



Students' Attitudes toward Teachers' Written Corrective Feedback and Their Writing Skill

Raikhatuz Zahroh [✉], Januarius Mujiyanto, Mursid Saleh

Universitas Negeri Semarang, Indonesia

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Abstract

This study aims to explain the students' behavioral, cognitive, and emotional attitudes toward teachers' written corrective feedback, as well as the students' competence in writing skill. It is a quantitative research which was designed to prove the hypothesis with statistical analysis. The population of this study is the 3rd semester students of the English Education program of UNISNU Jepara Indonesia in the academic year of 2018/2019. The questionnaire participants are fifty students of two classes participating as the sample. The interview utilized open-ended questions. To collect data, questionnaire, interview and writing test were applied. In analyzing the data, this study uses SPSS software. The result shows that in the term of the students' writing skill, the mean score of first test from 50 test takers was 71.1 with the lowest score 52 and highest score 92. The second test shows the mean score was 77.8 and increased 6.7 points. The third test shows the mean score was 80.3 and increased 2.5 points. Thus, there was significant increased mean score from first test to last test. There was positive treatment that given by teacher and the participants' positive attitude toward teachers' corrective feedback. Then, the correlation result shows that score with 95% significant level and 50 participant is 0.572. Thus, the correlation between both variables can be categorized as moderate correlation. Therefore, students' attitudes can give moderate impact to students' writing skill. In sum, knowing students' attitude helps the teacher to achieve learning goals.

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[✉] Correspondence Address:
Kampus Pascasarjana Unnes, Jl. Kelud Utara III, Semarang, 50237
E-mail: raiza_azzahra@yahoo.com

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INTRODUCTION

Teachers, for instance, may be providing feedback but students may not accede to it. If students have a negative attitude toward teachers' written corrective feedback they will hardly be inclined to use it and it may affect their writing. Even though explanations have been given by teacher as feedback based on their performance in carrying out the writing tasks, some students continue to produce essays that are full of errors. In short, in the learning process, learners' attitudes can affect the success of the learning process including learning practice and learning method.

The term attitude is known as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor. Based on the theory of planned behavior, attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. The attitude concept has three components i.e., behavioral, cognitive and affective. (Eagly & Chaiken, 2013).

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community (Kara, 2009). Cognitive Aspect of Attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. Emotional attitude factors affect the learning process. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yielded. Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Feng and Chen, 2009).

Teachers' feedback is the conventional and most commonly used technique to respond to students' writing. Teachers are always seen as the only source of information including in giving corrective feedback. Hyland and Hyland (2006) stated that written feedback from teachers plays an important role in language writing classes. The teacher may give feedback in two general ways that are direct or indirect. Ferris (2002) listed three ways the teachers can use to indicate mistakes are coded (use abbreviation or symbols coding system), uncoded (just use underline or circle without telling the type of errors made) and marginal error feedback (use margin to indicate the number of errors in each line).

Some previous studies have conducted the investigation on students' attitudes towards teachers' written corrective feedback and their writing practice. Jalaluddin, (2015) found that giving feedback is more helpful to correct students' language errors and to make them understand what kinds of errors are. He specifically used direct and indirect feedback as a technique to improve Hindi students' writing skill. Whereas, research evidence by (Wijayanti, Bharati & Mujiyanto, 2015) found that students often did grammatical errors. Giving feedback also can be employed by students through peer feedback. This technique showed that students were more active, showed positive behaviour, emotional and cognitive engagement to learning activities (Astrid, Rukmini, Sofwan, & Fitriati, 2017; Burksaitiene, 2011).

The effect of corrective feedback to the students' writing ability had been investigated by many researchers (e.g., Abedi, Latifi & Moinzadeh, 2010; Astrid, Rukmini, Sofwan, & Fitriati, 2017; Chuang, 2009; Hartshorn & Evans, 2015; Hong, 2004; Kahyalar & Yilmaz, 2016; Khanlarzadeh & Nemati, 2016; Purnawarman, 2011; Zir, 2016). However, the studies showed varied results because the researchers use various models of corrective feedback. Abedi, Latifi, Moinzadeh (2010) compared error correction with error detection and found that error detection along with the codes was better than error correction treatment to

improve writing ability. On the other hand, written corrective feedback pedagogically can be effective to improve linguistic accuracy as replacement for grammar section (Hartshorn & Evans, 2015; Khanlarzadeh & Nemati, 2016). The complex one is connected corrective feedback with students' anxiety. Practically, the implementation of corrective feedback affected students' writing ability and its effect influenced by the degree of students' writing anxiety (Astrid, Rukmini, Sofwan, & Fitriati, 2017).

The results of all those studies reveal that students' reactions and attitudes to teacher feedback are an intricate matter, intertwined not only with student characteristics like proficiency level, but also with teacher factors, such as teachers' beliefs and practices and their interactions with students, as well as the instructional context in which feedback is given. Some earlier studies of teacher feedback show that teachers focused predominantly on language errors in students' writing. Giving feedback to students obviously can promote students in learning English and improve their language competence. Discrepancies between teachers and students often glared in the preferences, attitude and opinion. If they have mutual understanding, the feedback will be productive and neglect useless techniques (Miller, 2014; Salteh & Sadeghi, 2015). To overcome the discrepancies, teachers should ensure that the students understand why and how to correct the errors and they should be more involved in the process of identifying the errors in writing (Al Shehri, 2008; Hamouda, 2011; Soler, 2015). In addition, in writing correction, the teachers should keep motivation and build writing confidence. Students' negative reaction such as dislike, rejection, being frustrated needs to be avoided (Belgrave & Jules, 2017; Grover, 2012; Mahfoodh, 2011).

Many studies center on the effect of feedback on students' writing, but they omit learners' attitudes toward corrective feedback. Needless to say, not all students have the same attitude when it comes to written correction. Then, the researcher intends to investigate how the students' attitudes toward teachers' written

corrective feedback are and whether or not there is a correlation between students' attitudes toward teachers' written corrective feedback and their writing skill.

METHOD

This study employs a quantitative research quantitative approach that attempts to prove the hypothesis with statistical analysis. The type of this research is a correlational research that is a research that seeks to connect two or more variables based on facts which have occurred through data collection, data processing, then analyzing and finally explaining. The population of this study is the English Education students of UNISNU Jepara, in the academic year of 2018/2019. From the population, two classes will be chosen as the sample of this study that is 3rd semester students includes PBI A1 and PBI A2. A total of fifty students from two classes participated in the interview which utilized open-ended questions. Questionnaire, interview and writing test will be used in this study. In analyzing the data, this study uses descriptive statistical and correlation analysis.

RESULT AND DISCUSSION

This present study aims to explain the students' behavioral, cognitive, and emotional attitudes toward teachers' written corrective feedback, as well as the students' competence in writing skill. The first aspect is behavioral attitudes toward teachers' written corrective feedback.

Students' attitudes toward teachers' written corrective feedback

The student's responses (n=50) to the survey items (n=30) are scored by the given values; 4=strongly agree, 3=agree, 2=disagree and 1=strongly disagree, respectively. Concerning the first research question, the result of descriptive analysis shows that the overall mean score of students' attitude among the participants is 2.86 with standard deviation

0.8136. This result reveals that the participants have a positive attitude toward teachers' corrective feedback. Moreover, the mean scores of the three aspects of attitudes toward teachers' written corrective feedback among the respondents differ. The mean score of students' behavioral attitude is 2.78 with Standard Deviation 0.7788, that of the Cognitive attitude is 2.99 with standard deviation 0.8482 and the mean score of responses regarding the emotional aspect of attitude is 2.81 with standard deviation 0.8183.

Students' behavioral attitudes toward teachers' written corrective feedback

The first attitude is concerning students' behavioral attitudes toward teachers' written corrective feedback. The statements of behavioral attitude consist of 10 statements of positive and negative. There are seven positive statements and three negative statements. Among negative statements, A majority of respondents (58 % strongly disagreed and 26 % strongly disagreed) state that they do not come to writing class when they do many mistakes and also over 50 % of participants disagreed and 22 % of them agreed that they cannot correct all the grammatical and mechanic mistakes which the teachers' points out. It means that part of respondent still get difficulty to correct revision.

Overall, all the positive behavioral items (the first to four statements) obtained the most percent at strongly agree and agree. Thus, it can apparently be said that the respondents have positive behavioral attitudes toward teachers' corrective feedback. In other words, they have a hopeful and confident demeanor on accepting teachers' revision. Especially for fifth statement, 42 % of participants agreed and 36 % of them disagreed that they can do revision easily. Thus, many of respondents still do revision hardly.

Students' cognitive attitudes toward teachers' written corrective feedback

The second attitude is concerning students' cognitive attitudes toward teachers' written corrective feedback. Statements one to ten obtained respondents' positive and negative cognitive attitudes toward teachers' corrective

feedback. In positive attitude, point one to seven generally shows that most of the respondents get advantages after receiving correction from lecturer. 68 % of participants strongly agreed and 8 % disagreed that they have more knowledge when teacher give correction and also over 90 % of participants (56 % strongly agreed and 34 % agreed) know their writing errors after receiving correction. This is indeed an expression of positive cognitive attitudes of the respondents toward teachers' corrective feedback.

Interestingly, regarding the negative statements which are shown in number seven to ten reported that 10 % strongly agreed and 28 % agreed that doing revision is not easy. In addition, in the term of grammatical correction, they give opinion that correction of grammatical errors will help them to be a better writer. In the same way, over 80 % of participants (46% disagreed and 38 % strongly disagreed) think that teacher should not correct students' writing mistakes. It means that they need improvement on writing competence by teachers' writing feedback.

Students' emotional attitudes toward teachers' written corrective feedback

The students' emotional attitudes towards teachers' written corrective feedback are shown in the table below. As far as the good emotion, more proud, high importance, confidence and enjoyment is focused. Over 90 % of participants (48 % strongly agreed and 44 % agreed) like when teachers correct all language errors. In the same line, over 85 % of respondents (36 % strongly agreed and 50 % agreed) feel getting improvement in writing because of students' correction. The majority of them shows good and positive attitude towards teachers' corrective feedback.

The responses regarding the negative emotional aspect of attitude towards teachers' corrective feedback reported that over 80 % (48 % disagreed and 34 % strongly disagreed) of participants feel unmotivated when they do many mistakes and also 74 % (54 % disagreed and 20 % strongly disagreed) correct all errors

are frustrating. This finding highlights the importance of teachers' corrective feedback to encourage writing performance and they will feel motivated to accept all revisions from teachers.

Students' writing skill

In this research, three writing tests with different topics were administered to monitor the students' progress on writing competence. They were invited to write about the advantages and disadvantage of Television or Computer for first test, second topic about the plan of my house and the third topic was about Education. The result shows that the mean score of first test from 50 test takers was 71.1 with the lowest score 52 and highest score 92. In the second test, the mean score was 77.8 and increased 6.7 points. In the third test, the mean score was 80.3 and increased 2.5 points. Thus, there was significant increased mean score from first test to last test (71.1 to 77.8 to 80.3). It can be concluded that there was positive treatment that given by teacher. In other words, the intervention of teachers' correction that was given to the students in teaching writing was effective.

The result can be illustrated that the students' competence in writing skill is still low. The writer summarized that they still made many errors such as singular-plural, word form, word choice, verb tense, add or omit a word, word order, incomplete sentence, capitalization, article, meaning not clear, run-on sentence, and subject - verb agreement. The result of first test, further, shows that only 12 % of participants get score more than 85 predicated as A.

The correlation between students' attitudes towards teachers' written corrective feedback and their writing skill

To find out the correlation between students' behavioral, cognitive and emotional attitudes towards teachers' written corrective feedback and their writing skill, the data can be calculated using Pearson Correlation "r" formula. The criteria of this formula are that, if the sig. Value (p-value) is less than 0.05, it

means that the data is correlated. While, if the sig. Value (p-value) is higher than 0.05, it means that the data is not correlated. From the data, I will find out the values and the result is showed below:

Table 1. Correlation value of behavioral aspect Correlations

		SBA	SWC
SBA	Pearson Correlation	1	.441
	Sig. (2-tailed)		.001
	N	50	50
ST	Pearson Correlation	.441	1
	Sig. (2-tailed)	.001	
	N	50	50

The table shows that the correlation value with 95 % significant level and the 50 participants is 0.441. Meanwhile, the Sig. Value (p-value) is 0.001. Based on the criterion of person correlation test, it can be concluded that there is correlation between students' behavioral attitudes towards teachers' corrective feedback and students' writing competence. Moreover, the coefficient correlation is at 0.441 or stated in interval 0.400-0.599. Thus, the correlation between both variables can be categorized as moderate correlation.

The analysis of correlation between students' cognitive attitudes towards teachers' corrective feedback and students' writing skill can be seen in the table below:

Table 2. Correlation value of cognitive aspect

Correlations		SCA	SWC
SBA	Pearson Correlation	1	.463
	Sig. (2-tailed)		.000
	N	50	50
ST	Pearson Correlation	.463	1
	Sig. (2-tailed)	.000	
	N	50	50

The table above describes that the correlation value with 95 % of significance level and from 50 participants is 0.463. Meanwhile, the Sig. Value (p-value) is 0.000. Based on the criterion of Pearson correlation test, it can be concluded that there is correlation between students' cognitive attitudes towards teachers' corrective feedback and students' writing skill. Moreover, the coefficient correlation is at 0.463 or stated in interval 0.400-0.599. Thus, the correlation between both variables can be categorized as moderate correlation.

The result of correlation between students' emotional attitudes towards teachers' corrective feedback and students' writing skill which was calculated with Pearson correlation in SPSS can be seen in the table below:

Table 3. Correlation value of emotional aspect

Correlations		SEA	SWC
SBA	Pearson Correlation	1	.303
	Sig. (2-tailed)		.002
	N	50	50
ST	Pearson Correlation	.303	1
	Sig. (2-tailed)	.002	
	N	50	50

The table explains that the correlation value with 95 % significant level and 50

participants is 0.303. Meanwhile, the Sig. Value (p-value) is 0.002. Based on the criterion of Pearson correlation test, the writer stated that there is correlation between students' emotional attitudes towards teachers' corrective feedback and students' writing competence but the coefficient correlation is at 0.303 or stated in interval 0.200-0.399. Thus, the correlation between both variables can be categorized as low correlation. Therefore, students' emotional attitude can only give a small impact.

After analyzing the correlation of students' attitude toward teachers' corrective feedback for each aspect, this part will elaborate the result of correlation between students' attitudes towards teachers' corrective feedback and students' writing skill in terms of all aspect. It was shown in the table below:

Table 4. Correlation value of all aspect

Correlations		SEA	SWC
SBA	Pearson Correlation	1	.572
	Sig. (2-tailed)		.000
	N	50	50
ST	Pearson Correlation	.572	1
	Sig. (2-tailed)	.000	
	N	50	50

The table above shows that the Pearson correlation score with 95 % significant level and 50 participants is 0.572. Meanwhile, the Sig. Value (p-value) is 0.000. Based on the criterion of Pearson correlation test, it can be stated that there is correlation between students' attitudes towards teachers' corrective feedback and students' writing skill. As seen in the table above, the coefficient correlation is at 0.572. It is between intervals 0.400-0.599. Thus, the correlation between both variables can be categorized as moderate correlation. Therefore, students' attitudes can give moderate impact to students' writing skill.

Then, I analyzed the correlation coefficient or the determination coefficient to find out how strong of a linear relationship between two variables. The analysis of determination coefficient can be seen below:

$$\begin{aligned} &\text{Coefficient of determination:} \\ &= (r_{xy})^2 * 100\% \\ &(0.572)^2 * 100\% \\ &= 0.327 * 100\% \\ &= 32.7\% \end{aligned}$$

Coefficient of determination between students' attitude towards teachers' corrective feedback and students' writing skill is 32.7%. It means that the strength of the relationship between students' attitude and students' writing skill around 32.7 % while the rest (67.3 %) is contributed by other factors.

CONCLUSION AND SUGGESTION

Based on the results of the research, the researcher finally draws a conclusion. The result of first objective showed that the overall mean score of students' attitude toward teachers' corrective feedback among the participants was 2.86 with standard deviation 0.8136. This result meant that the participants have a positive attitude toward teachers' corrective feedback. To complete the data of questionnaire, the writer also conducted interview with them. It described that the majority of students stated that teachers' correction is very useful for them. Rest of them said that they could not active on writing class because they had low motivation to join the class.

In the term of the students' writing skill, the mean score of first test from 50 test takers was 71.1 with the lowest score 52 and highest score 92. In the second test, the mean score was 77.8 and increased 6.7 points. In the third test, the mean score was 80.3 and increased 2.5 points. Thus, there was significant increased mean score from first test to last test (71.1 to 77.8 to 80.3). It can be concluded that there was positive treatment that given by teacher.

The last research question is the correlation both variables. To find it out, Pearson correlation formula in SPSS was used.

The result showed that the score with 95 % significant level and 50 participants is 0.572. Meanwhile, the Sig. Value (p-value) is 0.000. Based on the criterion of Pearson correlation test, it can be stated that there is correlation between students' attitudes towards teachers' corrective feedback and students' writing skill. As seen in the table, the coefficient correlation is at 0.572. It is between intervals 0.400-0.599. Thus, the correlation between both variables can be categorized as moderate correlation.

The researcher realizes that this research is still far from the completeness because the writer has limitation in the term of time, a fund and others. The weakness of this research is that it cannot dig deeper into students' attitude because it requires more time. Then, there are still many unexplained factors such as the types of feedback given from the teacher and another factor that affect the students' writing. However, other researchers who have interest in this subject can give contributions for the student. They still have opportunity to complete the result of this research with different objectives.

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