THE ENGLISH TEACHER'S WRITTEN CORRECTIVE FEEDBACK ON THE STUDENTS' WRITINGS IN VOCATIONAL HIGH SCHOOL

THESIS

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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THESIS

Composed to fulfill one of the requirements to obtain the S1 degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and

Education, Jember University

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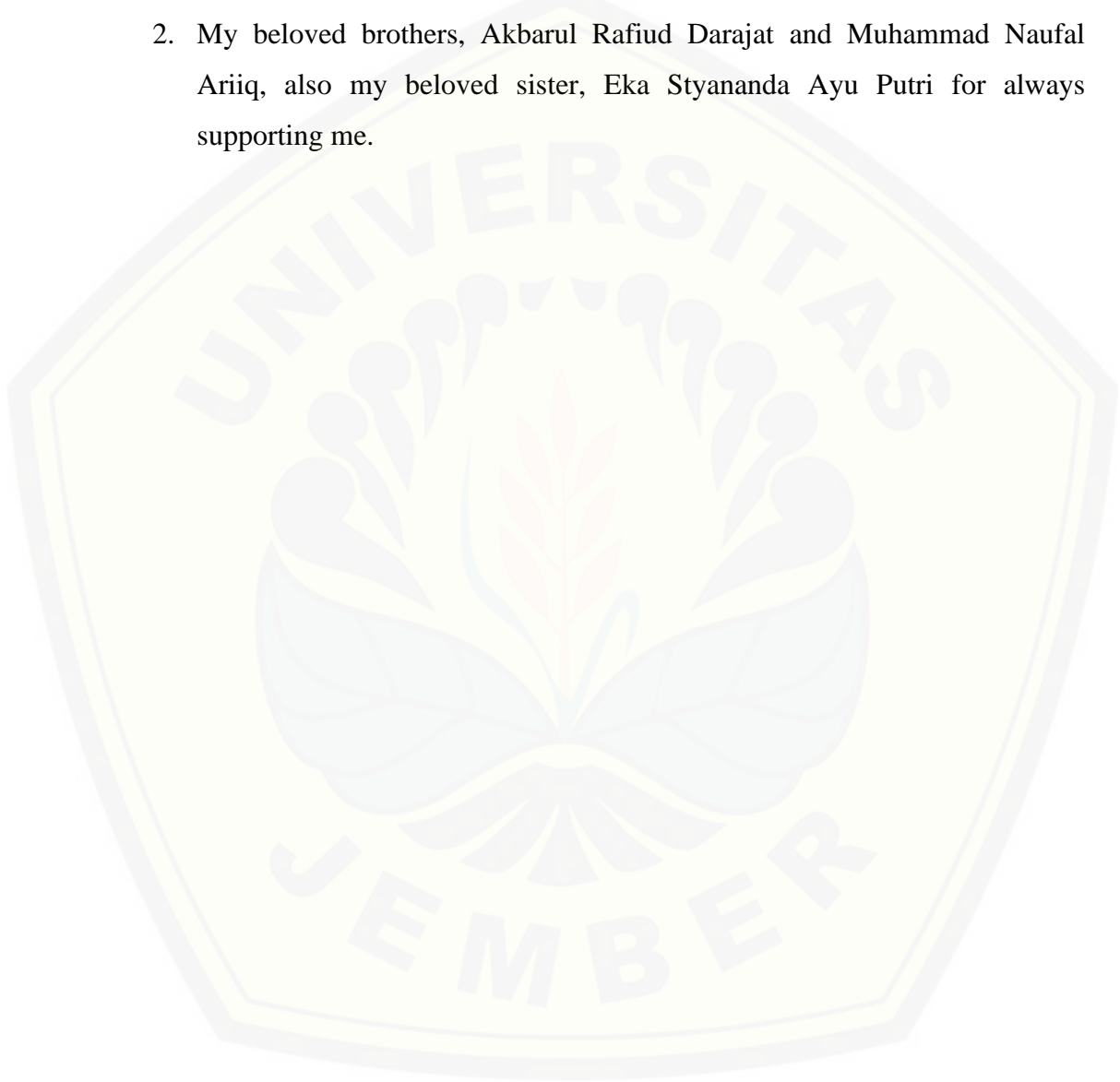**FACULTY OF TEACHER TRAINING AND EDUCATION**

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DEDICATION

I dedicated this thesis to:

1. My beloved parents, Abdul Kosim and Sri Purwati who always give me supports, motivation, and endless love.
2. My beloved brothers, Akbarul Rafiud Darajat and Muhammad Naufal Ariiq, also my beloved sister, Eka Styananda Ayu Putri for always supporting me.

MOTTO

"The roots of education are bitter, but the fruit is sweet"

(Aristotle)

STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The Writer,

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THE ENGLISH TEACHER'S WRITTEN CORRECTIVE FEEDBACK ON THE STUDENTS' WRITINGS IN VOCATIONAL HIGH SCHOOL

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. I would be more grateful if there are some positive comments and suggestions from those who really want to improve this thesis will be wisely appreciated.

Jember, December 2020

The Writer

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SUMMARY

The English Teacher's Written Corrective Feedback on the Students' Writings in Vocational High School; Firyaal Mujahidah; 160210401034; 50 pages; English Education Study Program; Language and Arts Department; Faculty of Teacher Training and Education, Jember University.

Writing has become one of the fundamental skills that must be mastered by the students. There are many strategies to overcome the students' problems in writing a text. The use of Written Corrective Feedback (WCF) may become one of the strategies to overcome the students' problems in writing. Teacher's WCF, namely comments, questions, or error correction given by the teacher in the written form on students' assignment (Mack, 2009). There are eight types of Teacher's WCF proposed by Ellis (2008). Those types are: (1) Direct WCF, (2) Indirect WCF, (3) Metalinguistic WCF by Using Error Codes, (4) Metalinguistic WCF by Using Explanation, (5) Focused WCF, (6) Unfocused WCF, (7) Electronic Feedback, (8) Reformulation.

This study investigated the types of Teacher's WCF given by the English teacher to the students' writing along with the most frequent type of feedback given, the reason of the teacher in applying certain types of WCF, and the contribution of the WCF given by the English teacher for the students. This study used case study as the research design. The data were obtained from documentation and interview. The researcher copied the students' writing which has received WCF from the teacher and categorized the types of written feedback by using the theory of typology of WCF from Ellis (2008). Then, the researcher did the interview with the English teacher in order to know the reason of the teacher in applying certain types of WCF to the students' writings. After that, the researcher did interview with the students in order to know the contribution of WCF given by the English teacher. The interview used Indonesian language and was transcribed into English. The results of the interview were analyzed by using thematic analysis proposed by Braun and Clarke (2006).

The results of the documentation revealed that the teacher used three types of WCF to the students' writings. They were Direct WCF, Unfocused WCF, and

Electronic Feedback. In addition, Direct WCF was the most frequent type of WCF given to the students' writings. Based on the results of the interview, the teacher stated that she gave Direct WCF to the students' writings because this type of WCF was understandable by the students. In providing Direct WCF, the teacher pointed out the students' errors and directly provided the correct form of the errors. So, the students would not confuse to understand their mistakes that they have made on their writings and revised it. The second type of WCF given by the teacher is Unfocused WCF. The teacher gave correction to all the students' errors rather than focusing on just one or two types of errors because she wanted to make the students understand about all their errors that they have made although it was time consuming. The teacher also gave Electronic feedback to the students by giving the comments through the website called Google Classroom. It was because the teacher tried to keep giving feedback although they had to do the online teaching and process in order to make the students understand about their mistakes on their writings. Then, the results of the interview with the students revealed that high and medium achieving students stated that WCF from their teacher were beneficial for them in order to avoid the same mistakes in the future while low achieving student tended did not pay attention to the feedback given, therefore low achieving student did not get the benefit of the feedback itself.

CHAPTER I
INTRODUCTION

This chapter presents the background of the research and is organized as follows: (1) research background; (2) research questions; (3) research objectives; (4) research contributions.

1.1 Research Background

Writing has become one of the fundamental skills that must be mastered by the students. It is one of the productive skills which require the students to produce a written text. Renandya and Richards (2002, p. 303) argue that "writing is considered as the most difficult skill to master for the English learners". The students are expected to be able to express their feeling, idea, thought, and their opinions through writing by applying all the aspects of writing appropriately. Ismail (2011) adds that writing have to receive more attention in the teaching and learning process in order to prepare the learners to produce a well-organized text. Therefore, the role of the teacher is important in the teaching and learning process of writing. Harmer (2004, p. 109) states that "the teacher should be able to assist the students to face the difficulties in the teaching and learning process of writing".

There are many strategies to overcome the students' problems in writing a text. The use of Written Corrective Feedback (WCF) may become one of the strategies to overcome the students' problems in writing. Teacher's WCF, namely comments, questions or error correction given by the teacher in the written form on students' assignment (Mack, 2009). It can be concluded that WCF is teacher's comments on the students' writing draft to correct the students' mistakes. There are eight types of WCF proposed by Ellis (2008). Those types are: (1) Direct WCF, (2) Indirect WCF, (3) Metalinguistic WCF by Using Error Codes, (4) Metalinguistic WCF by Using Explanation, (5) Focused WCF, (6) Unfocused WCF, (7) Electronic Feedback, (8) Reformulation. All these types of WCF have its own characteristics. More discussion about the types of WCF is presented in

(Section 2.2). Silver and Lee (2007) argue that WCF can be the guidance for the students to know their strengths and weaknesses in writing performance. Thus, the teacher as a facilitator has to be able to provide WCF to the students' writing draft in order to assist them to produce a text which has minimum errors.

Based on the preliminary study which was conducted by the researcher, it was found that one of the English teachers at Vocational High School 2 Jember has used WCF to the students' writing. Not all the English teachers gave WCF to the students' writing. Most of them clarify that they did not use WCF to the students' writings because it was time consuming. It was based on the interview with some English teachers in this school before this research was conducted. Therefore, the researcher was interested in knowing the types of WCF that the English gave to the students' writings, the reasons of the teacher in giving certain types of WCF, and the contribution of feedback given by the teacher for the students.

Teacher's WCF has become the current issues among the foreign language researchers in the last ten years. Aridah, Atmowardoyo & Salija (2017) stated that the teacher preferred to use Indirect WCF, Focused WCF, and Unfocused WCF in correcting the students' mistakes. Li and He (2017) found that the teacher tended to give Indirect WCF more than Direct WCF and Metalinguistic WCF. Hammouda (2011) also revealed that the teachers mostly used Indirect WCF than other types of WCF. Mao and Crosthwaite (2019) found that the teacher tended to give Indirect WCF to the students' writings rather than Direct WCF. Meanwhile, Mahmud (2016) stated that the teacher chose Direct WCF and Metalinguistic WCF by using explanation. Lee (2011) found that Direct WCF was the most type of WCF given by the teacher. Besides, the teacher also gave coded feedback and no-coded feedback. However, "the primary purpose of WCF was to help the students learn to revise their writings that can be useful for the future, whether the teacher only chose one type of WCF or combined different types of WCF may good for the students' needs" (Bitchener and Ferris, 2012, p. 149).

To the best of my knowledge, there have not been previous studies which investigated the types of WCF given by the teacher to the students' writings and the teacher's reasons in applying certain types of WCF on the students' writing

drafts in Vocational High School. This study also explored the contribution of WCF for the students. Therefore, the researcher was interested in conducting a case study research entitled "The English Teacher's Written Corrective Feedback on the Students' Writings in Vocational High School".

1.2 Research Questions

1. What are the types of written corrective feedback given by the English teacher to the students' writings?
2. What is the type of written corrective feedback most given by the English teacher to the students' writings?
3. Why did the teacher give the certain types of written corrective feedback to the students' writings?
4. What are the contributions of written corrective feedback given by the teacher to the students' writings?

1.3 Research Objectives

1. To describe the types of written corrective feedback given by the English teacher to the students' writings.
2. To describe the type of written corrective feedback most given by the teacher to the students' writings.
3. To describe the teacher's reasons of giving the certain types of written corrective feedback to the students' writings.
4. To describe about the contribution of written corrective feedback given by the teacher to the students' writings.

1.4 Research Contribution

1.4.1 Empirical Contribution

The results of this research are expected to help the other researchers to conduct a further research related to this problem. This study suggests for further research to explore the use WCF in different institutional level and research design.

1.4.2 Practical Contribution

The results of this research are expected to provide information about the use of WCF as an alternative technique for the English teachers to apply written corrective feedback in teaching writing in order to help the students to revise their writing drafts that could improve their writing skill.
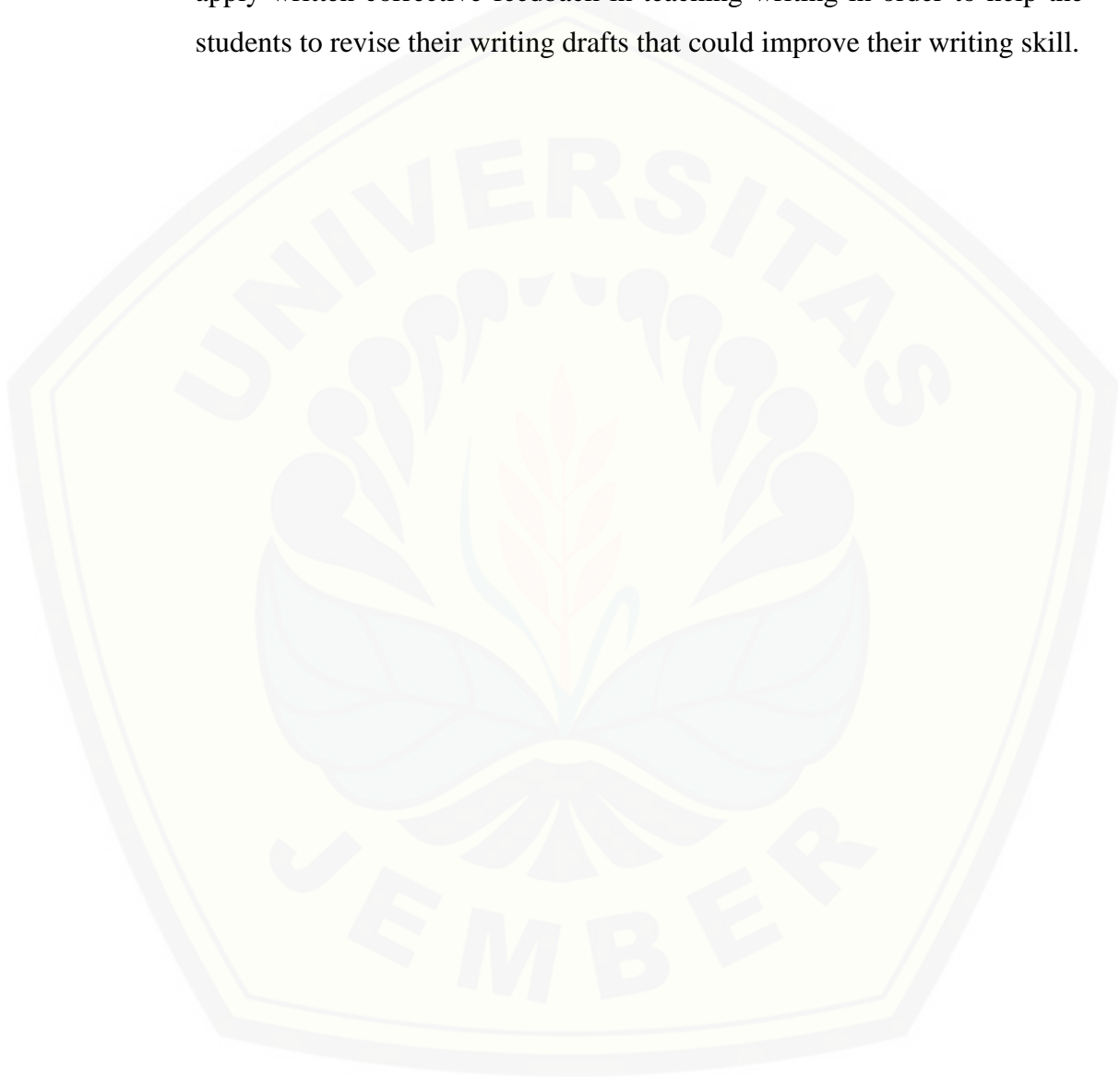
CHAPTER II
LITERATURE REVIEW

This chapter presents the review of literatures dealing with feedback that is provided by the English teacher in teaching and learning process of writing. This chapter presents the following topics: (1) Teacher's Written Corrective Feedback; (2) The Types of Teacher's Written Corrective Feedback; (3) Previous Studies.

2.1 The Teacher's Written Corrective Feedback

Written Corrective Feedback (WCF) is widely used in the teaching and learning process of writing. WCF has played an important role as it can help the students to have improvement on their writing performance (Hyland & Hyland, 2006). In other words, the students may consider the WCF as guidance in revising their work into a well-organized text and avoid the similar mistakes in the future. There are some definitions of WCF based on some experts. Mack (2009) defines the Teacher's WCF as comments, questions or error correction given by the teacher in the written form on students' assignment. Next, Evans (2010) defines a WCF as a feedback provided for the learners from any resources which contain the evidence of the learners' errors. Aghajanloo, Mobini and Khosravi (2016) define WCF as teacher's input to the students' writing in the form of information which can be used for revision. From some definitions above, it can be simply concluded that Teacher's WCF refers to the teacher's response about the students' errors on their writings. The response can consist of: 1) an indication about the errors, 2) the provision of the correct form about the errors, 3) metalinguistic information about the errors, or any combination of these (Ellis, Loewen, and Erlam, 2006).

Ferris (2006) states that WCF can help the students in improving their writing performance. It is in line with Bitchener and Knoch's (2008) study which found that the students who received WCF from their teacher had better performance in writing than the students who did not receive WCF. In addition, there were several studies (e.g.: Ellis et al., 2008; Sheen, 2007; Bitchener and Knoch, 2010)

have found that WCF is beneficial for the students' accuracy in writing performance. From these statements, it can be concluded that the role of WCF is quite important in improving the students' writing performance. The students could become aware of their mistakes and able to correct the incorrect production in their writing draft.

2.2 The Types of Written Corrective Feedback

There are several types of WCF that proposed by some researchers. Ellis (2008) proposed the typology of WCF into eight types. Those types of WCF are: (1) Direct WCF, (2) Indirect WCF, (3) Metalinguistic WCF by Using Error Codes, (4) Metalinguistic WCF by Using Explanation, (5) Focused WCF, (6) Unfocused WCF, (7) Electronic Feedback, (8) Reformulation. This study uses the typology of WCF proposed by Ellis (2008) because it is the most complete of typology of WCF and easy to follow. Besides, most of the researchers use this typology of WCF in classifying the types of WCF. The types of WCF by Ellis (2008) will be described as follows:

1) **Direct WCF**

In providing Direct WCF, the teacher does not only indicate the mistakes on the students' writing drafts, but also provide the correct form of it (Ellis, 2008). Likewise, Bitchener and Ferris (2012, p. 148) define Direct WCF as "correction that not only points out the errors but also provides the solution of the problem". It means that in providing Direct WCF, the teacher does not only indicates and points out the errors or problems in students' writing but also directly offers the correct form of the students' errors. The example of direct feedback is as follows:

a   a   the
A dog stole λ bone from λ butcher. He escaped with having λ bone. When the dog
over   a   a   saw a
was going ~~through~~ λ bridge over ~~the~~ river he ~~found~~ dog in the river.

(Adopted from: Ellis, 2008)

According to Bitchener and Ferris (2012, p. 65) Direct WCF is helpful for students for some reasons: (1) Direct WCF can reduce the confusion of the

students if they are not able to understand indirect forms of feedback (e.g.: the meaning of error codes which used by the teacher.), (2) Direct WCF provides information to help the students solve the errors in their writing draft, (3) Direct WCF offers more explicit feedback, (4) Direct WCF is more immediate.

2) Indirect WCF

Ellis (2008) states that in providing Indirect WCF, the teacher only indicates the students' errors by giving the symbols in codes, highlighting, crossing, and underlining the errors without providing the correct forms. Bitchener, Young & Cameron (2005) also state that Indirect WCF is teachers' identification of errors without any corrections with the intention that students should diagnose and correct the errors by themselves. Ferris (2011) argues that the use of Indirect WCF may increase the responsibility of the students in finding, correcting, and avoiding their errors which can contribute for their long-term learning. The example of Indirect WCF is as follows:

Adog stole X bone from X butcher. He escaped with X<u>having</u>X X bone. When the dog was going X<u>through</u>X X bridge over X<u>the</u>X river he found X dog in the river.

X= missing word
X____X= wrong word

---

3) Metalinguistic WCF

Metalinguistic WCF provides some forms of explicit comment about the errors that the students made. There are two types of Metalinguistic WCF. They are Metalinguistic WCF by Using Error Codes or Coded-Feedback and Metalinguistic WCF by Using Explanations. Both of them will be described as follows:

a) Metalinguistic WCF Using Error Codes

Error codes are abbreviated label for different kind of errors that can be placed over the location of the error in the text (Ellis, 2008). Thus, Metalinguistic WCF using error codes refers to a method which the teacher

points out the exact location of the error and use error codes to indicate the types of students' mistakes in order to encourage the students to correct their mistakes by themselves. Ferris (2006) argue that the use of error codes can encourage the students to become "independent self-editors". Ferris et al. (2013) provide some examples of error codes that are usually used for revising the students' writing draft. The error codes will be described as follows:

Table 2.1 Error codes used in marking and revision tasks (Ferris et al., 2013, p. 8)

Error Type Code	Brief Description
VT	Verb tense (time) is incorrect
VF	Verb phrase formation is incorrect
WF	Word form (part of speech) is incorrect
ART	Article is missing, unnecessary, or incorrect
PL	Noun plural marker is missing, unnecessary, or incorrect
AGR	Subject and verb do not agree in number (singular/plural form)
PREP	Wrong preposition
WO	Word order in sentence is incorrect
WW	Wrong word (meaning is incorrect for sentence)
WC	Word choice (not exactly "wrong" but could be clearer or more appropriate
COM	Comma missing or unnecessary
SP	Spelling error
AP	Apostrophe (') missing or unnecessary
SS	Sentence structure error
MW	Missing word(s) in sentence
REF	Pronoun reference vague unclear
PRO	Pronoun used is incorrect for sentence
RO	Run-on sentence (two or more sentences incorrectly joined)
CS	Comma splice (two sentences joined only with a comma)
FRAG	Sentence fragment (Incomplete sentence)

However, Ferris (2011, p. 101) claims that "the teacher's responsibility in providing codes or symbols to indicate the students' errors is to make the students understand about the meaning of the codes or symbols". So, before the teacher is going to provide error codes to the students, the teacher has to make sure that the students understand about the codes. The example of Metalinguistic WCF by using error codes is as follows:

> Art.   Art.   WW art.
> A dog stole bone from butcher. He escaped with having bone. When the
>   Prep.   Art.   Art.
> dog was going through bridge over the river he found dog in the river.

(Adopted from: Ellis, 2008)

b) Metalinguistic WCF Using Explanations

Metalinguistic WCF Using Explanations is a kind of feedback which the teacher gives number to the students' error and provide explanation about the errors. It is categorized as less common feedback which is used by the teacher because it is much more time consuming than the other types of WCF. The teacher should be able to write clear and accurate explanation for a variety of errors which can be understood by the students (Ellis, 2008). The example of Metalinguistic WCF Using Explanations is as follows:

>   (1)   (2)   (3)
> A dog stole bone from butcher. He escaped with having bone. When the dog was
>   (4)   (5)   (6)
> going through bridge over the river he found dog in the river.
>
> (1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.
> (3)—you need 'the' before the noun when the person or thing has been mentioned previously.
> (4)—you need 'over' when you go across the surface of something; you use 'through'
> when you go inside something (e.g. 'go through the forest').

(Adopted from: Ellis, 2008)

4) Focus of WCF

The Focus of WCF can be divided into two parts. Those are Focused WCF and Unfocused WCF. The main factor which is distinguished between two types of this feedback is from the specific error types for correction. These two types of feedback also can be applied to the different types of WCF such as Indirect WCF, Direct WCF, Metalinguistic WCF by using error code, and Metalinguistic WCF by using explanation. The two kinds of focused WCF will be described as follows:

a) Focused WCF

In providing Focused WCF, the teacher only chooses one or two specific types of errors to correct (Ellis, 2008). Thus, in Focused WCF, the teacher will focus on a single type of error (e.g. articles; prepositions; spelling) to be corrected. The example of Focused WCF is as follows:

```
              Art.        Art.                        Art.
A dog stole bone from butcher. He escaped with having bone. When the
                                      Art.          Art.
dog was going through bridge over the river he found dog in the river.
```

(Adapted from: Ellis, 2008)

b) Unfocused WCF

In providing Unfocused WCF, the teacher gives correction to all the types of the students' errors (Ellis, 2008). This type of feedback can be viewed as 'extensive' because it treats multiple kinds of errors on the students' written work. The example of Unfocused WCF is as follows:

```
              Art.        Art.                        WW  art.
A dog stole bone from butcher. He escaped with having bone. When the
                    Prep.                 Art.          Art.
dog was going through bridge over the river he found dog in the river.
```

(Adapted from: Ellis, 2008)

5) Electronic Feedback

In Electronic Feedback, the teacher will indicate and correct the students' errors by using technology. The teacher can use software or website to insert the comments on the students' writing or provide a hyperlink which provides the example of the correct form of the students' errors (Ellis, 2008). Thus, the students can access the feedback through software program. Milton (2006) states that the use of Electronic Feedback can link the the comments to the same online resources between the teacher and the the students. The example of Electronic Feedback is as follows:

Student text with teacher's electronic feedback:

There are some ideas from different delegates about "distracted driving" were mentioned by

Joseph B. White in the "Driving While Texting: Is It the New DWI?"

Comment [e1]: *State your topic by starting with the subject of the sentence, not a neutral expression like this. "There is/are" makes for a weak beginning*

(Adopted from: Ene & Upton, 2014)

6) Reformulation

In reformulation the teacher can rewrite the learners' piece of text, trying to be as faithful as the original text, with the corrections being made. This type of WCF require more cognitive effort as learners need to understand the changes have been made. The example is as follows:

> Original version: As he was jogging, his tammy was shaked.
> Reformulation: As he was jogging, his tummy was shaking.
>   tummy   shaking
> Direct correction: As he was jogging his ~~tammy~~ was ~~shaked.~~

(Adopted from: Sachs and Polio, 2007, p. 78 in Ellis, 2008)

2.3 Previous Studies on WCF

For the last ten years, there were several previous studies dealing with the issue of Written Corrective Feedback (WCF). First, Aridah, Atmowardoyo & Salija (2017) investigated the types of WCF preferred by the students and the types of WCF given by the teacher to the students' writings. This study employed survey design which involved 54 university students and 22 teachers of English Education Department in Indonesia. The results showed that the students' preference on Direct WCF was higher than Indirect WCF. Meanwhile the teacher mostly used Indirect WCF instead of Direct WCF on the students' writing. The students also preferred to have Unfocused WCF rather than Focused WCF while the teacher gave almost the same amount between Focused WCF and Unfocused WCF on the students' writing.

Second, Li and He (2017) investigated the students' preferences for the types of WCF and the factors which encourage the teachers to employ these WCF to the students' writings. This study employed survey design which involved 84 secondary students and 27 teachers in China. The results showed that Indirect WCF not only became the most preferably feedback by the students, but also became the types of WCF that was mostly provided by teachers. The teacher mostly gave Indirect WCF to the students in order to encourage self-thinking ability of the students.

Third, Hammouda (2011) investigated Saudi EFL students' and teachers' preferences and attitudes towards WCF. This study employed survey design which involved 200 university students and 20 instructors who taught English in Saudi Arabia. The findings showed that the teachers mostly gave Indirect WCF on the students' writings to give chance for the students to reflect their mistakes. Meanwhile, the students preferred to receive Direct WCF which could improve their writing skill if the teacher pointed out and corrected all their mistakes. However, the findings also revealed that both teachers and students had positive attitudes on the WCF.

Fourth, Mao and Crosthwaite (2019) investigated the practice of WCF on the students' writings. This study applied mixed method design. The researchers collected the data by using interview, questionnaire, and the sample of students' writing. The participants of this study were 100 university students and 5 writing teachers in China. The result showed that the teachers provide more Indirect WCF than Direct WCF. The teachers also tended to correct the students errors on local issues (grammar, language expression and mechanics) rather than global issues (idea, content, organization).

Fifth, Mahmud (2016) investigated the practice of providing WCF by the teachers. This study applied mixed method design which involved 54 English teachers in Malaysia. The researcher collected the data by using questionnaires, interview, and the documentation of students' essays which has received WCF.

The result showed that the teachers mostly used Unfocused WCF and Indirect WCF to the students' writings. The findings suggest that the teacher needs to give an exposure about all the types of written corrective feedback in order to make the practice of written corrective feedback more effective.

Sixth, Lee (2011) investigated the practice of WCF in second language writing classroom. This study investigated 26 English teachers from 15 different secondary schools in Hong Kong. The researcher collected the data by using documentation and interview. The results showed that the teachers mostly gave Direct WCF on the students' writings which required the teachers to indicate the errors and provide the correct form. The teachers also used coded feedback and no-coded feedback in correcting the students' errors.

Based on the findings of previous researches above, it could be concluded that the use of WCF based on the students' needs could improve the students' writing performance. Most of the findings of the previous studies found that Indirect WCF was become the most frequent type of WCF given by the teacher to the students' writings. Regarding to the research participants and research design, most of the studies were conducted at university level by applying survey design. There had not been previous studies that focused on the types of teacher's WCF and the teacher's reasons in applying certain types of WCF in wider context in Indonesia, especially in Vocational High School level. Besides, the study explores the contribution of WCF for the students. Therefore, I will conduct a case study entitled "The English Teacher's Written Corrective Feedback on the Students' Writing in Vocational High School".

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology which used in this study. This chapter is organized as follows: (1) research design; (2) research context; (3) research participants; (4) data collection methods; (5) data analysis method.

3.1 Research Design

Ary, Jacobs & Sorensen (2010, p. 426) define research design as "the researcher's plan to gain an understanding about the phenomenon in its context". In this research, the researcher conducted a research about the Teacher's WCF on the students' writing. The research design of this study was a case study. According to Stake in Creswell (2009, p. 13), a case study is a "strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals". There were some categories of case study. Yin (2003) states that there are three categories of case study. Those are an exploratory, a descriptive and an explanatory case study. This research applied a descriptive case study. Yin (2003, p. 5) states that "a descriptive case study presents a complete description of a phenomenon within its context". It means that in a descriptive case study, the researcher had to describe the natural phenomena as it occurs.

In this research, the descriptive case study was used to describe the WCF on the students' writings, the reasons of the teacher in giving certain types of WCF, and the contribution of WCF for the students.

The procedures of the research were described as follows:
1. Determining the research area by using the purposive method;
2. Determining the participants of the research purposively;
3. Constructing the research instruments (the interview guide);
4. Collecting the data by conducting the interview with the English teacher and students, collecting documents of students' writings from the English teacher;
5. Analyzing the collected data;

6. Concluding the result of the data analysis to answer the research problems.

3.2 Research Context

The research context refers to the area or location where the research would be conducted. The research area was Vocational High School 2 Jember. This is one of the Vocational Schools in Jember. In this research, the researcher chose this school as the area of the research because of some considerations. Based on the preliminary study conducted by the researcher, one of the English teachers in this school gave WCF to the students' writings. This school has applied 2013 Curriculum recommended by the government which considered as the newest curriculum. Furthermore, the headmaster of this school gave permission to the researcher to conduct this research in this school. All those considerations made the researcher conduct a research dealing with the Teacher's WCF in this school.

3.3 Research Participants

Research participants deal with the subjects that would be investigated for the research. The research participants of this study were the English teacher and the students of X TKJ (Teknik Komputer Jaringan) 1. The researcher chose one of the English teachers in this school who gave WCF to the students' writings. This fact was known after the researcher conducted the interview with the English Teacher. The interview with the English teacher was conducted before this research began. Meanwhile, the student who categorized as high, medium, and low achieving were selected purposefully based on the previous writing score from the writing task given by the teacher. High achieving were the students who had scores 90 to 100, medium achieving were the students who had scores between 80 to 89, and low achieving were the students who had score below 80.

4.4 Data Collection Methods

The methods that were used to collect the data in this study were interview and documentation. Those methods will be described as follows:

4.4.1 Documentation

Ary et al. (2010, p. 442) state that "documentation is the way to collect the data by using written, physical, and visual materials". The documentation in this research was used to get the data about the types of WCF given by the teacher to the students' writings. The data from documentation were obtained from the students' writings which had received WCF from the English teacher. It consisted of 72 pieces students' writings. After the teacher has finished in giving WCF to the students' writings, the researcher copied the students' writings from the teacher and classified the types of WCF given by the teacher to the students' writings based on Ellis's (2008) theory.

4.4.2 Interview

Ary et al. (2010, p. 438) state that "the interview is used to gain the data from the interviewee about their beliefs, opinions, and feelings about the phenomena using their own words". The researcher would be the interviewer while the interviewees were the English teacher and the students of X TKJ (Teknik Komputer Jaringan) 1 who categorized as High, Medium, and Low achieving students. The purpose of the teacher's interview was to find the information about the types of WCF given by the teacher and the reasons of the teacher in giving certain types of WCF. The interview guide in the form of a list of questions was used during the process of interview. The interview guide consisted of 10 questions (see Appendix C). The researcher provided the example of each type of written corrective feedback proposed by Ellis (2008) (see Appendix E) in order to make the teacher understand about the types of WCF during the interview process. Meanwhile, the purpose of the students' interview was to get the information about the contribution of WCF given by the English teacher. There were three students who categorized as High, Medium, and Low achieving students who were interviewed by the researcher. The interview guide for the students consisted of 3 questions (see Appendix

D). The researcher used Indonesian Language (Bahasa Indonesia) during the interview process in order to avoid misunderstands with the interviewees and they could answer the questions easily. The results of the interview were transcribed into English.

3.5 Data Analysis Method

Data analysis method was used to analyze the obtained data. To answer the first and second research questions dealing with the types of WCF given by the teacher to the students' writings and the types of WCF mostly used by teacher, the researcher used documentation. The procedures to analyze the data obtained from the documentation were as follows:

1) Copying the students' writings which had received WCF from the English teacher.

2) Classifying the types of written corrective feedback given by the teacher to the students' writings based on the theory from Ellis (2008). Those types were: (1) Direct WCF, (2) Indirect WCF, (3) Metalinguistic WCF by Using Error Codes, (4) Metalinguistic WCF by Using Explanation, (5) Focused WCF, (6) Unfocused WCF, (7) Electronic Feedback, (8) Reformulation.

3) The types of WCF would be calculated in the percentage by using the formula below:

$$E = \frac{n}{N} x 100\%$$

Note:

E   = The percentage of certain type of teacher's written corrective feedback

n   = The number of certain type of the teacher's written corrective feedback on the students' writings

N   = The total number of teacher's written corrective feedback on the students' writings.

(Adapted from: Sugiyono, 2012:95)

To answer the third and fourth research questions dealing with the teacher's reasons in applying certain types of WCF and the contributions of WCF for the students, the researcher used interview to gain the data. The data from interview were analyzed by using thematic analysis. This study adopted thematic analysis which proposed by Braun and Clarke (2006). According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data. Braun and Clarke (2006) provide six phases or steps in conducting thematic analysis. The phases are as follows: (1) *Becoming familiar with the data*. In this phase, the researcher should understand and familiar with the data by reading the transcript of the interview. (2) *Generating codes*. It was the process of labeling and developing the codes which was related to the research questions. (3) *Searching for themes*. It was the process of examining the codes and considering them become themes. (4) *Reviewing themes*. This phase involved the researcher to check the themes whether work to the entire data, and then selected the candidate themes. (5) *Defining and naming themes*. This phase involved the researcher to conduct and write the analysis in detail to identify each theme. (6) *Reporting*. In this phase, the researcher had to write the final report of the analysis.

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study and some suggestions related to the future research on this field.

5.1 Conclusion

Based on the findings and discussion of this study, it could be concluded that the teacher gave three of the eight types of WCF to the students' writing drafts. Those were Direct WCF, Unfocused WCF, and Electronic Feedback. Based on the calculation of documentation, it was revealed that the percentage of each type of written feedback was not equal. Direct WCF was the most frequent type of WCF given by the teacher.

Then, the result of the teacher's interview revealed that the teacher gave Direct WCF to the students because this type of feedback was understandable by the students. Thus, the students were not confused to understand their errors and revised their writing drafts. The second type of WCF given by the teacher was Unfocused WCF. The teacher gave the correction to all the students' errors rather than focused on just one or two types of errors. It was because the teacher wanted to make the students understand about all their errors that they have made although it was time consuming. The last was Electronic Feedback. The teacher also gave feedback to the students through the website called Google Classroom. The teacher tried to keep giving feedback although they had to do the online teaching and learning process in order to make the students understand about their mistakes in their writing drafts.

Next, the result of the students' interview revealed that high and medium achieving students read their writings after receiving feedback from the teacher and asked the teacher's explanation if there was unclear feedback. Then, low achieving student rarely read the teacher's feedback or even did not read it. It means that low achieving student tended to ignore the teacher's WCF. High and medium achieving students stated that WCF were useful for them because they could understand about their errors that they made on their writing. So, they would not repeat the mistakes in the future. In contrast with low achiever student

which stated that WCF was not quite useful. It was because low achiever student less paid attention to the WCF given.

5.2 Suggestions

According to the results of the research, it is suggested for the English teacher to give WCF to the students' writing drafts. It can help the students to understand about the errors that they have made in their writing drafts in order to avoid the same mistakes in the future. Furthermore, the teacher should consider the level and need of the students in order to provide the appropriate WCF for them. For example, if most of the students have low proficiency in English, the teacher should provide the most understandable feedback for the students. It can help the students to produce a well-organized text in the future.

Regarding to the feedback for the future researchers, the future researchers can use this study to conduct a further research about WCF by using another research design such as experimental design and classroom action research with different levels of the students such as Junior High School students.

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RESEARCH MATRIX

Title	Research Questions	Variable	Indicators	Data Resources	Research Method
The English Teacher's Written Corrective Feedback on the Students' Writings in Vocational High School	1. What are the types of written corrective feedback given by the English teacher to the students' writings? 2. What is the type of written corrective feedback most given by the English teacher to the students' writings? 3. Why did the teacher give	The teacher's written corrective feedback on the students' writing.	The teacher's written corrective feedback: 1. Direct Feedback 2. Indirect Feedback 3. Metalinguistic Feedback (by using error code and explanation) 4. Focus of feedback (Focused and Unfocused Written Corrective Feedback) 5. Electronic Feedback,	Research Participants : The English teacher of SMKN 2 Jember and the students of X TKJ 1 Documents: - The students' writing drafts from the English teacher. - previous writing score of the students.	**a. Research Design** Desciptive Case Study **b. Area Determination Method** Purposive Method **c. Participant Determination Method** Purposive Method **d. Data Collection Methods** - Documentation - Interview **e. Data Analysis Method** - Classifying the types of written corrective feedback by using the theory from Ellis (2008). - The types of written corrective feedback will be calculated in the percentage by using the formula below: $E=n/N \times 100\%$ (Adapted from: Sugiyono, 2012:95) - The interview will be analyzed by using thematic analysis proposed by Braun and Clarke (2006).

	certain types of written corrective feedback on the students' writings? 4. What are the contributions of written corrective feedback given by the teacher to the students' writings?		6. Reformulation		

APPENDIX B

The Interview Result (Preliminary Study)

| The Questions	The Answers
1. How long have you been teaching English?	I have been teaching English in this school for 2 years.
2. Have you ever given written corrective feedback to your students' writing?	Yes, I have. Usually, I give written feedback after the students finished their writing tasks.
3. How often do you give written corrective feedback to your students' writing?	I often give written feedback to my students' writing tasks. I think by providing the students with written feedback, they can understand and reflect their mistakes on their writing tasks.
4. Could you explain how you give written corrective feedback to your students' writing?	First of all, I explain about the material to the students. After that, I ask the students to make the writing assignment and submit it to me if they already finished their task. Then, I correct the students' writing tasks by providing written feedback on their writing tasks. If there is a time, I ask the students to revise their writing tasks based on the mistakes that they have produced, but I take the score from the first draft.
5. What types of written corrective feedback do you usually give to the students' writing?	I don't quite understand about the types of written feedback. I just correct the students' mistakes by underlining or circling the mistakes. Usually, I correct the students' mistakes on tenses, punctuation, and spelling, those are the common mistakes of the students.

APPENDIX C

THE TEACHER'S INTERVIEW GUIDE

The Questions	The Respondent
1. Do you give the correct form of your students' errors in their writing? *(The researcher shows the sample of direct written corrective feedback)* 2. Do you point out the students' errors by giving underlines, circles, or crossing out the errors without giving the correct forms in their writing? *(The researcher shows the sample of indirect written corrective feedback)* 3. Do you give error codes, such as "art" for article, "prep" for preposition, "sp" for spelling, etc. to indicate the students' errors in their writing? *(The researcher shows the sample of metalinguistic written corrective feedback by using error codes)* 4. Do you indicate the students' errors by numbering the errors and giving explanation about the errors at the end of the text of students' writing? *(The researcher shows the sample of metalinguistic written corrective feedback Type 2, The use of numbers and errors explanation)* 5. Do you only give a correction to one or two specific types of students' errors? *(The researcher shows the sample of focused written corrective feedback)* 6. Do you give a correction to all the types of students' errors? *(The researcher shows the sample of unfocused written corrective feedback)* 7. Do you give electronic feedback to your students, such as provide a hyperlink to show	The English teacher of SMKN 2 Jember in the 2019/2020 Academic Year

the correct forms of the students' errors? 8. Do you reformulate the students' errors, such as writing the correct sentences to the students' errors? *(The researcher shows the sample of reformulation written corrective feedback)* 9. Why do you choose to give those types of written corrective feedback to your students' writing? 10. Which one of the following written corrective feedback do you give the most to the students' writing?	

APPENDIX D

THE STUDENTS' INTERVIEW GUIDE

QUESTIONS	RESPONDENTS
1. How often did you receive written corrective feedback from your teacher? 2. Can you explain what do you usually do after you receive written corrective feedback from your teacher? 3. What are the benefits of written corrective feedback to help you to revise your writing draft?	The students of X TKJ 1 at SMKN 2 Jember
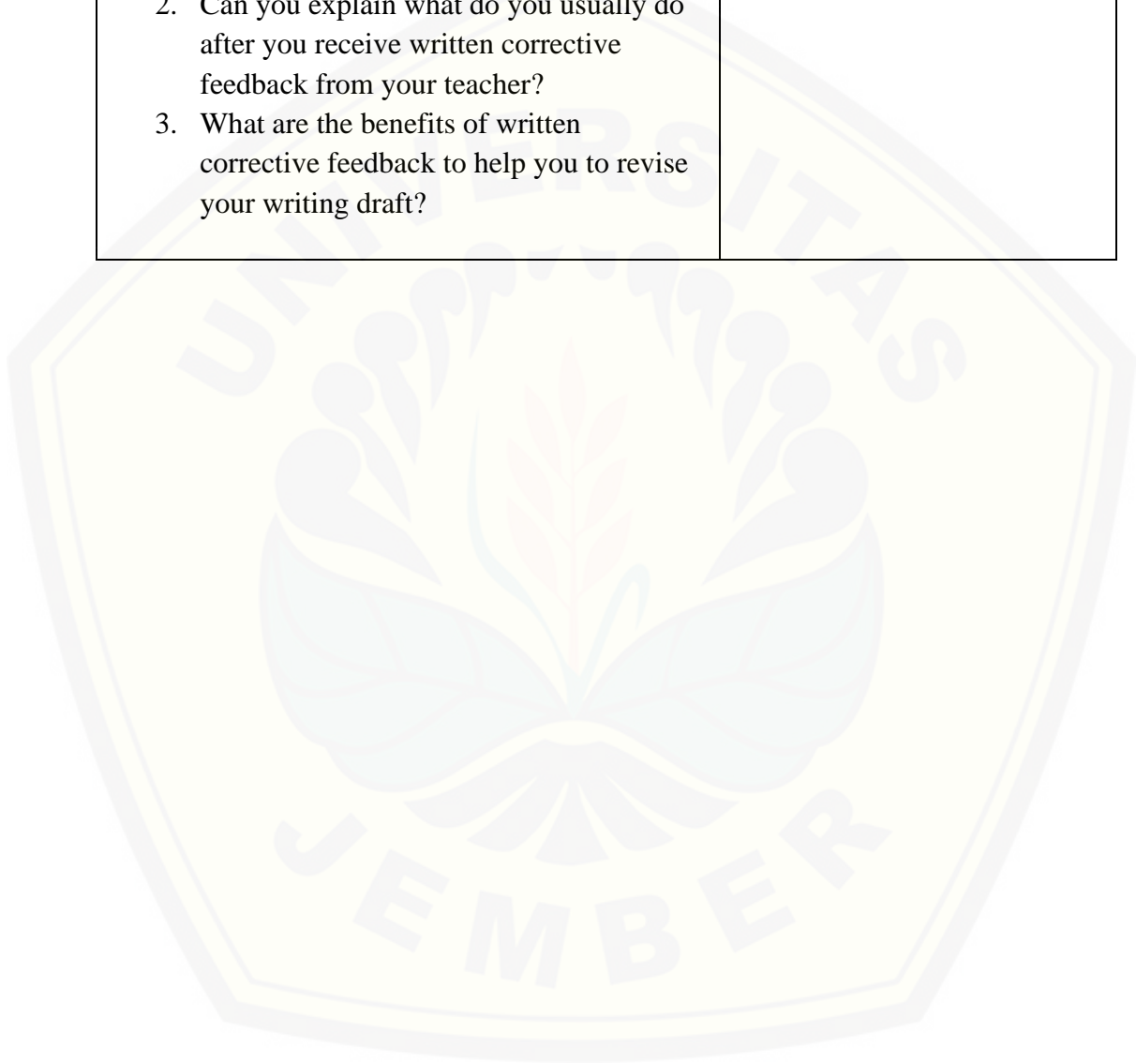
APPENDIX E

The example of written corrective feedback proposed by (Ellis, 2008)

1. Direct Written Corrective Feedback

> <div style="border:1px solid">
>   a   a   the
> A dog stole λ bone from λ butcher. He escaped with having λ bone. When the dog
>   over   a   a   saw a
> was going ~~through~~ λ bridge over ~~the~~ river he ~~found~~ dog in the river.
> </div>

2. Indirect Written Corrective Feedback

> A dog stole X bone from X butcher. He escaped with X<u>having</u>X X bone. When the dog was going X<u>through</u>X X bridge over X<u>the</u>X river he found X dog in the river.
> X= missing word
> X____X= wrong word

3. Metalinguistic written corrective feedback

   a. The use of error codes

   >   Art.   Art.   WW art.
   > A dog stole bone from butcher. He escaped with having bone. When the
   >   Prep.   Art.   Art.
   > dog was going through bridge over the river he found dog in the river.

   b. The use of number for certain types of error and explain the errors

   >   (1)   (2)   (3)
   > A dog stole bone from butcher. He escaped with having bone. When the dog was
   >   (4)   (5)   (6)
   > going through bridge over the river he found dog in the river.
   >
   > (1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned
   > for the first time.
   > (3)—you need 'the' before the noun when the person or thing has been mentioned
   > previously.
   > (4)—you need 'over' when you go across the surface of something; you use 'through'
   > when you go inside something (e.g. 'go through the forest').

4. Focus of feedback

    a. Focused written corrective feedback

>   Art.   Art.   Art.
> A dog stole bone from butcher. He escaped with having bone. When the
>   Art.   Art.
> Dog was going through bridge over the river he found dog in the river.

    b. Unfocused written corrective feedback

>   Art.   Art.   WW art.
> A dog stole bone from butcher. He escaped with having bone. When the
>   Prep.   Art.   Art.
> Dog was going through bridge over the river he found dog in the river.

5. Reformulation

> Original version: As he was jogging, his tammy was shaked.
> Reformulation: As he was jogging, his tummy was shaking.
>   tummy   shaking
> Error correction: As he was jogging his ~~tammy~~ was ~~shaked.~~

Students' Writing Score

No	Initials	Writing Score
1	AS	82,5
2	ARF	65
3	AR	80
4	AMF	95
5	ARZW	80
6	AJ	80
7	ADH	85
8	AG	60
9	BFR	70
10	BDA	90
11	BT	95
12	BA	65
13	CR	80
14	DF	95
15	DDDS	92,5
16	FRS	82,5
17	FF	80
18	FTHM	90
19	FR	80
20	FRF	70
21	FFM	90
22	F	87,5
23	GR	75
24	HG	85
25	HAK	82,5
26	IP	50
27	IDM	90
28	JP	80
29	JNK	85
30	KSDP	90
31	KNHS	90
32	MFD	95
33	MHBP	75
34	MRAA	92,5
35	MYF	65
36	MKSA	92,5

APPENDIX G

The Result of Interview With the Teacher

The Questions	The Answers
1. Do you give the correct form of your students' errors in their writing? *(The researcher shows the sample of direct written corrective feedback)*	Yes, I did. I usually pointed out my students' errors by underlining or crossing out and provide the correct form of the errors.
2. Do you point out the students' errors by giving underlines, circles, or crossing out the errors without giving the correct forms in their writing? *(The researcher shows the sample of indirect written corrective feedback)*	No, I did not. I thought if I just pointed out their errors without providing the correct form, my students will get confused and they did not understand about the mistakes that they have done.
3. Do you give error codes, such as "art" for article, "prep" for preposition, "sp" for spelling, etc. to indicate the students' errors in their writing? *(The researcher shows the sample of metalinguistic written corrective feedback by using error codes)*	No, I did not.
4. Do you indicate the students' errors by numbering the errors and giving explanation about the errors at the end of the text of students' writing? *(The researcher shows the sample of metalinguistic written corrective feedback Type 2, The use of numbers and errors explanation)*	No, I did not. I never use this feedback.
5. Do you only give a correction to one or two specific types of students' errors? *(The researcher shows the sample of focused written corrective feedback)*	No, I did not. I usually gave correction to all of the errors.

6. Do you give a correction to all the types of students' errors? *(The researcher shows the sample of unfocused written corrective feedback)*	Yes, of course. My students should know all the errors that they have made in their writing.
7. Do you give electronic feedback to your students, such as provide feedback for the students through website or software?	Yes, I did it. Now we should do online teaching and learning process due to the pandemic. I usually gave the feedback through comment column in Google Classroom.
8. Do you reformulate the students' errors, such as writing the correct sentences to the students' errors? *(The researcher shows the sample of reformulation written corrective feedback)*	No, I did not.
9. Why do you choose to give those types of written corrective feedback to your students' writing?	I tend to provide direct feedback on my students' writing because I think it was the type of feedback that is easiest for students to understand. So, the students will understand the mistakes on their writing because I have shown the location of the mistakes in the students' writing as well as correcting them. I also corrected all the students 'writing that was not correct so that they knew all the mistakes in their writing as well as the correct form of the mistakes. Then I also provide feedback to students on google classroom. It was because currently all students have to do online learning. So, I try to keep giving feedback to them.
10. What is the type of written corrective feedback that mostly you give to your students' writing?	I think I tend to use direct feedback.

APPENDIX H

The Result of Interview With the Students

The Questions	The Answers
1. How often did you receive written corrective feedback from your English teacher?	• I thought my teacher always gave me written feedback on my task. (High Achiever) • I thought my teacher very often gave me written feedback. (Medium Achiever) • It is quite often. (Low Achiever)
2. Can you explain what do you usually do after you receive written corrective feedback from your teacher?	• After my teacher gave back my writing task, I usually read all comments or feedback from my teacher. If there was unclear feedback or I did not understand about my mistakes, I will ask my teacher to explain it. (High Achiever) • After I received the written feedback from my teacher, I usually read all the feedback. It was because I did not want repeat the same mistakes in the future. (Medium Achiever) • I rare to read the written feedback from my teacher. I thought it was not necessary for me to read it again because I already got the score. (Low Achiever)
3. What are the benefits of written corrective feedback to help you to revise your writing draft?	• In my opinion, the feedback from my teacher is really important for me. It was because I can know about my mistakes on my writing draft. Besides, I can learn about my mistakes through the feedback from my teacher. It really helps me to avoid the same mistakes in the future. (High Achiever) • I thought written feedback from my teacher is quite important. It was because I can understand about mistakes on my writing by reading this feedback. If my teacher did not give me feedback, probably I will not understand about any mistakes that I have made on my writing. (Medium Achiever)

	• I thought written feedback from my teacher was not quite important for me because I rarely to read it. (Low Achiever)

APPENDIX I

The Sample of Written Feedback on the Students' Writing

Nama = Arnoldus Goo
No absen = 8
Kelas = X TKJ 1

Go to Papuma Beach

Last week, I went to papuma Beach with my friend. The beach is (*located*) in jember city, East Java. We Leave (*left*) home at 09.00 o'clock and arrive (*arrived*) at 10.30 o'clock.
I am (*was*) very happy. we swimming (*swam*) at the beach and search (*searched*) good coral for my akuarium (*aquarium*) in my home. Then, I found good coral at the beach. Then, we go (*went*) home because rain and it is danger to play in the beach.
It was my happy holiday because I can Played at the beach with my friend.

D
UF

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APPENDIX J

The Permission Letter of Conducting the Research

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331)- 330224, 334267, 337422, 333147 * Faximile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor : 1 6 8 7/UN25.1.5/LT/2020   03 MAR 2020
Lampiran : -
Hal   : Permohonan Izin Penelitian

Yth. Kepala Sekolah

SMKN 2 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama	: Firyaal Mujahidah
NIM	: 160210401034
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Rencana Penelitian	: Maret – April 2020

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul "**The English Teacher's Written Corrective Feedback on the Students' Writings in Vocational High School**". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenaan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

APPENDIX K

The Statement Letter of Finishing the Research

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 2
JEMBER
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SURAT KETERANGAN
Nomor : 070/219/101.6.5.20/2020

Yang bertanda tangan dibawah ini :

a.	Nama	: **IM SA'RONI, S.Pd, MMPd**
b.	NIP	: **19600815 199402 1 002**
c.	Pangkat/Golongan Ruang	: **Pembina, IV/a**
d.	Jabatan	: **Kepala Sekolah**
e.	Unit Kerja	: **SMK Negeri 2 Jember**

Menerangkan dengan sebenarnya bahwa :

a.	Nama	: **FIRYAAL MUJAHIDAH**
b.	NIM	: **160210401034**
c.	Jurusan	: **Pendidikan Bahasa dan Seni**
d.	Program Studi	: **Pendidikan Bahasa Inggris**
e.	Instansi	: **FKIP Universitas Jember**

Yang tersebut diatas benar-benar telah melakukan penelitian guna penyusunan skripsi mulai tanggal 9 Maret 2020 dengan judul "The English Teacher's Written Corrective Feedback on the Students' Writing in Vocational High School" di SMK Negeri 2 Jember.

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Jember,   Agustus 2020
Kepala Sekolah

IM SA'RONI, S.Pd., MMPd.
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