance to correct errors directly. (Ferris & Roberts, 2001) suggest using direct feedback instead of indirect one with low proficiency learners. However, (Ellis, 2009) points out that direct feedback requires minimal treatment by learners themselves. Nevertheless, a study by (Sheen, 2007) corroborates that direct feedback can be efficient in the acquisition of articles. Moreover, (Ferris & Roberts, 2001) suggest that direct corrective feedback is suitable with low learners. A study by (Sheen, 2007) suggests that direct feedback can be helpful in improving grammatical features. Here, in my point of view, direct feedback

is a model of feedback, whereas the teachers provide the students with the true form directly. In the pilot study, the students write “I have two book” instead of “I have two books...”. The way to correct with direct feedback is done by adding the letter of s after the word *book* for example: I have two books.

(2) Indirect Corrective Feedback. The teacher gives correction showing that an error exists but does not give the direct correction (Ellis, 2009). According to (Bitchener & Knoch, 2010, p. 209) Indirect written corrective feedback refers to a procedure of giving feedback that an error has existed but it does not give a correction”. Moreover, (Lalande, 1982), it provides learners with the capability of solving the problems to ponder their own errors. In the researcher’s point of view, indirect feedback is a model of feedback in which the teacher showing to the student that there is an error, but not giving with the right form. The teacher may either underline the actual errors or place a notation in the margin indicating that an error. In the pilot study, the students write: I have two book” instead of “I have two books...”. The way to correct with Indirect feedback is done by giving clue for error after the word *book* for example: I have two book (plural form).

(3) Metalinguistic Corrective Feedback. The teacher gives some kinds of metalinguistic clue to the learners’ errors. This category has two models: (a) using error codes, (b) brief grammatical explanations of the errors.

(4) Focused and Unfocused Corrective Feedback. (Ellis, 2009) states this is about whether the teacher corrects all errors or selects one or two specific types of errors. In my point of view, the unfocused written corrective feedback involves all correction of learners’ errors. Focused feedback, on the other hand, focuses on specific linguistic error (e.g. errors in subject- verb agreement, capitalization, and so on).

(5) Electronic feedback. The teacher identifies an error and shows a hyperlink to a concordance file giving examples of correct use (Ellis, 2009). He reports on some advantages of electronic feedback. The first one is that it the teacher is no longer the responsible for judging what is a correct form and what is not. He suggests that an approach based on usage would be more reliable since teachers’ intuitions can be

erroneous. Another advantage is that it promotes students' independence as they are in charge to choose the corrections, which they consider best apply in the text. In my point of view, electronic feedback is a type of feedback in which the teacher indicates there is an error and gives a small note in connected list of errors' file and extends examples of how to apply the correction.

(6) Reformulation. This consists of an English native speaker's reworking of the students' entire text to provide the language seem as native-like as possible (Ellis, 2009). The studies on reformulation were conducted by some researchers, such as (Sachs & Polio, 2007). They investigated compared reformulation with direct error correction. In the researcher's point of view, reformulation feedback is a type of feedback, which provides learners with feedback in the form of a re-written version of original text.

In the present study, the researcher observes direct teacher feedback in order to investigate the learners' perceived on it. There are a number of reasons to apply this model. First, both teachers and students are familiar with such model of written feedback. Second, this model of written corrective feedback is easily to practice in EFL writing class. Third, both teachers and students get some advantages with such model of written corrective feedback. Teachers can improve the teaching quality in EFL writing class. Meanwhile, students can reduce grammatical errors they made in EFL writing products.

2. Direct Teacher Corrective Feedback (CF)

Feedback is very vital in assessment process. It provides information about EFL learners' writing relates to objectives of class. The objective of feedback is to teach skills EFL learners to improve their writing proficiency. (Hattie & Timperley, 2007) feedback is 'a kind of information provided by teachers about some aspects of one's task performance'. Teachers' corrective feedback is the most widely used that students receive on their composition. Teachers' written feedback, however, is a complex area, and several studies have dealt with it from different angles. Some studies (Clement et al, 2010), for example, have investigated the methods (e.g., direct

correction, the use of codes, etc.) teachers utilize to respond to their students' written work. This study will examine the learners' perceived on direct teacher CF in L2 writing class. Direct teacher corrective feedback simply means that the teacher provides the students with the correct form of their errors or mistakes whether this feedback is provided orally or written. It shows them what is wrong and how it should be written, but it is clear that it leaves no work for them to do and chance for them to think what the errors and the mistakes are. Different researchers (Ko and Hirvela, 2010) argue that direct direct teacher corrective feedback (CF) is the least effective method of providing feedback on student errors and mistakes. Clements et al. (2010) suggest that direct methods in providing feedback do not tend to have results which are commensurate with the effort needed from the teachers to draw the students' attention to surface errors. This is because it doesn't give students an opportunity to think or to do anything.

The first point leads to the source of written corrective feedback is teacher correction. Teacher or the instructor is the primary source of written corrective feedback for the students. (Bitchener & Ferris, 2012) stated that:

“The teacher should start off the writing course with some kinds of diagnostic analysis of student needs as observed in the early pieces of writing and should convey to and model for the students what issues they should work on and how feedback might best be provided.”

Moreover, (Saito, 1994), & (Zhang, 1995) found that affective factors are also important in the success of feedback and studies suggest that students have a preference for teacher feedback over other types. (Hyland, 1998) found out that teachers also take into account the student who committed them, building their comments and correction on the teacher-student relationship and the student's background, needs and preferences. Then, teacher feedback can be very useful for L2 writing learners. (Keh, 1990) suggested the ways of writing effective and efficient comments. Moreover, (Mufiz et al., 2017) stated that there are other factors, which contributed to the students' writings, were confounding variables such as student's

proficiency, writing capability, and teacher feedback. Furthermore, (Prabasiwi, 2017) argued that, in order to get great willingness of the students to write, the teacher must provide interesting themes for students to write. In addition, (Elhawwa, Rukmini, Mujiyanto, & Sutopo, 2018) found and reconfirmed that teacher written corrective feedback played an important role in improving their language development in writing.

In the field of the study, the teacher assigns the students to write the first draft on an essay. Then, the teacher corrects the students' errors on language forms, content, and organization. Afterwards, the teacher gives the corrected composition to be rewritten by the students based on the teacher's feedback.

3. *Writing*

(Raimes, 1998) stated that writing help students learn for several ways. First, it reinforces the grammar structures, idiom, and vocabulary. Second, it gives an opportunity to be adventurous with the language. Third, it becomes very involved with the new language. Here, the course is designed to develop the students' knowledge of essay writing that covers the definition of argumentative essay, the steps to write argumentative essay, claim and counterclaim, evidence and reasons, and transition signals. (The 2015 English syllabus of English Department at IAIN Palangka Raya). Dealing with the teaching of writing in EFL class, (Brown, 2010) mentions five models of writing activities: imitative, intensive, self-writing, display writing, and real writing. In line with the teaching of writing at English Department of IAIN Palangka Raya, the writing subject is taught separately from other skills. The three writing courses: paragraph writing, essay writing, and argumentative writing. In the present study, the class of essay writing is focused on writing argumentative essays.

4. *Argumentative Essay*

Dealing with essay, (Oshima, 2007) stated that essay is a piece of writing containing several paragraphs. An essay has three parts: (1) introductory paragraph,

(2) body paragraphs, and (3) conclusion. (Hyland, 1990) proposed a preliminary descriptive framework of generic structure of argumentative essay, as illustrated in Table 2.2.

Table 2.2. Elements of Structure of the Argumentative Essay

Stage	Move
1. Thesis introduces the proposition to be argued.	Gambit) Attention Grabber – controversial statement of dramatic illusion. (Information) Presents background material for topic contextualization. Proposition Furnishes a specific statement of position. (Evaluation) Positive gloss – brief support of proposition.
2. Argument discusses grounds for thesis. (four move argument sequence can be repeated indefinitely)	(Marker) Introduces and /or identifies a list. Marker Signals the introduction of a claim and relates it to the text. (Restatement) Rephrasing or repetition of proposition. Claim states reason for acceptance of the proposition. Support states the grounds which underpin the claim
3. Conclusion Synthesized discussion and affirms the validity of the thesis.	(Marker) signals conclusion boundary Consolidation presents the significance of the argument stage to the proposition. (Affirmation) restates proposition. (Close) widens context or perspective of proposition.

Argument is a position supported by clear thinking and reasonable evidence (Mayberry, 2009, p. 4). Argumentative essay is an essay that requires the writer or the author to convey their thinking in deep understanding and extensive knowledge by considering the evidence or supporting ideas to make the reader believe about the writer’s argument. Therefore, in producing a good argumentative essay the author must have extensive knowledge, good ideas, deep thought and opinion about what they want to write. Moreover, argumentative essay is a type of essay to convince the readers (Smalley, 2008). Arguments are reasoning process in which a conclusion is inferred from premises. The purposes of argumentative essay are to persuade reasonable people to agree with our opinion, to defend our opinion, to establish validity even if others cannot be persuaded to agree, and to attack some opinion we believe untrue. Argumentation is the giving of reasons to support the truth or falsity of a proposition. A proposition is a statement upon which an argument is based or

from which a conclusion is drawn. To write an argument, then, we begin with a proposition. Our proposition must be supported by reasoning and evidence. Otherwise, it stands as an unsupported generalization. Reasoning is thinking in a connected, logical manner by induction or deduction. It is the drawing of conclusions from observations, facts, or hypothesis. While, evidence is the material used to prove our points, facts, ideas, statistics, examples, and so forth. An argumentative essay should contain the following characteristics: (1) it introduces the topic discussed, (2) the essay provides reasons and evidences to support the reasons, (3) the essay refutes con arguments, (4) refute means to evidence wrong by argument or to show the erroneous, (5) if an opponent doesn't have a valid point, concede that point, (6) the conclusion should logically follow from the argument, (7) the subject of an argumentative essay must be debatable issue, matters of taste are not suitable subjects, (8) argumentative essays can incorporate narration, description, illustration, comparison and contrast, definition, and explanation, (9) the arrangement of argumentative detail should be carefully thought out, (10) other times, reasons are arranged according to how they relate to each other, and (11) argumentative detail should be rooted in logic, so be careful to avoid the logical traps; emotional appeals should be restrained and fair. Here is an argumentative essay:

Drugs should not be legalized

Nowadays, there have been numerous reports concerning drugs abuse. Official statistics put the number of drug addicts in Indonesia at four million in 2001 and about 120 million current users of drugs in the world at large. It is estimated by the end of 2002, drug addicts will increase dramatically. It is estimated that drugs abuse in Indonesia has reached epidemic proportion. Throughout the land, in colleges, schools, and on the job, in homes and on the streets, few Indonesian citizens at an astonishing rate consume illegal-drugs. There may be a few people who agree drugs to be legalized for a number of reasons. They argue for the end of drugs prohibition to overcome the drug problems. They say that drugs were available in the 19th century and were not a menace. Drugs have also many advantages. They, for example, can increase taxes, and gain more incomes. Despite the fact that drugs have benefits, I argue that drugs have more disadvantages than their benefits. Consequently, drugs should not be legalized.

First and most important, drugs abuse is a symptom of a sick society, a broken home family, and moral decadency. It increases crime of the most disastrous variety: murder, child abuse, rape, and wife beating, so that drugs are the way to disaster in today's society. The

more drugs in our today's society the more crime in it. Drug crimes have made our city street unsafe to walk alone at any hours, especially at night.

Second drugs may also kill the users, and destroy their minds. Moreover, drugs can fatally damage the brain cells, hearts, and lungs. They stifle ambition. Over 8000 published scientific papers clearly show that marijuana, one of drugs, damages brain cells, the lungs, and the immune system. Here, drugs can endanger the users and even kill them. As a religious people, we are not allowed to consume such foods or something that damages unhealthy and endanger our lives. We should consume the lawful and good things from what is in the earth. And drugs are not lawful and good things.

Third, the legalization of illicit drugs is not wise solution, but rather a profound mistake. Here, legalizing drugs is senseless. If drugs are legalized, more people will come addicts. This is of course, simply unacceptable. Legalizing drugs to solve the drug problems would be like dumping a gallon of gas on a camp- fire to put it out for the night. Here, legalization of drugs would also unleash a wave of increased drug users and high crime rates in Indonesia.

I agree that something must be done out the drugs abuse in Indonesia. Stopping the international drug trade must become our foreign policy and national security priority. As we know that the drug trade is an international cancer that no boundaries. Besides, those who sells, possesses, and consumes drugs should be punished to the maximum extent permissible under the laws. Pushers who responsible for drug- related murder should receive the death penalty, as should those who are convicted of international drug trafficking. In addition to stopping the drug addiction, drug testing should also become more widespread in all departments, public health, and educational institutions. Furthermore, we should provide to our children a good environment and free from drugs, which is based on religious values. In my view, the full solution to drug abuse is a new society where religious and educational values established there. Here, religious motivation is needed to kick the bad habit for drug addicts. Last of all, drugs should not be legalized in Indonesia accept for medical treatment. This is the most important. We need laws and society control to prevent the drug addiction. We are still at war against drugs, which threat to overwhelm and undermine Indonesian society. Finally, we can only hope that someone will listens to this information.

C. Framework of the Study

In this part, the researcher explained about framework of the study. First was about argumentative essay as proposed by (Smalley, 2008). Second, written corrective feedback according to (Ducken, 2014) is model of written feedback provided by the teacher on a student paper essay to improve grammatical accuracy. Moreover, the study also applies the types of written corrective feedback as proposed by (Ellis, 2009). Third, source of feedback from (Bitchener & Ferris, 2012). They categorize into several source, namely; teacher, peer, and self. Here, the source of feedback is the teacher's feedback. Fourth, the areas of revision as proposed by

(Bitchener, Basturkmen, & East, 2010). They divide into several areas' revision, namely; content, language forms, and organization.

The writing lecturer practiced direct teacher corrective feedback. The teacher provided the learners with the correct form. Here, he classified the errors as those classified by (Bitchener et al., 2010) covering language forms, contents and organization. The writing lecturer practiced direct corrective feedback using teacher feedback in revision emphasizing on organization, content, and organization. At the end of semester, the researcher distributed the questionnaire to explore the learners' perceived on direct corrective feedback.

CHAPTER III

RESEARCH METHOD

This part deals with the, design of the study, role of the researcher, participants of the study, types of data, instruments for collecting data (classroom observation, and questionnaire), procedures of collecting data, procedures of analyzing data, and technique of reporting data.

A. Research Design

The design in the study is descriptive quantitative research, since the study focuses on investigating the learners' perceived on direct teacher CF in L2 writing class. Williams (2007) stated that descriptive research is a research that is purposeful for describing, explaining, and interpreting collected data. The study also employed quantitative methods to describe the learners' perceived on feedback in L2 writing class. The qualitative data were needed to cover the deeper understanding on learners' attitude on using direct teacher's feedback in the classroom setting.

B. Role of the Researcher

Since the goal of the study was to explore the learners' perceived on direct written feedback in L2 writing at English Study Program students of Palangka Raya State Islamic Institute 2018/2019 academic years, there was a need to understand the interpretations of what they were doing. Therefore, it was important to understand the context of the participants. Being a teacher in the English Department, and knowing some of the participants, the researcher was able to reflect more on students' practices in L2 writing. Here, the role of the researcher was a teacher researcher. The observation was focused on the learners' perceived on direct written feedback in L2 writing class.

C. Participants

This research was conducted at English Study Program of IAIN Palangka Raya, which was located at Jalan Raya G. Obos No 24 Palangka Raya. The subjects of the study were the fourth semester students of English Study Program of academic year 2018/2019. Meanwhile, the object of the study was direct teacher CF in L2 writing. The participants consisted of 20 EFL learners of Argumentative Essay Writing class (4 males and 16 females) with an average age between 20–21 years, participating in Essay Writing class at English Study Program of IAIN Palangka Raya. The present study had a purposive sampling, which was, participants who were chosen based on predetermined criteria.

D. Procedures

The data were collected in several meetings during the proposed one semester. The data of this study were in the form percentage, words, sentences, or paragraphs to describe the students' perceived on direct teacher CF in L2 writing class. The types of data were in the form of qualitative and quantitative data. The quantitative data dealt with percentage of the learners perceived on direct teacher CF in L2 writing class. Meanwhile, the qualitative data dealt with the further explanation of the learners' perceived on direct teacher CF in L2 writing class. Qualitative data collection and analysis enabled the researcher to understand and interpret the learners' perceived on direct teacher CF in L2 writing class.

The objective of argumentative essay writing course was to train the learners with task of the writing argumentative essay, in which learners were supposed to write an argumentative essay about 450- 500 words. In addition to content, organization, mechanics, and grammatical and grammar lexical accuracy were also emphasized. The classes are held once a week with session lasting about 100 minutes. The first meeting, the teacher explained the process of writing an argumentative essay, provided the students with model argumentative essay, and had the students practice writing argumentative essay of their own. Then, the students' writing product is collected by the writing teacher, and returns to the students in the following session. The essays, then, were commented and corrected on direct teacher corrective

feedback. The second meeting, the teacher socialized direct teacher corrective feedback. Then, the students were required to revise their papers based on the teacher's comments and suggestions and return them to the teacher. At the end of the class, the researcher distributed questionnaire to the learners to investigate the learners perceived on direct teacher CF in L2 writing class. The questionnaire consisted of 14 closed ended-questions and 5 open ended questions. The questions were divided into different types. For example, there were 14 questions with a Likert scale with five responses. The rest of the questions included open ended questions that required respondents to explain their answers in their own words. In addition, the close-ended questionnaire was developed to explore students' perceive on receiving feedback in their writing classes. The questionnaire was designed into three parts. The first part included questions to get demographic information, namely name, age, gender, and email contact. The second part was to find out the students' perceive on direct teacher CF in L2 writing class. The second part, consisted 14 statements in 4-point Likert Scale format, anchored by strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The items were originally directed towards students' underlying constructs regarding (a) students' perception on direct teacher feedback; and (b) perception on students' feelings toward receiving direct teacher's corrective feedback. Meanwhile, there were also 5 open ended questionnaires that should be responded by the participants. The questions covered students' perception towards direct teacher's corrective feedback. After participants completed the questionnaire, the data were manually counted to see the weight of each statement.

The source of data, instruments, and data needed were summarized in Table 3.1.

Table 3.1 The Source of data, instruments, and data needed

Source of data	Instruments	Data needed	Notes
Teacher and students	observation	The process of practicing written corrective feedback in L2 writing.	Research question number 1

Students	Writing portfolio	The students' error in order to provide the direct teacher corrective feedback in L2 writing.	Research question number 1
Students	Questionnaire	The students' perception toward the implementation of direct teacher corrective feedback in L2 writing.	Research question number 1

E. Instrument for Collecting Data

Data Collection, according to Yukon Department of Education –Student Support Services (2015), is a process that involves the collection of evidence to determine effective specific programming for student achievement (academic/ behavior). Data may be collected by informal means (teacher-made tests, observation, interview, work sample analysis, etc.) and formal means (the use of norm referenced standardized tests). This study was focused on learners' perceived and the use of direct teacher CF in L2 writing at English Study Program students of Palangka Raya State Islamic Institute 2018/ 2019 academic years. To answer the single research question, this study applied three research instruments, i.e. observation, documentation/ portfolio, and questionnaire.

1. Classroom Observation. It was used to answer research question number 1.

According to (Foster, 2005) classroom observation was a method in which the researcher sit in class session(s), audio or video records the practices of the teacher and the actions of the students, and then met with the teacher to discuss specific issues in the observation. In the present study, the observation was in the form of field notes. This form was chosen since everything could be flexibly documented in written notes about the classroom atmosphere during the EFL writing process. The observation covered the process of practicing direct teacher corrective feedback in L2 writing including pre-teaching, whilts-teaching and post-teaching.

2. Documentation. This instrument was still used to answer research question number 1. This instrument was in the form of portfolio of learner's writing product in implementing direct teacher CF in L2 writing. In the current study, the teachers'

preparation and the students' portfolio of the learning process were documented as the source of data.

3. Questionnaire. This instrument was used to answer research question number 2. Questionnaire was an instrument in which respondents provided written responses to questions or mark items that indicated their responses (Ary et al., 2014). To evaluate the students' perception toward the implementation of direct teacher CF in L2 writing, the researcher distributed questionnaires to the students.

The following table summarizes the instrument used in this research based on research questions.

Table 3.2 the Instruments Used in the Research

Research Question	Instruments		
	Questionnaire	Classroom Observation	Documentation
Research Question 1	▼	▼	▼

F. Collecting Data Procedures

As already known, this study investigated the only one research question. To answer the research question, the data were collected from questionnaire, documentation and observations. In the first step, the researcher and students planned to implement CF in L2 writing class. Here, the researcher designed a lesson plan and then, socialized to EFL students the model of direct teacher CF. Then; the participants were assigned to write an argumentative essay as proposed by (Smalley, 2001). The areas of revision were content, language forms, and organization, as proposed by (Bitchener et al., 2010), as classified into Table 3.3.

Table 3.3 Basics Elements in Essay Writing by (Bitchener et al., 2010)

Type of error	Definition
Content	The ideas provided in the essay, including the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).
Language	The correct use of grammar, spelling, punctuation, and

forms capitalization.

Organization Following the basic guidelines for the essay structure: the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).

At the early step, the participants were trained with the knowledge and practice writing argumentative. This covered: introduction to argumentative writing, claim and counterclaim, reasons and evidences. It took 2 meetings to train the writing materials (week 1 and 2). Then, the participants were trained about the direct teacher CF. It took one meeting to train the models and strategies of CF (week 3). The fourth meeting, Direct teacher Corrective Feedback was practiced (weeks 4- 8). Here, it took four meetings to practice direct teacher CF. Finally, at the ninth meeting, the questionnaire was distributed to explore the learners' perceived on using the direct teacher CF (week 9), as described in Figure 3.1.

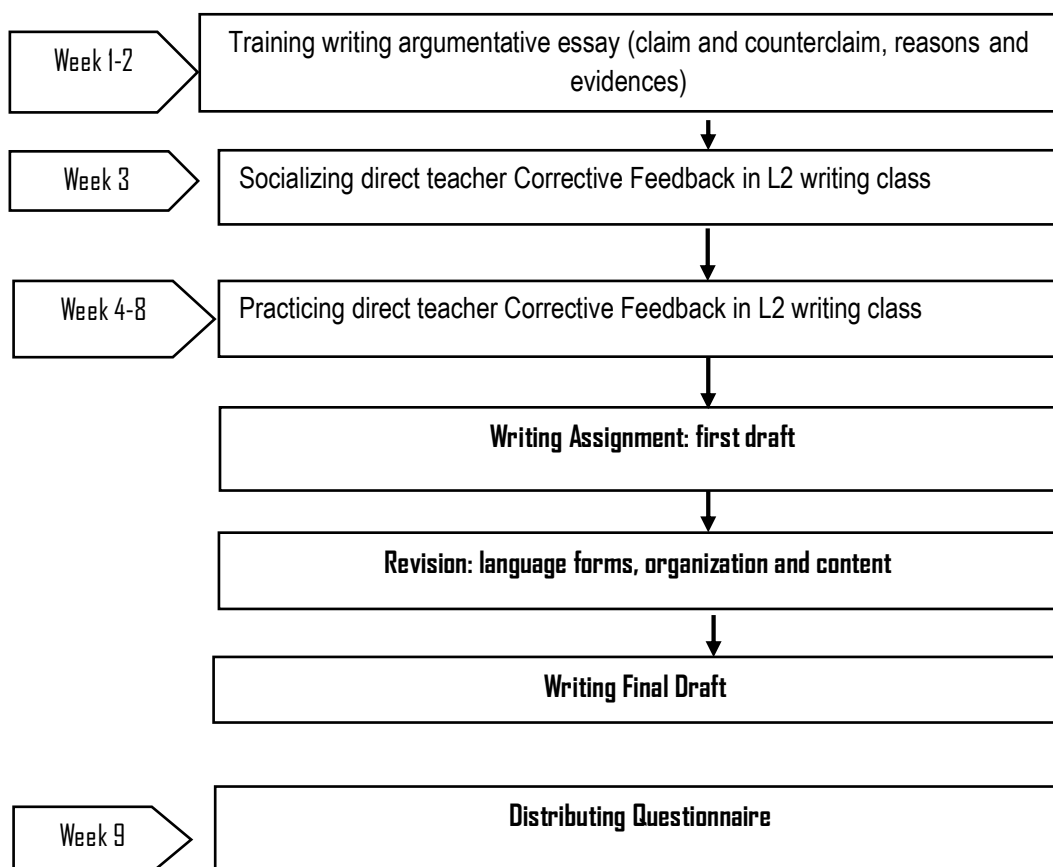


Figure 3.1. Steps in Data Collection Procedures

G. Analyzing Data Procedures

To answer the single research question, this study applied three research instruments, i.e. observation, questionnaire, and documentation. The steps in collecting data and analyzing data were described below. In the earlier step, the researcher trained the learners about writing materials and socialized Direct teacher Corrective Feedback in L2 writing. Then, the subjects selected a topic for argumentative essay. They were assigned to write an argumentative essay. The students' writing product was used as basis to use direct teacher CF in L2 writing. The next step, the questionnaire was distributed to the subjects in order to investigate the learners' perception toward the use of direct teacher CF in L2 writing. Lastly, a

discussion on the result was made to clarify the research findings, as illustrated in Table 3.4.

Table 3.4 Design of Whole Semester Class Procedure

Meetings	Activities
1	Students' Training on Argumentative Essay in Writing Class Pretest (1)
2	Students' Training on Argumentative Essay in Writing Class Pretest (2)
3	Students' Training on Direct written corrective feedback
4	Practicing Direct written corrective feedback (1)
5	Practicing Direct written corrective feedback (2)
6	Practicing Direct written corrective feedback (3)
7	Practicing Direct written corrective feedback (4)
8	Practicing Direct written corrective feedback (5)
9	Distributing questionnaires to the participants in order to see the learners' perceived on Direct written corrective feedback in L2 writing class.

H. Outline of the Report

This study was organized into five chapters. Chapter I introduced the research topic. It began with an introduction to the research. As a background, the importance of direct teacher CF in L2 writing was explored and issues in the documents related to direct teacher CF and process writing were presented. These documents were the foundation for the way the study was conducted and therefore, they were vital in this research. Chapter II presented an overview of the literature consisting of review of previous studies on direct teacher CF in L2 writing, review of theoretical background direct teacher CF and L2 writing, and framework of the present study. Here, the researcher explored the teaching experience in L2 writing, experts' opinion on direct teacher CF in L2 writing class, and rationale for using direct teacher CF in L2 writing class. Chapter III presented research methodology. It covers research design, role of the researcher, subject of the study, instrument for collecting data, procedures of collecting data, procedures of analyzing data, and procedures of reporting the results. Chapter IV discusses the research findings. It covered the results of research findings, and discussion. Chapter V presents conclusion and suggestions. It presented the

conclusion related to the research findings and some suggestions based on research findings.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents research findings and discussion. The findings and discussion are designed to answer the single research question. That is, the students' perception on direct written corrective feedback in L2 writing.

A. Students' Perception of Direct Teacher's Corrective Feedback in L2 Writing

The study investigated students' perceptions towards direct teacher corrective feedback in L2 writing, whether they found them useful and which strategy the students preferred the most. To answer the research problem about the students' perception on direct teacher corrective feedback in L2 writing, the researcher distributed questionnaire to the participants on Thursday, April 25th, 2019. The data for the study emerged from student questionnaire for the students' perception on direct teacher corrective feedback in L2 writing. The questionnaire consisted of 14 close ended questions and 5 open ended questions. The questionnaire was designed into two parts. The first part included questions to get demographic information, namely name, ethnic groups, age, gender, and email contact. The second part was to find out the students' perception toward direct teacher corrective feedback in L2 writing class. The second part, consisted 14 statements in 4-point Likert Scale format, anchored by strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). To investigate students' perceived and preferences of direct teacher corrective feedback and their reasons, parallel questionnaires (designed to collect both quantitative and qualitative data) were constructed.

The quantitative data was collected through close-ended questions using Likert-scale items and multiple choice questions. The items were directed towards students' underlying constructs regarding the students' perception on direct teacher corrective

feedback. Meanwhile, there were also 5 open ended questionnaires that should be responded by the participants. The questions covered some aspects on students' perception towards teacher written corrective feedback. When the students were asked to complete the questionnaire, they had already completed eighth meetings in L2 argumentative writing class and were familiar with feedback procedure. After participants completed the questionnaire, the data were manually counted to see the weight of each statement. For the sake of brevity, both positive responses 'strongly agree' and 'agree' and negative responses 'strongly disagree' and 'disagree' were added up to make easier analyze the data. This approach did not distort the data. Meanwhile, to observe the deeper understanding on the learners' perceived on direct teacher corrective feedback in L2 writing, the open ended questions were also distributed. From questionnaire results, participants were asked about how their perceived on teacher written corrective feedback.

Dealing with statement 1, *I receive direct teacher corrective feedback (CF) on language form*; The participants gave responses, as illustrated in Figure 4.1

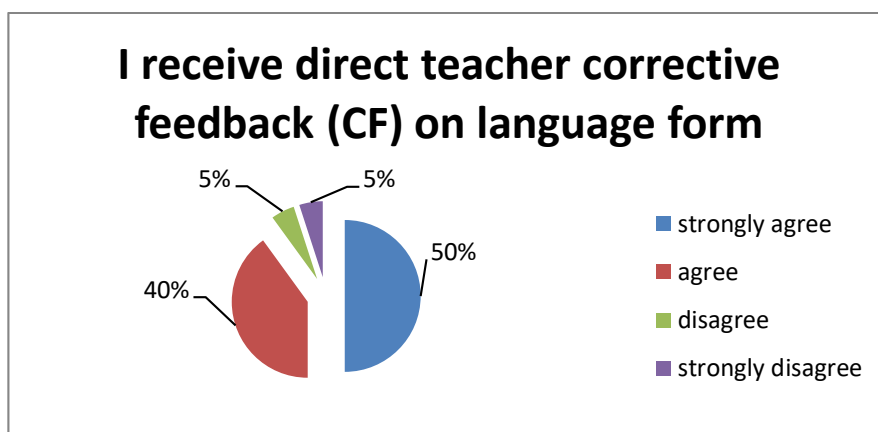


Figure 4.1 I receive direct teacher corrective feedback (CF) on language form

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that they received direct teacher corrective feedback (CF) on language form. The number of students who showed their agreement with statement one is 18. Only 2 students disagree with the statement. It meant that students were satisfied with the

teacher's feedback on their writing assignments in terms of language forms. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of language forms. This result was in accordance with a study carried out by Mahfood (2011) about student's affective reactions to their teachers' feedback. His findings indicated that EFL students like teacher's written feedback because they considered teacher's correction to develop their writing skills and improve their future written texts.

Dealing with statement 2, *I receive direct teacher corrective feedback (CF) on content*, the participants gave different response, as illustrated in Figure 4.2.

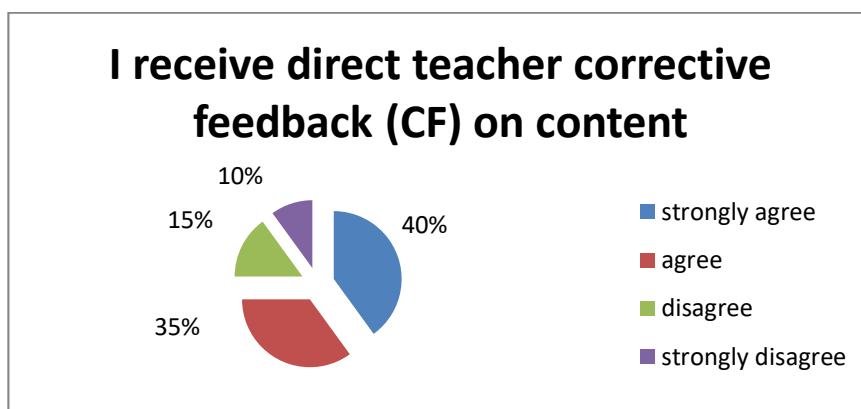


Figure 4.2 I receive direct teacher corrective feedback (CF) on content

Based on the output, it was clear that majority of the respondents (75%) stated that they received direct teacher corrective feedback (CF) on content.” There were 15 students agree to the statement and only 5 students did not agree. The number of students who showed their agreement with statement 2 was 15. Only 5 out of 20 students disagreed with second statement. As it can be seen from Figure 4.2 students were satisfied with the teacher's feedback on their writing assignments in terms of content. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of content.

Dealing with statement 3, *I receive direct teacher corrective feedback (CF) on organization*; the participants gave different response, as illustrated in Figure 4.3.

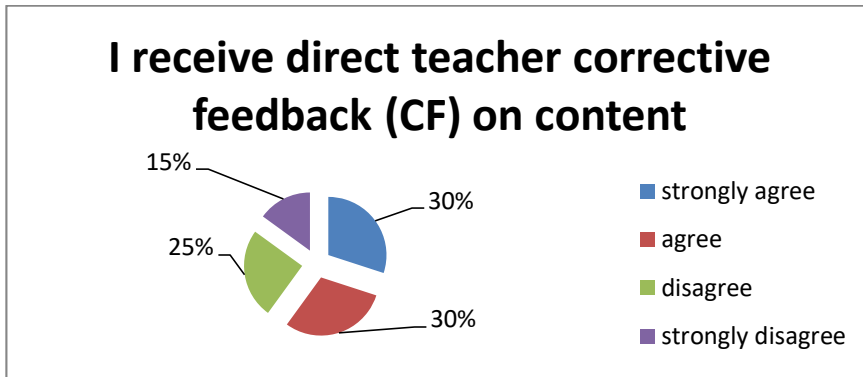


Figure 4.3 I receive direct teacher corrective feedback (CF) on organization

Based on the output, it was clear that part of the respondents (60%) stated that they received direct teacher corrective feedback (CF) on organization.” There were 12 students agree to the statement and 8 students (40%) did not agree. The number of students who showed their agreement with statement 3 was 12. 8 out of 20 students disagreed with third statement. As it can be seen from Figure 4.3, more than half students were satisfied with the teacher's feedback on their writing assignments in terms of organization. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of organization.

Dealing with statement 4, *I prefer receiving direct teacher corrective feedback (CF) on language form*; the participants gave responses, as illustrated in Figure 4.4

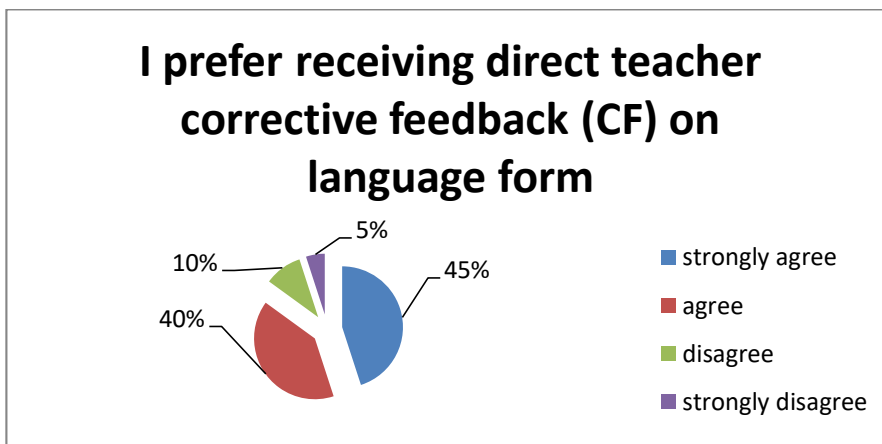


Figure 4.4 I prefer receiving direct teacher corrective feedback (CF) on language form.

Based on the output above, it was found that 17 out of 20 respondents or 85% stated that they preferred receiving received direct teacher corrective feedback (CF) on language form. The number of students who showed their agreement with statement 4 was 17. Only 3 students disagreed with the statement. It meant that students preferred to get the teacher's feedback on their writing assignments in terms of language forms. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of language forms.

Dealing with statement 5, *I prefer receiving direct teacher corrective feedback (CF) on content*; the participants gave responses, as illustrated in Figure 4.5

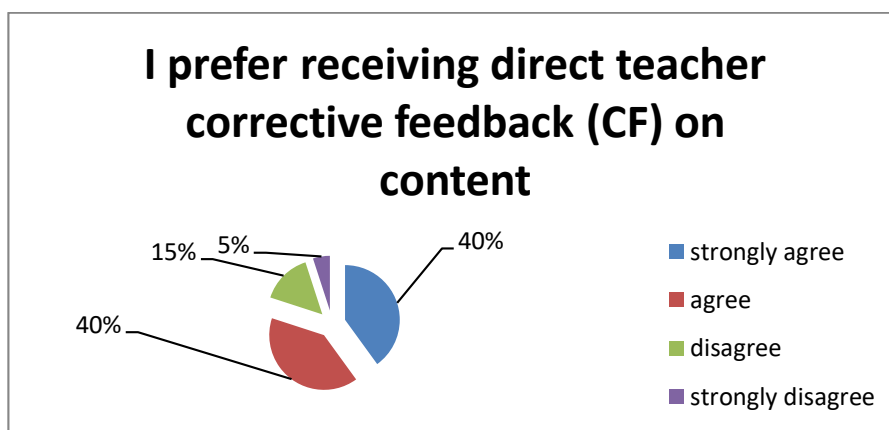


Figure 4.5 I prefer receiving direct teacher corrective feedback (CF) on content.

Based on the output above, it was found that 16 out of 20 respondents or 80% stated that they preferred receiving received direct teacher corrective feedback (CF) on content. The number of students who showed their agreement with statement 5 was 16; and 8 students disagree with the statement. It meant that more than half students preferred to get the teacher's feedback on their writing assignments in terms of content. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of content.

Dealing with statement 6, *I prefer receiving direct teacher corrective feedback (CF) on organization*; the participants gave responses, as illustrated in Figure 4.5

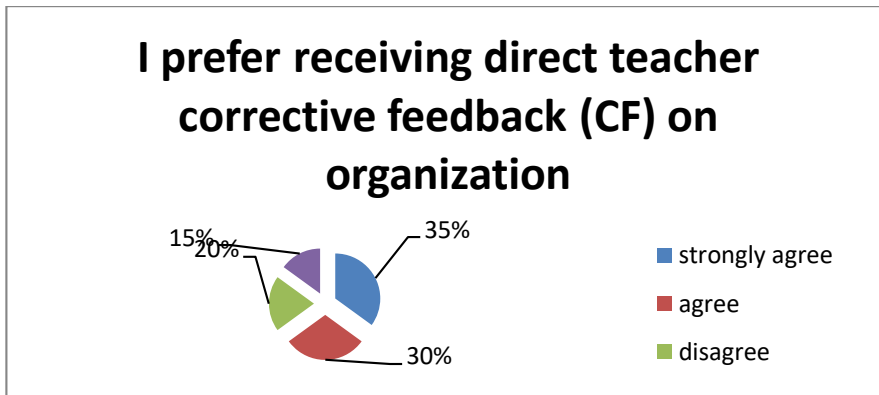


Figure 4.6 I prefer receiving direct teacher feedback on Organization.

Based on the output above, it was found that 13 out of 20 respondents or 65% stated that they preferred receiving received direct teacher corrective feedback (CF) on organization. The number of students who showed their agreement with statement six was 13; and 7 students or (35%) disagree with the statement. It meant that more than half students preferred to get the teacher's feedback on their writing assignments in terms of organization. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of organization.

Based on the data above, it was said that the most dominant area of direct teacher corrective feedback preferred by students was on language form (85%) followed with content (80%) and organization (65%). The result of questionnaire can be summarized as illustrated in Table 4.1.

Table 4.1 Learners' Perception on Direct Teacher Corrective Feedback

No	Statements	Learners' Response				Total
		Strongly agree	agree	Strongly Disagree	Disagree	
01	I receive direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.	10	8	1	1	20
02	I receive direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all	8	7	3	2	20

	sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).					
03	I receive direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).	6	6	5	3	20
		24 (40%)	21 (35%)	9 (15%)	6 (10%)	60 (100%)
04	I prefer receiving direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.	9	8	2	1	20
05	I prefer receiving direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).	8	8	3	1	20
06	I prefer receiving I receive direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).	7	6	4	3	20
	Total	24 (40%)	22 (37%)	9 (15%)	5 (8%)	60 (100%)

Table 4.1 (first row table) demonstrated the participants' opinions on receiving direct teacher corrective feedback on language form. The output showed that 18 out of 20 students or 90% received direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.

The second row demonstrated the participants' opinions on receiving direct teacher corrective feedback on content, such as the unity of the ideas, coherence of the ideas, idea development, and clarity of ideas. The output showed that 15 out of 20 students or 75% received direct teacher corrective feedback (CF) on content such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).

The third row demonstrated the participants' opinions on receiving direct teacher corrective feedback on organization such as the introduction, the body; or the conclusion. The output showed that 12 out of 20 students or 60% received direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).

Meanwhile, the fourth row table demonstrated the participants' opinions on preference on receiving direct teacher corrective feedback on language form. The output showed that 17 out of 20 students or 85% preferred receiving direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.

The fifth row table demonstrated the participants' opinions on preference on receiving direct teacher corrective feedback on content. The output showed that 16 out of 20 students or 80% preferred receiving direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of

ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).

The sixth row table demonstrated the participants' opinions on preference on receiving direct teacher corrective feedback on organization. The output showed that 13 out of 20 students or 65% preferred receiving direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).

It could be concluded that the majority of participants (75%) felt that they agreed to receive direct teacher corrective feedback on language form, content, and organization. Their preference on area of correction was in language forms (85%), and the less area of correction was in organization (65%).

The next step was to describe the perception on students' feelings toward receiving direct teacher corrective feedback. From questionnaire results, participants were asked about how their feeling when receiving teacher written corrective feedback.

Dealing with statement 7, *I feel satisfied when I get my teacher's feedback*; the participants gave responses, as illustrated in Figure 4.7.

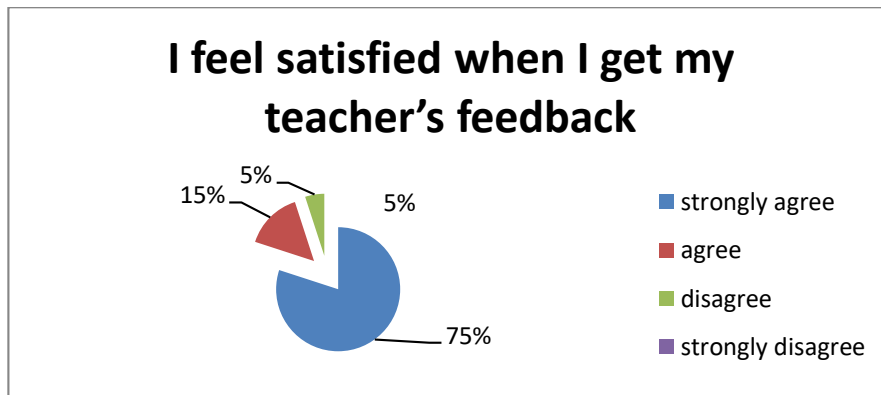


Figure 4.7 I feel satisfied when I get my teacher's feedback

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that they felt satisfied when they got their teacher’s feedback. The number of students who showed their agreement with statement number 7 was 18; and only 2 students or (10%) did not feel satisfied when they got their teacher’s feedback. It meant that the majority of students felt satisfied when they got their teacher’s feedback on their writing assignments. This indicated that students had good perceptions towards teacher's way of correcting their writing.

Dealing with statement 8, *I prefer to get feedback than no feedback*; the participants gave responses, as illustrated in Figure 4.8.

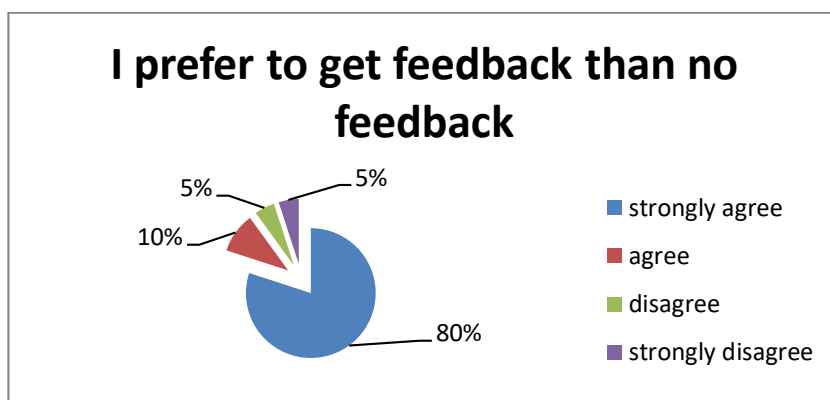


Figure 4.8 I prefer to get feedback than no feedback

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that they preferred to get feedback than no feedback. The number of students who showed their agreement with statement number 8 was 18; and only 2 students or (10%) did not prefer to get feedback than no feedback feel. It meant that the majority of students preferred to get feedback than no feedback on their writing assignments.

Dealing with statement 9, *my teacher’s feedback helps me improve my writing*; the participants gave responses, as illustrated in Figure 4.9.

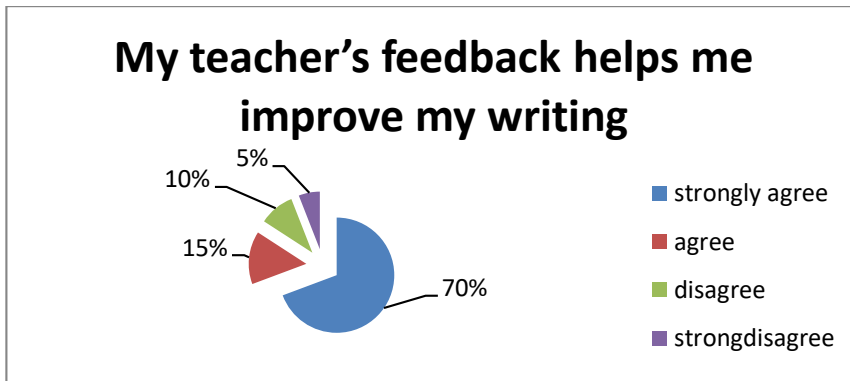


Figure 4.9 My teacher's feedback helps me improve my writing

Based on the output above, it was found that 17 out of 20 respondents or 85% stated that their teacher's feedback helps them improve their writing. The number of students who showed their agreement with statement number 9 was 17; and only 3 students or (15%) did not agree that their teacher's feedback helps them improve their writing. It meant that the majority of students felt that their teacher's feedback helps them improve their writing.

Dealing with statement 10, *I feel assessed when I get my teacher's feedback*; the participants gave responses, as illustrated in Figure 4.10.

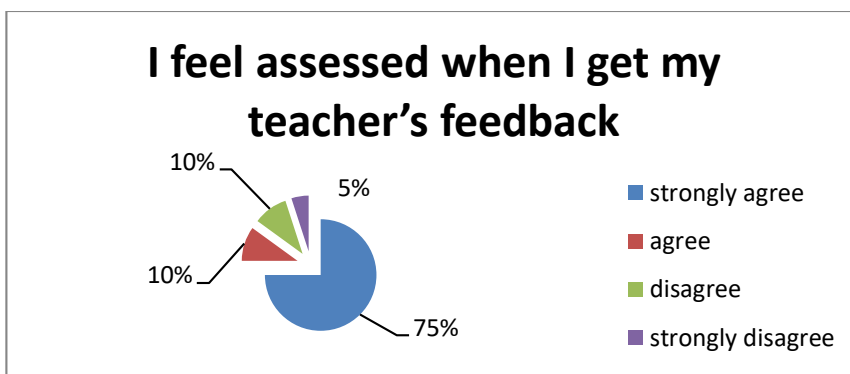


Figure 4.10 I feel assessed when I get my teacher's feedback

Based on the output above, it was found that 17 out of 20 respondents or 85% stated that they felt assessed when they got their teacher's feedback. The number of students who showed their agreement with statement number 10 was 17; and only 3 students or (15%) did not agree that they assessed when they got their teacher's feedback. It meant that the majority of students felt assessed when they got their teacher's feedback.

Dealing with statement 11, *my teacher's feedback makes me feel unwilling to do the task again*; the participants gave responses, as illustrated in Figure 4.11.

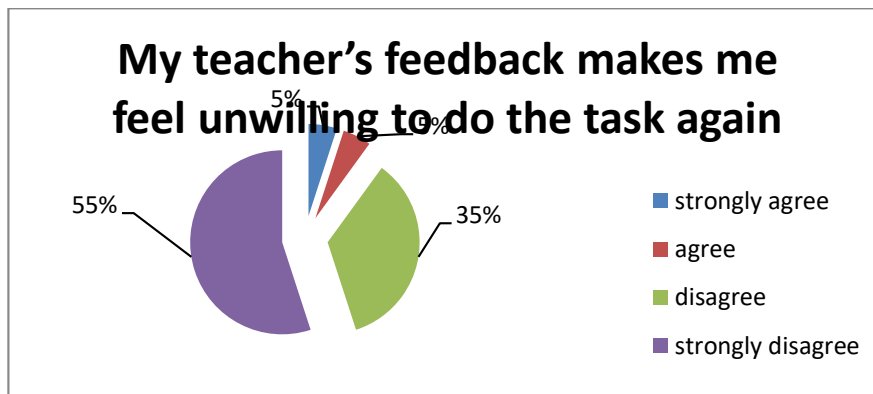


Figure 4.11 My teacher's feedback makes me feel unwilling to do the task again

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that their teacher's feedback did not make them felt unwilling to do the task again. The number of students who showed their disagreement with statement number 11 was 18; and only 2 students or (10%) agreed that their teacher's feedback made them felt unwilling to do the task again. It meant that the majority of students felt that their teacher's feedback made them felt willing to do the task again.

Dealing with statement 12, *My teachers' feedback makes me confident of producing a better draft*; the participants gave responses, as illustrated in Figure 4.12.

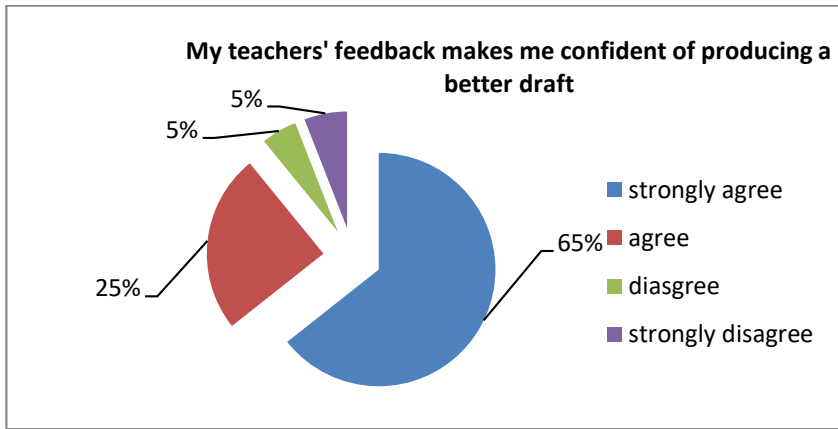


Figure 4.12 My teachers' feedback makes me confident of producing a better draft

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that their teacher's feedback made them confidence of producing a better draft. The number of students who showed their agreement with statement number 12 was 18; and only 2 students or (10%) did not agree it. It meant that the majority of students felt that their teacher's feedback made them confidence of producing a better draft.

Dealing with statement 13, *I prefer the teacher just corrects directly the error without underlining it*; the participants gave responses, as illustrated in Figure 4.13.

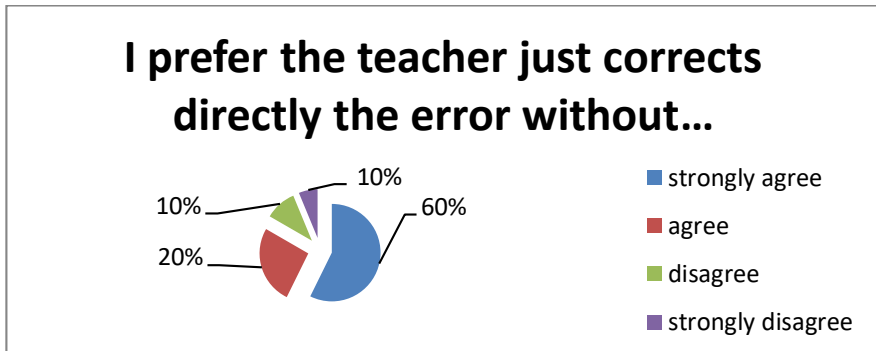


Figure 4.13 I prefer the teacher just corrects directly the error without underlining it

Based on the output above, it was found that 16 out of 20 respondents or 80% stated that they prefer their teacher just corrects directly the error without underlining it. The number of students who showed their agreement with statement number 13 was 16;

and only 4 students or (20%) showed their disagreement. It meant that the majority of students prefer their teacher corrects directly the error without underlining it.

Dealing with statement 14, *I prefer to discuss my errors with my teachers in his office or outside the classroom*; the participants gave responses, as illustrated in Figure 4.14.

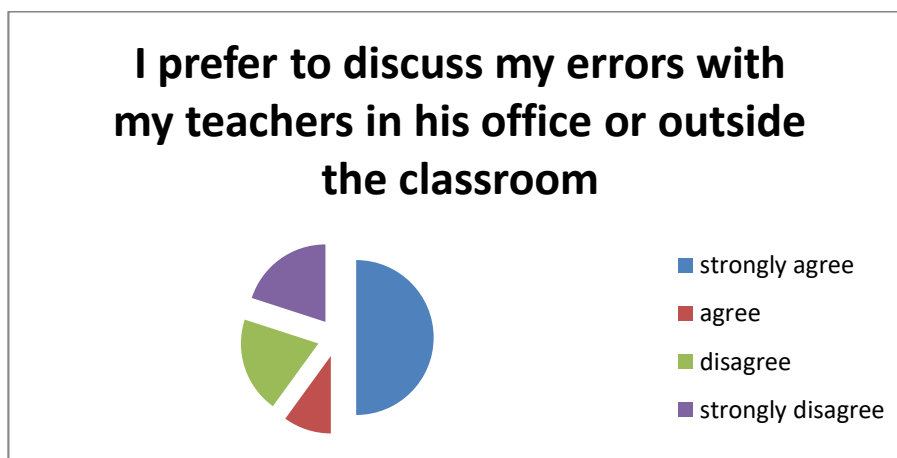


Figure 4.14 I prefer to discuss my errors with my teachers in his office or outside the classroom

Based on the output above, it was found that 12 out of 20 respondents or 60% stated that they prefer to discuss their errors with their teacher in his/her office or outside the classroom. The number of students who showed their agreement with statement number 14 was 12; and only 8 students or (40%) showed their disagreement. It meant that many students prefer to discuss their errors with their teacher in his/her office or outside the classroom.

Based on the data above, it was said that the most dominant area of direct teacher corrective feedback preferred by students was on language form (85%) followed with content (80%) and organization (65%). The result of questionnaire can be summarized as illustrated in Table 4.2.

Table 4.2 Perception on students' feelings toward receiving direct teacher's feedback.

No	Statements	Agree	Disagree	Total
07	I feel satisfied when I get my teacher's feedback	18 (90%)	2 (10%)	20 (100%)
08	I prefer to get feedback than no feedback	18 (90%)	2 (10%)	20 (100%)
09	My teacher's feedback helps me improve my writing	17 (85%)	3 (15%)	20 (100%)
10	I feel assessed when I get my teacher's feedback	17 (85%)	3 (15%)	20 (100%)
11	My teacher's feedback makes me feel unwilling to do	3 (15%)	17 (85%)	20 (100%)

	the task again			
12	My teachers' feedback makes me confident of producing a better draft	18 (90%)	2 (10%)	20 (100%)
13	I prefer the teacher just corrects directly the error without underlining it.	12 (60%)	8 (40%)	20 (100%)
14	I prefer to discuss my errors with my teachers in his office or outside the classroom	12 (60%)	8 (40%)	20 (100%)

Based on the output above, it was that most students believed that it was important to receive direct teacher feedback, arguing that they felt satisfied when they got direct teacher feedback (90%), they preferred to get feedback than no feedback (90%), their teacher's feedback helped them improved their writing (85%), they felt assessed when they got teacher's feedback (85%), and their teacher's feedback made them confident of producing a better draft (90%).

Furthermore, dealing with the open ended question: *Do you think that direct teacher corrective feedback is important in L2 writing? Why?*

RM stated that: "In my view, teacher's feedback is very important because by giving feedback, the teacher knows the learners' weaknesses. Students also know the errors they make. it is the lecturer's responsibility to give feedback on the learners' errors in writing. By doing so, there will be a writing improvement" (*RM, learners' response*).

The other participant gave different opinion. SK argued that:

Well, I think teacher's feedback is an important thing for learners' writing performance. But, it should be noted that the teacher should give appropriate feedback to students' ability. In my class, there are many students having different level of ability. Some low students prefer to direct feedback. However, high level students prefer to indirect feedback. I myself prefer to direct feedback for certain cases (*NF, learners' response*).

Dealing with the question on how they got benefits from the teacher's feedback. Some said that they got benefits from the teacher's feedback, in improving grammar and vocabulary and others claimed that they got benefits from the teacher's comments on writing organization, as said by some respondents.

"By using the teacher's feedback directly, I get a lot of improvement in my writing performance. I get some benefits mainly in improving grammar and vocabulary because the writing teacher focuses on grammatical errors and vocabulary in providing feedback for my composition. For example, I sometimes write some wrong words such as may book instead of my book, two book instead of two books, and so on" (*RC, learners' response*).

"Well, I get advantages from the teacher's feedback mainly in text organization. Formerly, I felt difficulties to write an essay, especially in how to organize the ideas. Frankly speaking, it is hard for me to organize the ideas of the text. I am still doubt weather my composition should be written in chronological order or spatial or sequence order.

However, after being treated using teacher's feedback, I can determine the types of order for my writing and organize easily the ideas." (RS, learners' response).

The students were also asked if they find useful of direct teacher feedback in their writing improvement. Most L2 learners acknowledged that found useful of of direct teacher feedback in their writing improvement, as one of respondents said:

"Well, about the way the teacher corrects, I find some valuable knowledge for my writing performance, especially in language forms. I can reduce my grammatical errors when writing. This kind of feedback helps me improve my writing performance and makes me confidence to produce a better composition. However, I prefer the teacher to correct my errors on the texts than to underline them, because this makes it easier for me to understand my errors and correct them" (NH, learners' response).

Dealing with the question: *What area of contribution do you get from direct teacher feedback?* Some students preferred to language forms, others preferred to content and organization.

"Well, before entering English Department, I have some problems in writing. For example, I have problems in the use of the correct grammar, spelling, articles, subject- verb agreement, pronoun agreement, run on sentence, plural forms, missing words, verb tense and prepositions. When, I use prepositions, I sometimes translate from Indonesian into English. That is why I make many errors. I also have punctuation problems. Sometimes, I omit full stop, comma, capital letter, small letter and other punctuations. Then, the teacher guides me patiently with practicing direct teacher feedback in my class. Therefore, I can conclude that teacher's feedback gives me strong contribution on language forms of my writing" (YI, learners' response).

"In my views, teacher's feedback gives me contribution on content and organization of my writing. Sometimes, I find my teacher focuses the comments on the content and organization of my writing. I am frequently advised to revise the content, use appropriate transitional signals, and organize the text orderly" (YI, learners' response).

To sum up, the learners' responses suggested that they appreciated teacher corrective feedback and revised of their work. The EFL learners claimed that they got benefit from teacher corrective feedback on language forms and they preferred to direct feedback than others.

B. Discussion

The findings about the students' perceived towards written corrective feedback were related to two important issues, namely to student attitudes towards their

teacher's feedback and the students' feeling towards their teacher's feedback. First, the findings demonstrated that the majority of participants (75%) felt that they agreed to receive direct teacher corrective feedback on language form, content, and organization. Their preference on area of correction was in language forms (85%), and the less area of correction was in organization (65%). Second, dealing with the perception on students' feelings toward receiving direct teacher feedback, it was found that most students believed that it was important to receive direct teacher feedback, arguing that they felt satisfied when they got direct teacher feedback (90%), they preferred to get feedback than no feedback (90%), their teacher's feedback helped them improved their writing (85%), they felt assessed when they got teacher's feedback (85%), and their teacher's feedback made them confident of producing a better draft (90%).

Responses also showed that students, in general, appreciated the teacher's feedback and had positive attitude towards written corrective feedback. Students' responses showed their preference for direct written corrective feedback. Students considered written feedback helpful and useful for their improvement in writing.

To conclude, the students' responses showed positive perception towards written corrective feedback. The students valued feedback and believe that it was important aspect in L2 writing. The students preferred teacher-direct written corrective feedback to correct their errors than other methods of feedback. The students believed that direct feedback in general improved writing especially on grammar accuracy and organization.

The results were in accordance with other studies investigating students' attitudes and beliefs about feedback. For example, (Mustafa, 2012) found that L2 learners preferred to receive feedback on a variety of writing aspects rather than feedback focusing on grammar. This finding was also in line with the research conducted by (Hamouda, 2011). She found that nearly half of the students preferred direct feedback and it could help to address the problems as it was easy to identify their errors and improve their accuracy in writing. As previous research showed (Ferris, 2002)

teachers should use different types of feedback and correct different types of errors. Sometimes the focus should be on different types of errors, and sometimes focus on certain grammatical or lexical error. On the other hand, students preferred when teachers focus only on specific types of errors, rather than correcting all errors in their work.

This finding, in terms of learners' perceived towards teachers' written corrective feedback, was in accordance with (Amara, 2015) about learners' perceptions of teacher written feedback. He found that EFL learners had a strong interest in teacher comments, appreciated feedback and misinterpreted some teacher feedback comments. This finding was also in line with (Ferris, 2004) stating that most students need and want to be corrected by their teachers; therefore, error correction cannot be excluded from L2 writing classrooms. In (Chandler, 2003) study, based mostly on corrections and rewriting, he concluded that teachers should give error correction feedback and require students to make correction. This was followed by (Bitchener, Young, & Cameron, 2005) in their study on the effects of correction.

This finding, in terms of learners' perceived towards peer written corrective feedback, was in accordance with (Min, 2006), (Peterson, Childs, & Kennedy, 2004), (Rahimi, 2009), and (Tsui & Ng, 2000). The majority of these studies suggested that learners preferred to include in their revisions the feedback they receive from their peers, which they find more compatible with their own proficiency level and more manageable to apply, as compared to those of their teachers. Nevertheless, with the focus of these studies being on academic writing ability, rather than language acquisition, questions exist of the extent to which long term acquisition of linguistic structures can take place if written corrective feedback was provided by peers.

This finding was also in line with (Rouhi & Azizian, 2013). They found that the receivers received feedback from peers but were deprived of giving any feedback to others. Regarding the benefits of peer, (Sato & Lyster, 2012) found that peer feedback has positive impacts on accuracy and fluency. Moreover, (Yu & Lee, 2014) found that peer feedback motivated students to pay more attention to the readability

of their writings. (Yoshida, 2008) also found that the student's level of satisfaction could also interfere on peer interaction.

This finding, in terms of learners' perceived towards self-written corrective feedback, was in accordance with (Yeganehfar, 2000). He found that the teacher correction performed better than the self-correction. (Bahrami, 2002) found that minimal marking and self-correction were more helpful than the traditional teacher correction. However, this finding was in contrast to (Erfanian, 2002). He found that self-correction was a good way of providing feedback on written work, and led to the development of linguistic competence.

All in all, the findings of the study were in accordance with (Mahfood & Pandian, 2011), (Orts Soler, 2015), (Ferris & Roberts, 2001), (Bitchener & Knoch, 2010), (Lee, 2008), (Treglia, 2008), (Schulz, 2001), (Elwood & Bode, 2014), and (Song, Hoon, & Alvin, 2017). Here, the students' responses showed positive perception towards written corrective feedback. The students preferred teacher-direct written corrective feedback to correct their errors than other methods of feedback. Moreover, the students believed that written corrective feedback in general improved writing especially on grammar accuracy and organization.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions on the basis of the research findings and discussions. The conclusions deal with the results of the research findings. Meanwhile, the suggestions are addressed to students, teachers and other researchers who are interested in researching the similar topic to follow up the findings of the study.

A. Conclusion

The study was aimed at investigating the learners' perceived on direct teacher Corrective Feedback in L2 writing class. The findings concluded:

1. The study found that the participants' opinions on receiving direct teacher corrective feedback on language form. The output showed that 18 out of 20 students or 90% received direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization. Meanwhile, the participants' opinions on receiving direct teacher corrective feedback on content, such as the unity of the ideas, coherence of the ideas, idea development, and clarity of ideas. The output showed that 15 out of 20 students or 75% received direct teacher corrective feedback (CF) on content such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague). In addition, the participants' opinions on receiving direct teacher corrective feedback on organization such as the introduction, the body; or the conclusion. The output showed that 12 out of 20 students or 60% received direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence

which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question). Then, the participants' opinions on preference on receiving direct teacher corrective feedback on language form. The output showed that 17 out of 20 students or 85% preferred receiving direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization. Next, the participants' opinions on preference on receiving direct teacher corrective feedback on content. The output showed that 16 out of 20 students or 80% preferred receiving direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague). Last, the participants' opinions on preference on receiving direct teacher corrective feedback on organization. The output showed that 13 out of 20 students or 65% preferred receiving direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question). It could be concluded that the majority of participants (75%) felt that they agreed to receive direct teacher corrective feedback on language form, content, and organization. Their preference on area of correction was in language forms (85%), and the less area of correction was in organization (65%).

2. Dealing with the perception on students' feelings toward receiving direct teacher feedback, it was found that most students believed that it was important to receive direct teacher feedback, arguing that they felt satisfied when they got direct teacher feedback (90%), they preferred to get feedback than no feedback (90%), their teacher's feedback helped them improved their writing (85%), they felt

assessed when they got teacher's feedback (85%), and their teacher's feedback made them confident of producing a better draft (90%). It was also said that the most dominant area of direct teacher corrective feedback preferred by students was on language form (85%) followed with content (80%) and organization (65%).

3. Responses also showed that students, in general, appreciated the teacher's feedback and had positive attitude towards written corrective feedback. Students' responses showed their preference for direct written corrective feedback. Students considered written feedback helpful and useful for their improvement in writing. To conclude, the students' responses showed positive perception towards written corrective feedback. The students valued feedback and believe that it was important aspect in L2 writing. The students preferred teacher-direct written corrective feedback to correct their errors than other methods of feedback. The students believed that direct feedback in general improved writing especially on grammar accuracy and organization.

B. Suggestions

Following are the suggestions and recommendations based on the research findings, to be considered by the students, writing teacher and future researchers.

1. To the students

The study was expected to provide information on trends in EFL writing class in the aspect of learners' perception on teacher's feedback in L2 writing. This information was useful as learning procedures to enhance the students' problem in essay writing. It could also be a feedback to the writing lecturers in order to improve the EFL teaching quality. Therefore, there were some suggestions addressed to the EFL learners. It was suggested that the students follow the steps of implementing direct teacher's feedback as suggested in this study as a model of planning and practicing direct teacher's feedback in L2 writing class. It was also recommended to

implement direct teacher's feedback carefully, since they could get benefit from teacher's feedback if it was clear and planned carefully.

2. To the teachers

This study found that direct teacher's feedback contributed to language learning, especially in improving the quality of learners' writing performance. The findings proposed some considerations regarding direct teacher's feedback in L2 writing class that might be beneficial for writing teachers. To begin with, the learners should be made aware of the importance of receiving feedback. Therefore, EFL writing teachers should explain the learners about the whole procedure and set the goals together with the learners. Moreover, teachers should determine, which errors they wanted to correct, how they wanted to correct them and when they were planning to make the correction and involved the learners so that they could be a part of the process. Furthermore, the teachers' feedback should be clear that when learners understand to the teachers' want. Finally, EFL teachers should monitor the learners during the process of correction in order to observe their language development in L2 writing class. It was recommended that the EFL writing teachers considered the procedure to implement direct teacher's feedback as suggested in this study as a model of practicing and implementing feedback in L2 writing class. Second, before implementing feedback in writing class, it was advisable that the teachers see students' perception on teacher's feedback in L2 writing class. The students' perception on teacher's feedback in L2 writing class was very important for the teacher to successfully implement direct teacher's feedback. Third, it was recommended that the teachers plan well and do carefully to implement the teacher's feedback, since the students would get the advantages of teacher's feedback, if it was well planned.

3. To Future Researchers

As this research was conducted with only 20 EFL writing learners, it was not very likely to make generalizations about the findings. Therefore, further researches might work with greater number participants so that they could reach at more generalizable conclusions. Since, this study applied quantitative paradigm, it was recommended that future researchers apply qualitative paradigm to have a deeper analysis on the related topic. Another recommendation for future researcher was to conduct the similar study with a different level of students. Because this study was carried out with university level of students, it was recommended to conduct a similar study with senior high school level of students.

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APPENDIX 1 Students' Questionnaire

Dear students,

I would like to thank you for your cooperation by accepting to respond to this questionnaire. I am carrying out a research that investigates the learners' perception on direct teacher Corrective Feedback (CF) in L2 writing. Administering this questionnaire is one of the instruments to collect data. Your response to all the questions will be of great significance for the research. Please make sure that you provide all the required demographical and academic data and that you do not skip any question as this could harm the results of the research. The questions are simple and self-explanatory. Thank you again for your cooperation,
Sabarun, M.Pd.

Part 1 : Demographical Data

Name : _____
 NIM : _____
 Age : _____
 Gender : Male / Female
 Phone : _____
 E-mail contact : _____

Part 2: Direct Teacher Corrective Feedback Practices.

Section a: Perception on direct teacher of feedback received and preferred.

No	Statements	SA	A	D	SD	Total
01	I receive direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.					
02	I receive direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of					

	the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).				
03	I receive direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).				
04	I prefer receiving direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.				
05	I prefer receiving direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).				
06	I prefer receiving I receive direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).				

Section b: Perception on students' feelings toward receiving direct teacher's feedback.

No	Statements	SA	A	D	SD	Total
07	I feel satisfied when I get my teacher's feedback					
08	I prefer to get feedback than no feedback					
09	My teacher's feedback helps me improve my writing					
10	I feel assessed when I get my teacher's feedback					
11	My teacher's feedback makes me feel unwilling to do the task again					
12	My teachers' feedback makes me confident of producing a better draft					
13	I prefer when the teacher just underlines the error without correcting it					

14	I prefer to discuss my errors with my teachers in his office or outside the classroom					
----	---	--	--	--	--	--

Part 3: Open Ended Questionnaire of learner’s perceived on Direct Teacher Corrective Feedback.

- A. Do you think that direct teacher corrective feedback (CF) is important in L2 writing? Why?
.....
- B. Do you get benefit from your teachers’ written comments and corrections?
.....
- C. When you start writing the second essay, do you go back and reread the teacher’s comments?
.....
.....
- D. Do you find useful of direct teacher CF in your writing improvement? Explain
.....
.....
- E. What area of contribution do you get from direct teacher corrective feedback (CF)?
.....
.....

Thank you

Note: This questionnaire is adapted from (Hamouda, 2011), (Mubarak, 2013), and other sources with some modifications.

Appendix 2

Research Schedule

No	Activity	Month											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Preliminary study	█											
2	Writing thesis proposal		█										
3	Seminar on thesis proposal			█									
4	Revision			█									
5	Gathering data				█								
6	Gathering data					█							
7	Gathering data					█							
8	Gathering data						█						
9	Gathering data						█						
10	Gathering data						█						
11	Gathering data						█						
12	Data analysis							█	█				
13	Seminar on the result										█		
14	Research report											█	

15	Revision													
16	Publication													

SURAT PERNYATAAN KEASLIAN/ ORISINALITAS

Bismillahirrahmanirrahiem

Yang bertanda tangan di bawah ini:

Nama : Sabarun, M.Pd.
NIP : 19680322200801 1 005
NIDN : 2022036801
Golongan / Pangkat : III d/ Penata Tk.1/ Lektor
Jabatan : Dosen FTIK Prodi Pendidikan Bahasa Inggris
Unit Kerja : Fakultas Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi : IAIN Palangka Raya
Judul penelitian : *The Learners' Perceived on Direct Teacher Corrective Feedback In EFL Essay Writing Class at English Department of IAIN Palangka Raya*

Menyatakan bahwa:

1. Penelitian individu ini adalah benar-benar hasil karya sendiri, bukan hasil plagiat dari karya orang lain.
2. Penelitian individu ini tidak mendapatkan dana dari lembaga manapun selain dari dana DIPA IAIN Palangka Raya Tahun 2019.
3. Peneliti bersedia menyelesaikan dan merevisi hasil penelitian sesuai dengan saran reviewer.
4. Peneliti bersedia memuat dalam jurnal (jika terpilih).
5. Jika di kemudian hari ditemukan bahwa penelitian ini hasil plagiat dari karya orang lain, peneliti bersedia menerima sanksi dari lembaga.

Palangka Raya, 31 Juli 2019

Sabarun, M.Pd.
NIP. 196803222008011005

REALISASI ANGGARAN BIAYA PENELITIAN 2019

Judul Penelitian	:	<i>The Learners' Perceived on Direct Teacher Corrective Feedback In EFL Essay Writing Class at English Department of IAIN Palangka Raya</i>
Peneliti	:	Sabarun, M.Pd.
NIP	:	196803222008011005
NIDN	:	2022036801

No	Uraian	Vol	Satuan	Harga Satuan	Jumlah	Realisasi	Prosentase
A	Belanja Honor				1.050.000	1.050.000	
1	Honor Penanggap utama (2 kgt)	2	Oj	300.000	600.000	600.000	100%
2	Honor moderator (2 kgt)	2	Oj	150.000	300.000	300.000	100%
3	Coaching clinic	1	OJ	150.000	150.000	150.000	100%
B	Belanja Bahan				8.950.000	8.950.000	
1	Kertas HVS	8	rim	50.000	400.000	400.000	100%
2	Tinta Printer	5	botol	40.000	200.000	200.000	100%
3	Fotokopi buku referensi	20	eks	100.000	2.000.000	2.000.000	100%
4	Flash Disk 8 giga	2	buah	100.000	200.000	200.000	100%
5	Materai 6000	10	buah	7.000	70.000	70.000	100%
6	Penggandaan bahan seminar	25	eks	40.000	1.000.000	1.000.000	100%
8	Paket data 13 Kb	4	buah	150.000	600.000	600.000	100%
9	Konsumsi 25 X 2 Kgt	50	kotak	40.000	2.000.000	2.000.000	2.000.000
10	Fotokopi makalah proposal penelitian	50	eks	20.000	1.000.000	1.000.000	100%
11	Fotokopi makalah hasil	20	eks	30.000	600.000	600.000	100%

		penelitian						
	12	Penggandaan Usul Penelitian	10	eks	30.000	300.000	300.000	100%
	13	Penggandaan Laporan Penelitian	10	eks	58.000	580.000	580.000	100%
		Jumlah Total				10.000.000	10.000.000	

Palangka Raya, 01 Oktober 2019

Sabarun, M.Pd.

NIP. 196803222008011005

RENCANA ANGGARAN BIAYA PENELITIAN 2019

Judul Penelitian	:	<i>The Learners' Perceived on Direct Teacher Corrective Feedback In EFL Essay Writing Class at English Department of IAIN Palangka Raya</i>
Peneliti	:	Sabarun, M.Pd.
NIP	:	196803222008011005
NIDN	:	2022036801

No	Uraian	Vol	Satuan	Harga Satuan	Jumlah
A	Belanja Honor				1.150.000
1	Honor Penanggap proposal	1	Oj	150.000	150.000
2	Honor moderator proposal	1	Oj	100.000	100.000
3	Honor Penanggap hasil	1	Oj	650.000	650.000
4	Honor moderator hasil	1	Oj	100.000	100.000
5	Coaching	1	Oj	150.000	150.000
B	Belanja Bahan				8.850.000
1	Kertas HVS	8	rim	50.000	400.000
2	Tinta Printer	10	botol	40.000	400.000
3	Fotokopi buku referensi	30	eks	100.000	3.000.000
4	Flash Disk 8 giga	1	buah	100.000	100.000
5	Paket data 13 Kb	5	buah	150.000	750.000
6	Konsumsi 25 X 2 Kgt	50	kotak	40.000	2.000.000

	8	Fotokopi makalah proposal penelitian	30	eks	20.000	600.000
	9	Fotokopi makalah hasil penelitian	30	eks	20.000	600.000
	10	Penggandaan Usul Penelitian	10	eks	50.000	500.000
	11	Penggandaan Laporan Penelitian	10	eks	50.000	500.000
		JUMLAH TOTAL				10.000.000

Palangka Raya, 21 Maret 2019

Sabarun, M.Pd.
NIP. 196803222008011005

SURAT KETERANGAN

Ketua Jurusan Pendidikan Bahasa Institut Agama Islam Negeri Palangka Raya menerangkan bahwa:

Nama : **SABARUN, M.Pd**
NIP : 196803222008011005
Pangkat/ Gol. Ruang : Penata Tk.1/ III/d
Jabatan : Lektor
Status : Dosen PBI IAIN Palangka Raya

telah mengajukan usul penelitian kompetitif individu tahun 2019 berjudul: ” *The Learners’ Perceived on Direct Teacher Corrective Feedback In EFL Essay Writing Class at English Department of IAIN Palangka Raya*”. Usulan Penelitian tersebut sesuai dengan bidang ilmu yang bersangkutan.

Demikian Surat Keterangan ini dibuat dan diberikan untuk dapat digunakan sebagaimana mestinya.

Palangka Raya, 31 Juli 2019
Ketua Jurusan

Santi Erliana, M.Pd.
NIP. 198012052006042003

