

## Student Teacher Engagement in Teacher Indirect-Focused Written Corrective Feedback (IFWCF) in a Tertiary EFL Writing Classroom

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### Abstract

Teacher feedback becomes essential things for student-teachers. It assists them in evaluating learning progress. However, student-teachers' engagement is under-explored. This present study is objective to showcase Indirect-focused written corrective feedback (IFWCF). This case study focused on investigating the combination of indirect-focused written corrective feedback (IFWCF) simultaneously to the higher education students in Indonesia who engaged affectively, behaviorally, and cognitively in narrative writing class. This study uses the narrative inquiry method. The data were collected from students' reflective journals and their corrected worksheets as teacher's feedback and interviews. The results indicate that effectively, students engage IFWCF positively although two participants by birth felt confused and frustrated. Cognitively, students think of making plans to follow up on IFWCF, and behaviorally, they materialize the plans to fix the corrected worksheets. In conclusion, the implementation of IFWCF in writing courses has pedagogical implications for EFL students.

**Keywords:** Affective, behavior, and cognitive engagements, case study, indirect-focused written corrective feedbacks (IFWCF).

### Introduction

Written corrective feedback (hereafter WCF) has become a warm topic of debate among researchers till now. They have different views of its implementation impacts on students. As an important part of assessing writing, WCF is an information accommodated by teachers that generates students' capability to admit their weaknesses to occupy grammar in writing and remedy the mistakes appropriately, (Bitchener & Knoch, 2010; Mao & Crosthwaite, 2019). In this case, students' learning performs and fruits constructive, vigorous impacts when teachers give and manage feedbacks accordingly, (Black & William, 1998; Hattie & Timperley, 2007; Kingston & Nash, 2011; Shute, 2008; (Winstone et al., 2017); (Vattoy, K., & K. Smith, 2019). It is a deliberately correction to the students writing on the purpose of encouraging them

to improve their accuracy of language, (Ferris, 2005; Ferris et al., 2011; Kurzer, 2018) or WCF is basically said to be a correction to students' errors or grammar (Ferris et al., 2011; Zheng & Yu, 2018).

In short, it is a kind of treatment that facilitates students to recognize their grammatical writing errors and then drive them to make revision to achieve more precise language usage. However, the validity of many research findings on WCF is still unsatisfactory and debatable, (e.g., Ferris et al., 2011; (Lee, 2014); (Mawlawi Diab, 2010; 2011; 2015) especially the effectiveness of the implementation of it, (Hyland & Hyland, 2006); (Rummel & Bitchener, 2015; (Shintani et al., 2014); (Sakrak-Ekin & Balgikanli, 2019). The efficiency of it is still contradictory because students' grammar accuracy is not significantly improved with WCF, (Truscott, 1996; Kurzer, 2018). So, it should be avoided inasmuch as students feel frightened and destructive accepting the corrective feedback, (Truscott, 1996; (Sakrak-Ekin & Balgikanli, 2019) and fruitless in developing their L2 writing, (Zheng & Yu, 2018).

Eventhough some critics of ineffectiveness of WCF are strongly stated by some researchers, feedback on students writing error should be given provided that the bulk of WCF and the strategies applied become the main concerns, (Yeo, 2017). The feedback becomes effective when the quantity of errors are restricted and what suitable type of feedback is adopted. In line with this, most L2 teachers really like to practice WCF because it proves to be effective in increasing students' ability to use grammar properly while writing (D. R. Ferris, 2012); Hyland & Hyland, 2006); Kurzer, 2018). Further, Kurzer suggests that indirect feedback, giving symbols in specific errors, may virtually foster student's development in long-term writing. In addition, corrective feedback that picks out main concerns or focuses on specific sorts of error, it is commonly termed focused corrective feedback, is proved more virtual than corrective feedback in general or unfocused, (Bitchener & Knoch, 2010); Ellis et al., 2008; Kurzer, 2018; (Sheen, 2012). And written corrective feedback was needed and should be presented by teachers because it potentially helps L2 students increase the domain of their linguistic knowledge, (Fukuta et al., 2019). Therefore, the concerned feedback can bridge students to motivate themselves to fetch their writing achievement and, in this study, indirect and focus written corrective feedback (hereafter IFWCF) is chosen to engage students in narrative writing. The attendance of IFWCF is quite needed because it can mediate the teacher and the

students to come across direct engagement altogether to look into writing mistakes and hopefully it can make the written feedback effective. In fact, the investigation of the students' affectively, behaviorally, and cognitively engagement in IFWCF is not widespread known yet. Thus, this study is conducted to contribute insight into the students efficacy.

Students' engagement in learning may be noticed to the extent of their commitment to respond to texts interestingly through empowering linguistic competence and performance in writing skill improvement, (Zhang & Hyland, 2018). The engagement in WCF as a part of writing assessment involves three dimensions: affective, behavioral, and cognitive, (Ellis, 2010; Zheng & Yu, 2018). Students' engagement in writing affectively may be characterized by emerging emotionally positive responses such as enthusiasm and interest and negative responses such as unhappiness, apathy, or fear, (Han and Hyland 2015; Zhang and Hyland, 2018) and outside factors: tasks, teacher, or classmates at school or in the classroom, ([Skinner & Belmont, 1993](#); [Voelkl, 1997](#); Zhang and Hyland, 2018).

Being cheerful to accept the teacher feedback is a kind of positive response and otherwise the representation of negative one is marked by slow motion to take action on it. Meanwhile, students' thoughts to develop strategies to revise the teacher's feedback effectively is known as cognitive engagement, (Zhang & Hyland, 2018). It is, Ellis (2010), a students intellectual contribution that benefits to proceed WCF revisions deeply as a form of meta-cognitive or higher order of thinking manifestation (Han & Hyland, 2015; Zheng & Yu, 2018). The last demension is behavior engagement in which students commence to revise teacher written corrective feedback in a procedural manner. They, successively, make a revision planning, prioritize the signed mistakes to follow up, to proofread and analyze them deeply, and evaluate the revision at the end, (Han & Hyland, 2015; Zhang & Hyland, 2018). In line to this, Zheng & Yu, (2018) states that behavior engagement regards to how students take care of the teacher feedback ([Ellis, 2010](#)), organize strategies to complete the works ([Ferris, 2006](#); [F. Hyland, 2003](#)), and put them into revision action ([Ferris et al., 2013](#)).

Indirect WCF is a feedback in which a teacher only indicates the location of students' error by highlighting it (Ellis, 2008; Fukuta, Tamura, & Kawaguchi, 2019)

without clear evidence accompaniment for correction, (Ferris & Roberts, 2001; Robb et al., 1986; Syu et al., 2014; Mao & Crosthwaite, 2019). In this case, the students should empower meta-cognitive thinking skill to interpret the signs the teacher makes because the further information do not attend to the highlighted words. The created condition drives them to acknowledge the responsibilities that have to be carried out. They, indeed, make efforts to use metalinguistic knowledge to reevaluate an error code, (Ellis, 2009; Ferris, 2011; Buckingham & Aktug̃-Ekinci, 2017) that may permit them to achieve long-term progress, (Mao & Crosthwaiteb, 2019).

Meanwhile, focused WCF is concerned with only one or a few of specific errors, (Ellis, 2008; Fazilatfar, Damavandi, Sani, & Heirati, 2014; Mao & Crosthwaite, 2019). The teacher simply concentrates on a particular kind of grammar to sign and Yeo, 2017 suggests that selecting WCF materials students needs especially for most L2 students helps them foster linguistic knowledge accuracy. Thus, a teacher, in indirect and focused combination of feedback, merely provides one or a few mistakes through cycling or underlining the mistakes without any additional explanation for correction.

Prior research on exploring student teachers' engagement in an EFL classroom writing has been undertaken during the past decades. Zheng & Yu (2018) investigating the lower-proficiency students' engagement in an English writing course found that affectively, most participants proved positive engagement to teacher WCF workload. Behaviorally, they had a serious engagement to correct errors but no significant accuracy change. They cognitively felt difficult to proceed with indirect WCF even though their attention to the feedback was easy. Meanwhile, Truscott and Hsu (2008) claimed that students' accuracy improvement after indirect WCF treatment did not show a significantly change in their advanced writing skills. [Park et al. \(2016\)](#) opposed that indirect WCF was effective for L2 students with higher proficiency seeing that grammatical errors are touched, (Tang & Liu, 2017). Another relevant study by Truscott & Hsu (2008) showed that students' accuracy improvement after indirect WCF treatment did not engage significantly change in their advanced writing skill.

On the other hand, Park et al. (2016) revealed that indirect WCF was effective for L2 students with higher-proficiency seeing that grammatical errors are touched, (Tang & Liu, 2017). Meanwhile, students with focused WCF enhanced their accuracy

abilities in the long term than who were not conditioned, Ellis's (2008) and Kassim and Ng (2014) recommended that focused WCF energetically fostered students' writing accuracy, (Mao & Crosthwaite, 2019). Despite of a myriad study investigate the adoption of written corrective feedback in EFL classroom teaching, little empirical evidence on exploring the students' affectively, behaviorally, and cognitively engagement in IFWCF is not widespread known yet. Moreover , how the student teachers engagement in IFWCF is few in the literature. This reported article is led by the single question below:

"How are students' affective, cognitive, and behavioral demensions engaged with the teacher IFWCF on their English narrative writing?"

### **Research Methodology,**

This study was conducted in English Department of Higher Education in Indonesia. Participants of this study involved student-teachers from one class of English department. They were recruited based on purposive sampling. It was mainly based on researcher needs. The total participants joining this research, based on the consent forms they filled were thirty-two students comprising of twenty-five female and seven male students aged between 19-20 years old. During the second semester 2019/2020, the participants were retained writing material for the university curriculum required them to take two successive writing courses, descriptive writing for the first half and narrative writing for the second one of the semesters. Narrative writing as the focus of this research wishes the students to be capable to narrate topics from three points of view, in the past, in the present, and in the future. Their learning achievements were measured and administered for academic purposes. On the other hand, the instructional process was as a source of useful data that the teacher takes into account for an analysis yielding a feedback for a future effective teaching improvement. So, instructional process and learning achievement had intertwined each other for the more meaningful process of instruction the teacher makes, the better achievement the students obtain.

This study used narrative inquiry design. It serves to understand personal and social story (Cladinin, 2006). This second semester 2019-2020 research was conducted for seven meetings of 100 minutes of each. The procedures were designed based on the semester lesson plan. The first meeting, the students were

invited to navigate the definition of narrative writing from different sources and then they were led to have brainstorming to paraphrase the navigated sources to become a class conclusion. For the early practice, students had to write a 20-minute free narrative writing pre-test. Then, they were shared three examples of narrative writing texts reflecting the past, present, and future events and asked to identify the language features occupied in each. For a further discussion, they democratically decided narrative past event type. The second meeting, having discussed the use of the past tense form, students were engaged to narrate a topic (joint construction) about the past event with three successive phases orientation, complication, and resolution. The third meeting, a topic entitled "A Struggling Boy" was presented. The authors led them to have brainstorming to determine the keywords needed in the orientation-phase and then let them write an orientation-phase paragraph and handed down their works at the end of the session for a correction. The authors merely focused to put a circle (circles) on incorrect verbs without any evidence accompanying the circle/s for the correction was an IFWCF type. The fourth meeting, the authors led students to have brainstorming for keywords needed in complication-phase and let them write one complication-phase paragraph and then collected their works originally for correction. Having finished completing the paragraph, the authors gave the corrected last meeting works (an orientation-phase paragraph) back to the students and let them know and do the revision as a task. The authors then started circling on the incorrect words of complication-phase paragraph without any additional comments. The fifth meeting, the authors led students to have brainstorming for keywords needed in resolution-phase paragraph before they let them write one paragraph of resolution and then collected their works originally for correction. Having finished completing the resolution paragraph, the authors gave the corrected last meeting works (a complication-phase paragraph) back to the students and let them know and do the revision as a task. The authors then started circling on the incorrect words of resolution-phase paragraph without any additional comments and handed down to the students. The sixth meeting was the time to collect all works completely the first, the second, and the third paragraphs for a classroom discussion about students' temptations during revising all the coded words given. The seven meeting, the authors gave reinforcement of the past tense form in narrative text and in the end asked students

to write personal reflective journal as their responses to narrative learning experience especially after receiving IFWCF. The following table is visualizing the teaching procedure:

Table 1. The Teaching Procedure

Meetings	Activities
Preliminary stage:	Authors: <ul style="list-style-type: none"> <li>▪ prepared lesson plan, consent forms, and instruments of data collection</li> <li>▪ informed the participants about the purpose of the study</li> </ul>
Process stage: 1 <sup>st</sup>	Authors: <ul style="list-style-type: none"> <li>▪ observed the learning process</li> </ul> Students: <ul style="list-style-type: none"> <li>▪ navigated the definitions of narrative writing.</li> <li>▪ paraphrase the definitions.</li> <li>▪ wrote a 20-minute free narrative writing as a pre-test.</li> <li>▪ identified language features the given three-texts.</li> <li>▪ chose one texts for further discussion</li> </ul>
2 <sup>nd</sup>	Authors: <ul style="list-style-type: none"> <li>▪ invited students to discuss past tense form.</li> <li>▪ engaged students to to narrate a topic (joint construction) about the past event with three successive phases orientation, complication, and resolution.</li> </ul>
3 <sup>rd</sup>	Authors: <ul style="list-style-type: none"> <li>▪ shared a topic entitled "A Struggling Boy."</li> <li>▪ led students to have brainstorming to determine the keywords needed in the orientation-phase</li> <li>▪ let students write an orientation-phase paragraph</li> <li>▪ asked students to hand down their works at the end of the session for a correction.</li> <li>▪ merely focused to put a circle (circles) on incorrect verbs without any evidence</li> </ul>
4 <sup>th</sup>	Authors: <ul style="list-style-type: none"> <li>▪ led students to have brainstorming for keywords needed in complication-phase</li> <li>▪ let them write one complication-phase paragraph</li> <li>▪ collected their works originally</li> <li>▪ gave the corrected last meeting works (an orientation-phase paragraph) back to the students</li> <li>▪ let students know and do the revision as a task</li> <li>▪ started circling on the incorrect words of complication-phase paragraph without any additional comments.</li> </ul>
5 <sup>th</sup>	Authors: <ul style="list-style-type: none"> <li>▪ led students to have brainstorming for keywords needed in resolution-phase paragraph</li> <li>▪ let students write one paragraph of resolution.</li> <li>▪ collected students' works originally for correction.</li> <li>▪ gave the corrected last meeting works (a complication-phase</li> </ul>

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	paragraph) back to the students
	<ul style="list-style-type: none"> <li>▪ let students know and do the revision as a task</li> <li>▪ started circling on the incorrect words of resolution-phase paragraph without any additional comments</li> <li>▪ handed down the circled to the students.</li> </ul>
6 <sup>th</sup>	Authors: <ul style="list-style-type: none"> <li>▪ collect all students' works completely the first, the second, and the third paragraphs for a classroom discussion</li> <li>▪ led students to discuss their temptations during revising all the coded words given.</li> </ul>
7 <sup>th</sup>	Authors: <ul style="list-style-type: none"> <li>▪ gave reinforcement of the past tense form in narrative text</li> <li>▪ finally asked students to write personal reflective journal as their responses to narrative learning experience especially after receiving IFWCF.</li> </ul>
Final Stage:	Authors: <ul style="list-style-type: none"> <li>▪ collected all kinds of the data.</li> <li>▪ practiced Braun &amp; Clarke (2006) Thematic Analysis</li> <li>▪ did interview for triangulation purpose</li> </ul>

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Reflective journals, students corrected worksheets, and interview were the techniques of collecting qualitative data. Reflective journal is a tool to collect the data containing personal and professional lived experiences presented in the form/s of a story or stories through which others may recognize the experienced, (Hagevik, Aydeniz, & Rowell, 2012; Widodo, 2015). This journal facilitated all participants to express their feelings (affections), thoughts (cognitions), and actions (behaviors) after IFWCF treatments initiated from the third until the sixth meetings of the narrative writing course. Meanwhile, students' corrected worksheets provided rich information about participants' revision/s after they received IFWCF. In this way, the authors could differentiate between the students who had got the point of past tense in narrative texts and who had not. The two techniques were inspiring to discover more valid information about their engagement in IFWCF through semi-structured interview. To meet their convenience, the authors let one of the students to interview three volunteered participants and recorded it originally.

This study uses thematic analysis (Braun & Clarke (2006). The data from which participants obtained were the main data to recognize students' affective, cognitive, and behavioral engagements in IFWCF. Students' reflective journals as birthplaces of the three-domain data were analyzed thematically referred to the theory above. Firstly, the data (observation, reflective journals, students' worksheets, and interview) were over and over read and then transcribed; secondly, the data



were coded; thirdly, the highlighted data were categorized in such a way that made them easy to theme and finally, the interpretation was done in order chiefly to probe students' affective, cognitive, and behavioral engagement to IFWCF. Meanwhile, students' corrected worksheets were to prove whether or not they were concerned about taking action to revise the IFWCF. To establish desirable and authentic research results, triangulation is certainly needed. This triangulation is considered to use multiple data observation, collection-reflective journals, students corrected worksheets, and interviews. To meet the assignment, the authors got the chair of the class to interview volunteered participants guided by questions adapted from Zheng and Yu (2018). This interview mainly concerned on students' reflection in receiving IFWCF during learning to write narrative text. There were indicators of writing consisted of word choice, omission, punctuation, verb tense, noun ending, and article but the only verbs tense were the focus.

## **Findings and Discussion**

### **Findings,**

IFWCF was practiced in writing narrative class after the authors identified that most students found difficulties in using the past tense form during a pre-test at the first meeting of the course. To investigate three main concerns of students' affective, cognitive, and behavioral engagements, the authors consistently explored them during the third until sixth meetings. All vignettes are in pseudonyms as presented below:

#### (1) Affective Domain

Theoretically, students' affective relates to their emotions to respond outsiders. Their positive or negative feelings may be born in their reflective journals after receiving IFWCF for revision. Five out of thirty two participants responded that IFWCF treatments were confusing and frustrating but finally happiness was found because they got opportunity to revise works and foster their writing quality. Two of them conveyed reflections below:

Vignette: Ami

" I feel confused because I have to ask a friend or go to google, and I can't do it in good and correct grammar. However, I am happy because I can revise my writing so I can improve it to be the best version."

The student's statement showed that she did not feel convenient receiving WCF at first. Forcedly, she had to ask her friend as an effort to discuss difficulties with and he friend led her in order to refer to google for reinforcement. Finding the solution, she was motivated to do her best in return to her inconvenience.

Vignette: Dina

"Honestly, I feel very annoyed and frustrated because there are so many corrections in my words and sentences that I should revise. On the other hand, I feel happy for I can learn and increase my knowledge of grammar because my grammar is not good yet."

The second one was a type of independent student that she did not want to rely on others. The proactive student was aware of her weakness on grammar, so she accepted WCF as a promising challenge in order that her writing skill improve, although frustration and annoyance haunted beforehand.

The views were different for twenty-seven other participants who greeted IFWCF happily and gratefully. They were excited to revise the marks for they could obtain higher grades, increase their writing skill, and harvest worthwhile experiences to share with others. In the following vignette is surprising to note that one of them (Gugun) said:

"It is a good idea and helpful because it can make students check their mistakes easily. I can know my mistakes and fix them. It is different if we just accept the grades without knowing our mistakes. It makes me learn and learn again until I can master it. I hope my writing skills can be better than before."

He remarked that IFWCF made him aware of the location of his errors to fix. It was not only helpful to energize his spirit to learn more grammar, certainly, past tense forms of narrative writing needed but had more precious sense than a mere score shared without feedback as well. Mentally, it could generate his inner motivation to think of the problems he faced through and thoroughly, so he drove himself to carry out the goal, of good writing.

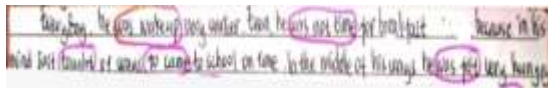
## (2) Cognitive Domain

As in affective domain, students' cognitive engagement to IFWCF can be uncovered from students' reflective journals after the revision. Students engaged

cognitively if they comprehend how to empower metacognitive thinking. They are attentive how to revise feedbacks, what strategies are taken, and how long is needed. The conscious higher-order of thinking skill process takes main role to help them revise the feedback. Analyzing the journals, seven students did not understand IFWCF but happily ended. Here is Imani's voice as one of them:

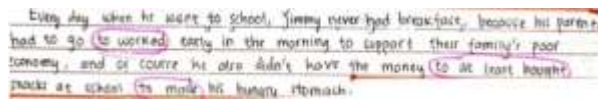
"During revision, neither I understand the circles nor what I should do for the them. Somehow, I have to fix them. I think, I should look for reference in internet but if no solution, I ask my friends. I hope they want to help me and explain everything I ask. So, finally I can finish my works and feel happy then".

At birth, Imani did not understand the marked words at all but later on she consciously thought that she had to make them fixed. However, she had no enough linguistic knowledge to justify the desire. Firstly, she referred to the internet for a help to fix her problems and it really proved as an adequate assistance, but to make certain, she consulted her efforts to her friends and she could ultimately keep her annoyed thoughts away in the end. Here is her first draft after being corrected through IFWCF:



Meanwhile, twenty-five other students noticed that the no evidence circled were the focuses of correction. Meta-cognitively, they provoked multi-strategies to solve the problems after recognizing their strengths and weaknesses on words or phrases marked. They planned to commence works by reading the circled/s contextualized with neighboring words in a sentence. One of them, Cucu, thought that she should read the marked texts, separated the wrong sentences into another paper, analyzed the sentences with the circled words.

The twenty-four participants, as Cucu did, primarily managed logical structured strategies to deal with IFWCF. They proposed to read, analyze, fix the marked referring to the internet/google, grammar books, dictionary, grammarly application, or ask friends for reinforcement, and rewrite the corrected text. But, one student (Anton) thought that asking a friend directly was effective. His work and reflection are presented below:



"I think asking my classmate for a help directly is interesting because I can not only ask for the correct sentences or words but also I can learn why these sentences and words are marked as grammatical mistakes. For instance, after we use "to bear verb", the next word must be followed by Verb 1, not verb 2 or 3. I think this learning method is useful."

He implied to revise his work totally. Instead of doing it by himself, he considered that collaborating with friends fruited benefits. He not only got his problems corrected but the knowledge behind them as well. Cognitively, his strong desire was both to modify his marked and grasp the linguistic knowledge underlining the circles. Anton suggested that IFWCF was useful because it can energize students learning.

### (3) Behavior Domain

Behavioral engagement regards to how students take care of the teacher feedback (Ellis, 2010). In practice, I learned participants' reflective journals deeply, compared their first and second drafts of worksheets, and bolded the obtained data with interview.

It is encouraging to convey that all participants were frightened left behind with others in grammar discussed. They developed plans and strategies to revise the texts to complete the tasks. Three types of strategies were reflected in their behaviors, e.g. working in person and then consulting to a friend; relying on friend; and working independently. An example of each type is presented below:

(a) The first type: Working in person and then consulting to a friend.

#### Vignette: Ema

"I identify the mistakes by reading my work carefully and concentrate on the marked. To revise them, I searched the answers in internet or grammar books and then discussed with friends whether I still found the incorrect revision."

As being interviewed, the first type, Ema would try to do her best first to revise her work by opening the internet or grammar book and then to consult her friend for a further discussion. Behaviorally, she showed her serious attention to respond the IFWCF to achieve a good performance in her writing skill. The student was classified as a proactive one to response teacher's WCF. She generated inner strong

motivation to complete her task systematically: identify the coded words, refer to references, discuss with friends to ensure the accuracy.

(b) The second type: Relying on friend

Vignette: Ami

"To correct errors, I searched the answers in google but I do not understand at all. I photographed the wrong parts, sent them to my friends through WA, and waited for the answers".

Meanwhile, Ami merely relied on her friend to correct her work because of her confusion at the circled words (verbs) and nothing to do about them. It means that she does not have a strong struggle for her academic achievement instead of relying on others. This student tended to give up before optimizing her potency. It was encouraging to note that she lacked efficacy, or she was less effective to promote her behavior to revise WCF otherwise her friend led her.

(c) The third type: working independently

Vignette 1: Alma

"I fixed my narrative text because I wanted to improve my grammar. At first, I read the circled words and I then used dictionary, grammar books, and grammarly.com to fix them until my grammar is better than before."

The third type, Alma convinced that she could overcome the problem by herself. She was enthusiastic at fetching WCF: working independently assisted by grammar book, dictionary, grammarly.com, or other sources from google.

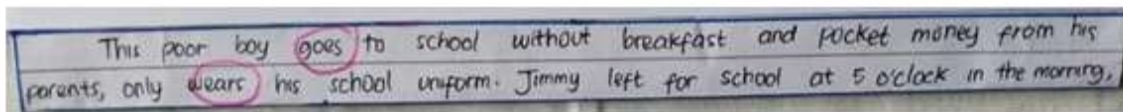
Types of errors students made in past tense:

No.	Types of errors	Examples	Sum of Students
1.	Subject + verb 1	<i>break time class was came</i>	10
2.	Subject + was/were + verb 2	<i>he want to bought some breakfast</i>	7
3.	Subject + verb 1 to verb 2	<i>he did not ate the breakfast</i>	4
4.	Subject + verb 2 to verb 2	<i>he wearing the uniform</i>	7
5.	Subect + verb 1 + ing		4
Total			32

## The comparison of the 1st and 2nd Drafts

Participants (pseudonyms)	Sex	Sum of errors before revision	Sum of errors after revision	Sum of fixed answers
Ami	F	41	19	22
Alma	F	11	5	6
Gugun	M	36	18	18
Cucu	F	31	8	23
Dina	F	22	11	11
Ema	F	15	2	13
Anton	M	33	11	22
Imani	F	17	0	17
Sinta	F	8	2	6
Cintia	F	20	11	9
Eko	M	16	7	9
Zacky	M	12	2	10
Susi	F	25	13	12
Nita	F	29	12	17
Nanda	M	9	1	8
Ilza	F	25	9	16
Mirna	F	18	7	11
Salza	F	23	11	12
Putra	M	5	0	5
Fajar	M	17	3	14
Dini	F	19	9	10
Sindi	F	10	1	9
Marina	F	22	13	9
Amanda	F	21	6	15
Alya	F	16	4	12
Della	F	9	0	9
Rnjani	F	11	1	10
Putri	F	16	0	16
Nurma	F	24	8	16
Rahma	F	29	12	17
Dania	F	15	3	12
Murti	F	13	1	12
Total		618	210	408

## An Example of Revision from the 1st Draft to 2nd Draft



## Discussion

IFWCF gives implication on students in writing a narrative text.

Affectively, all participants are positively engaging IFWCF for they are eager to increase their writing skills. They pushed inner motivation to make hard efforts fulfill the tasks in different ways on the purpose of obtaining improvement. It is in line with Hiver et al., (2021) points out that emotional engagement creates a positive, purposeful, willing, and independent disposition towards language, learning activities, and peer. As a result, it enhances students' motivation to learn language. This affective engagement scaffolds students to communicate meaningfully, personally, and interpersonally (Barkhuizen, 2019). It is strengthened by Fredricks et al., (2004) incorporating interaction whether positive or negative in terms of reaction to teachers, classmates, academics, and school builds students' collaboration. Therefore, students' engagement in learning to write takes crucial things as it comes from deeper interaction.

Although by birth five students were shocked at receiving the feedback, the blushing shock changed over all after they discussed with friends bridging the hope appearing. In short, all participants catch IFCWF as a worthwhile chance to elaborate the deep meaning hidden behind the circled. They are conscious that unloading the mystery is the proper way to grasp the golden linguistic knowledge to meet their need in writing and the happiness as bearing satisfaction comes. They have the same warmth, enabling to revise the verbs marked, understanding the past tense form, and fostering writing skill then.

Students' cognitive engagement becomes an important aspect as it raises students' efforts to invest their cognition in writing classroom. Cognitively, even though the feedback is merely given focusing on one single linguistic competence, past tense form, seven students feel difficult to mean the circled verbs by birth for the lack of linguistic knowledge is the main factor. It is same with Hiver et al., (2021)

claim that in L2 classroom settings, research on cognitive engagement has mainly concerned on verbal manifestations, including peer interactions, students' questioning, hesitation and repetition, volunteering answers, exchanging ideas, offering feedback, providing direction, informing and explaining. Since IFWCF has interaction, it contributes shaping students' cognition. This scaffolding copes students to understand what to refine (Smart & Marshall, 2013). Furthermore, one of them considered that past tense form was constructed by two or more past tense verbs successively in one sentence even though only the first auxiliary verb/verb is in the past tense. Their weaknesses did not make them surrender and slumped down so they developed their cognitive competence to ask friends to complete their works immediately. Twenty-five others obviously acknowledged that the circles were simply because of their carelessness for the same cases were done properly. They, as a consequence, merely promoted cognitive strategies: reading the marked, analyzing them, fixing the mistakes referring to the internet/google, grammar books, dictionary, grammarly application, and rewriting the corrected text.

Positive responses shown affectively and strategies proposed cognitively by the participants emerged as milestones to flourish their behavior engagements in IFWCF reflected in their real actions to revise the corrected worksheets. The spirits to achieve better changes in writing brought them to materialize their plans in which participants were categorized into three types, dependent students with totally relying on a friend, independent students with friends for reinforcement, and autonomous learning students. The first type, having recognized the marked, did a minor effort to learn the mistakes and simply asked friends because the lack of linguistic knowledge and struggle were the main factors. The second type seriously path the revised plan and then referred to friends for an endorsement. Psychologically, this type endeavored to open the difficulties and kept them away afterward. Meanwhile, the third type independently committed to accomplish the tasks confidently. Totally, they encouraged themselves to climb the goal to meet the academic achievement and lead to autonomous learners in the end.

### **Conclusion and Suggestion**

Teacher's Indirect-focused written feedback (IFWCF) empowers students to refine their writing process. It scaffolds students to have feedback which potentially



engages students learn to write well. It engages student-teachers cognitively in that they write what has been suggested in writing. They also correct worksheet as preparation to write properly (behavior engagement). Teacher's IFWCF creates easiness in writing so student-teachers perceived it positively (affective engagement). In sum up, the IFWCF assists student-teachers to write accurately. However this present study limited to the IFWCF and English students. It is recommended to make it deeper to have study about incorporation of technology-assisted language learning in IFWCF since it serves features that enable students to write collaboratively and effectively.

This study served implication to build students' self-regulated learning as students facilitated to refine what has been suggested in their writing. It also contributed to assist and equip students to be able to write well. In conclusion, it creates students' curiosity to write well with guidance.

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