

Direct and indirect written corrective feedback in learning writing: The students' perception

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Abstract: This study was carried out based on the hottest issue regarding the role of direct and indirect written corrective feedback (WCF). The role and use of direct WCF and indirect WCF have been debated issues among second language acquisition and writing researchers. The controversial issue regarding the necessity of feedback started from Truscott's comment that direct written corrective feedback does not improve students' writing skills. This research explored the students' perception of direct WCF and indirect indirect WCF. Qualitative descriptive was applied in this research involving 30 students as the subject. A questionnaire and interview were carried out as the instruments in collecting data. An interactive model that included data collecting, coding, data display, and conclusion or verification was employed for the data analysis. The findings suggested that direct written corrective feedback had a beneficial impact because 99.91% of students said they preferred it.

Keywords: Second language, student perception, written corrective feedback

Umpan balik korektif tertulis langsung dan tidak langsung dalam pembelajaran menulis: Persepsi Siswa

Abstrak: Kajian ini dilakukan berdasarkan isu terhangat mengenai peran umpan balik korektif tertulis (UBKT) langsung dan tidak langsung. Peran dan penggunaan UBKT langsung dan tidak langsung telah menjadi isu perdebatan di kalangan peneliti pemerolehan dan penulisan bahasa kedua. Isu kontroversial mengenai perlunya umpan balik bermula dari komentar Truscott bahwa UBKT langsung tidak meningkatkan keterampilan menulis siswa. Penelitian ini mengeksplorasi persepsi siswa terhadap UBKT langsung dan tidak langsung. Deskriptif kualitatif digunakan dalam penelitian ini dengan melibatkan 30 siswa sebagai subjek. Kuesioner dan wawancara digunakan sebagai instrumen dalam pengumpulan data. Model interaktif yang mencakup pengumpulan data, pengkodean, penyajian data, dan kesimpulan atau verifikasi digunakan untuk analisis data. Temuannya menunjukkan bahwa umpan balik korektif tertulis langsung mempunyai dampak menguntungkan karena 99,91% siswa mengatakan mereka menyukainya.

Kata Kunci: Bahasa kedua, persepsi siswa, umpan balik korektif tertulis

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INTRODUCTION

The role of feedback in learning and teaching process is seen as an important approach to enhance the students' writing competence. However, the need and the kinds of feedback always be a hottest topic to discussed. In addition to need and type, Truscott first raised the contentious question of the influence of feedback, which has since generated discussion in the fields of SLA and L2W (Bitchener & Ferris, 2012; Ene & Kosobucki, 2016).

In line with the debate regarding the type and effect of feedback, several studies appeared that compared to direct written corrective feedback, indirect feedback is more effective cause it could encourage the students' cognitive work system more in learning process (Mubarak, 2013; Rahmawati, 2017; Sherpa, 2021; Westmacott, 2017). On the other hand, a number of studies confirm that direct written corrective feedback (Direct WCF) has a more positive impact on students' writing ability (Jamalinesari et al., 2015; Kahyalar & Yilmaz, 2016). Next, it was added that the students' proficiency and skill in writing could enriched by given direct written corrective feedback (Danial & Idul, 2020; Sahmadan & Muhamad, 2022). Furthermore, in term of the process of doing feedback, there are several points to be consider namely (1) (*source of the feedback*); 2) (*mode of the feedback*); 3) (*content of the feedback*); 4) (*time of the feedback*), dan 5) (*the recipient*) (Lewis, 2002).

Writing is a system of interpersonal communication in term of mental activities to create, differentiate, express the ideas in written form (Jalaluddin et al., 2011). Thus, writing is a skill that employ one's cognitive work system to produce written form that the reader can understand (Harmer, 2007; Husain et al., 2021; Zekarias, 2023). Then, in line with producing an understandable writing, it is needed sufficient competence and skill in writing which those could be acquired through practice on and on. As like students' competence in writing, that could be enhanced by applying nan effective approach or method. Thus, written corrective feedback (WCF) is consider could enrich the students' writing competence (Lewis, 2002). In term of written corrective feedback (WCF), there are two types, namely direct written corrective feedback (direct WCF) and indirect written corrective feedback (indirect WCF).

Direct WCF is feedback given to students by highlighting their writing errors and responding properly. Direct correction addresses students' writing errors (Ferris et al., 2013). In addition, direct corrective feedback has four types: (1) deletion, which means getting rid of the wrong word; (2) insertion, which means inserting the precise response into the improper writing; (3) replacement, which means switching words; and (4) reformulation, which means rewriting the wrong section of the incorrect writing by giving examples of how they ought to write properly (Ferris & Roberts, 2001).

A sort of feedback known as indirect written corrective feedback (indirect WCF) consists of simply marking the students' writing faults and allowing them to recognize and fix them. According to Ferris et al. (2013), indirect feedback identified the issue without offering the proper solution. Moreover, there are three categories of indirect written feedback: comments, coded indirect feedback, and uncoded indirect feedback. Coded indirect feedback is a kind of feedback that accentuates the error and only adds a symbol or code to it. Indirect feedback that is not encoded displays the error circle rather than adding a symbol or code. Comment is a form of feedback that provides suggestions for improving what has been written (Ferris & Roberts, 2001).

Perception is the process which carried out by the sensory system in order to become aware of objects or information. It is the process of using thoughts, beliefs, and feelings about persons, situations, and events. Students' Perception is a students' social reaction carried out to response the stimuli and effect from repeated situations carried out by other people, such as the teacher's repetitive actions in the learning process. In term of this, Qiong (2017) remarks that perception is a sensory process to achieve awareness or understanding of information. Furthermore, Bimo (2010) points out that perception is a process of receiving stimulus by individuals through the sensory devices.

In line with the explanation that has been presented, this researcher was carried out to get in touch information in term of the students' perception toward Direct and Indirect WCF at Secondary School in South Oba District, Tidore Island. Hence, referring to the gap, the researcher has a desire to conduct this study in order to explore further regarding the students' perception of direct and indirect written feedback in learning writing, and the contribution toward the debate regarding these two types of feedback.

METHOD

This research applies qualitative descriptive in order to explore further regarding the students' perception on direct WCF and Indirect WCF. Furthermore, there are 30 students involved in this research as the sample who were taken by considering the subject matter being taught. Additionally, the questionnaire and interview were carried out in collecting data regarding students' perception of the type of feedback provided (Cohen et al., 2017). The questionnaire includes ten items of statement. The validity score is item1, 0.515; item2, 0.504; item3, 0.425; item4, 0.740; item5, 0.448; item6, 0.509; Item7, 0.509; item8, 0.739; item9, 0.396; item10, 0.386, while the reliability score is 0.687. Data collecting and filtering, display of data, and conclusion drawing or verification were all included in the Interactive Model employed for this study's data analysis (Miles & Huberman, 1994). As part of the data analysis procedure, the researcher analyzed the questionnaire and interview data. The analysis's output was then recorded and interpreted. The researcher then presented the output of analysis in the result and discussion section after the previous phases had been completed.

RESULTS

The results of research that have been achieved include the result of data analysis regarding students' perception toward Direct WCF, Indirect WCF, and the result of Interview.

Figure 1 displayed the result of students' response in term of direct written corrective feedback (Direct WCF). In line with that, of all the answer toward the statement items in questionnaire, there was only choice *Strongly agree and agree*. In addition, as like displayed in Figure 1, the respondents who chose (strongly agree) were 87.41 % while the 12.50 % of respondents chose (agree). In short, referring to the data attached in Figure 1, it showed that direct written corrective feedback was appreciated by the respondent.

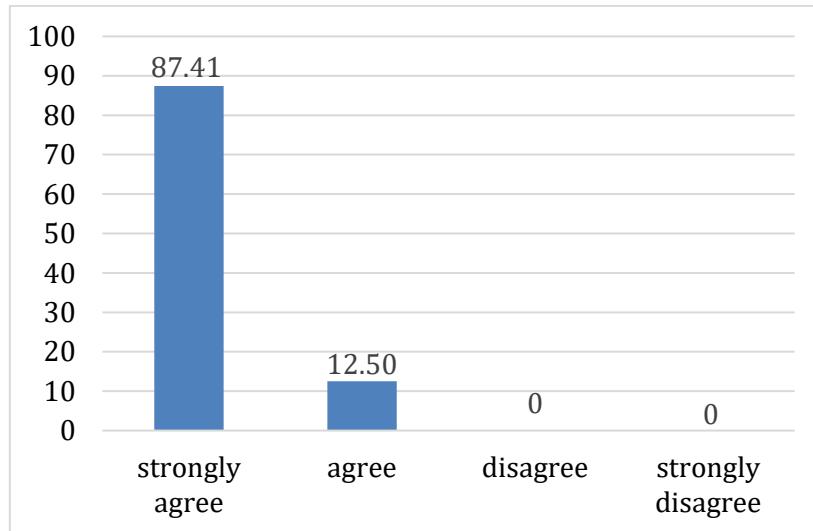


Figure 1. Data of students' perception on direct WCF

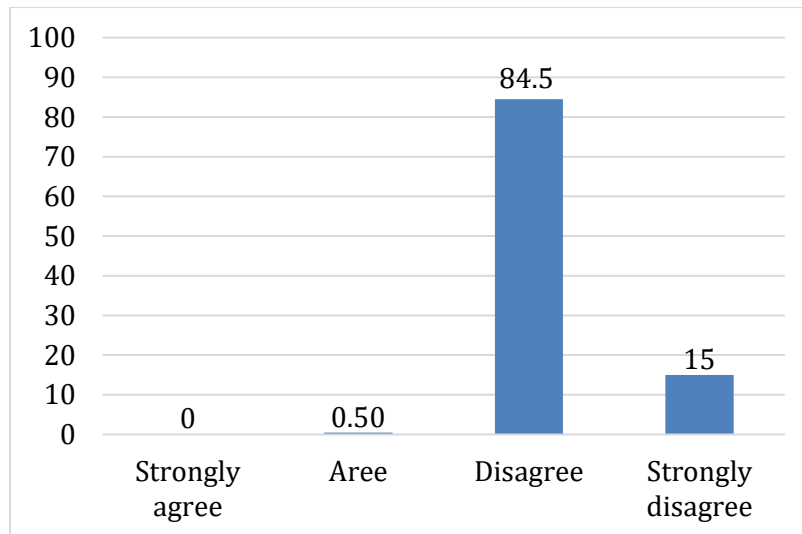


Figure 2. Data of students' Perception on Indirect WCF

Referring to the Figure 2, it could be seen that the students' response of learning method of Indirect written corrective feedback provided was negative. Of all the questionnaire items related to Indirect written corrective feedback (Indirect WCF), there were only 0.50% of respondents who answered (agree) while 84.5% chose (disagree) and 15% answered (strongly disagree). In line with the data displayed in the Figure 2 informed that type of Indirect Witten corrective feedback (Indirect WCF) was dislike by the respondent. In other words, students' writing skills are not much impacted by indirect WCF.

The students' preference level toward direct WCF and Indirect WCF could be seen in the Figure 3. The Figure 3 displayed the comparison of the students' perception in the form of level of preference for Direct and Indirect WCF. Additionally, referring to the comparison result as shown in the Figure 3, it could be seen that as many as 99.91% of students prefer feedback method was carried out in writing and directly than indirectly. In short, it could be

assumed that direct written corrective feedback (direct WCF) giving a positive impact than indirect written corrective feedback (indirect WCF).

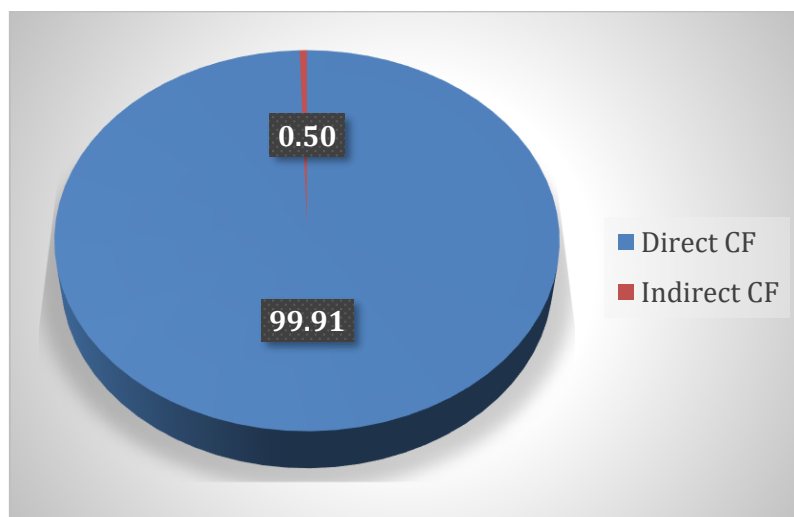


Figure 3. Comparison of students' perception

Based on the result of interview on July, 27 2023 with the respondent regarding direct and Indirect WCF, it was determined that direct written corrective feedback plays a significant role in enrich students' writing proficiency. The data gathered in the interview process was that Direct WCF was a type of learning method that easy to understand, it could encourage the student to identify and understand where the error is and correct it, increase the students' understanding of the structure of writing and encourage the student in enhancing their ability to produce a good writing. Additionally, it was added that type of feedback that carried out in written form and carried out directly has significant effect.

DISCUSSION

In the process of teaching and learning, written corrective feedback is crucial. As was said in the preceding section, the purpose of the current study was to determine how students felt about receiving both direct and indirect written remedial criticism. The aim of this study was to investigate and confirm the function and value of direct and indirect written corrective feedback. Direct WCF is a direct correction process to the students' writing error (Ferris et al., 2013). The students wherein as the respondent were given the questionnaire which consist of Ten items of statement regarding direct WCF. In addition, the students were asked to giving response the questionnaire based on their perception. Additionally, based on the study of the questionnaire results, it was discovered that the students prefer direct WCF in term of teacher correcting the students' error in writing and provide the precise answer was 99.91%. Furthermore, of all the students' options toward the items of questionnaire, as much as 87,41% chose (strongly agree) and the students who answer (agree) was 12,50%. Hence, referring to the data obtained, it could be seen that the students' perception toward Direct WCF is 99,91% Prefer. In line with this finding, the percentage of students' perception is supported by statement from Chung (2015) that the most students respond favorably to receiving direct feedback on their written work, and

statement from Sahmadan and Muhamad (2022) that 94% students strongly agree with direct WCF.

On the other hand, from the result of analysis, it was also obtained the result of analysis for the students' perception regarding indirect written corrective feedback. Of all the items of questionnaire given, it was acquired that 0.50% of students answered (agree) and those who chose (strongly disagree) were only 15%. In short, the result of analysis confirmed that the students' perception toward indirect WCF acquired 15.5%. In the other words, students' writing competence is not much impacted by , Indirect Written Corrective feedback. Therefore, referring to the comparison data in the result of recapitulation, it was obtained that the students who prefer direct written corrective feedback were 99.91% while those who prefer indirect written corrective feedback were only 0.50% of students. This finding indicates that the existence of Direct WCF has a favourable impact on the student's comprehension and competence. In addition, this percentage of result in line with Danial and Idul (2020) finding which find out that most of the students were react in favor to direct WCF than Indirect WCF. Furthermore, it was added by Sahmadan and Muhamad (2022) that of all the two types of written feedback, as much as 94% students were prefer feedback given in writing and directly.

In addition, apart from the questionnaire, researcher also applied interview in order to confirm the students' answer obtained from the questionnaire result. In the process of interview, the students were asked to give their comments or answer regarding the question given related to direct and indirect WCF. Furthermore, the students' response to the questions given in the interview process, namely Direct WCF as a kind of suitable approach in teaching and learning activity, direct written corrective feedback as a method that easy to understand, Direct WCF could encourage the student to identify their error in writing, direct WCF could enrich their ability to produce a good writing, and direct WCF was the easiest and fastest approach to encourage the student in enhancing their quality of writing. Furthermore, of all the answers acquired displayed that the students have positive response toward direct written corrective feedback. According to Saragih et al. (2021) direct feedback was the most effective method for enhancing students' writing abilities. Likewise, numerous studies demonstrate that direct WCF has a more favorable effect on students' writing abilities (Zaman & Azad, 2012; Kahyalar & Yilmaz, 2016).

From the data obtained, it could be ascertained how do the students' perception contribute to the debate regarding these two types of feedback. It could be seen that the extent to which this finding contributes to the hottest and controversial issue related to the role of the two types of feedback amongst SLA and L2 writing researcher. The result of data analysis showed 99.91% of student chose direct WCF and 0.50% were in indirect WCF. Furthermore, of all the questionnaire and interview result, then it could be confirmed that this finding was in line with or contribute to Danial and Idul (2020), Saragih et al. (2021), and Sahmadan and Muhamad (2022) who appeared that the students' proficiency and skill could be increased by giving direct written corrective feedback.

CONCLUSION

The prominent goal of research was to examining the students' perception toward direct and Indirect WCF. Based on the data obtained, it was founded that 99.91% of student prefer feedback was carried out in written form and directly while there were only 0.50%

of respondent prefer indirect corrective feedback. The student also stated that direct WCF as a suitable and easiest method which could encourage the students in increasing writing competence. In sum, it could be assumed that direct WCF has a better effect than indirect WCF. In this instance, as an implication of pedagogy, it is advised to English teachers to use this strategy or method in teaching writing, particularly in correcting students' errors. It was hoped that further researchers would carry out a similar study using direct WCF for different levels and writing styles. This conclusion can also be used as a further source of information when performing further research for producing descriptive paragraphs that focus on different kind of feedback.

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