

## STUDENTS' ATTITUDE TOWARDS CORRECTIVE FEEDBACK IN EFL CLASSROOM

Retno Wiyati<sup>1</sup>, Rosa Padzilah Nur<sup>2</sup>

<sup>1,2</sup>STKIP Pasundan, Indonesia

Email: retno.wiyati@gmail.com<sup>1</sup>

First Received: August 2020

Final Proof Received: September 2020

### ABSTRACT

This research is conducted to find out the teacher's corrective feedback in an EFL classroom and to find out the students' attitude after given corrective feedback. This research also tries to unfold the types of the teacher's corrective feedback to correct the student's erroneous or mistakes and what students' attitude after given the correction. This research is conducted in one high school in Bandung. The research employed a descriptive qualitative study embracing the characteristics of a case study research design. In collecting the data, the researcher conducted classroom observation and interview. The observation sessions were conducted three times including the interview session. The participants of this research are one English teacher and twenty-four of a secondary high school student. This research showed that the teacher in EFL classroom provided 5 types of corrective feedback namely recast, explicit correction, clarification request, metalinguistic feedback, and repetition. The findings revealed that the most used corrective feedback is recast and explicit correction is the second most used corrective feedback while metalinguistic feedback is the most less used corrective feedback. Regarding the students' attitude towards corrective feedback, the interview indicates that there is no negative feedback found in this study. The students indicate positive acceptance towards the different type of feedback used by the teacher. This research also points out the importance of using corrective feedback in teaching English in EFL classrooms with *Recast* as the most frequently corrective feedback type used by the teacher in the classroom which is parallel with the previous studies.

**Keywords:** *Corrective feedback, EFL classroom, Students' attitude.*

### INTRODUCTION

In a learning activity, communication between teachers and students occurs. As well as in EFL classrooms students usually ask questions, give answers and opinions. Since students in Indonesia are not native English speakers, language teachers have to deal with the responsibility of correcting the errors and mistakes students make in the learning process. However, this is sometimes complex because it is not an easy task to decide when to correct the errors and mistakes of the learners or what methods to use. Teachers must understand very well that the purpose of correction is to assist students in the process of improving and achieving the lessons and learning goals, not to put the students on the spot. It should be acknowledged that there is a slight difference between errors and mistakes that teachers need to be aware of as what (Ryan, 2012) clarifies errors implicate a gap in the learners' Interlanguage. It implies the learner has insufficient target language understanding to generate well-written/spoken phrases. Secondly, students are believed as they don't have any gap but only made a 'slip' during their speech or writing.

In terms of teaching and learning processes, students expect to receive more details and specific corrections, while sometimes teachers only select some errors to be corrected. Some students seem to be unaware of the given feedback as (Ahmadi, D, Maftoon, P & Mehrdad, 2012) report that students' preferences for receiving feedback are various, and depend on which suits them best. This means that how students can be satisfied with the given feedback that fits their needs depend on how various the feedback is and how the types suit each student well. Indonesia has a large number of EFL students studying at different levels of schools and universities. However, their English proficiency is still low even after they graduate from schools or universities. Plenty of them cannot speak and write English fluently. This article explores the types of feedback teachers give in an EFL classroom and the students' attitude towards the feedback given by the teachers that will provide insight on how EFL students improve their English language proficiency. This study might contribute to the educational field especially for EFL teachers in formulating the types of feedback that would suit the students' needs and for the EFL students better understand what errors or mistakes they produce and what immediate feedback from the teachers.

## **LITERATURE REVIEW**

Corrective Feedback is the way teachers or native speakers correct the errors or mistakes made by the learners of the target language. In terms of EFL contexts, teachers have to be aware of the different types of feedback based on the students' needs. This is in line with what Tsao, Tseng, and Wang (as cited in (Astuti, 2018)) state that corrective feedback to EFL students has a crucial role in enhancing students' learning motivation. Students can receive either direct corrective feedback or indirect corrective feedback. Feedback has a crucial role in shaping the students' motivation as it serves them with the right direction to improve their learning. Feedback can also provide learners with self-confidence when engaged with immediate English environment. Ahmad et al. (as cited in (Astuti, 2018)) add that teachers provide direct feedback by showing and correcting the errors to the students, whereas indirect feedback is given by highlighting the errors without any comments. Some studies found that most students prefer direct feedback to indirect feedback due to its effectiveness (Ahmad et al. 2015; Chen, Nassaji & Liu 2016, as cited in (Astuti, 2018)). On the other hand, Sadat et al. (as cited in (Astuti, 2018)) believe that indirect corrective feedback can be significantly beneficial to boost students' performance as this type of feedback requires students to search the corrected forms of the errors independently. In other words, students are more unlikely to repeat the same errors due to the process of self-correction. Teachers also need to remember that giving feedback need to be done continuously or in a routine basis.

### **Definition of Corrective Feedback**

(Nassaji, 2015) describe corrective feedback as statements that demonstrate to the learner that his or her performance is incorrect in some manner. (Chaudron, n.d.) defines corrective feedback as "any teacher behavior that minimizes mistakes by trying to tell students about the facts of error". He also says that corrective feedback is the "real" solution that passes in changing the inter-language laws of the learner that eliminates the mistake from further processing. Corrective feedback can be provided in both oral and written forms as well as in order to respond to a range of errors, including language, content, organization, and even speech and pragmatic errors.

According to those experts related to the definition of corrective feedback discussed previously, feedback is the data that has a connection with the ability of the learners and

educators to enhance their teaching skills. Feedback is essential to define what the student did and did not do. The corrective feedback is a teacher's intervention to eliminate the learners' errors in studying English. Feedback should be meaningful, detailed and provided. Corrective feedback can be delivered directly when students make mistakes or after students make mistakes. Most importantly, corrective feedback has more positive impacts on the students' learning. In this research, there are six categories of corrective feedback which are analysed those are 1. Explicit Correction, 2. Recasts, 3. Repetition of error, 4. Clarification of request, 5. Metalinguistic feedback, and 6. Elicitation.

Explicit correction is done by giving the correct forms by the teacher. Recast is when the teacher does not indicate that the students' utterance is incorrect, the teacher implicitly reformulates the students' error, or provides the correction. Repetition of error the teacher repeats the students' error and adjusts the intonation to draw students' attention to it. In Clarification of request, the teacher prompts phrases like "Excuse me?" or "I don't understand" to indicate that the message has not been understood or that the student's utterance contains some kind of mistake and that a repetition or a reformulation is required. Metalinguistics feedback is when the teacher poses questions or provides comments or information related to the formation of the students' utterance. For example, "Do we say like that?" "That's not how you say it in English," etc. Elicitation is done when the teacher directly elicits the correct forms from the student by asking questions, for example "How do we say that in English?", by pausing to allow the student to complete the teacher's utterance, for example "It's a..... or by asking students to reformulate the utterance, for example "Say that again". Elicitation questions differ from questions that are defined as metalinguistics clues in that they require more than a yes/no response.

### **How to Integrate Effective Feedback into Your Classroom**

Teachers need to adjust the timing of when to give feedback to the students because well-timed feedback can support cognitive processes for better performance, including confirming or restructuring understanding, improving strategies, guiding students to more information, and suggesting directions and/or alternative strategies they could pursue in order to improve (Griffin, 2018). Feedback can also engage students in metacognitive strategies such as goal setting, task planning, monitoring, and reflections which are important skills for self-regulated learning. Furthermore, feedback can influence students' affective processes, improving effort, motivation and engagement (Griffin, 2018).

There are at least three stages to effective feedback. The stages include: (1) Feed-up: Students are informed about the learning intention(s) before feedback is given. This stage answers the questions of where am I going? and what are the goals of the feedback given? (2) Feedback: *It focuses on monitoring and assessing learning progression in relation to the learning intention or task. It is about How am I doing? What progress is being made towards the goals?* In this stage, students receive meaningful feedback from the teacher and are able to assess their own learning process and progress. (3) Feed-forward: *This relates to the next steps required for improvement on a specific task or learning intention. It is about Where to next? What activities need to be undertaken to make better progress? Here the answer is likely to be directed to the refinement of goals, and seeking more challenging goals, because these are most likely to lead to greater achievement.* Once the goal is set and the meaningful feedback has been given, the teacher and the students can then review the whole process to determine what kinds of

improvements needed for future learning and what goals have been achieved (Griffin, 2018)

### **Students' Attitude**

Another important aspect that needs to be addressed in relation to corrective feedback is students' attitude. An attitude may result in positive or negative behavior.

Attitude and preference could be useful tools for teachers to know which type of corrective feedback should be best used in order to improve their students' English skills without making them lose self-confidence and enthusiasm when they learn (Allwright, 1991). Mouly (as cited in (Farmawati, 2016)) states that attitudes arise as by-products of one's day-to-day experiences and conversely everything that goes on in the classroom as it affects the child leads to the formation of his part of certain attitudes. Based on the discussions about students' attitude from some theories previously, the researcher plans to know about their belief, behavior, emotion and motivation towards teacher's corrective feedback. The corrective feedback given should be objective so it will stimulate the students to act. The results of the research would hopefully lead to teachers' understanding on how to stimulate students' positive behavior towards corrective feedback done by the teachers.

### **METHOD**

The descriptive study is used to conduct this current study. In this study, a case study research design is employed for the phenomenon of corrective feedback. A case study is a "form of qualitative research that endeavors to discover meaning, to investigate process, and to gain insight into and in-depth understanding of an individual, group, or situation." (Lodges et al., 2006, as cited in (Ariska, 2018) and in (Yulindawati, 2019)). The study is conducted in one Senior High School located in Kabupaten Bandung Barat. The participants of this research are an English teacher and the second grade students of the Senior High School. The researcher takes the participant of the research as the samples from the second grade students consisting of one English teacher and 24 students.

In this research, to gain the results of the implementation of the research, the researcher describes several steps used in categorizing the types of corrective feedback and students' attitude. This study was conducted through several steps of collecting data. The steps can be explained in the following descriptions:

1. In doing the classroom observation, the researcher was present in the classroom to record the teaching learning processes by using a video recorder.
2. The video was transcribed and then the researcher analysed the types of teacher's corrective feedback found in an EFL classroom according to (Lyser, R., & Ranta, 1997) and (Ryan, 2012).
3. After analyzing the types of teacher's corrective feedback, the researcher also analysed the students' attitude after corrective feedback through Interview. Interview also used in this research, Burns (as cited in (Farmawati, 2016)) states that the advantage of this interview is enabling the interviewee's as well as the interviewer's perspectives to inform the research agenda and therefore give rise to a more equal balance in this research relationship.
4. The researcher interviewed the students of the second grade students about their attitude towards the teacher's corrective feedback. In addition, to facilitate the interview, the researcher created the interview blueprint.
5. The researcher later described the results from the observation and the interview.

## **FINDINGS AND DISCUSSION**

Based on the data analysis, this present study found out that the corrective feedbacks provided by the teacher was in the form of explicit corrections, recasts, clarification requests, metalinguistic clues, and repetitions. No elicitation corrective feedbacks were found. And the researcher also found that the teacher did not give any corrections to the students' errors or mistakes a few times. The data was obtained from the classroom observation and recorded by using the video recorder.

Based on the findings, it shows that recast was the most frequent type of corrective feedback used by the teacher to correct the students' error. This finding is similar to the previous studies ((Lyster, R., & Ranta, 1997); (Hasanah, 2018); (Ariska, 2018); and (Yulindawati, 2019)) that the teacher preferred recast than the other types of corrective feedback. Several experimental studies determined that recasts have a positive effect on the accurate control of certain L2 items (such as vocabulary and grammar), at least for a short period. (Braid, 2002; Ishida, 2004; Iwashita, 2003; Long, Inagaki, and Ortega, 1998; Oliver, 1995; as cited in (Gitsaki, Christina & Althobaiti, 2010)). Mahdi & Saadani (as cited in (Yulindawati, 2019)) describe that recast is a type of feedback that has received a lot of attention from researchers and is the most preferred corrective feedback by teachers.

Another important point to be discussed here is about the students' attitude towards teacher's corrective feedback in learning English. From the findings explained above, it can be concluded that the teacher's corrective feedback affects the students' attitude in learning English. It can be seen during the observation and interview, most of the students have a positive attitude. The researcher, somehow, expected that there will be any negative attitude came up from the students. However, there was no negative attitude could be found at all. Their attitude can be seen through their emotions, motivation, and behavior when the teacher gave them correction and when they were interviewed. Hattie and Temperley (as cited in (Hasanah, 2018)) say that positive and negative feedback can be related to self-efficacy in feedback at self-regulation level, the students are happy when given a correction by the teacher. The results here show that the students are happy when given a correction by the teacher.

The researcher also discovers that the students agree that corrective feedback is important to be applied in the classroom. (Marylin, 2002) states that one purpose of feedback is providing information for teachers and students. Feedback is important for the students to recognize their weaknesses in learning English language. By recognizing the weaknesses, it can minimize them to repeat their errors. Students have positive and negative attitudes; it refers to the way of the teacher when giving feedback. In this study, the teacher gave more recast type corrective feedback and as (Ryan, 2012) says recast is more respectable for the students and make them less embarrassed and that they accepted the correction when they made the errors. And according to the findings in this research, most of them feel happy if their mistakes or erroneous are given corrective feedback. It can be concluded that the different ways of the teachers in implementing corrective feedback can affect the students' feelings. It can be seen from the results of the interview that the students mentioned as "Feeling happy" int receiving the feedback from the teacher and tended to be active during the teaching and learning processes.

From the results, it can be concluded that the attitudes of the students give impacts on their behavior during the learning process in the class. They tend to act as what they believe, how they feel, and what motivates them. It is supported by Vaughan & Hogg's (as cited in (Farmawati, 2016)) statement that the characteristics of attitude as a relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially



significant objects, groups, events or symbols or a general feeling or evaluation (positive/negative) about some person, object or issue.

## CONCLUSION

Several aspects can be drawn from this study. Firstly, this study aims at identifying the student's attitude towards corrective feedback in EFL classroom. This study involves one teacher and the students. In analyzing and presenting the results of the research, researchers applied the method of descriptive qualitative to provide in depth analyses. The aspects of the study can be drawn as highlights as follows: First, the classroom observation and the interview methods help the researchers to find out and match what actually happened in the classroom and what the students think about the teacher's corrective feedback in the EFL classroom. Second, following the research problems and the results of data analyses, it can be concluded that the types of corrective feedback used by the teacher in giving feedback were only five kinds of corrective feedback they are recast, explicit correction, repetition, clarification request, and metalinguistic feedback. Third, there was no elicitation type of feedbacks were found in the present study. From the results of the analyses, the researchers find that the most common type of teacher's corrective feedback is recast. Recast was used frequently in the classroom by the teacher. because referring to (Ryan, 2012) who states that by using recast, the students have the opportunity to compare and contrast their incorrect form with the corrected form that is provided for them by the teacher. This provides as an advantage for the students as they can easily correct their mistakes based on the teachers' guidance. By doing this, the teacher also acts as a savior for the students by not openly criticizing the student's construction, thus the teacher tries to 'save face' on behalf of the students among their peers. And this makes the students not to feel they are put on the spot by the teacher because of their errors.

Furthermore, based on the findings of the analysis, the students' attitude towards the given feedback resulted in a positive attitude. Fourth it can be concluded that the teacher's corrective feedback affects the students' attitude in learning English. It can be seen during the observation and interview, most of the students have a positive attitude. The Researchers also found that the students did not show any negative attitude as anticipated before. The students' attitude can be seen from their emotions, motivation, and behavior when the teacher gave them correction and when they were observed and interviewed. There was no negative attitude found in this research.

As the finding shows, from the five types of corrective feedback, no matter what type it is the students did not mind them as long as they kept getting corrected by the teacher. According to the interview, the students think that every corrective feedback from the teacher is an indication that their teacher is concerned and cares about them. The students told the researchers that they need to be corrected, if they are not corrected, they will never know which one is correct and which one is incorrect. Thus, teachers need to incorporate the use of feedback in the classrooms to enhance the students' learning and especially in giving students the motivation they need to study.

## REFERENCES

- Ahmadi, D, Maftoon, P & Mehrdad, A. (2012). 'Investigating the effects of two types of feedback on EFL students' writing'. *Procedia-Social and Behavioral Sciences*, 46, 2590–2595.
- Allwright, D. & K. B. (1991). *Focus on the Language Classroom*. Cambridge University Press.

- Ariska, R. (2018). *An Analysis of a Teacher's L1 and L2 Oral Corrective Feedback in an English as Foreign Language (EFL) Classroom*. STKIP Pasundan.
- Astuti, P. (2018). Students' Attitudes Towards Corrective Feedback In EFL Secondary School Classroom: A Systematic Review. *International Journal of Management and Applied Science*, 4(7).
- Chaudron, C. (n.d.). A Descriptive Model of Discourse in the Corrective Treatment of Learners' Errors. *Language Learning*. 1997.
- Farmawati, R. (2016). *The Students' Attitudes Toward Teachers' Corrective Feedback In Learning Writing*. IAIN Surakarta.
- Gitsaki, Christina & Althobaiti, N. (2010). ESL Teachers' Use of Corrective Feedback and Its Effect on Learners' Uptake. *The Journal of Asia TEFL*, 7(1), 197–219.
- Griffin, M. (2018). How to Integrate Effective Feedback Into Your Classroom.
- Hasanah, R. R. (2018). *Teacher's Corrective Feedback in Teaching Speaking for Young Learners Classroom*. STKIP Pasundan.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37–66.
- Marylin, L. (2002). *Giving Feedback in Language Classes*. The University of Auckland.
- Nassaji, H. (2015). *Interactional Feedback Dimension in Instructed Second Language Learning*. London: Bloomsbury Publishing.
- Ryan, L. (2012). *Students' Attitudes towards Corrective Feedback in the Second Language Classroom*. University of Dublin.
- Yulindawati, V. (2019). *The Analysis of Corrective Feedback Used By a Teacher in giving Feedback To The Students in an EFL Classroom*. STKIP Pasundan.