

The Impact of Corrective Feedback on Students' Writing of Argumentative Genre

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ABSTRACT

In the teaching context corrective feedback is very important to developed students' writing. However, on the contrary some students still find it difficult to express their thoughts in writing courses. Therefore this research appears to be able to find out the extent to which lecturers' corrective feedback affects students' writing skills. This research is a case study with a qualitative approach, which was conducted at a private university in West Java. The data were collected from observation and interview. The data were analyzed using of through some techniques such as, data collection, data presentation, data reduction, and drawing conclusions. The data shows that corrective feedback could developed students writing of argumentative teks such as generic structure involving thesis, argument, and conclusion. However for the aspect of linguistic features students still have problem in aspect grammatical. Furthermore, lecturers have to pay more attention to this aspect for correction, which is still a difficulty for some students.

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1. INTRODUCTION

Storch (2016) defines Written Corrective Feedback as a written response to linguistic errors made by L2 students in text writing. Writing Corrective Feedback tries to correct incorrect usage or provide information about the error's location, root cause, and potential solutions. Writing Corrective Feedback can have a significant impact on students' writing abilities (Hattie and Timperley, 2007). Muhayyang (2020) Corrective Feedback is intended to provide them with feedback on their writing, including corrections and recommendations, in an attempt to raise the caliber of writing in the provided tasks. Ferris, Bitchener, and others (2012), Students require feedback from their instructors and become dissatisfied if they do not receive it regarding their writing. (Muhayyang) The lecturer's remarks had a significant impact on the students' ability to write more effectively. Sheen (2007) shows that only some grammar characteristics can be effectively acquired through direct Corrective Feedback. Instructors gave equal weight to the writing components (content, structure, order, language, and style) in their Writing Corrective Feedback (Ferris, 2003; Hyland and Hyland, 2006).

However, students sometimes struggle to put their thoughts on paper. They must not only attempt to judge what they have written objectively by examining the ideas and evidence in their writing, but they must also consider the sentences they will use and consider how to structure and combine them before agreeing with their position. "The process of writing is very closely related to the process of thinking," write Thompsons (2006). Giving written criticism for errors in ESL students' writing, according to (Truscott, 1996), is ineffective and should be avoided. He claims that there is empirical evidence that the practice is not worth preserving (such as Semke 1984; Robb, Ross, and Shortreed 1986; Kepner 1991).

Written Corrective Feedback is defined as "a written response to a linguistic error committed by an L2 learner in the writing of a text," which can be direct or indirect (Bitchener & Storch, 2016). Previous research on corrective feedback investigated whether or not writing error correction is important (Ashwell, 2000; Ferris & Roberts, 2001). Many researchers believe that the issue is no longer whether corrective action should be taken, but rather how it should be taken to best facilitate students' learning from their errors or mistakes, as extensive research has shown that feedback is essential for students' learning over time. As a result, more research was conducted in the 1980s to determine which types of feedback can most effectively maximize students' writing potential.

Teachers and researchers generally believe that Writing Corrective Feedback is critical to improving their writing. Not only that, but error correction is a critical factor in students success in alternate language literacy(Ellis, 2009). Correcting students' errors and furnishing feedback to students has come one of the routines and morals in exploring scholars' eventuality in acquiring the language.

Numerous studies have been conducted. Some studies, similar as Han's(2012),(Ashwell, 2000; Fathman & Walley, 1990; Ferris, 1999; 2004; 2006; Ferris & Roberts, 2001), Bitchener and Knoch(2008), have concentrated on the significance of corrective feedback to scholars. The main finding of this study is harmonious with earlier exploration that set up that Direct Written Corrective Feedback can snappily increase scholars' jotting delicacy when using the same textbook. Written Corrective Feedback effectively improves and maintains outstanding delicacy in use of the simple once tense. Another recording exploration content is the negative goods of using corrective feedback on jotting chops, which has also been studied by Ferris,D.(2010), Li,S.(2009), and Truscott(1996). The crucial findings revealed that the schoolteacher isn't keeping track of the scholars' progress, and while constantly asking scholars to completely estimate their work in order to descry crimes and amend them can be interpreted as including them in the analysis of their work, this is ineffective. In former studies, only the significance of corrective feedback was compactly explained. As a result, this study was developed to assess and determine the extent to which corrective feedback influences students' writing skill.

2. METHOD

The design of this research is a qualitative case study design. Qualitative methods emphasize more on observing phenomena and examining the substance of the meaning of these phenomena. The purpose of this study is that researchers focus on feedback correction in student writing. Basri (2014) concluded that the focus of qualitative research is on the process and the meaning of the results. The research focused on improving English level 2 students' writing skills in argumentative writing courses at Garut campus. Corrective feedback, involving 9 students, established knowledge and helped students check wrong information, preventing future mistakes. This study utilized observation and interviews for a full week, collecting data through WhatsApp

and analyzing feedback from lecturers. The researchers aimed to determine the effectiveness of corrective feedback in student writing. The data was analyzed to compare progress after revisions and draw conclusions. The qualitative approach explores ideas, concepts, and concepts before collecting data.

3. RESULTS AND DISCUSSION

This chapter presents and discusses the research findings. This research conducted to investigate the research problem. investigate the impact of corrective feedback in argumentative writing classes

Finding

1. Generic Structure

Table 4.1.1 Thesis Section

In the thesis section, students show the text of the background. In text 4

“Currently, K-pop is very popular with teenagers in the world, including Indonesia. Liking K-pop can have a positive impact. Although there are people who say that liking K-pop only has a negative impact, in my opinion liking kpop has a positive impact on someone who likes it.”

The author mentions the positive impact of K-Pop for those who like it.

Then from another example in text 6

"In the modern era, the world of K-Pop or the Korean music industry has stuck in the hearts of teenagers, especially in Indonesia. Basically, the presence of K-Pop idols in the music world is a source of entertainment for many people. However, in my opinion, the entry of K-Pop culture into Indonesia and fanaticism towards idols presents some negative things for the character development of the nation's children.”

Unlike the previous text. In this text the author mentions the negative impact on K-Pop fans.

Table 4.1.2 Argument Section

In the argument section, students show their opinions about the text. Writing in argumentative texts can be in the form of logical reasons, facts, or data that is supported by the opinions to be conveyed. For example, the argument in text 4

"I think liking kpop will have a positive or negative impact depending on the person."

In argument text 4 the writer states that the negative and positive impacts of liking k-pop depend on the person.

Another example is found in text 3

"I think it would be better if we reduced or even avoided smoking so as not to harm ourselves or the people around us."

In argument text 3 the author issues his opinion in order to reduce smoking so as not to injure the people around him.

Table 4.1.3 Reorientation Section

In the reorientation section, students re-enforce arguments in the text. in text 1

"In conclusion, breakfast is one of the energy contributors that the body will use in a day, which is 25% of daily intake. We never realize that our day will be better if we make it a habit to have breakfast in the morning. It turns out that breakfast, which is usually taken for granted, turns out to have a lot of benefits in it."

The author reiterates that it turns out that breakfast, which is usually considered trivial, actually brings many benefits in it. Then in text 6

"In the negative impacts above, children should not be given gadgets before a certain age. Because it will damage the development and growth of children so that children become anti-social or have an individualistic attitude. Communication between children and parents is also very much needed so that children do not feel lonely and can be open with their parents. Parents also need to be aware of the dangers of gadgets

for their children by limiting the use of gadgets. Parental supervision must also be improved in the development and growth of children.”

The author reiterates that children are not given gadgets before a certain age. Because it will damage the development and growth of children so that children become anti-social or have an individualistic attitude.

2. Linguistic Features

Argumentative text consists of linguistic features; including, mental verbs, simple present tense, conjunctions, linking verbs, modal verbs, and nouns.

Table 4.2.1 Mental Verb

Mental verbs are words that express individual reactions to an action. This verb describes a certain action that the subject undergoes. In this case, take the example in text 6

“...making teenagers lazy to study, ...”

The word “*lazy*” is an example of a mental verb because it shows a reaction to an action. Another example from text 4

“...the positive impact of liking K-Pop is getting to know foreign cultures,”

In the word “*liking*” is a mental verb because it shows feelings from an action.

Table 4.2.2 Simple Present Tense

The simple present tense is a form of tenses that is used to express events that occur regularly, routinely, or are usually done in the present. For example, in text

“Humans can lead their lives more easily because of technology.”

This sentence shows something that is still happening at this time. Another example in text 4

"K-pop is very popular with teenagers in the world"

This sentence shows an event that is still happening at this time.

Table 4.2.3 Conjunction

Conjunctions are conjunctions that are used to combine words, phrases or clauses into one. As in text 1, in the sentence

"Therefore, breakfast will be a source of energy or fuel for the body that can support our activities throughout the day."

There is the word *"therefore"* which is a connecting sentence in the text.

Whereas in text 6, there is a sentence

"Communication between children and parents is also very much needed so that children do not feel lonely and can be open to their parents."

There is the word *"and"* which is used as a connecting sentence.

Table 4.2.4 Linking Verb

Linking verbs are verbs that link the subject of the sentence with information about that subject. As in text 1 there is the sentence

"Therefore, breakfast will be a source of energy or fuel for the body that can support our activities throughout the day."

There is the word *"will be"* which connects breakfast with the fact that it will be a source of energy or fuel for the body that can support our activities throughout the day.

Whereas in text 6

"childhood is also called the golden age because the development and growth experience is very rapid"

The word "is" here is a liaison between "childhood" and "golden age".

Table 4.2.5 Modal Verb

Modal verbs are types of verbs that contextually indicate modalities such as possibility, ability, permission, request, capacity, suggestion, command, obligation, need, possibility or advice. Modal verbs generally accompany other base forms of verbs that have semantic content.

The modal verbs contained in the text 4

"of course they will learn the culture of the idol. " , "created that can preserve Indonesian culture"

Another example of Modal verb in text 3

"cigarettes have become a necessity for some people" , "I think it would be better if we reduce or even avoid smoking."

The words *will, can, have, would* are examples of modal verbs because they show modality.

Table 4.2.6 Noun

Nouns or nouns are words that refer to or refer to places, things, people, events, even to quality. Verbs or verbs are types of words that describe activities, actions, conditions, or experiences.

Noun contained in text 3

".. has a big risk for pregnant women and nursing mothers." , "Babies of mothers who smoke are more likely to be born prematurely".

The words "pregnant women and nursing mothers" are nouns because they refer to people.

Examples of nouns in the text 4

"Kpopers become more familiar with Korean culture", "can preserve Indonesian culture".

The words "*Kpopers*" and "*Indonesian*" are nouns that refer to something.

Discussion

Corrective feedback affects students' writing skills. This has been proven through the research we have done, that all students' texts after being given a feedback, the quality of their writing has improved. This is in line with the theory from White and Arndt (1991) noting that CF is beneficial for students' writing quality and for receiving feedback from the teacher. The current study found that students from all three grades largely agreed that their teacher's WCF contributed the most to improving their writing skills. Although some students argued that they often could not understand their teacher's feedback and were unable to correct it, the teacher's use of symbols and markers helped them recognize that there were errors in their composition. As emphasized by Ellis et al. (2008), bringing students' attention to errors will help their language development because mistakes allow them to pay attention to the correct form, and then internalize those rules. However, this does not mean that the teacher can mark student composition at the surface level without paying attention to certain linguistic features. Students still have to be given continuous guidance in areas they can improve in writing.

It is interesting to note that most students in this present study highly value explicit feedback over implicit feedback as they believe that they could not correct their own errors due to limited grammar knowledge. Therefore, students don't just want their teacher to underline errors, but also corrects and explains those errors. The type of feedback is identified as informational metalinguistics, which requires the teacher to provide explanations, rules, and the correct use of grammar. They it's also possible to use a code like PT for Past Tense whose purpose is to help L2 learners understand the mistakes made (Bitchener & Storch, 2016). As Ferris (1999) suggests, corrections are clear and consistent can improve language acquisition. In this study, most students believe that feedback is necessary specific, detailed, and precise to improve student learning.

4. CONCLUSION

Based on the description of the findings and discussion of the research results above, it can be interpreted that the lecturer's improvement feedback has an effect on the generic structure and linguistic features of the text. Where all of the generic structures are achieved, while there are points of linguistic features that have not been fulfilled as in the grammatical aspect. From the findings it can be concluded that there are still things that have not been achieved, namely in the grammatical aspect. So that in the future lecturers are expected to pay more attention to this aspect to be corrected which is still a difficulty for some students.

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