

**EFL INDONESIAN LEARNERS' PREFERENCE ON TEACHERS'
WRITTEN FEEDBACK STRATEGIES FOR L2 WRITING****INDAH WINDRA DWIE AGUSTIANI ^{1*)}, HERASNI YAMAN ²⁾,
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ABSTRACT

Feedback is very crucial for students' learning. It can be used as a supporting source of learning for them by showing the students' mistakes and errors. Feedback is expected to raise the students awareness of their learning. However, not many students are able to use the feedback given to them. Studies try to explore how to maximise feedback function for the students' learning. This present study investigated the recognition of students about feedback preference and their response toward teacher feedback for their writing. An EFL class at the tertiary level comprising 28 learners had participated in this study. The participants were required to fill the questionnaire. The data were analysed by using percentage analysis. The data revealed that Indonesian EFL learners prefer the direct corrective feedback for their writing. The majority of the students confirmed that feedback is crucial for their writing progress. However, the data showed that more than half of the students' responses toward feedback given admitted that they sometimes revised their writing although they were not assigned to submit a revision. Therefore, this study suggested diagnosing students' teacher Corrective Feedback strategies as the initial step for given feedback procedure as one of the ways to respect students' learning style or strategies.

Keywords: Preference, Corrective Feedback, Feedback Response

ABSTRAK

Umpan balik sangat penting untuk pembelajaran siswa. Hal ini dapat digunakan sebagai sumber belajar pendukung bagi mereka dengan menunjukkan kesalahan-kesalahan siswa. Umpan balik diharapkan dapat meningkatkan kesadaran siswa tentang pembelajaran mereka. Namun, tidak banyak siswa yang mampu menggunakan umpan balik yang diberikan kepada mereka. Telah banyak studi yang mencoba mengeksplorasi bagaimana memaksimalkan fungsi umpan balik untuk pembelajaran siswa. Penelitian ini menyelidiki pengakuan siswa tentang preferensi umpan balik dan tanggapan mereka terhadap umpan balik guru untuk tulisan mereka. Sebuah kelas EFL di tingkat tersier yang terdiri dari 28 peserta didik telah berpartisipasi dalam penelitian ini. Para peserta diminta untuk mengisi kuesioner. Analisis data menggunakan analisis persentase. Data mengungkapkan bahwa pelajar EFL Indonesia lebih memilih umpan balik korektif langsung untuk tulisan mereka. Mayoritas siswa menegaskan bahwa umpan balik sangat penting untuk kemajuan menulis mereka. Namun, data menunjukkan bahwa lebih dari separuh tanggapan siswa terhadap umpan balik yang diberikan mengakui bahwa mereka terkadang merevisi tulisan mereka meskipun mereka tidak ditugaskan untuk mengajukan revisi. Oleh karena itu, penelitian ini menyarankan untuk mendiagnosis strategi umpan balik korektif guru siswa sebagai langkah awal untuk prosedur umpan balik yang diberikan sebagai salah satu cara untuk menunjang gaya atau strategi belajar siswa.

Kata Kunci: *Preferensi, Umpan Balik, Respon Umpan balik*

INTRODUCTION

For entrepreneurs, customer testimonials are certainly meaningful to find out how far their products are in the heart of their customers. Testimonials; positive and negative are usually used to be the indicator of product quality. The former proves how good the products offered are and of course it is beneficial to convince and to attract other buyers and the latter is ideally supposed to be the benchmark for the sellers to increase the quality of goods in order to meet the customer demand. If in business world, testimonials are crucial for improvement and introspection, in an academic context even with another term; feedback is considered an essential component in the learning cycle, providing for reflection and development (Hashemnezhad and Mohammadnejad, 2012).

It is worth to say that feedback is a kind of information delivered to improve one's performance even it is not as its sole aim. Since the 1970s, academics have been studying feedback in the classroom, and for good reason: it's a teacher practise that works. Researchers have consistently demonstrated that when teachers use feedback systems successfully, they have a favourable and frequently strong impact on their students' achievement (Jamalinesari, 2015). Furthermore, it is designed to motivate learners in complex ways, as there is now a debate regarding whether or not student motivation is an affective component in receiving and using feedback (Wahlström et al. 2014; Beckman, 2014).

In second language learning, one of the purposes of feedback is for the sake of error correction. Tasdemir and Arslan (2018) said that Error is an unavoidable and strong component of learning; similarly, In both learning and teaching, delivering feedback to correct flaws is an unavoidable and powerful component of the process. In EFL learning, the majority of error correction is required for productive abilities. It's no surprise that the feedback utilised for error correction in language acquisition is known as Corrective Feedback (CF), and it's divided into two types: written corrective feedback and spoken corrective feedback. CF is designed to help students enhance their language skills in both writing and speaking. In the 1990s, there was a widespread view that second language (SL)

learners should be taught to pay attention to certain linguistic forms in communicative language classes. Second language acquisition (SLA) scholars have begun to pay increased attention to corrective feedback (CF) in schools as a result of this 'Focus on Form.' Teachers provide CF implicitly and freely to learners' wrong or inappropriate comments in SL or foreign language (FL) lessons. (Yoshida, 2008).

Shirotha (2016) listed that there are 3 benefits taken from applying the CF such as diagnosing errors in students' writing, being an effective tool in scaffolding the students' knowledge in writing, and helping Improve grammatical structure and mechanical accuracy. One of the most important effects on learning and accomplishment is the ability to write corrective feedback (Sari, 2021). For details, the classification of the Corrective Feedback and error classification, then, will be presented as parts of this paper. Many researches have looked at EFL students' feedback preferences in L2 writing classes. Yoshida (2008) investigates instructors' and students' preferences for CF types in Japanese as a foreign language (JFL) classrooms using audio recordings of classes and a stimulated recall (SR) interview with each participant. According to her findings, teachers chose recasts because of class time restrictions and an awareness of learners' cognitive tendencies. They utilised CF types like elicitation or metalinguistic feedback when they thought learners who made wrong utterances could figure out suitable forms on their own.

Before obtaining corrected forms by recast, the majority of students requested to have time to consider their mistakes and the right forms. Jamalinesari et al. (2015) wrote that other study reveals that there may be a disconnect between what students desire or anticipate from their teachers and what they actually get (Ping, et al., 2003). Almost all of them, on the other hand, believed that the instructor's grade on their written assignments was more important than the teacher's comments, and that the marking symbols used by the teacher were appropriate (Radecki and Swales, 1988). Participants in another study clearly favoured individualised teacher critique over generic comments about flaws in their written submissions. They believed that language critique was more beneficial than content criticism.

The majority of researchers have discovered that when teachers use feedback techniques successfully, they have a favourable and frequently powerful impact on their students' achievement. Because the purpose of feedback is to develop independent writers, another crucial aspect of writing skill is feedback. Peer feedback and self-assessment research might yield useful results in terms of how feedback can lead to increased autonomy (Jamalinesari et al., 2015). Sari (2021) found that the that there was development in the students' next writing after given corrective feedback from the lecturer. It can be seen from the result of second written text. In second text compared with first text, almost all of the students did not make same error. Corrective Feedback made students more motivated to revise the writing quickly and improve their writing skill in every aspect such as grammar, punctuations, content, vocabulary, etc. Moreover, Corrective Feedbacks from the lecturer are easy to be understood. Thus, the students will be easy to revise the writing. Shirotha (2016) listed that "at 3 least 3 benefits taken from applying the CF such as diagnosing errors in students' writing, being an effective tool in scaffolding the students' knowledge in writing, and helping Improve grammatical structure and mechanical accuracy".

Kahraman and Yalvaç (2015) found that 14.3% of them said that comments on their papers' concepts are what they pay attention to the most. These findings contrast those of Chiang's (2004) research, which found that only 13.3 percent of students always and 10% of students generally look through their compositions again after receiving them from their lecturers. In addition, half of the students admitted that they did not go over their written work very often. 5. Concluding Thoughts* Based on the research findings, it can be concluded that EFL university students have positive feelings towards professors' remedial remarks. That is to say, students can benefit from professorial feedback in L2 writing classes, which will help them improve their writing abilities. Furthermore, gender differences have minimal impact on students' attitudes about teacher-administered remedial criticism. Furthermore, based on the data gathered, it can be stated that when a teacher provides specific comments on the first or final draught, it has a substantial influence on students' perspectives and preferences. Furthermore, the study's

findings showed that students prefer either coded or uncoded instructor comments on the initial draught, and that if they can't find the proper forms of their errors, they want clear teacher feedback on the final paper.

This is persuasive proof of the students' willingness to self-correct. To escape the conventional teacher-centered classroom setting and develop a student-centered environment, students should be offered opportunities for self-correction. In this regard, teachers should closely follow the lesson's flow, and they may also provide additional sorts of feedback as needed. Overall, it may be claimed that remedial teacher feedback is an important part of L2 writing sessions. As indicated by the linked literature and the findings of the current study, it is significantly more appropriate to provide implicit (indirect) input during the early draughts.

This option is intended to motivate youngsters to engage in the cognitive problem-solving process, where they will aspire to be competent at self-correction. Students' L2 writing skills will improve as they participate more in the problem-solving process. Finally, students should become active participants in L2 writing sessions, despite the fact that this may be difficult in traditional teacher-centered classrooms. To make this happen, teachers and students should work together. In L2 writing classes, corrective teacher feedback applications can aid. The more teachers encourage students to participate directly in L2 writing practises, the more engaged they will be. Ayhan gets a 73–80 on content. (Zacharias, 2007; Zaman and Azad, 2012) Additionally, a recent study found that using Indirect Corrective Feedback to reduce students' grammatical mistakes in writing had a significant impact. It is backed by the statistics, which show that the experimental group's mean score in the pre-test was 30.26, and that this score increased in the post-test, when the students' mean score was 37.85.

Employing the t-test procedure, it was discovered that the research hypothesis (H_a) of using indirect corrective feedback had a substantial influence on students' grammatical errors in writing. It was discovered that the t-test 2 value is greater than the t-table value of 1.706. Furthermore, the experimental group's mean post-test score is greater than the control group's mean post-test score. In

conclusion, Indirect Corrective Feedback is an acceptable form of feedback for eradicating pupils' grammatical faults.

The result of the study done by Sari (2021) revealed that “after given CF for their writing, the students felt motivated when the lecturer gave them corrective feedback on their writing”. Feedback has been classified in many ways based on its types. This part presents 6 types of feedback as the strategies presented by Ellis (2009a) in Table 1.

Table 1. Types of Corrective Feedback in terms of Strategies

1. Direct CF <i>The teacher provides the student with the correct form.</i>	
2. Indirect CF <i>The teacher indicates that an error exists but does not provide the correction</i>	
a. Indicating + locating the error <i>This takes the form of underlining and use of cursors to show omissions in the student's text</i>	b. Indication only <i>This takes the form of an indication in the margin that an error or errors have taken place in a line of text</i>
3. Metalinguistic CF <i>The teacher provides some kind of metalinguistic clue as to the nature of the error.</i>	
a Use of error code <i>Teacher writes codes in the margin (e.g. ww ¼ wrong word; art ¼ article)</i>	b. Brief grammatical descriptions <i>Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.</i>
4. The focus of the feedback <i>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</i>	
a Unfocused CF <i>Unfocused CF is extensive</i>	b Focused CF <i>Focused CF is intensive.</i>
5. Electronic feedback <i>The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage</i>	
6 Reformulation <i>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.</i>	

In order to uncover students' perceptions concerning feedback types that is preferred the most. The research questions were formulated as follows:

1. What types of teacher corrective feedback is preferred for L2 Writing?
2. How was students' response toward teacher CF strategies given?

METHOD

The method used in this research was descriptive quantitative method. There were 28 EFL learners participated in this study. The participants were studying at English Education Study Program in a private university in Palembang, Indonesia. Semi structured questionnaire was distributed to collect the data. They were primarily asked four questions on their preferences for feedback types in L2 writing, as well as their answers to feedback offered. The participants were at the sixth semester. The students were between 20 and 22 years of age. The range of their English Proficiency was from 380 to 480.

RESULT

1. What types of teacher corrective feedback is preferred for L2 Writing?

For answering this question, the writer used the types of CF classified by Ellis. The result of the questionnaire showed that direct feedback was the favorite feedback chosen by the student for writing. Specifically, there were 12 students out of 28 students with percentage 57,1 %. Besides that, the type of feedback after the direct CF that students prefer is the focus of the feedback. As for the details, it is about 19 % or 4 students out of 21 student who chose it. In the third place is electronic feedback, there were 3 students or with percentage 14,3 % reporting preferring this feedback. Meanwhile, there was one student out of 21 students (4.8%) who preferred to choose metalinguistic CF for his/her writing feedback and so was the indirect feedback. No student chose reformulation CF in this study.

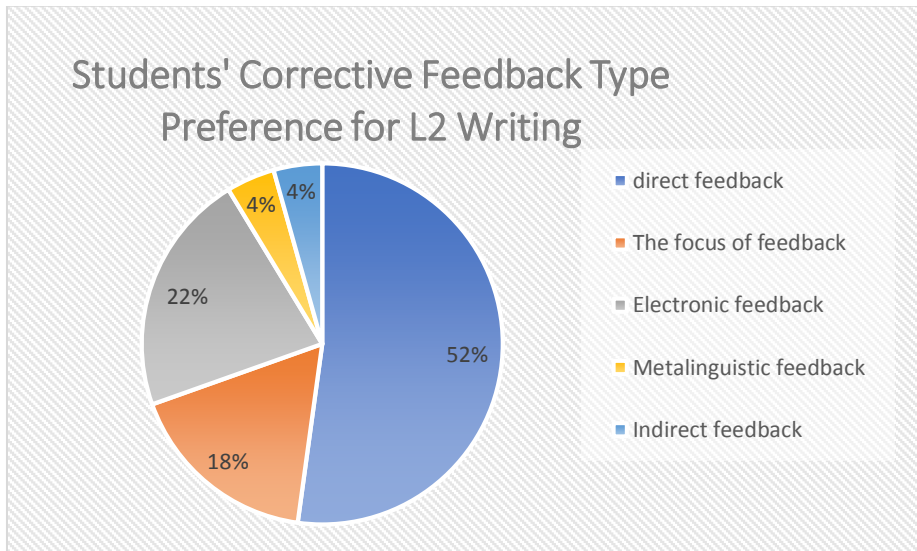


Figure 1. Students' Corrective Feedback Preferences

2. Students' responses toward feedback

From the data analysis, students' responses toward feedback varied. The majority of the participant (61%) admitted that they sometimes give responses toward the feedback given if they were not asked to revise. 21 % reported always tried to find out the correct version even though they were not required to revise it. There are 14% from the number of participant said that they often responded the feedback. There was only 4 % who never gave response toward the teacher feedback.

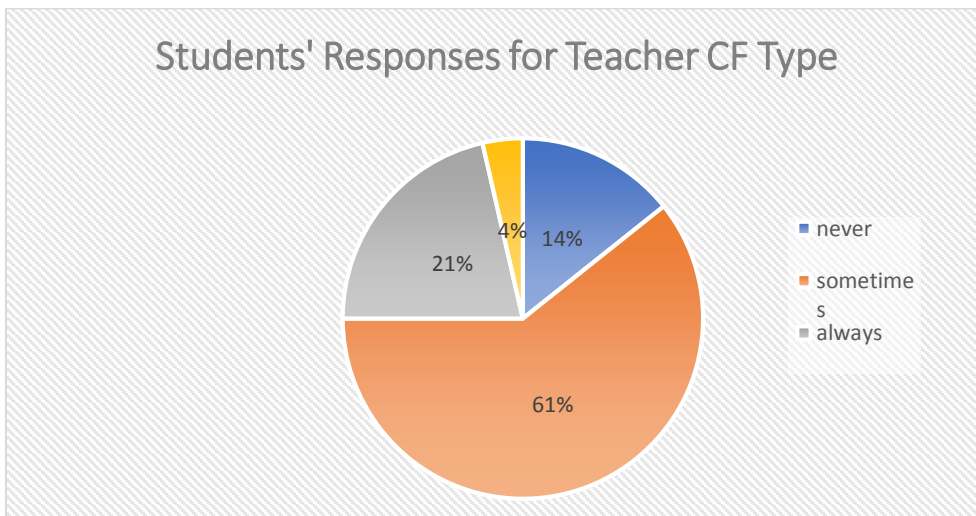


Figure 2. Students' Responses for Teacher Corrective Feedback

DISCUSSION

As mentioned earlier that there were two problems investigated in this study. The results have been presented above. From the data gathered from this study, the direct CF was chosen as the mostly preferred teacher CF strategies for most of the students for their L2 writing progress. They provided various reasons for their preference in CF such as:

“I choose it because if the feedback directly given to me in writing I can know freshly the mistakes so I can learn more from my mistakes

Direct CF has the advantage that it provides learners with explicit guidance about how to correct students errors.

Because direct feedback can make students understand better if they are directly notified of the error.

because as a teacher must correct from existing mistakes and provide good and correct use.

I think that is the best kind of feedback for writing

Because It is more effective in order to make the students Directly find the mistake and solution from the teacher

because direct cf is better from another types

Because it would help the students .Students will better understand in fixing wrong.

The reason above explicitly explained that direct corrective feedback is needed by the students. Based on the data collected, most of the learners believed that feedback is important for the improvement of writing. For their writing, feedback is more important instead of score. Unfortunately, this study also found that students' awareness to revise their writing is still low even their lecturer have provided feedback for their L2 writing. since the data showed that they admit being lazy to revise their writing although the feedback was given by their teachers or lecturers.

There is a recent study by significant effect of using Indirect Corrective Feedback to eliminate students' grammatical error in writing. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 30.26 which has been increase in the post-test, in which students' mean score is 37.85. In applying the t-test formula it is found that hypothesis (Ha) of this

research could be accepted that using indirect corrective feedback was given significant effect towards students' grammatical error in writing. It found that the value of t-test 2 is higher than the value of t-table which is 1.706. Moreover the mean score of post-test experimental group is higher than the mean score of post-test of control group. In short, it can be concluded that Indirect Corrective Feedback is an appropriate feedback to eliminate students' grammatical errors. The type of CF strategies chosen by the students is related to the level of proficiency of student. The data from a research done by Lee (2008) in Kahraman and Yalvaç (2015) implied that students' proficiency in a foreign language is one of the determiners of preferring various kinds of teacher feedback. the class with indirect feedback improved better compared to the class with direct feedback. Moreover, the study has insights and implications for teachers. In this sense, the more proficient the students are, the more teacher feedback they expect. It is proven by the range of student English proficiency in this study ranged from 380 to 480. The data revealed in this study about the students responses toward Teacher CF Strategies explains that the more qualified students' proficiency they tend to be responsive toward the feedback given. Kahraman and Yalvaç (2015) 14.3% of them stated that they mainly pay attention to comments on the ideas expressed in their papers. These findings contradict the findings stated in Chiang's (2004) study wherein only 13.3% of the students always and 10% of the students usually read over their composition again after their teachers gave the written works back to them. Moreover, 50% of the students responded that they did not read over their written works very often.

Therefore, this study confirmed that Learners' Preference on The types of Teachers' Written Feedback Strategies for their L2 Writing need to be recognized by the teacher since Jamalinesari et al. (2015) wrote that other research suggests that there may be a mismatch between the feedback that students want or expect and the feedback that is actually given (Ping et al., 2003). To meet the coincidence between teacher and student expectation, building up communication is crucial as an initial step of feedback' procedure.

After analyzing and using information regarding to their TOEFL score. the students who tend to choose Direct Corrective Feedback is under 450. The data

from a research done by Lee (Kahraman and Yalvaç, 2015) suggested that a student's ability to communicate in a foreign language is one of the factors that influences their preference for different types of instructor feedback. Furthermore. He indicated that the class that received indirect input improved more than the class that received direct feedback. Furthermore, the research has ramifications for instructors. In this sense, the higher the students' proficiency, the more feedback they demand from their teachers. The range of student English competence in this survey varied from 380 to 480, demonstrating this.

Based on the data collected, most of the learners believed that feedback is important for the improvement of writing. For their writing, feedback is more important instead of score. Unfortunately, this study also found that students' awareness to revise their writing is still low even their lecturer has provided feedback for their L2 writing. since the data showed that they admit being lazy to revise their writing although the feedback was given by their teachers or lecturers.

The researchers also tried to provide views related to the existence of gaps seen from the data found about students' recognition of the type of feedback they liked the most and the responses toward feedback given. The researchers also collect additional information using semi structured questionnaire about the importance of feedback, which is more important between value and feedback. The data explains that they really need feedback and feel that feedback is very important, even 70 percent of the respondents admitted that the feedback given is more important than the value obtained from the teacher. The response given is related to the follow-up they did after getting feedback. It turns out that only very few students follow up on the feedback given, especially if they are not reassigned by the teacher to revise their writing in English. This explains the possible discrepancy between the feedback that students expect and the type of feedback given by the teacher might be caused by types of feedback given. Therefore, this study confirms that to make an initial diagnosis of both learning strategies and student learning styles, one of which is knowing the type of feedback want to give even there is no research dissecting it so far. In other words, it explains that knowing the type of feedback

expected from a teacher can be notarized as a good first step must be taken by the teacher before giving feedback.

According to Kahraman and Yalvaç (2015), 14.3 percent of them said they paid close attention to criticisms on their papers' concepts. These findings contrast those of Chiang's (2004) research, which found that only 13.3 percent of students always and 10% of students generally look through their compositions again after receiving them from their lecturers. Furthermore, half of the students said they did not go over their written works very often.

As a result, this research found that learners' preferences for different sorts of teachers' written feedback strategies for their L2 writing should be taken into account by teachers. Teachers should consider the expectations and preferences of their pupils, who should be provided opportunity to voice their expectations (Bada and Okan, 2000). Other study reveals that there may be a mismatch between the input that students desire or anticipate and the feedback that is actually delivered (Ping et al., 2003). As a result, establishing communication as a first step in the feedback system is critical in order to satisfy the expectations of both the instructor and the students. Understanding students' preferences is critical since it is one of the ways in which teachers show respect for students' learning styles (Tasdemir and Arslan, 2018).

CONCLUSION

There are two conclusions to draw from this study. First, direct Corrective Feedback Type Strategy is preferred by Indonesian EFL Learners. Second, there were various responses given related to students' responses towards feedback. The majority of the participant (61%) admitted that they sometimes give responses toward the feedback given if they were not asked to revise. 21 % reported always tried to find out the correct version even though they were not required to revise it. There are 14% from the number of participants said that they often responded the feedback. There were only 4% of students who never responded to the teacher's input. The lack of research explicitly testing the efficiency of various forms of Corrective feedback preferences, which has made it impossible to compare the

results of this study, is one of the study's potential drawbacks. Furthermore, pupils may have just used a few words to complete the questionnaire items. Only corrective feedback relating to writing skill is discussed in this research. The goal of this study is to provide recommendations for future researches looking to determine the efficacy of various forms of Teacher Corrective Feedback geared towards students' preferences for L2 Writing Achievement.

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