

Teachers' Online Corrective Feedback, Character, and Narrative Text

Baiq Ayu Ida Kholida*
Postgraduate English Department
FKIP Universitas Mataram
Mataram, Indonesia
Ayhuidha60@gmail.com

Nawawi Nawawi
Postgraduate English Department
FKIP Universitas Mataram
Mataram, Indonesia

Muhammad Amin
Postgraduate English Department
FKIP Universitas Mataram
Mataram, Indonesia

Abstract—This paper discussed teachers' corrective feedback (CF) sent via WhatsApp application on students' narrative text. The purposes of this study were to (1) identify types of corrective feedback used by the teachers in correcting students' narrative text, and (2) describe teachers' reasons in giving the types of corrective feedback and its relation to the students' characters. This study applied descriptive qualitative method. The subjects of this study were two English teachers (Teacher A and Teacher B) of a vocational school in Praya, Central Lombok, Indonesia. Based on the observation result, there were three types of CF used by teacher A such as Direct, Indirect and Focused CF. While two CF types used by Teacher B, they were Direct and Indirect CF. Both teachers applied Direct CF because they wanted to make the students know the correct form directly. Meanwhile, the reason of using Indirect CF is that the teachers hoped that students would do self-correction in order to make them independent and responsible towards what they have done. Thus, they can find the way how to solve the problem by themselves. Furthermore, teacher A Used Focused CF in correcting the students' works as well and this was to make the students only focused in one error category.

Keywords — feedback, corrective feedback, narrative text, students' characters, whatsapp application

I. INTRODUCTION

Through writing students can write everything they want to express. Most of students' writing will probably have errors, and the error should be corrected by the teacher in order to provide and show them the correct forms. Basically, there are three approaches in doing error correction suggested by Amara^[1]: (1) *self-correction*. The students who made the errors will try to find their own errors and find out the rewriting or the correct form. Amara also notes that self-correction is a technique known to be the best way to be applied for helping students in writing process, because it trains the learners to learn from their errors^[1]. (2) *Peer Correction*. If each student is unable to correct their own errors, the teacher should ensure the students are working in pair: a pair of students must exchange their writing task to be corrected each other. (3) *Teacher's correction*.^[1] It is applied when self-correction and peer correction are not successful. The teacher can give clearer explanation about the error through this way.

From those three approaches, teacher's correction needs to be applied more often than self-correction and peer-correction because it seems to be more effective correction. In this way, although the teacher either uses *self-correction* or *peer correction*, it is better if the teacher completes the correction by using *teacher's correction* [1]. One important thing to be noted that the teacher should ask the students to

rewrite the corrected text clearly based on teacher's feedback.

Giving feedback is important in teaching writing because one will definitely have any errors that certainly need to be justified. Ironically, in many cases, teachers do not pay any attention to students' errors and do not give appropriate feedback. Ariyanti finds that many Indonesian teachers directly gave the score to the students' writing without caring to treat them with any feedback or give them any comment, instead of correcting the errors [2]. Such treatment would possibly make the students repeat the same errors on the following writing. Therefore, being a teacher, s/he should have an effective way to prevent the students from falling into the same abyss. Based on Ariyanti's research, it is interesting to observe how teachers in particular context give feedback to their students' writing task: do they do the same or different treatment?

As mentioned previously, teachers' feedback is one approach of teachers' treatment in classroom. One important thing to provide the learners with a good way is by providing them with written feedback. Written feedback is closely related to Corrective Feedback (CF). Corrective feedback is provided to help students minimize the errors and prevent error repetition in writing [3]. Typically, there are six types of CF they are Direct Corrective Feedback, Indirect Corrective Feedback, Metalinguistic Corrective Feedback, Focused Unfocused Corrective Feedback, Electronic Corrective Feedback, and Reformulation Corrective Feedback [4]. Those types of CF are discussed below:

A. Direct Corrective Feedback

Direct corrective feedback might be given by crossing out, underlining, or circling the error word or missing word and directly showing the correct form on the bottom, up or beside the errors without following with any explanation.

B. Indirect Corrective Feedback

This kind of CF is done by declaring the errors without providing the correct form^[8]. In this part, the teacher will only give a sign toward the errors such as crossing, underlining or circling or any other way or sign that the teacher wants to put on.

C. Metalinguistic Corrective Feedback

Metalinguistic CF is provided by using explicit comments. The comments can be using *error code* or brief *grammatical description* towards the errors^[3].

D. The Focused Unfocused Corrective Feedback

This type of CF, actually, is in form of two distinct ways of correction. One is focused and one other is unfocused. The more description of these categories is elaborated as follows:

1) Focused CF

This CF only focuses on one kind of error. By using this type of CF, the teacher will select the specific error type to be corrected. This is aimed to get the children concentrate or focused to one kind of errors without disturbing their thinking about the other kind of errors.

2) Unfocused Corrective Feedback

While, by using unfocused CF, the teacher will tend to correct all kind of errors or choose more than one kind of CF to be applied.

E. Electronic Corrective Feedback

To correct the errors more easily, the teacher will use electronic program to find out all of the errors. The program has been set to discover the way to find out the errors and getting the correct form. However, this type of CF has not been applied in Indonesia. Thus, some teachers in Indonesia will give the correction manually, or even only give the scores like what has been mentioned in Ariyanti's research [2].

F. Reformulation

To minimize the misunderstanding among teacher and students, teacher needs to provide the native context to be correlated with students' writing. This is aimed to keep students' feeling so they do not feel blamed by the teacher. The native context will be given after the teacher get the students' writing and find the errors, on the next meeting reformulation will take place.

Specifically, giving Corrective Feedback to the learners will probably lead them to take responsibility for what the teacher has provided through their writing. In addition, some characters of students that integrated in lesson plan such as "values of confidence, logical thinking, creativity, innovativeness, open-mindedness, responsibility, politeness, respect, discipline, and cooperativeness" [5].

Building learners' characters is an important aspect in teaching and learning process. In many cases, the teacher prefers to focus solely on teaching material without thinking that the students' characters are important to be considered in the learning process [6]. This kind of problem occurs because the teacher has limited experience and competence in building students' characters [7]. That is why the teacher should have good competence and always try to improve it as long as they are teaching.

In facing that problem, the teacher should use a better way to build students' characters. One of the appropriate ways is by treating the students with the correction or kind of feedback that will guide the students for their character education process such as independence, responsible, concentrate and so on.

One of the texts that becomes the students' interest in learning English is Narrative text. Narrative text taught in Indonesian senior high schools is considered important. In creating Narrative text, the teacher will probably ask the

learners to write a story about legend or a story about their live experiences. The social purpose of Narrative is to explain the "problematic events" in which everyone should have a result to resolve the problem, "better or worse" result [7]. Narrative text has generic structure and specific language features which requires teachers to correct errors made by students. The schematic structures of narrative text are *Orientation*, *Complication*, *Evaluation*, and *Resolution*. While, the language feature of narrative uses past tense, time signposting such as *then*, *before*, *after*, *soon*, *once upon a time*, etc. [8].

Moreover, learners' writing of narrative text is sent to both teachers via WhatsApp application. So far, WhatsApp application is a kind of electronic messenger which is used to share anything we want to others. WhatsApp messenger enables someone or people to send and receive messages including "text, pictures, voice message, videos, files, group chats" and so on. People also can make "calls around the world" by using WhatsApp application [9]. In this study, observation among the learners and teachers using WhatsApp application was used as a tool to collect and submit the written task in form of Microsoft Word files corrected by the teacher. They all include in a group for Teacher A and a group for Teacher B.

Thus, this study was conducted to observe English language teachers' correction (Corrective Feedback) on students' writing about narrative text sent via WhatsApp application. This study also identified teachers' reasons for using each type of corrective feedback.

II. METHOD

This study was conducted in a vocational school in Praya, Central Lombok, Indonesia. This study also is as descriptive qualitative study, because this study was to figure out and describe the data obtained in detail. This study described the corrective feedback used by both teachers along with their reasons. The data were taken by analysing teachers' Corrective Feedback toward twenty students' Narrative texts in the form of Microsoft word files and by interviewing the teachers in order to get clearer explanation about why they applied those types of CF, in relation to students' characters' formation.

The subjects of this study were two English teachers of a vocational school in Praya, Central Lombok, Indonesia. In collecting the data, some steps were executed such as 1) checking twenty students' worksheet to find out the types of teachers' correction, (2) preparing the list of interview question to investigate the teachers' reasons of using the correction types. The procedures of this study were: (1) data collection, (2) data analysis, (3) interview, (4) conclusion.

III. FINDINGS AND DISCUSSION

This study was conducted to identify teachers' Corrective Feedback and their reasons of applying that CF in relation toward students' characters. There were two English teachers participating in this study. To keep her confidentiality, this study used the pseudonym Teacher A and Teacher B. From Teacher A, there were 10 students' writing corrected, they were named for A1, A2, A3, A4, A5, A6, A7, A8, A9, and A10. While, the data from

Teacher B were 10 as well, they were named for B1, B2, B3, B4, B5, B6, B7, B8, B9, and B10. In this way, this study analysed all students' writing. The results of this study can be elaborated as follows:

A. Types of Corrective Feedback (CF) Used by the Teachers (Teacher A and Teacher B) and its reasons

Based on the observation, Teacher A gave three kinds of Corrective Feedback based on Ellis suggestion, they were Direct, Indirect, and Focused CF. However, Teacher B only gave two kinds of error correction, they were Direct and Indirect CF. In applying *Direct CF* both teachers directly gave the correct form besides, at the bottom, or under the errors after underlining, circling or crossing the errors. The teachers used Direct CF in all of students' writing.

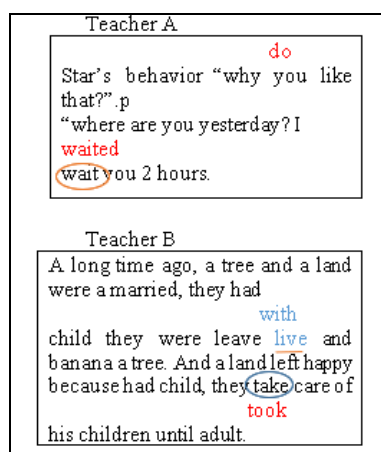


Fig. 1. The example of teachers' Direct Corrective Feedback.

Meanwhile, both teachers also underlined the errors without giving any correct form or word on the error writing. The teachers did this CF also without showing any comment. These criteria are considered as Indirect Corrective feedback used by the teachers.

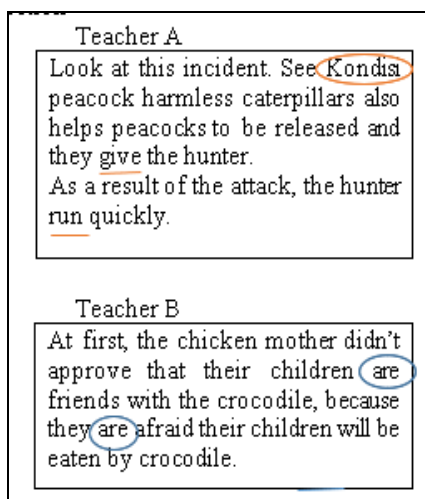


Fig. 2. The example of Teachers' Indirect Correction

In addition, Teacher A applied another type of CF called Focused CF. In this correction, the teacher corrected the errors in one kind of error, in a kind of verb, on some students' worksheets.

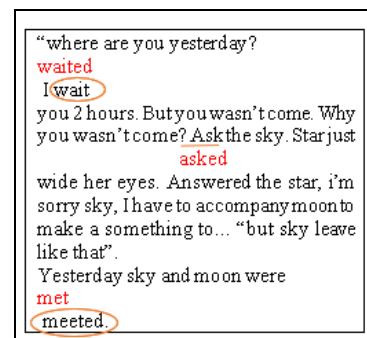


Fig. 3. The example of Teacher A's Focused Corrective Feedback

B. Teachers' Reasons of Using Corrective Feedback (CF)

Based on the result of interview, this study elaborated the reasons of both teachers. The first reasons came from Teacher A. She said that the direct corrective feedback given to enable students to figure out the correct forms by themselves. The teacher also said that she wanted to help them to know the correct form more easily, this was aimed to give them an example of the correct form of another error.

Meanwhile, in using Indirect CF, Teacher A hoped that students would do self-correction in order to lead them to find out the correct form by themselves. Moreover, Teacher A's reason of applying Focused CF was to make students focused in one kind of errors without thinking more error types that might make them confused and dislike learning.

On the other hand, the reason given by Teacher B in using Direct CF type is that he wanted to give his students assistance to know their errors more easily. This was because of the students were Indonesian learners that study English as foreign language. He also pointed out that the students would not correct their errors without the teacher's guidance. In giving Direct CF, the teacher wanted to let the students to find out the errors by themselves without telling them the correct form. But in this case, the teacher guided the students how to find the correct form by discussing it in the classroom on the next meeting (after the teacher made correction).

C. Teachers' Reasons in Building Students' Characters through Corrective Feedback

Besides, both teachers had the same reasons in applying the correction in order to build students' characters. In giving Direct CF, both teachers hoped that the students would be more careful in creating the writing and they also hoped that students would minimize the same errors that probably appeared in the next writing. The Indirect CF was done in order to make the students independent and responsible towards what they have done especially their accountability and independence in making mistakes, so that they could justify or solve the problems at hand. Focused CF also was done by Teacher A and this was in order to make the students focus on correcting their continuous mistakes.

IV. CONCLUSION

Based on the above discussion, it can be concluded that both English Teachers in a vocational school in Praya, Central Lombok, Indonesia, made use of corrective feedback types, in which three types were done by Teacher A and two types were done by Teacher B. The types used by teacher A such as Direct Corrective Feedback, Indirect Corrective Feedback, and Focused Corrective Feedback. While, teacher B only gave Direct and Indirect Corrective Feedback. Both teachers have their own reasons, however, their reasons were considered similar. The reasons of giving those three types of error correction were also to form or build the students' characters. So, the teacher shapes the characters of the students not only through the medium of the material but also through correction technique.

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