

Teacher's Corrective Feedback in Students' Narrative Writing: A Case of an EFL Teacher in MAN Tambak Beras Jombang

Baiq Ayu Ida Kholida (1)
ayhuidha60@gmail.com

Adi Yusuf (2)
adiyusuf@fbs.unipdu.ac.id

Abstract:

This study analysed the teachers' feedback on students' writing Narrative text. The purposes of the study were to identify types of error corrective feedback used by the teacher in correcting students' narrative text and to find the teacher's reasons for using the types of corrective feedback. This study applied descriptive qualitative approach. More specifically this study used document analysis and interview to collect the data. The documents analysed in this study was teacher's corrective feedback on students' works. It is found that there were three types of Corrective Feedback used by the teacher based on the theory proposed by Ellis (2008) 'A Typology of Written Corrective Feedback'. They were Direct Corrective Feedback, Indirect Corrective Feedback, and Focused Corrective Feedback. Besides, the teacher gave additional comment at the end of students' text. Interestingly, this study also identified that the teacher left the students' errors (Uncorrected Errors) as they were without any feedback. The reason for using Direct Corrective Feedback was she wanted to help students understand their errors easily because they would not correct their errors without teacher's guidance. She conducted Indirect Corrective Feedback because of a limited time to do the correction. Next, Focused Corrective Feedback was conducted to meet learning objectives and students would get the highest score if they were able to write good title, the generic structure, and the proper language features. Then, additional comment was done to build good relationship with the students. Finally, Uncorrected errors was conducted since the teacher did not have enough time to correct all errors and most of the students' errors were typical.

Keywords: Corrective feedback, Teaching Writing, Narrative Genre

A. Introduction

In learning process of composing a text, it is common for students to make errors. According to Scrivener (2005), writing includes the process of mental, because writing will make the students think more, to grab and develop their ideas, to try, to imagine, and therefore, it is a place for students to make mistakes. As a part of learning process, teachers should give the respond to the students' mistakes and to offer guidance for students to develop better writing texts. Therefore, a teacher needs to give particular treatment on the students' errors, because it would help students to write better, learn, and identify the errors they made and to find the functions of the target language. According to Bitchene and Ferris (2012, p. 4) better if the teachers consider their treatment and "should play on the treatment" to respond students' writing errors.

Unfortunately, in many cases, teachers do not pay any attention to students' errors and do not give appropriate feedback. Ariyanti (2016) found that many teachers directly gave score to the students' writing without giving any feedback. It means, the teachers did not give proper feedback, as they did not give comment and did not correct the mistakes made by their students. The teachers only scored students' work directly without correcting the errors. Such treatment would possibly make the students repeat the error in the upcoming writing task. Teachers' professionalism is questioned since proper corrective feedback corresponds to teacher abilities to motivate students to do their best (Qoyyimah, 2017, 2016).

This study was conducted to see teacher's practices in teaching writing based on the theories of error treatment and error corrective feedback on students' writing articulated by Ellis (2008) and Amara (2015). These theorists argue that teachers' corrective feedback is needed by students to improve their skills and to develop their knowledge. It is also suggested that the teacher needs to use corrective feedback in assessing their students' work. More specifically, this research aims to identify the types of error corrective feedback used by the English teacher in correcting the narrative text of grade eleven.

B. Literature Review

Corrective feedback is considered as an important approach to developing students' writing skill (Ellis, 2008). By using corrective feedback, teachers would give comments and correction on students' writing tasks. Therefore, students are expected to be able to learn from their mistakes and avoid doing the same errors by addressing teacher's feedback. The problem is treating students' errors somehow problematic. Amara (2015, p. 61) says that "error treatment is a very complicated and weighty problem." In many cases, some teachers often feel difficult in handling students' errors in writing tasks. They do not know what they should do and how the errors should be treated. Some teachers might correct students' errors in detail, while some others might not correct students' errors. The former involves teachers' detail feedback, but the latter does not include any correction and feedback. Thus, it can be said that error treatment is teacher's reactions when he/she finds students' errors in writing task.

Corrective Feedback (CF)

Correcting errors in students' writing task is important in teaching writing. It is used by the teacher to help students minimize the error that emerges in students' work. Besides, the teacher should be more careful to his/her feedback, because the teacher should be able to explain students' errors. So, the teacher should decide what feedback they would give.

Guennette (2012) argues that corrective feedback is provided to help students minimize the errors in writing and helps students to prevent them from repeating their mistakes.

Ellis (2008) gives clear information about the types of teacher's corrective feedback. There are six types of corrective feedback which can be used to correct students' errors. They are the following types:

Direct Corrective Feedback

Ellis (2008) illustrates that some teachers can correct students' errors by directly showing the correct form. By using direct corrective feedback, a teacher could cross out the error word or missing word of students' writing. Then the teacher tries to give the correct form to the students' worksheet by putting the correct form on the bottom, up or beside the errors. The teacher only writes the correct form without adding some explanation or other written. So the students will be able to revise easily the form given by the teacher.

Ellis (2008, p. 99) elaborates some reasons for using this CF. First, direct corrective feedback does not require students "long-term learning." It means that this CF the correction is more practical since the teacher only gives the mark and writes the correct answer. By using this type, the students can directly rewrite the correct one that the teacher had given. Ellis (2008) adds that Direct CF helps learners to know and find out the correct form by themselves to improve their ideas.

Hence, Direct CF is considered more practical than another CF, because this type does not consume times. By using this type, the teacher only writes the correct form of the errors without writing more by using code or others to ensure the errors made by the students, and the students just recopy the teacher's writing to justify their errors. However, this type does not give the students the time to think more about their errors.

Liu (as cited in Al Kafri, (2010) points out that teacher's direct correction is the easiest way in correction among the other types of CF, but this CF will not make the students understand why they make the errors, and most of the learners possibly make the same errors in other writings. Lee (as cited in Al Kafri, 2010) also warns that by doing the direct CF, it can be dangerous for the learners, because the students will rely on the teacher. He also shows another danger in applying direct feedback is that the teacher probably misinterprets pupils' explanation and place the word into their mouths (Lee cited in Al Kafri, 2010). The example of Direct Corrective feedback can be seen below:

Table 2.1 The example of direct corrective feedback

For example:									
	a			the					
A monkey eats λ banana. He escaped with having λ banana. When the monkey was									
over a		saw		the					
going through λ tree, he found another monkey in λ road									

Taken from Ellis (2008, p. 99).

However, Ellis (2008, p. 99) argues that the direct CF "is clearly desirable if learners do not know what the correct form is (i.e., are not capable of self-correcting the error)". It means that Direct CF should only be given to the students who really can't do self-correction. For the early beginner like in EFL context, direct CF is indispensable.

Indirect Corrective Feedback

Indirect corrective feedback is different from direct one. Sometimes, the teacher does not need to show the correct form when they correct students' writing. Here, teacher declares the errors students made, but the teacher does not provide the correct form. Al Kafri (2010, p. 8) classifies that indirect corrective feedback is one type of CF which "indirectly refers to students' errors". Al Kafri (2010, p. 8) suggests that Indirect error feedback has two forms: "coded and uncoded error feedback". According to Bitchener, Young, & Cameron (as cited in Al Kafri, 2010, p. 8-9) Indirect coded feedback is the right position and the kind of an error connected is shown with a code. Uncoded feedback as the example when the underlining, circling or placing the error in margin made by the teacher, but still getting the pupils to identify and correct the errors (Bitchener, Young, & Cameron cited in Al Kafri, 2010, p. 9).

Teachers believe that by using indirect corrective feedback, they can catch students' attention to think more and to guide the students to do self-correcting (Ellis, 2008). Guenette (2012, p.121) also argues that Indirect CF trains the learners to find out the correct form as well as "push the learners to question their hypotheses about the language, but they may also lead to frustration". It means that after seeing those errors, the students will think more about the errors. If the students could not figure out the mistake, the students will be frustrated because they will think too hard about the errors they made.

In this way, Ferris (as cited in Al Kafri, 2010) finds that the Indirect CF releases the bushes comments are more likely to manage to positive revisions than those with no bushes. In contrast, this indirect corrective feedback has some disadvantages. It can be seen from some theorists' opinions. Hyland and Hyland (as cited in Al Kafri, 2010, p. 9) find that in many cases Indirect CF will make the students "confuse and misunderstand." However, Treglia (as cited in Al Kafri, 2010, p. 9) suggests that Indirect CF is not a controlling point in a successful re-examining, an Indirect CF is considered by pupils "as a face-saving" way and as a device to employ the pupils to be responsible for their writing.

Based on those explanations above, this indirect CF seems to be more effective in improving students' accuracy than direct corrective feedback. Because, the students will think more and do self-correcting to their errors and they will note the same errors will not be shown (Ellis, 2008).

Table 2.2 The example of indirect corrective feedback

<p>As the example which is conducted by Ellis: A dog stole X bone from X butcher. He escaped with X <u>having</u> X bone. When the dog was going X <u>through</u> X bridge over X <u>the</u> X river, he found X dog in the river. X = missing word X __X = wrong word</p>
--

(Taken from Ellis (2008, p. 100)).

Metalinguistic Corrective Feedback

Metalinguistic CF is one another type of CF. Metalinguistic CF is the way used by the teacher to correct students' errors by using explicit comments. Hence, Ellis (2008) states that metalinguistic CF guides the pupils by using several explicit comments of the errors. The comments can be used "error code in the margin or by using the brief grammatical description" (Ellis, 2008, p. 101). When the teacher uses error codes, the teacher only writes the error codes in every error; then she writes the comments under the students' text. Although it has been proven effective by a study from Guenette (2012), there is little evidence to show that error codes help students to improve their accuracy. However, error codes do not help students to do self-editing.

In this case, Hyland (as cited in Azizi et al., 2014, p. 56) points that by using coded feedback, the teacher will give "an implied feedback and lessen the negative and discouraging effect of pointing out writing errors without minimizing the effect of error correction. In (page 13) Bitchener, Young, & Cameron (as cited in Al Kafri, 2010) explained about the uncoded feedback as the example when the underlining, circling or placing the error in margin made by the teacher, but sill getting the pupils to identify and correct the errors.

Azizi et. al. (2014, p. 57) suggests that the form of coded and uncoded feedback is also considered as a form of "indirect and metalinguistic feedback." Ellis (2008) also gives a clear explanation of the error codes as the example below:

Table 2.3 The example of metalinguistic (explicit comment) corrective feedback

For example:	
art.	art. WWart.
A dog stole bone from butcher. He escaped with having bone. When the dog was	
prep.	art. art.
going through bridge over the river he found dog in the river.	
Art. x 3;WW	A dog stole bone from butcher. He escaped with having bone.
Prep.; art.	When the dog was going through bridge over the river he
Art.	found dog in the river

(Taken from Ellis (2008, p. 101))

In addition, a teacher can also use brief grammatical description. This approach needs teachers' syntax knowledge so that the teacher will write grammatical explanation clearly. This can be done by writing numbers in the text and brief description under the text to make sure what the lack of students' written is (Ellis, 2008).

However, by conducting brief grammatical description type in correcting the students' worksheet, it will take a long time, because the teacher should make more writing to explain the errors. Hyland (1998) argues that it is laborious and calls clearly and right clarifications for a variety of errors.

Here is the example of brief grammatical description given by Ellis (2008).

Table 2.4 The example of metalinguistic (brief grammatical description) corrective feedback

For example:

(1) (2) (3)
 A dog stole bone from butcher. He escaped with having bone. When the dog
 (4) (5) (6)
 was 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’).

(Taken from Ellis (2008, p. 102)).

The Focused and Unfocused Corrective Feedback

When learners write a text, they will make different kinds of errors. In responding this, teacher may use two different ways: “focused vs unfocused” to differentiate the error types (Ellis, 2008, p. 102).

Focused Corrective Feedback is an approach by which the teacher selects the specific error type to correct. Focused Corrective Feedback only focuses on one kind of error. For example, the teacher "just focuses on the article only" (Ellis, 2008, p. 102). The drawback of focused corrective feedback is the teacher does not correct all students' errors (Ellis, 2008). By conducting the focused CF, the teacher will only focus on one kind of the errors and ignore other students' errors. So the students will not be aware of their other mistakes. As a consequence, students will always repeat in their mistake in the next task. Besides, focused corrective feedback also has some advantages. By using this way, the teacher will find the one kind of the students' errors to be corrected. Being focused, students' will not be disturbed by ‘out of topic’ learning objective. Then the teacher will correct the errors in short time. Guenette (2012, p. 122) argues that "correcting selectively is only efficacious for the learner if the focused of the CF is individualized or related to the instructional objectives. This is especially true with learners who are not yet proficient in their second language". In the same case, Ellis (2008) also argues the effective way in correcting the students' errors is by conducting focused CF because "the learner can examine multiple corrections of a single error and thus obtain the rich evidence they need to both understand why what they wrote was erroneous and to acquire the correct form".

The second approach is called unfocused corrective feedback. Using the unfocused corrective feedback, the instructor can select to correct all pupils’ errors. For example; focus on all students’ errors, like (article, wrong word, etc.). Ellis (2008) clarifies that unfocused corrective feedback is more difficult than focused corrective feedback because the teacher will waste their time to find and clarify most of the errors. Lee (as cited in Al Kafri, 2010) mentions that "marking all students' errors can be a fatiguing process for teachers as well as an annoying experience for students themselves". However, unfocused CF helps the students to know their different kinds of errors in their writing.

Electronic Corrective Feedback

In correcting the students' errors, the teacher also recommends using electronic error correction. By using Electronic Corrective Feedback, the teacher will be easy to find all of the students' error. Electronic CF provides many programs to find the errors. Milton (as

cited in Ellis, 2008, p. 103) describes a treatment approach in a software program which is called "Mark My Words". *Mark My Word* also provides the authors with "an electronic store of approximately 100 recurrent lexico-grammatical and error styles" and also available of "a brief comment on each error and with links" to show the resources of correct form (Ellis, 2008, p. 103). When the teacher uses this CF, it may help the teacher to enact the true errors. Besides, in applying Electronic CF, it will train the learners to do self-correction (Ellis, 2008).

However, this type is rarely used by the Indonesian teachers, although this CF will be very helpful for the teacher. But, in Indonesian context, this approach of corrective feedback is difficult to apply. It is because only a few teachers are equipped with such technology. Besides, teacher would rather use handwritten corrective feedback since students' writing is written conventionally.

Reformulation

Reformulation is one way to provide corrective feedback by giving re-writing text as native context to correlate students' writing. In several times, teacher also needs native speaker's written version to compare the learners' errors. Ellis (2008) argues that in correcting the students' errors, the teacher had better use the native speaker's writing to keep the students' feeling, then how those options will be compared. Sachs and Polio (as cited in Ellis, 2008, p. 103) argue that "compared reformulation with direct error correction is an interesting study".

The Aim of reformulation is to show the correct grammar specifically (Ibarrola, 2013). When the reformulation is used, every error made by the students will be detected. Ibarrola (2013, p. 31) says that reformulation "can be classified as unfocused CF, but reformulation can be said to offer direct CF". Reformulation as direct CF is giving the students correct grammar or linguistic from the native speaker form. It means that from the native speaker's form, the students could see whether their writing is correct or not by noticing it and they will find some parts of the correct one from the native speaker's form, and they will revise their errors. So, the students will rewrite the correct one on their errors.

(Ellis, 2008, p.103) shows example of reformulation, as illustrated in the example below:

Table 2.5 The example of reformulation corrective feedback

<p>The example: Original version: As he was jogging, his tammy was shaken. Reformulation: As he was jogging, his tummy was shaking. tummy shaking Error correction: As he was jogging his tummy was shaken.</p>

(From Sachs and Polio (as cited in Ellis, 2008, p. 104)).

Narrative Genre

As explained previously, genre-based pedagogy is the concept used in language teaching for students to learn about different text types based on their functions. In this section, the researcher describes the narrative text and its social function since this research uses students' narrative text as the document to analyze. The social function, the characteristic and the language features of the narrative text are explored.

Narrative text that is taught in Indonesian secondary schools is considered important. Teaching narrative is a good way to start to develop the students' language competence (Iddings & Oliveira, p. 2011). Teaching narrative text is the first step to increase students' ability in writing. Iddings & Oliveira (2011, p. 30) suggest that genre provides students "with the ability to discern what types of features texts contain". The social function, the schematic structure and the language feature of narrative text are described as follows:

The purpose of narrative is to entertain the readers. The best form to use is by using experience. The social purpose also explains the "problematic events" that every person should have a result to resolve the problem "better or worse" result (Iddings & Oliveira, 2011, p. 30).

Iddings & Oliveira (2011, p. 30) classify four kinds of schematic structure: "Orientation, Complication, Evaluation, and Resolution". Ruspita (2011, p. 37) describes those kinds of the schematic structure as follows:

a. Orientation: sets the scene: where and when the writer tries to show the story is happened and introduces the participants of the story: who and what is involved in the story. It was clarified by Ruspita (2011, p. 37) that listener oriented by the orientation to what is to follow regarding people, actions, time and place. In this stage applied temporal conjunctions, individualized participants, material processes, and the clause are in term of past form.

b. Complication: the writer tells the beginning of the problems which leads to the crisis (climax) of the main participants. "Complication is the main section of a narrative, and it presents sequenced events which culminate in a crisis or a problem" (Ruspita, 2011, p. 37).

c. Evaluation: the writer gives the value for the characters of the events. "Evaluation presents appraisal of crisis; it is mostly realized in attitudinal lexis" (Ruspita, 2011, p. 37).

d. Resolution: find out the result of the problems for better or worse results. The resolution is "a cathartic outburst of laughter, a shocked (but audible!) silence, a gasp narrator exemplum downgrades" (Martin, 1992, p. 565). Martin (1992, p. 565) also explains when the problem (complication) shows, then it needs "an action" to see (evaluation) before the writer gives the overcome (resolution). "Resolution shows how crisis / complication resolved the mental, verbal and material processes are used in this stage" (Ruspita, 2011, p. 37).

Language Features of Narrative Text

The language feature of narrative genre is using past tense, time signposting such as then, before, after, soon, once upon a time, etc. (Ruspita, 2011, p. 37) describes the following classification of narrative language features:

1. verbs: the reader told of the action kinds it tells the reader of action kinds "doing, feeling, saying, thinking, defining" by verb (Ruspita, 2011, p. 37).

2. nouns: who is involved in the action is told by noun (Ruspita, 2011).

3. "circumstances: where, when, how, why are told by proportional phrases, adverbs, and mood structure realizes with what the action took place interpersonal meaning.

C. Research Design

This study was designed as a descriptive qualitative study because the data was tended to describe the type of teacher's corrective feedback for students' writing and the

teacher's reasons of using the types of corrective feedback. The data was collected from document analysis and interview. In addition, qualitative research is research that is aimed to seek the natural approach of the problem. As stated by Denzin and Lincoln (as cited in Ritchie and Lewis, 2003, p. 3) "qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena regarding the meanings people bring to them".

1. Respondents

The respondent of this study was an English teacher of the eleventh grade of MAN Bahrul Ulum. Despite seven English teachers of the eleventh grade in this school, one English teacher out of seven was chosen, Teacher A. Teacher A had been teaching for about two years. She teaches in all of the departments such as; IPA, IPS, Bahasa, and Agama.

2. Instruments

The research instruments in this study were document checklist used to analyze the teacher's Corrective feedback on the students' writing and the list of interview that was used to investigate the teacher's reasons why she used the feedback. The result of interview had been translated into English by the researcher and proof-read by the advisors.

3. Data Analysis

Then the teacher's corrective feedback was classified based on the types of teacher's corrective feedback proposed by Ellis (2008). From the teacher, the researcher obtained the teacher's correction on students' writing. There are 22 students' writing corrected by the teacher they were named for A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, and A22. To enable readers to read the finding easily, tables were made to display teacher's corrective feedback.

D. Findings; Corrective Feedback by the Teacher

This section presents the data analysis taken from document analysis and interview with an English teacher regarding her Corrective Feedback (CF). As this section was aimed to address whether teacher *what types of Corrective Feedback used by teacher in correcting narrative text of grade eleven?*

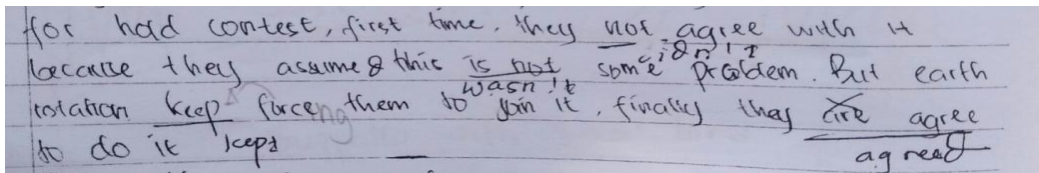
This study identified that in correcting students' writing, the teacher used more *direct CF* than *Indirect CF*. In addition, the teacher also gave the additional comment in all of the students' writing to motivate them. Those types of CF used by the teacher are described specifically as follows:

1. Direct Corrective Feedback

For the first way, this study described the teacher's direct correction. In giving Corrective Feedback, it can be seen from the way he gave correction to students' writing. The teacher directly gave the correct form.

The teacher used Direct CF in all of the students' writing. By using *Direct CF* the teacher directly gave the correct form, after underlining or crossing the errors. Below picture is one of teacher's direct CF on one of the students' writings.

Pic.1 Teacher's direct CF

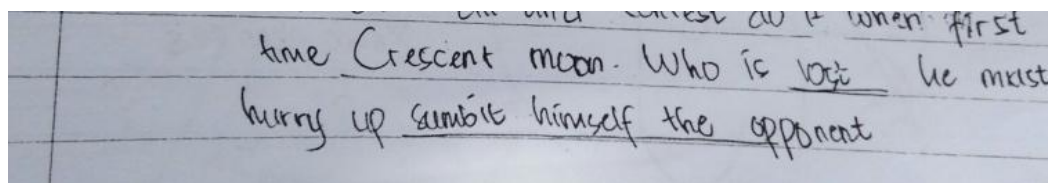


From the picture above, the teacher directly gave the correct form in such errors. The first error was 'they do not agree with it.' In this way, the teacher underlined 'not' and directly wrote 'didn't' at the bottom of the wrong word. The second sentence was 'because they assumed this is not some problem.' In the sentence, the teacher underlined the wrong *to be* 'is not,' then the teacher wrote the correct form under the words. The third error was related to *the verb* use. The teacher wrote the correct form at the bottom of the errors after underlining them. The last was *tobe*, and the *verb* errors, where the teacher crossed the *to be* 'are' and gave the correct form of the verb 'agree'. It can be clearly seen that the teacher used the Direct Corrective Feedback.

2. Indirect Corrective Feedback

In other cases, the teacher used Indirect CF. In this way, the teacher underlined the errors without giving any correct form or word on the error writings. The teacher did this CF also without showing any comment. The example of this CF conducted by the teacher can be identified in one of students' writing (A1). Below picture is teacher's Indirect CF on one of students' work.

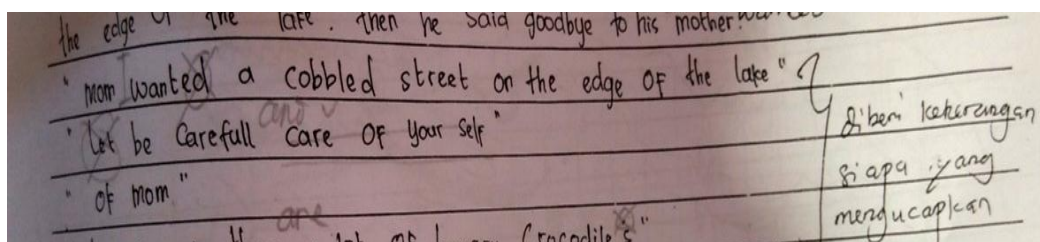
Pic.2 Teacher's indirect CF



The picture above, the teacher underlined the errors in the student's work without giving the correct form of the errors directly. The teacher underlined the word 'lost' and 'sumbit himself the opponent' without giving any information or comment regarding the correct form. These criteria are considered as Indirect Corrective feedback used by the teacher.

Another correction, the teacher commented on the students' error conversation (A4). Below picture is teacher's Indirect CF on one of students' works.

Pic.3 Teacher's indirect CF



In this case, the student was trying to make a conversation in her narrative text. However, she didn't write who the speakers were. Towards the student's errors, the teacher gave an explanation and comment about the conversation "*diberi keterangan Siapa yang mengucapkan* (give more explanation who says)".

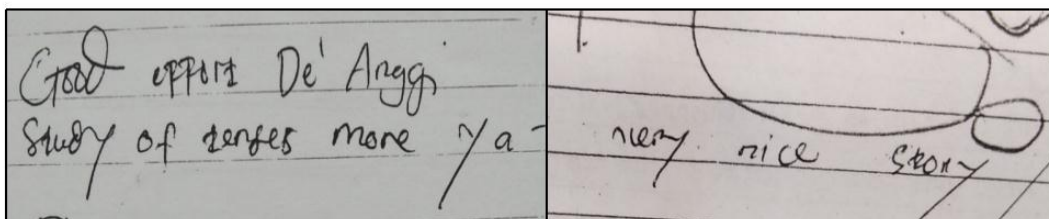
3. *Focused Corrective Feedback*

The teacher focused on correcting the narrative genre of the students' writing. She corrected the generic structure and the language features of the students' writing. In this way, the teacher matched between the title and the content of students' writing to give the score. In doing so, the teacher focused on correcting the tenses (past tense) and the generic structure of Narrative genre. In many cases, the teachers crossed the present tense verbs written by students and offered the correct past tense verbs.

4. *Additional Comments (Motivation Words)*

Besides, the other correction used by the teacher was also in the form of praises and motivation. In correcting the students' works, the teacher gave the motivation feedback below students' writing, for example: "*very nice story*", "*so creative writing*", "*good writing*", "*very nice story*" and "*good illustration picture*".

Pic.4 Teacher's motivation word on students' works

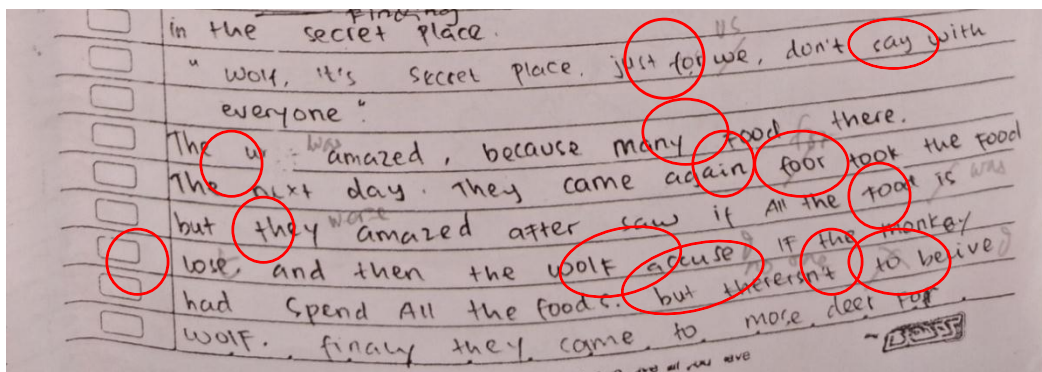


Below the students' works, the teacher gave motivation to students as communicative as possible. It can be seen from her informal Indonesian statement. She wrote '*Good Effort De' Anggi Study of tenses more ya.*' (Good effort, Anggi! Please study about tenses in English more!). On the other students' works, she wrote "*Very nice story*". This way used by the teacher was not a theory included in Ellis (2008), but it was another way used by Teacher A in correcting students' writing especially in narrative text.

5. *Uncorrected Errors*

As described previously, Teacher A applied three different types of corrective feedback. However, in many cases, teacher A did not correct students' errors. There were some errors made by students in writing, yet, the errors were not corrected. Below picture is one of students' writing which has many grammatical errors in it, but the teacher left the errors uncorrected and didn't give any CF. The researchers gave some red circles on grammatical errors made by the student which weren't corrected by the teacher.

Pic.5 Student's writing with errors that were not corrected by the teacher



The reason behind this action is that she did not have enough time to correct all errors, and she thought that most of the students' errors were typical. As the teacher said "I did not correct all errors because most of the errors were the same. So, I just gave one example of correct version of them".

From the excerpt above, Teacher A preferred to give one example of correct version for many typical errors rather than correcting all error. However, she did not report whether students would understand that they had made error or not when she did not give any correction.

After collecting the data, the result of the teacher's CF taken from the students' writing could be identified. From the document analysis, Teacher A applied the types of teacher's corrective feedback outlined by Ellis (2008).

Firstly, the teacher underlined or crossed the errors and directly gave the correct version around the incorrect word/phrases. In addition to direct CF, the teacher also used indirect CF. She did not show the correct form, but she just marked the errors. The other CF done by the teacher has Focused CF. In this CF, the teacher corrected the students' errors based on the narrative genre. She also gave motivation sentence at the bottom of students' writing.

E. Discussion; Teacher's Reasons for Using the Types of Corrective Feedback

Based on the result of the interview, the teacher used the types of corrective feedback as presented in findings above with the following reasons:

The first, regarding the use of Direct CF, the teacher argued that it is necessary to help students understand their errors easily since they would not correct their errors without teacher's guidance. However, the teacher's reason was not quite compatible with the statement of Ellis' theory (2008, p. 99), "This is clearly desirable if learners do not know what the correct form is (i.e. are not capable of self-correcting the error)".

The second, in line with the use of Indirect CF, the teacher underlined one error word and one sentence in one of students' writing without any explanation. The reason why the teacher conducted such correction was she only had a limited time to do the correction. Her reason was relevant to the theory proposed by Ellis (2008) that Indirect CF

seems to be more effective in improving students' accuracy than Direct CF for they will think more and do self-correcting to their errors and they will not repeat the same errors.

The third, in relation to the use of Focused CF, the teacher stressed on correcting the generic structure and the language features. These corrections are important to conduct to meet learning objectives. She added that students would get the highest score if they were able to write good title, the generic structure, and the proper language features.

The fourth, the teacher also gave Additional Comment (Motivation Words) in terms of personal message in all students' works. By doing this, the teacher reported that besides giving motivation in learning English, she wanted to build good relationship with the students.

The last, a different type of CF was applied by the teacher i.e. Uncorrected Errors. Despite the importance of CF, however, in many cases, the teacher did not correct errors made by the students. She just gave one example of correct versions for the same type of errors. The teacher reasoned that she did not have enough time to correct all errors and most of the students' errors were typical.

F. Conclusion

Based on the findings and discussion, it can be concluded that the English Teacher in MAN Tambak Beras used three types of corrective feedback outlined by Ellis (2008). The types used by the teacher were Direct Corrective Feedback, Indirect Corrective Feedback, and Focused Corrective Feedback. The teacher also gave one different type of her correction to motivate her students. In the other case, the teacher didn't correct some of the students' errors in all of the students' writing, because she found that students' errors were same and repetitive.

The teacher gave Direct CF since she believed that the students would not learn and revise their errors without teacher's clear correction. Meanwhile, the teacher reported that she gave the Indirect CF because of time limitation. Also, teachers wanted their students to do self-correction.

Focused CF was conducted by the teacher regarding text composition. More specifically, she matched between the title and the text (based on the Narrative Genre). Then, additional comments were made by the teacher to increase her students' motivation. The way (additional comments) conducted by the teacher was not discussed in Ellis' theory (2008).

REFERENCES

- Al Kafri, B., Q.(2010). *Teacher Written Feedback and Students' Writing: Focus and Nature A Research In English To Speakers of Other Languages*. Sharjah.
- Amara, N. (2015). Errors Correction in English Language Teaching. *The Online Journal of New Horizons in Education*, 3(5), 58-62.
- Ariyanti. (2016). The Teaching of EFL Writing in Indonesia. *DinamikaIlmu*, 16(2), 268.
- Assessing Writing in the National Assessment Program (2010, pp. 22-23) Retrieved 02 April 2017 from https://www.nap.edu.au/resources/2010_Marking_Guide.pdf
- Azizi, M., Behjat, F., & Sorahi, M., A. (2014). Effect of Metalinguistic Teacher Corrective Feedback on Writing Performance of Iranian EFL learners. *International Journal of Language and Linguistics*, 2, 6-1.

- Bitchener, J., & Ferris, D., R. (2012). *Written Corrective Feedback in Second Language Acquisition and Writing*. America: Walsworth Publishing Company, Marceline, MO.
- Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14(3), 8-9.
- Denzin, N. K., & Lincoln, Y. S. (2005). *Qualitative Research (3 ed)*. Thousand Oaks, London, New Delhi: Sage Publications, Inc.
- Ellis, R. (2008). A Typology of Written Corrective Feedback. *ELT Journal*, 63, 97-104.
- Ferris, D. (1997). The Influence of Teacher Commentary on Student Revision. *TESOL Quarterly*, 31(2), 315-339.
- Guenette, D. (2012). The Pedagogy of Error Correction: Surviving the Written Corrective Feedback Challenge. *TESL Canada Journal/Revue TESL DU Canada*, 117, 119-124.
- Hyland, F. (1998). The impact of teacher written feedback on individual writers. *Journal of Second Language Writing*, 7(3), 255-286.
- Hyland, F., & Hyland, K. (2001). Sugaring the pill: Praise and criticism in written feedback. *Journal of Second Language Writing*, 10, 185-212.
- Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, (12), 24-25.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 23-153.
- Ibarrola. (2013). *Vigo International Journal of Applied Linguistics*. Reformulation and Self-correction: Insights into correction strategies for EFL writing in a school context. Amparo Lazaro Ibarrola Universidad Publica de Navarra, Spain
amparo.lazaro@unavarra.es
- Iddings, J., & Oliveira, L. C. (2011). Applying the Genre Analysis of a Narrative to the Teaching of English Language Learners, *ITJ*, 8(1), 30.
- Lee, I. (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. *Journal of Second Language Writing*, 13(4), 285-312.
- Liu, Y. (2008). The effects of error feedback in second language writing. *Arizona Working Papers in SLA & Teaching*, 15, 65-79. Retrieved from
<http://w3.coh.arizona.edu/awp/AWP15/AWP15%5Bliu%5D.pdf>
- Ritchie., & Lewis, J. (2003). *Qualitative Research Practice. A Guide for Social Science Students and Researchers*. London, Thousand Oaks, New Delhi: SAGE Publications.
- Martin, J. R. (1992). *English Text: System and Structure*. John Benjamins Publishing Company.
- Milton, J. 2006. 'Resource-rich Web-based feedback: Helping learners become independent writers' in K. Hyland and F. Hyland (eds.). *Feedback in Second language writing: Contexts and Issues*. Cambridge: Cambridge University Press.
- Qoyyimah, U. (2016). Inculcating character education through EFL teaching in Indonesian state schools. *Pedagogies: An International Journal*, 11(2), 109-126.
- Qoyyimah, U. (2017). Policy implementation within the frame of school-based curriculum: a comparison of public school and Islamic private school teachers in East Java, Indonesia. *Compare: A Journal of Comparative and International Education*, 1-19.
- Ruspita, K. (2011). Features of English Learners' Narratives. *Dinamika Babasa dan Ilmu Budaya*, V, 42
- Sachs, R. and Polio, C. (2007). 'Learners' use of two types of written feedback on an L2 writing task'. *Studies in Second Language Acquisition*, 29, 67-100.

- Scrivener, J. (2005). Learning Teaching. Dalam M.B. Teacher, *A Guidebook for English Language teachers*. Great Britain: Macmillan Publisher Limited, 192.
- Treglia, M. O. (2009). Teacher-written commentary in college writing composition: How does it impact student revisions? *Composition Studies*, 37 (1).