

**STUDENTS' PREFERENCE ON LECTURERS' FEEDBACK IN WRITING
CLASS AT ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITAS
ISLAM NEGERI SULTHAN THAHA SAIFUDDIN JAMBI**

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ABSTRAK: Penelitian ini bertujuan untuk mengetahui dan menjelaskan preferensi mahasiswa terhadap umpan balik dosen di kelas menulis. Penelitian ini dilakukan dengan menggunakan desain kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara dan dokumentasi. Subyek penelitian ini adalah mahasiswa semester 5 jurusan program studi pendidikan bahasa Inggris Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi yang berjumlah 30 orang, teknik pemilihan subjek yang digunakan adalah teknik purposive sampling dimana subjek telah memahami dan menerima feedback sebelumnya dan siswa. di Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. Hasil dari penelitian ini menunjukkan terdapat 6 siswa yang memilih pujian, 5 siswa yang memilih kritik, 7 siswa yang memilih saran dan umpan balik yang mengoreksi sehingga menjadi siswa yang paling banyak dipilih yaitu sebanyak 12 siswa. Berdasarkan hasil yang diperoleh dari umpan balik korektif siswa menjadi yang paling banyak dipilih karena dapat membantu mereka lebih baik dibandingkan tipe lainnya dan kritik menjadi tipe yang paling rendah dipilih siswa karena dapat menurunkan semangat belajarnya selama di kelas.

Kata Kunci: Kelas Menulis, Umpan Balik Korektif

ABSTRACT: This study aimed at finding out and explain students' preferences on feedback of lecturers' in writing class. This research was conducted using qualitative design. The data collection techniques used in this study were interviews and documentation. The subject of this study was 30 students of the 5th semester majoring in English language education study program of Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, the subject selection technique used were a purposive sampling technique in which the subject has understood and received feedback before and students at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. The results from this study showed that there were 6 students choosing praise, 5 students who select criticize, 7 students who select suggestions and corrective feedback that became the most selected students as many as 12 students. Based on the results obtained from students corrective feedback becomes the most selected because it can help them better than other types and criticism becomes the lowest type chosen by students because it can reduce their learning spirit during class.

Keywords: Writing Class , Corrective Feedback

INTRODUCTION

Writing is one of the skills in English. According to Dockrell (2014, p.18), stated that Writing is a beautiful instrument that plays an important part in our growth. People use writing to connect with one another and with themselves, to learn, to find themselves, to form identities, and to define positions in society. Also Harmer (2004, p.31), stated that writing is a method of producing words and expressing ideas, feelings, and opinions. Furthermore, he claims that writing is a process in which what individuals write is frequently highly impacted by genre limits, and that these components must be included in learning exercises. When writing, we construct our idea to written form have to produce certain writing product. In addition to the construct the idea, there are other difficulties that we will have some mistakes, in grammar, syntax, or word choice etc, of course we need something else that we have to note that is feedback. Feedback as information for student about their task usually objective of improving their ability. According to Srichanyachon (2012, p.8), stated that feedback is essential component of English writing course. That is mean Feedback must attend in writing class for improving student skill and the quality of their writing more knowing deeply while get the feedback. Lecturers feedback of then takes comment on their task, alert students to the mistakes they make when write. Also Campbell & Fauster (2013), stated that Traditionally, feedback on learners' writing has centered on identifying and fixing problems, as well as grading writing by awarding a grade and/or offering an overall review of the work, such as 'some nice ideas but too many linguistic errors' or 'very well written.'

The function of feedback in behaviorist and cognitive theories of second language learning, feedback is considered as contributing to language learning. Feedback is used to enhance student motivation and ensure linguistic correctness in both structural and communicative methods to language training. Positive or negative feedback is possible. According to Gamlem & Smith (2013), positive feedback perceived by students encourages them to be engaged in learning. Meanwhile, students could perceive teacher feedback as negative feedback when it makes them more unmotivated. Positive feedback validates a learner's reaction to an activity. Positive feedback is crucial in educational philosophy because it gives affective support to learners and develops motivation to continue learning. Feedback is widely recognized as an essential educational technique. It works as a motivator for students by alerting them of their performance in class.

Lecturers monitoring is one the roles that their own in writing process, others roles are become motivator, resource, tutor and also feedback provider.

There are still teachers who do not understand the importance of this feedback in line with research conducted in senior Bonepati by Dania & Idul (2020) stated that there are mistakes made by teachers in the form of not providing correct feedback on student writing it causes a lack of optimal of students achievements, of which there are 54% of students who do not reach in English lessons out of the number of 31 students in the class.

This is caused by some things: 1) teacher who can not understand how important feedback on student work, there are some lecturers who give feedback but do not pay attention to the pedagogy and psychological impact of students that cause students to be afraid to express their opinions this way usually when giving negative feedback like saying "you are stupid, you never study at home, I reckon" feedback like this can eliminate the student's desire to correct their mistakes. 2) The feedback provided is sometimes inappropriate and does not encourage students to produce better writing. Just as in giving feedback lecturers only give check marks to sentences they write. It can be known that the inaccuracy and clarity of the feedback from the lecturers affects the student's writing.

Also there are research conducted by Hutari (2019) in UIN STS Jambi which examines lecturer corrective feedback on student essays, who examined the corrective feedback of lecturers in student writing, which explained how lecturers provide feedback in the classroom either direct or indirect feedback in the writing essay class. The results of this study explain that there is a positive effect in its use, students trained to pay attention to errors in the essay, increase the productivity of students in producing their own words in the essay and provide motivation to students through grades or praise given to students. It can be seen the difference in results when giving good feedback to students or not, there is a distance that should all students should understand the lesson and be able to improve their skills in English, especially writing classes. This research found out of students' preference on teacher' corrective feedback in writing class. What students prefer in type of lecturers corrective feedback.

RESEARCH METHODS

The research method in this study researcher use qualitative, and the approach of research qualitative case study, qualitative research is study which sees the participant point of view, as this research aims to find out students point of view on corrective feedback given by their lecturers in writing class.

The subject of this study is 5th semester English education program students in grades A, B and C with a total of about 75 students and from 75 students researcher used 10 people in each grade so total the subject that used are 30 students. Limitation of Subject on this study aim to shorten the research time. This research was conducted at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. It is located at Simpang Sungai Duren, Jambi Luar Kota, Muaro Jambi.

Data collection technique for this study are interview and documentation. The main feature of the interview is face-to-face contact between the information seeker and the source of the information. In the interview researcher asked variety of questions but a variety of other questions arise while researching. It was through this interview that researcher unearthed data, information, and information frameworks from the study subjects. Interview asked the students one by one on online form by chat or video call and asked about their preference on feedback and the instrument of this study is a pre-prepared question. The interview technique is a free guided interview, meaning that the questions asked are not fixated on the interview guidelines and can be deepened or developed according to the situation and conditions of the field. But there are 6 questions that are compiled as guide questions during the interview, 6 questions consist of 2 theories from Hyland and Hyland (2006) and Lyster and Ranta (1997) that explain the type of feedback. The reason for the use of these 2 theories is the types of feedback described by these 2 theories can be the foundation for the type of feedback used by lecturers in class. Documentation method is to make credible the result of observation or interview. In this research, the researcher photograph and write during the interview which used as additional information in addition to the interview After writing the interview at the end of the interview the researcher also confirmed the truth of the answers given by students, the researcher obtain data from interview with students, which show their preference on lecturers feedback Also the required data is entered while irrelevant data is not used. After that researcher connecting these phenomena to understand what actually happen and what needs to be follow up to achieve the research objectives and the last the researcher can

get the result and conclusion of the research. For the last step, the researcher verification the transcribed data that appear about students' preference on lecturers' corrective feedback in writing class at UIN STS Jambi.

FINDING AND DISCUSSION

1. Based on the result of interview researcher got some data about student preference

Praise is one of ways of types feedback teacher uses in the classroom, students receive rewarding students' skills or work as well as this. In addition students choosing to use praise caused when teacher giving praise on the task can be a motivation for students, researcher found there are 6 students select praise. student select praise as their preference on lecturers' corrective feedback, they think this feedback helpful also motivate they during learning in the class.

2. Criticize

Although the comments are negative but still useful and have good goals for students. There are 5 students who select criticize as the feedback they like, because the criticize that lecturers used to give do not make students emotional or angry also helps them in evaluating the mistakes they are tasked and try not to repeat it. So although criticize is only select by 5 students not as much as other feedback, according to students criticize can also help students in writing classes.

3. Suggestion

Suggestion by Hyland and Hyland is similar to criticize but more positive and relatively clear in fixing student problems. Suggestion related toThe material and aim to improve their assignment. There are 7 of 30 students select suggestion. The suggest given, lecturers can also provide great motivation to the student spirit during the lesson, easier to improve and understand the material. Their reason giving suggests is more time-saving. The lecturers can provide motivating also improved the student understanding on limited lesson hours.

4. Corrective feedback

The 4 ways lecturers provide feedback based on comment there is the highest feedback option and the students was select, corrective feedback, from 30 students who

were asked 12 people select corrective feedback as lecturers' feedback they liked the highest from 4 ways.

And if asked why, their answer have almost similar of this way students better know what are their mistakes on assignment and know how to correct those mistakes students also say that way students become more motivated in learning than they do with other feedback using. According to Ellis (2008) cited as Wicaksono (2017, p.61), corrective feedback as a fundamental factor in the classroom discourse, he further contends that the corrective feedback plays an important function in facilitating students' learning. This way can better assist students identifying their mistake and revise the mistake.

In addition to preference in feedback based on comment researchers also asked which student preferences on how lecturers deliver feedback, oral or written feedback, and after asking it found the most answer is oral feedback. they say giving feedback orally is easier to understand which means minimal misunderstanding, because the lecturers says and immediately marks the mistakes of students in their mother if there are still less understood students can also directly ask the teacher. Based on the result above and the reasons, oral feedback for students is more efficient in class than written.

Discussion

Based on the finding research, the students need feedback that can help in their writing class, According to Avis, Fisher and Ollin (2010, p.171) stated that Feedback should drive the learner to perform better and aid in the development of future self-assessment abilities in other words, it teaches the learner what is essential and how improvement may be assessed.

1. Praise

Praise by Hyland and Hyland, is quite useful in motivating student, in the finding research there are 6 students select praise as their preference on teacher corrective feedback, the student said when the receive praise from teacher they feel motivated and happy. In line with Coca (2021), in her journal shows the positives of the use of praise in the classroom, although not significant but can help students. Just like the results found, praise helps students to solve problems and motivate students in learning. Although only 6 students select it, the fact of praise helped students remain the same.

2. Criticize

Next criticize, is an expression of disapproval or rejection, although the comments are negative but still useful and have good goals for students. There are 5 students, in the finding student has statement that criticize from teacher also help them to find the mistake they said this feedback quite easy to understand. According to Yuliawati et al (2021), in the results of its findings mentioned that although criticize seemed negative but the results still showed the improvement of student self feedback and help students fix their mistakes.

3. Suggestion

Suggestion by Hyland and Hyland is similar to criticism but more positive and relatively clear in fixing student problems. There are 7 students select suggestion, suggestion became no 2 highest selected by students, cause students said suggestion is useful and does not take time while in the class. In the finding also mention suggest is commonly feedback teacher used in class. No wonder why student select suggestion as preference lecturers' feedback. In line with Firdauzia (2016), in her thesis said that exist improvement in students assessment after teacher added comment and suggestion.

4. Corrective feedback

There are 12 students select corrective Feedback means corrective to be the highest. There are some reasons corrective feedback become the highest in students' preferences, students' believed that corrective feedback can help they know their mistake and solve their mistake, as sari (2019) said the students have obtained the error awareness then they can do the independent self monitoring through their composition in her journal shows the effects of using corrective feedback in class.

Moreover Castro (2017) said in his journal Error correction enhances pupils' awareness of grammatical forms, resulting in improved grasp of language structure and writing itself. Student also know how to solve it, from the previous 2 journals it can be seen that corrective feedback can help in identifying errors in their own tasks and correcting them which means the answers given by students are the same as the subjects from previous studies.

There are improved students who were or before being provided corrective feedback do not know or have not been able to identify errors to know and get used to it. In addition to the 2 reasons above there are also other reasons students in choosing

corrective feedback, in this way student can assist better than others feedback. According to Chen (2018) said corrective although they believe direct correction to be the most useful, English majors at the beginner's level are proficient enough to deal with the most of their faults relatively efficiently and accurately. Also it is the reason why student prefer corrective. So, the teacher can used corrective feedback more that the others feedback for English Writing.

Based on the student's answer also obtained that criticize becomes the lowest or least selected. The reason student selects other than criticize is criticize can reduce their motivation to improve their tasks, as Ollin, Thompson and Tummons (2010, p.171), stated Critical remarks that harmed one's self-esteem and self-concept were unproductive and de-motivating.

This is contrary to what is said by Straub (1997), about preferences that are liked by teacher. Students prefer more meaningful suggestions presented in moderate modes, comments that gave guidance, and came across to them as helpful. Further, students' preference should be considered and feedback should be selected appropriately by the teacher.

So, according to researchers it is natural criticize becomes the lowest. Although it becomes the last in finding research it is revealed that there are also some students who actually prefer criticize and have better understand if lecturer used criticize as a way they provide feedback.

CONCLUSION AND SUGGESTION

Based on the data shown Most of student also agree with it. The preference of feedback can be used by the lecturers to select the feedback for students. It also avoid mismatch between lecturers and students. Moreover, students' preference also influenced the lecturers' evaluation learning process and outcomes. So, the teacher can used this finding for their consideration in givingfeedback. There are several suggestion that researcher give to the English teacher, other researcher and students to give them new knowledge for their major.

1) For the teacher.

The result of this study are expected to be useful for other or teacher in their learning process. As explained previously because of the importance of feedback is the

lecturers might know their class progress so they could make plans of how to generate the class to be better than previous one. The lecturers are suggested to use corrective feedback or directly correct the students' mistakes and reduce the use of criticize. From the finding, that the students' most preferred getting corrective feedback and criticize the last preference.

2) For other researcher

This research can developed by the next researcher interested in students' preference, writing skill or corrective feedback. And researchers can then add attachments in the form of feedback provided by lecturers because this research is done during the pandemic until it is difficult to get the attachment.

3) For the student

Student should have to try to apply the corrective feedback to improve their writing skill it can be with a teacher or peer and do not hesitate to ask if the feedback provided is difficult to understand

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