

**AN ANALYSIS OF TEACHER WRITTEN CORRECTIVE
FEEDBACK ON STUDENTS' PROCEDURAL TEXTS**

THESIS

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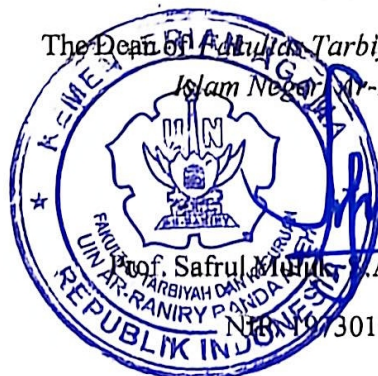
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**An Analysis of Teacher Written Corrective Feedback on Students'
Procedural Texts**

Adalah benar-benar karya saya, kecuali kutipan dan referensi, yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 Mei 2026

Saya yang membuat surat pernyataan



Nadya Qathrun Nada

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Finally, I humbly acknowledge that this thesis is far from perfect. Like any other academic work, it has its own limitations and weaknesses. Therefore, I sincerely welcome any constructive criticism, valuable suggestions, and academic feedback for the improvement of this study. I truly hope that this research can provide benefits to readers, offer meaningful contributions to the field of English language teaching, and serve as a useful reference for teachers, students, and future researchers interested in written corrective feedback and procedural text writing.

Banda Aceh, June 6th 2026

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ABSTRACT

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This study aims to find out what types of teacher written corrective feedback are most helpful for improving students' ability to write procedural texts. The research used a qualitative method. The data were collected from interviews with five English teachers and ten students, and from document analysis of students' procedural texts. The findings showed that combination of feedback (using written notes, direct correction, and symbols together) was the most helpful. Both teachers and students said this combination of written feedback gave them complete information about where the mistake was, why it was wrong, and how to fix it. The document analysis also showed that students improved in organizing their texts and using vocabulary after receiving feedback. However, some errors remained, especially in sentence clarity. This suggests that written feedback alone is not enough. Teachers are recommended to use a combination of these feedback strategies and to make sure their feedback is clear and well-placed, and delivered over multiple writing tasks.

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and deals with several points such as the background of the study, research questions, aims of the study, the significance of the study, and terminologies.

A. Background of Study

Writing is one of the most essential skills in learning English as a Foreign Language (EFL). Unlike receptive skills such as listening and reading, writing is productive, requiring learners not only to generate ideas but also to organize them logically, use appropriate vocabulary, and maintain grammatical accuracy. Developing writing skill is often considered the most challenging aspect of English learning because it involves both linguistic competence and critical thinking, especially writing procedural text.

According to Zai (2023) procedural text is one that provides a sequence of steps for doing something. Texts which are procedural are a usual form of factual writing that students come across routinely in literacy classes, across the curriculum, and in their daily lives. A procedural texts goal is to give the reader a set of clear, sequential instructions or steps that explain how to accomplish a task while allowing others to do so successfully. Emilia (2019) defines procedural text is a piece of writing that tells us information of making/doing something through several steps/directions. Based on various opinions, it can be concluded that procedural texts are a type of text that serves to provide instructions or directions in a systematic and orderly manner, with the aim that readers can do or produce something according to the steps that have been set.

Therefore, the existence of procedural texts in English language learning not only trains writing skills, but also supports students in improving their logical

and structured thinking skills. Hidayah et al. (2021) found that many students experience difficulties in writing procedural text, especially in organizing steps coherently, choosing the right vocabulary, and using correct grammar. The study revealed that students often fail to write complete and clear instructions due to a lack of understanding of the structure and linguistic features of procedural texts.

Because of these challenges, teacher support especially through feedback, is essential in helping students recognize and revise their errors. Teacher feedback is a central component in the writing process because it provides learners with information about their strengths and weaknesses, as well as guidance on how to improve their texts. According to Yu and Yang (2021) students' responses to teacher written feedback play a vital role in determining whether the feedback is effective in improving writing skills. They highlight that feedback is not only about error correction but also about fostering learners' engagement and self-reflection. In addition, recent research emphasizes that the quality of feedback, rather than the quantity, strongly influences students' progress.

Syahrianti et al. (2023) examined teacher feedback practices in Indonesian EFL classrooms and found that while teacher frequently provided written corrections, many students did not fully engage with the feedback due to lack of clarity and follow up discussion. This indicates that the effectiveness of feedback depends not only on teacher written comments but also on how students perceive, interpret, and apply them in revising their work. Previous research has shown positive effects of teacher corrective feedback on specific genres of writing.

Teacher written corrective feedback is one of the most widely used forms of support in writing instruction. Through comments, symbols, or corrections written directly on students' paper, teacher guide learners to notice their mistakes and understand how to improve their writing. Gunawan et al. (2020) investigated the effect of indirect written corrective feedback on eleventh graders' ability to write explanation texts and reported significant improvements compared to students' who received no feedback. Gunawan et al. (2020) also reported that written corrective feedback supports improvement in students' explanation texts.

Meanwhile, recent work on feedback modalities shows that combining teacher feedback with new tools, such as automated feedback systems, may enhance accuracy and fluency, but teacher guidance remains irreplaceable for providing context-specific and personalized instruction (Mao et al., 2024). Yu and Yang (2021) highlight that written feedback not only points out errors but also encourages students to reflect on and revise their work. Although research on teacher written corrective feedback is extensive, most studies focus on other genres such as narrative, descriptive, or explanation texts. Only a few explore how teachers provide written corrective feedback specifically on procedural texts. Meanwhile, procedural texts have distinctive features such as sequencing, imperative verbs, and clarity of steps which may influence the kinds of feedback teachers provide.

Because of this gap, it is necessary to investigate how written corrective feedback is applied in the context of procedural writing. Understanding the types of feedback used by teachers can provide insight into classroom practices and help identify what aspects of students' writing teachers prioritize.

Although many studies have examined teacher written corrective feedback, most of them have focused on narrative, descriptive, or argumentative texts. Only a few studies have specifically explored written corrective feedback on procedural texts, which have distinct characteristics such as step by step structure, imperative verbs, and the use of time connectives. Furthermore, previous research has often relied on a single data source, such as teacher interviews or document analysis, without combining multiple perspectives. This leaves a gap in understanding how feedback is perceived by both teachers and students, how those perceptions compare to what is actually found in students' writing. To address this gap, the present study uses triangulation by collecting data from teacher interviews, student interviews, and document analysis. This approach allows for a more comprehensive understanding of written corrective feedback in the context of procedural text writing. Therefore, this study aims to analyze teacher written corrective feedback on students' procedural texts, focusing on the types of feedback used, teachers' and students' perceptions of the most helpful

types, and students' responses to the feedback.

B. Research Question

According to background of study the research questions were briefly stated as follow:

What types of teacher written corrective feedback are most helpful in improving students' ability to write procedural text, and how do teachers and students perceive the effectiveness of these feedback types?

C. Research Aim

Based on the problem that has been described in the background of the study, the aims of this research are as follows:

1. To identify the types of teacher written corrective feedback that most helpful in improving students' ability to write procedural text.
2. To explore teachers' and students' perceptions of the most helpful types of written corrective feedback.
3. To analyze students' responses to written corrective feedback and their improvement based on document analysis.
- 4.

D. Significance of the Study

This study is expected to provide several contributions for different parties:

1. For Teachers, this research can help English teachers understand what types of feedback are most helpful in improving students' writing procedural text. It may also support teachers in refining how they give feedback so that it becomes more impactful during the writing learning process.
2. For Students, this study can help students recognize the kinds of written corrective feedback that are most helpful in guiding them to improve their writing procedural text. It may also increase their awareness of how to respond to feedback and use it to revise their work.

3. For Future Researchers, the findings of this research may serve as a reference for future studies related to written corrective feedback in language learning, especially in the context of writing procedural text. It could open up further exploration of feedback effectiveness, student response, and instructional practices in student classroom.

E. Terminologies

To avoid misunderstanding and misinterpretation in this study, several key terms are defined as follows:

1. Teacher Written Corrective Feedback

Teacher feedback has been widely acknowledged as one of the most influential factors in language learning, especially in writing. Yu and Lee (2022) emphasize that effective feedback should not be limited to correcting surface-level errors but should also guide students to reflect critically on their writing and revise their drafts meaningfully. In other words, teacher feedback functions as both corrective and developmental support. Teacher written corrective feedback is particularly relevant in teaching writing because it supports students in developing accuracy, clarity, and coherence. Through written feedback, teachers can direct students' attention to errors related to grammar, punctuation, organization, or choice of vocabulary.

2. Procedural Text

Procedural text is a written guide that explains how to complete a specific task through a series of logical and orderly steps. The goal is to inform readers what to do and how to do it correctly. In general, this type of writing consists of an introduction that explains the purpose, a list of all the necessary materials or equipment, and a series of steps in sequential order. Writing procedural text also develops students' ability to organize ideas, use appropriate language structures, and maintain clarity so that the instructions are simple.

CHAPTER II

LITERATURE REVIEW

This chapter discusses several points related to the key terms, the definition of procedural text, the definition of teacher feedback, types of feedback, the functions of feedback, and previous studies on teacher feedback to influence students' writing procedural text.

A. Procedural Text

Procedural text means creating a text that provides detailed instructions for completing a task. According Emilia (2019) procedural text is a type of writing that informs the reader how to make or do something through several ordered steps. Similarly, Zai (2023) emphasizes that students frequently have difficulties in the organization of their ideas, the application of correct grammar, and the application of appropriate vocabulary when writing procedural texts. The general format of procedural texts often consists of an introduction outlining the goal, a list of information, and a series of steps, usually symbolized by imperative sentences (Widuri, 2019). Writing procedural texts also helps students practice using cohesive methods to lead readers through the instructions and organize their ideas in an organized manner so that the reader can follow along with ease. The researcher considers writing not only as a product to be evaluated but as a process to be supported through iterative feedback.

B. Definition of Teacher Feedback

Teacher feedback plays a crucial role in developing students' writing skills, especially in English as a Foreign Language (EFL) contexts. Recent studies have emphasized that effective feedback not only helps students identify their mistakes but also guides them toward better writing performance. Tabassum et al. (2024) found that continuous written feedback from teachers significantly improved students' writing abilities by helping them recognize and correct errors in their compositions. This means that when teachers consistently provide written feedback, students are more likely to understand their mistakes and improve their

writing over time. Feedback serves not only to correct errors but also to support students in understanding how to write more clearly and effectively. As a result, writing becomes a learning process rather than just a task to complete.

Feedback can take various forms, including direct corrections, suggestions, and comments that encourage students to think critically about their writing. Renata et al. (2024) highlighted that timely and constructive feedback enables students to reflect on their work and make necessary revisions, leading to enhanced writing proficiency. In other words, feedback is not limited to simply pointing out what is wrong. It can also involve guiding students to reconsider and revise their ideas. When feedback is given at the right time and in a supportive way, students are more likely to engage with it and use it to improve their writing. This kind of reflection and revision is essential for building long-term writing competence.

Teacher written corrective refers to written responses provided by teachers to help students identify and correct errors in their writing. Ferris (2011) defines written corrective feedback as written comments, symbols, or corrections made by teachers that highlight issues related to language accuracy, organization, or content. In the context of learning English as a foreign language (EFL), WCF plays an important role because students often rely on teachers' comments to understand their weaknesses and improve their writing performance.

There are several types of written corrective feedback commonly used in writing classes. According to Ellis (2009), direct feedback occurs when teachers provide the correct form of an error, such as rewriting a word or phrase that is incorrect. This type of feedback is useful for lower-level students because it reduces confusion and helps them immediately recognize the correct form. On the other hand, indirect feedback indicates an error without providing the correct answer. Teachers can mark, circle, or place a symbol next to the incorrect form. This type of feedback encourages students to think critically and correct themselves, which can promote long-term learning.

C. Teacher Written Corrective Feedback

Teacher Written Corrective Feedback (WFC) refers to written responses provided by teachers to help students identify and correct errors in their writing. According to Ferris (2003), written corrective feedback includes written comments, corrections, or symbols that highlight problems related to language accuracy, organization, or content in students' written texts.

In the context of English as a Foreign Language (EFL), written corrective feedback plays an important role because students often rely on teachers' comments to understand their weaknesses in writing. Tabassum et al. (2024) found that continuous written feedback from teachers significantly improved students' writing ability because it helped them recognize and correct their errors. This indicates that written feedback is not only useful for correcting mistakes but also for guiding students toward better writing performance.

Similarly, Renata et al. (2024) highlight that constructive and timely written feedback encourages students to reflect on their writing and make necessary revisions. Through this process, students become more aware of their writing problems and gradually develop stronger writing skills.

Written corrective feedback also supports writing as a process rather than merely a final product. Instead of simply evaluating students' work, teachers use feedback to guide students through revision and improvement. As a result, feedback becomes an important tool that supports students' writing development in a continuous learning process.

D. Types of Teacher Written Corrective Feedback

Feedback plays an important role in language teaching because it helps students improve their skills and understand the mistakes they make. Harmer (2001) states, "Feedback can be categorized into two main types: oral and written" (p. 142). He further explains that oral feedback is usually given during lessons to provide immediate guidance, allowing students to adjust their performance in real time. Written feedback, on the other hand, is given after the task is completed,

allowing teachers to provide more detailed comments and suggestions.

Written feedback involves detailed comments given in written form, such as annotations on essays, margin notes, or digital feedback through online platforms. Shute (2021) highlights that written feedback provides students with the opportunity to revisit and reflect on comments at their own pace, thereby promoting deeper cognitive processing and sustained improvement. Written feedback is not bound by time, allowing learners to carefully analyze the teacher's suggestions and use them for gradual revision.

Similarly, Lee (2019) argues that written feedback provides a structured and permanent record that helps students systematically address their weaknesses in writing through detailed suggestions. This written record serves as a reference point for students in subsequent assignments, helping them monitor progress and avoid repeating the same mistakes. Based on these perspectives, the researcher concludes that written feedback is crucial because it ensures that students have tangible and lasting guidance to improve their writing. Unlike oral feedback, which may be forgotten if not acted upon immediately, written feedback serves as a learning document that students can revisit multiple times. However, the researcher believes that written feedback is most effective when combined with oral clarification, ensuring that students not only read the comments but also understand and apply them meaningfully.

1. Direct Written Feedback

Direct written feedback is a feedback technique in which teachers provide the correct form by crossing out unnecessary elements, adding missing elements, or rewriting the correct form next to the error, so that students can immediately see the correct version (Putri & Sumarwati, 2020). For example, if a student writes "She go to market," the teacher may correct it directly to "She goes to the market."

2. Indirect Written Feedback

Indirect written feedback signals that an error has been made but does not provide the correct form. Teachers usually underline, circle, or mark the error in the text to guide learners to self-correct (Purnawarman, 2011). Indirect feedback

can be divided into coded and uncoded forms. In coded feedback, the teacher adds a symbol or code (e.g., VT for verb tense, WW for wrong word) above or near the error to indicate its type, helping students identify what kind of correction is needed. Meanwhile, uncoded feedback only highlights or underlines the error without giving any clue about the error type, allowing learners to analyze and revise independently (Purnawarman, 2011; Karim & Nassaji, 2020).

A few scholars have pointed out that indirect feedback actually comes in two types: coded and uncoded (Nusrat et al., 2019). The difference is not that complicated. In coded feedback, the teacher adds a small symbol or a short abbreviation next to the error to show the student what kind of mistake it is. So the teacher might write "VT" next to a verb tense error, "WW" for a wrong word, or "SP" for a spelling mistake. In uncoded feedback, on the other hand, the teacher simply marks the error maybe by circling it or putting a line under it without adding anything else. The student can see that something is wrong, but there is no hint about what kind of error it actually is.

a. Coded Indirect Feedback

In coded feedback, teachers use symbols, abbreviations, or codes to signal the type of error made by the student, such as WW for “wrong word,” VT for “verb tense,” or SP for “spelling” (Ferris, 2003; Lee, 2004). This method not only alerts learners to the presence of an error but also provides clues about the nature of the mistake, guiding them toward self-correction.

Example: She go to school every day: Teacher marks: “go (VT)”

b. Uncoded Indirect Feedback

In uncoded feedback, the teacher simply indicates that an error exists, for example by underlining, circling, or marking in the margin (Hyland & Hyland, 2006; Ellis, 2009). This approach gives students full responsibility to identify and correct the mistake by reflecting on their language knowledge.

Example: She go to school every day. → Teacher underlines “go”

Although it may be more challenging, uncoded feedback can foster deeper processing and long-term learning since students actively engage in problem-solving to correct their own errors (Hyland & Hyland, 2006).

Both direct and indirect feedback are widely practiced in writing classrooms, and teachers often combine them depending on instructional goals and students' proficiency levels. However, it is essential for teachers to be selective and consistent when giving feedback. Overcorrecting or providing unclear codes may overwhelm students and negatively affect their motivation and confidence in writing (Karim & Nassaji, 2020; Ferris, 2019).

3. Metalinguistic Feedback

Metalinguistic feedback is another form of written corrective feedback that provides learners with information about the nature of their errors. Instead of directly correcting the mistake, the teacher gives clues, explanations, or grammatical codes that help students identify and understand the error themselves. For instance, a teacher may write "VT" to indicate a verb tense problem or "WW" to signal the use of an incorrect word. This type of feedback encourages students to reflect on their language use and engage more actively in the revision process.

Recent studies suggest that metalinguistic feedback can support deeper language learning because students are required to think about the underlying grammatical rules rather than simply copying the correct form. According to Lee (2022), metalinguistic feedback helps learners develop a stronger awareness of grammatical structures and promotes more independent error correction. In writing instruction, this type of feedback is often used to guide students toward understanding the reason behind their mistakes, which may contribute to long-term improvement in writing accuracy.

E. The Function of Teacher Feedback

Teacher feedback serves multiple pivotal roles in the educational process, particularly in enhancing student learning outcomes and writing proficiency. According to Charalampous and Darra (2023), teacher feedback significantly contributes to students' ability in academic performance, and improve academic writing abilities. This underscores feedback's role in guiding students toward better understanding and mastery of subject matter. One primary function of teacher feedback is to provide students with specific information about their

performance, enabling them to identify strengths and areas for improvement.

Henderson et al. (2022) emphasizes that feedback must be both timely and specific so students can clearly understand the comments and immediately relate them to their learning behavior. When feedback is provided immediately after performance and highlights specific aspects that need improvement, students are better able to apply corrections effectively and engage in meaningful revision. This immediacy is crucial for reinforcing correct practices and rectifying misunderstanding. Teacher feedback plays a motivational role. Positive feedback can boost students' confidence and encourage continued effort, while constructive criticism can guide learners to make necessary improvements.

Mirqodirova (2024) highlights that effective feedback helps learners become aware of their strengths and weaknesses, which is essential for focused skill development. Additionally, feedback fosters self-regulated learning by promoting students' ability to monitor and adjust their learning strategies. Research by Zhang (2024) indicates that various types of teacher feedback, such as verification and scaffolding, significantly predict students' use of self-regulated learning strategies, which in turn enhance writing proficiency.

F. Teacher and Student Perceptions of Written Corrective Feedback

Perception can be define as the way individuals interpret, understand, and respond to information or experiences. In the context of education, perception play a crucial role because it influences how students and teachers engage with feedback. According to Zhang and Hyland (2018), students' perceptions of written feedback affect how they respond to it and whether they use it to improve their writing. If students perceive feedback as helpful and clear, they are more likely to act on it. However, if the perceive it as confusing or discouraging, they may ignore it.

Similarly, teachers' perceptions of feedback also matter. Teachers have their own beliefs about what types of feedback are most effective. Some teachers may believe that direct correction is the most useful, while others may prefer indirect feedback that encourages students to think for themselves. Lee (2019)

found that teachers' beliefs about feedback often influence how they give feedback in the classroom. This means that what teachers think about feedback can shape their actual teaching practices.

The difference between teacher and students perception is also important. Research by Hopper and Bowen (2023) found that students and teachers often have different views about what types of feedback are most helpful. Students may prefer direct correction because it is easy to understand, while teachers may prefer indirect feedback because it encourages deeper learning. This gap between perceptions can significantly affect how feedback is received and used. Therefore, understanding both teacher and student perception is essential for making feedback more effective in the classroom.

G. Previous Studies

Several previous studies have investigated the role of teacher written corrective feedback in improving students' writing performance. Zaber (2023) reports that detailed written corrective feedback encourages students to revise more effectively and become more reflective about their writing process. The study highlights that specific written comments help students understand their mistakes more clearly. However, this research does not focus on specific genres, so it is unclear how teacher written corrective feedback works on more structured texts such as procedural writing.

Similarly, Alisoy (2024) found that both direct and indirect written corrective feedback contributed to improvements in students' grammatical accuracy, organization, and content development. This study emphasized that teacher written corrective feedback not only corrects linguistic errors but also promotes learning autonomy. However, the feedback analyzed in this study was applied to general writing tasks, not procedural texts. The study also showed that getting feedback helps students become more independent in learning. This shows us that giving regular feedback whether it's correcting mistakes directly or letting students discover them can make a big difference in how well students write and how confident they become in learning by themselves.

Moreover Malikov (2024) also shows that students who receive comprehensive written corrective feedback show greater progress in vocabulary use, clarity, and grammatical accuracy compared to those who receive minimal feedback. These findings support the idea that the depth and specificity of teacher written corrective feedback greatly influence students' writing development. Similarly, Razmi and Ghane (2024) found that written corrective feedback helps reduce students' writing anxiety and boosts their confidence, indicating that teacher written corrective feedback contributes to both linguistic and emotional aspects learning.

Additionally, Renata et al. (2024) found that teachers' written comments significantly improved students' ability to organize ideas and choose appropriate vocabulary. This shows that teacher written corrective feedback not only supports error correction but also helps improve content and structure. However, like previous studies, this research did not investigate teacher written corrective feedback in procedural writing. Meanwhile studies that specifically focus on procedural texts tend to highlight students' difficulties rather than teachers' feedback practices. Hidayah et al. (2021) found that students often struggle with the sequence of steps, the use of imperative verbs, and maintaining clarity when writing procedural texts. Although this study describes the challenges faced by students, it does not explore how teacher written corrective feedback can address these issues, understanding of how to present steps logically, which remains a challenge for many learners.

Based on previous studies, it can be concluded that written corrective feedback from teachers is effective in improving writing skills, especially in terms of accuracy, clarity, and organization. However, most studies have been conducted on general writing or other genres such as narrative, descriptive, and explanatory texts. Studies on procedural texts mostly discuss students' difficulties, but none explore how teacher written corrective feedback contributes to improving students' procedural writing performance. Therefore, there is a clear research gap regarding how written corrective feedback written by teachers is applied and what types of written corrective feedback appear in students'

procedural texts. This study aims to address this gap by analyzing the types of teacher written corrective feedback found in students' procedural writing.



CHAPTER III

RESEARCH METHOD

This chapter discusses the research method procedures which include a brief description of research design, research participant, method of data collection, and methods of data analysis.

A. Research Design

This study employed a qualitative research design. Qualitative research is appropriate for this study because it allows the researcher to explore participants' experiences, perspectives, and interpretations in depth.

In this study, the phenomenon explored was the use of teacher written corrective feedback in students' procedural text writing. The study aimed to investigate teachers' experiences in providing written feedback, the types of feedback that were frequently used, and teachers' perception regarding which types of feedback were considered most helpful for students in improving their procedural text.

A qualitative approach was selected because the study sought detailed explanations from teachers about their feedback practices in real classroom contexts. Through interviews with teachers and several students, document analysis and considerations when providing written corrective feedback to students were explored in depth.

The authenticity of the participants' responses was maintained by minimizing grammatical corrections during transcription. This was done so that natural spoken discourse could be reflected in the data.

B. Research Participant

The participants of this study were five English teachers who teach at MAS Insan Qur'ani, and ten students at MAS Insan Qur'ani, the participants were selected using purposive sampling, which means that the participant were chosen based on specific criteria relevant to the research objectives.

The criteria used in selecting the participants were that the teachers teach English writing and have experience teaching procedural text to students, and the

teachers regularly provide written corrective feedback on students writing assignments. These teachers were considered suitable participants because they have direct experience in correcting students' procedural text writing and providing written feedback.

The students were selected from one class that had already learned procedural text and had received written corrective feedback from their teacher. This class was chosen because the students had relevant experience with procedural text writing and were familiar with the feedback process. Ten students were selected purposively from this class to represent different levels of writing ability (high, medium, and low) based on teacher recommendations. This allowed the researcher to capture a range of student perspectives on written corrective feedback.

By involving both teachers and students, different perspectives regarding the use of written corrective feedback in procedural text writing were expected to be obtained. Having both groups also helped with triangulation, because what teachers said about their feedback practices could be compared with what students said about receiving that feedback. This mix of views made it possible to get a more complete and balanced picture of how written corrective feedback actually works in a real classroom.

Before the data collection was started, all participants were given an explanation about what the study was about and what they would be asked to do. They were also told that joining the study was completely up to them, and that they could stop at any time without any negative consequences. Permission was given by everyone before any interviews or document analysis took place. To keep their identities private, their real names were not used anywhere in the data or in the final report. Instead, a pseudonym was given to each participant. The interview recordings and any documents collected were kept confidential and stored in a secure place. These ethical steps were followed to make sure that the participants' rights and well-being were respected throughout the entire process.

C. Method of Data Collection

This study used two data collection methods to get a complete picture of the research topic. The methods were teacher interviews, student interviews, and document analysis. These methods were used together as part of data triangulation. Triangulation basically means the findings are supported by different sources of information, not just one type of data. This is important in qualitative research because it makes the findings more credible and trustworthy.

The instruments used in this study included an interview guide for teachers, an interview guide for students, and a document analysis checklist. The teacher interview guide had open-ended questions about the teachers' experiences in giving written corrective feedback, what types of feedback they often used, and which types they thought were most helpful for students. The student interview guide asked about their experiences in receiving feedback, how they understood the corrections, what challenges they faced, and what types of feedback actually helped them write better. The document analysis checklist was used to help the researcher systematically identify and record the types of written corrective feedback found in students' procedural text assignments. All interviews were recorded using a digital voice recorder. These recordings helped make sure the transcription process was accurate.

The first method was semi-structured interviews with five English teachers. The researcher chose a semi-structured format because it allows for follow-up questions. When participants say something interesting, the researcher can ask them to explain more. This often leads to richer and more unexpected insights. The interviews aimed to explore how teachers experience giving written corrective feedback and what they think about it. Teachers were asked about the types of feedback they frequently use, why they choose certain feedback strategies, and which types they believe are most helpful for improving students' procedural texts.

The second method was semi-structured interviews with ten students. These students had all received written corrective feedback on their procedural text assignments before. The purpose was to understand how students feel when

they get feedback from their teachers. Do they find it helpful? Confusing? Discouraging? Students were asked about how they understood the feedback, what made it hard to understand the corrections, and which types of feedback actually helped them improve their writing.

The third method was document analysis. The researcher looked at students' procedural text assignments that had already been corrected by the teachers. These documents were analyzed to find out what types of feedback the teachers gave. For example, direct correction, indirect correction, or metalinguistic comments. Through this analysis, the researcher could see how written corrective feedback was actually applied in real student work. This was important because it showed what really happens in the classroom, not just what people said during interviews.

By using these three methods together, the researcher could compare what teachers said, what students said, and what the documents showed. This comparison helped strengthen the credibility of the data through triangulation.

D. Method of Data Analysis

The data from the interviews and document analysis were analyzed using qualitative descriptive analysis. This type of analysis is often used in qualitative studies like this one. The goal was not to perform complicated statistics but to describe and understand what was said by the participants and what was shown in the documents. Several steps were followed to make sure the analysis was done systematically.

First, all the interview recordings were transcribed into written form. This step was considered important because it turned the spoken responses into text that could be carefully examined. Broad transcription conventions were used for this process. Broad transcription means that the focus was placed on the content of what people said, but important features of spoken language such as pauses, fillers, and repetitions were still kept. This was done to preserve the authenticity of the participants' speech. The transcription symbols used in this study are shown in the table below.

Table 3.1 Transcription Conventions

Symbol	Meaning
(.)	Short Pauses (less than 1 second)
(..)	Medium pause (1-2 seconds)
(...)	Longer pause (2-3 seconds)
(2)	Pause lasting 2 seconds
(3)	Pause lasting 3 seconds
Umm / uh / yeah	Filler (hesitation sound)
Repeated words	Hesitation or repetition
?	Rising intonation (question-like tone)

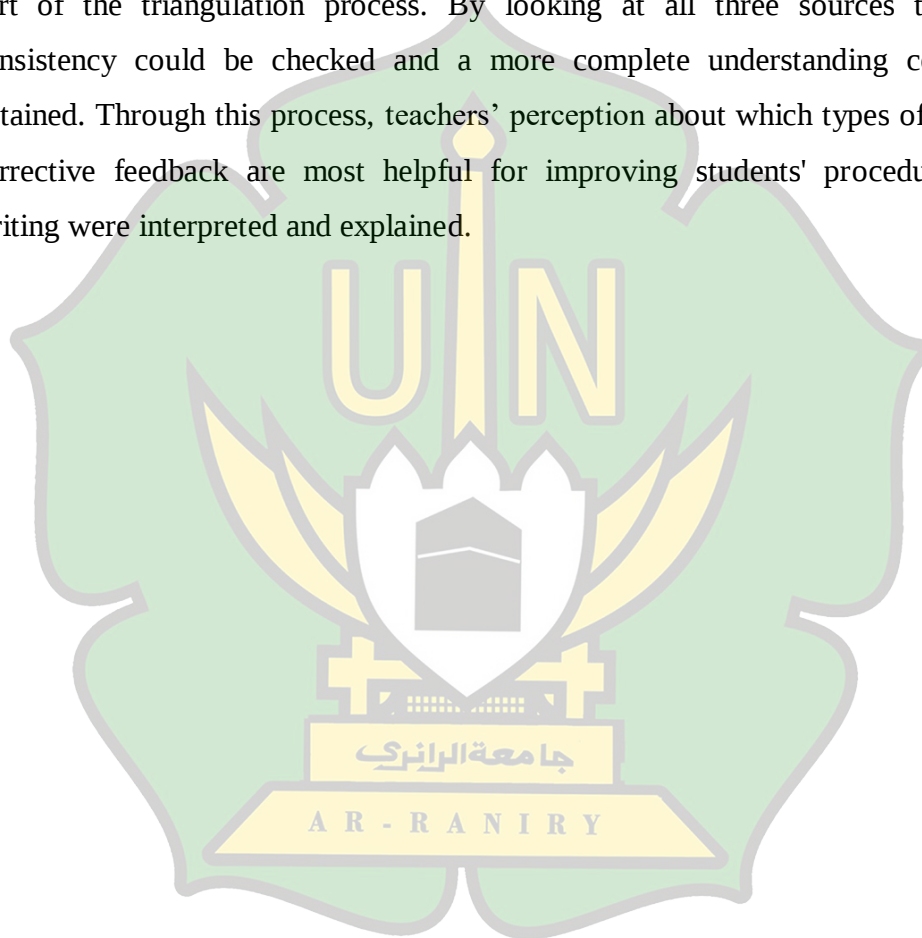
After the transcription was completed, all the transcripts were read several times. This was done to get a general sense of the data before a more detailed analysis was carried out. Through this step, the researcher became familiar with what had been said by the participants and recurring ideas or patterns started to be noticed.

Second, data reduction was performed. Data reduction means that only the information relevant to the research questions was selected and focused on. Not everything from the interviews was needed. So during this stage, important statements from the teachers and students about written corrective feedback were highlighted, and things that were not directly related were set aside.

Third, thematic analysis was conducted to group similar responses into themes and sub-themes. This is considered a standard step in qualitative analysis. The data from teachers, students, and document analysis were analyzed separately, but the themes were organized based on their focus rather than the source of data. The main themes that emerged from this study were: (1) the types of written corrective feedback used by teachers and received by students, (2) perceptions of helpful written corrective feedback from both teachers and students, (3) students' responses to written corrective feedback as observed by teachers and reported by students, (4) areas of improvement in students' writing as identified by teachers, (5) factors affecting the effectiveness of feedback, and (6)

findings from document analysis including clarity of feedback, students' uptake, and remaining errors. Each theme was then broken down into smaller sub-themes. For example, the theme of types of feedback was divided into sub-themes such as written notes, direct correction, symbols, and combination strategies

Finally, the findings from the teacher interviews, student interviews, and document analysis were compared with one another. This comparison was done as part of the triangulation process. By looking at all three sources together, consistency could be checked and a more complete understanding could be obtained. Through this process, teachers' perception about which types of written corrective feedback are most helpful for improving students' procedural text writing were interpreted and explained.



CHAPTER VI

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study based on data collected from teacher interviews, student interviews, and document analysis. It also present a discussion of the research result to answer the research question.

A. Findings

This section present the results of the data analysis focusing on teacher written corrective feedback in students' writing. The findings are organized into several themes, including the types of feedback, the most helpful types of feedback, students' responses, and the area of improvement in students' writing, which are discuss in the following sections:

1. Teachers' perspectives on Written Corrective Feedback

a. Types of Written Corrective Feedback

The result showed that the English teacher at MAS Insan Qur'ani used a variety of written corrective feedback when responding to students' procedural texts. These included symbols such as circling and crossing, written notes, direct correction, as well as combination of these strategies. In general, these forms of feedback can be understood as direct feedback, where teachers provide the correct form or give explanations and indirect feedback, where teachers indicate the presence of an error (for example, through symbols). However, based on the data, it was found that teachers did not rely on only one type of feedback. Instead, they tended to combine different approaches of feedback in their classroom practice.

1) Direct Written Notes and Explanation

According to the interview results, one method of feedback that is often used by the teachers is the written notes comment and explanation. In such forms of feedback, besides pointing out that there was an error made, the teachers also give short explanations to guide the learners on how to correct the errors. This can be seen from the following statements:

"Direct feedback... (.) we give notes right away... umm write some corrections on their papers (2) and discuss them. But of course (.) not everything is written on the board for language... just some parts. Or maybe later (.) we'll invite anyone who wants to ask questions... those who have notes on their papers, but don't understand... to ask again. So (.) if one person asks... the rest of the class will know too..." (T4)

From what T4 described, written notes are a practical way to give feedback. She writes notes directly on students' papers. Sometimes she also discusses them with the whole class. T4 also mentioned that she does not put notes on every single mistake. She only picks certain parts of the text, especially those that are important or difficult for students to understand. This means that using written notes is not random. It depends on what the teacher wants students to learn.

Another teacher had a different but related view. According to this teacher, written notes are better than symbols for a simple reason:

"Using note, rather than with symbols...(.) because sometimes with symbols, they don't really get it ... oh, like sometimes we can't keep going. (2) We can't always be perfect either. For example... (.) when we gave them 'Great'... so there might be a slight mistake. But we can't just fix it right away... (.) they more prefer like this... rather than I just put it a big symbol. (.) They'll remember that more... than if we just dismiss it." (T1)

This is where T1 argues that using symbols is often not enough as they do not provide enough information about what it actually means. For example, having a circled word or placing a question mark is not enough for most students' to understand what the problem is. However, if a short explanation is provided, such as "Great work, but make sure to use correct verbs" then there would not be too much information, but just enough. Also, T1 notes that writing it down will be easier to remember.

From what T4 and T1 said, a written note is usually short and straight to the point. It is placed right next to the mistake. The teacher does not write a long paragraph or a long grammar explanation. Instead, the note is simple and gives

just enough information for the student to understand what went wrong. The note becomes part of the student's own paper, right there where the mistake happened. Teachers often do not use written notes by themselves. They usually combine them with other methods, such as circling the mistake first, then adding the note next to it.

2) Direct Correction

Another kind of written corrective feedback in the study is direct correction. This refers to the type of corrective feedback where teachers give students the correct form right away in their writing. Unlike indirect feedback, which only signals that an error or mistakes exists, direct correction shows the student what the correct version should look like. The teacher revises the incorrect part by replacing it with the correct form, often right next to the original mistake.

This can be seen in the following response from one of the teachers:

"I often mark things... (.) for example... if they make a mistake with the tense... I'll correct it. (2) For instance... when we're writing something like, um, for a procedural text... there are usually a few points that are wrong... (.) I'll circle those... and then correct the tense... like that." (T2)

From the response above, direct correction means the teacher changes the student's writing. The teacher does not just circle the mistake and leave the student to figure out what tense to use. Instead, the teacher writes the correct form directly. This way, the student can see the difference between their own sentence and the corrected version from the teacher. Seeing the two versions side by side helps the student understand what went wrong.

What makes direct correction different from other types of feedback is that the teacher rewrites the student's mistake. The teacher acts like an editor, not just someone who points out errors. The corrected form is usually written close to the original mistake, either above the word, next to it, or in the margin. This allows the student to see the difference between what they wrote and what they should have written. This kind of feedback is especially helpful for students who are still at a lower level. These students may not yet be able to figure out the correct form from a symbol or a short note.

Another teacher, T2, explained how she uses direct written feedback in her class. Here is what she said:

“More like... direct written feedback. (.) So... I write notes on the paper they submitted... (2) combined with... assigning the task again... but at the same time... I try to find another way... to help them understand... (.) and I encourage them... to write the procedural text happily... in line with their interests. (2) That's why... I ask them to rewrite the text. (T2)

T2 explained that she prefers direct written feedback. She writes notes on the students' papers. But she does not stop there. She also asks the students to do the assignment again. This is important because when students rewrite their work, they have to think about the feedback and apply it. T2 also tries to find different ways to help her students understand. She knows that not every student learns the same way. Some students need more explanation. Some need a different approach. She also tries to make the task enjoyable for the students. She wants them to write about things that interest them. This makes the students more willing to write. According to T2, asking students to rewrite the text helps them learn from their mistakes. The feedback is not just something they read and forget. It becomes something they use to improve their writing.

3) Indirect Feedback Using Symbols

Another type of written corrective feedback found in this study is the use of symbols. This means the teacher marks where the mistake is but does not give the correct answer. The teacher might circle a word, put a cross, underline a sentence, or use a checkmark or an arrow. These marks tell the student that something is wrong in that part of their writing. However, the teacher does not write what the correct form should be. The goal is not to give the answer. The goal is to make the student pay attention to a specific spot on their paper and figure out the mistake by themselves.

This is illustrated in the following statement from one of the teachers:

"Yeah... that includes grades... (.) and usually symbols... like in writing... where you check a box for correct answers... and cross out the wrong ones. (2) Umm... for example... with grammar... you learn the rules... and

if they make a mistake in the steps... or if they reverse the order in their writing... (.) you can mark it with a circle or a check... umm... checkmark." (T3)

T3 used checkmarks to show which parts were correct. For the parts that had mistakes, she used crosses or circles. She marked things like grammar errors or problems with the order of steps. This way, the student could see exactly which part needed attention. But T3 did not write the correct answer. The student had to look at the marking, realize that something was wrong, and try to fix it on their own. This kind of feedback is indirect because the teacher does not give the answer. The student has to be more active. They have to think about what the mistake might be and how to correct it. From this point, symbol based feedback is indirect. It requires the student to be more active in the revision process.

Another teacher, T4, had a similar approach but with a different focus:

"I prefer it when... (.) for example... there's a big circle around a writing... a symbol that's quite large... and stands out to them. (2) It makes them more aware... like 'oh this is wrong. Here's why. This is the mistake.' (.) Because some students... you know... (.) umm... might ignore it... while others might ask... 'Why?' (2) Since I've highlighted it... the students ask again." (T4)

What T4 brings into the discussion is the concept of visibility. For T4, a good symbol needs to be large and visible. Big circles around the sentence or large marks in the margin of the text should mean to catch students' eye immediately. This approach is aimed at helping students see their errors immediately without missing them. T4 also notes that this kind of highlighting with symbols like this one also prompts students to ask questions. When the student notices an obvious symbol on their text, they will definitely want to know why it is there.

Taken together, both T3 and T4 indicate that the main function of symbols is that of an alert system. In other words, symbols notify the student, "Look at me something is not right here." Whatever the size of the symbol be it a small circle or a big one that is meant to catch your eye the task of the symbol is to indicate

where an error is. It is the student's task to correct this error.

4) Combination Strategies

This last type of feedback can be described as a combination strategy. With this strategy, teachers do not rely on a single method but combine different methods, correction marks, direct corrections, notes, as well as verbal explanations, according to the situation. This is reflective of the reality of classroom teaching, and different students have their own preferences to receive written feedback.

This is clearly expressed in the following detailed response from one of the teachers:

"Usually... (.) I combine the methods. (2) Whether I just mark it... write the correct answer... explain it verbally... or even correct it and have them change it right away... (.) that usually depends on the time. (2) Sometimes... the mistakes are in the verb or spelling. For example... a missing letter... or an incorrect verb form. (.) I mark those... and tell them the correct answer. (2) If there isn't much time... sometimes I just circle it... and write a small note above it. (.) For example... umm if they write 'write'... when the correct word is 'writing'... I write 'writing' above it... like that. (2) Umm... there are also students who prefer to have it explained directly... and listen carefully... so I just circle it... without writing a note." (T5)

From what T5 said, a few things become clear. Time plays a big role in how teachers give feedback. When there is plenty of time, the teacher can do more, like marking the mistake, writing the correct answer, and adding a note. When time is short, the feedback becomes simpler, maybe just a circle with a short comment or even a circle alone. This means teachers do not give feedback the same way every time. They adjust based on the situation. T5 also showed that more than one type of feedback can be used in the same piece of writing. On one page, the teacher might circle a mistake, write the correct answer above it, and add a note like "spelling." On the next page, the teacher might just underline a

sentence. This is not inconsistency. It shows that the teacher is thinking about what each situation needs.

Another point from T5 is that students have different preferences. Some want to be told directly what is wrong and how to fix it. Others learn better when they have to figure it out themselves. The teacher tries to mix different strategies so that different students can benefit. For example, a student who wants a verbal explanation can ask the teacher after class. A student who prefers to see the correction on paper can look at the written marks. By doing this, the teacher tries to help everyone without slowing down the lesson too much.

A similar view came from another teacher, T3. Here is what she said:

“Usually... just circling... (.) but then I'll explain what's wrong... (.) why it's wrong... (.) in a short note... so they know exactly where the mistake is. (2) And... often it's done orally too... you know... (.) it's a combination. (T3)

T3 explained that she does more than just circle a mistake. After circling, she writes a short note that tells the student what is wrong and why it is wrong. This note helps the student see exactly where the problem is and understand what kind of mistake they made. T3 also said that she often gives an oral explanation as well. She does not depend only on written feedback. Instead, she uses written notes and spoken explanations at the same time. For T3, this is what combination feedback means. The student can see the mistake, read a short note about it, and hear the teacher explain it. This approach works for different kinds of learners. Those who learn better by reading can look at the note, and those who learn better by listening can pay attention to the teacher's explanation.

In summary, combination strategies reflect a flexible, context-driven approach to feedback. Teachers do not feel bound to use only one type of written corrective feedback. Instead, they mix and match, circling, correcting, noting, and even explaining verbally, based on time, student needs, and the nature of the error. This makes combination strategies perhaps the most realistic description of how written feedback actually works in everyday classroom settings.

b. The Most Helpful Types of Teacher Written Corrective Feedback

Based on the teachers' responses, the types of written corrective feedback could be ranked from the most helpful to the least helpful as follows.

1) Combination Strategies

Based on what the teachers said, combination feedback was the most helpful type of written corrective feedback. Combination feedback means that teachers do not just use one method. Instead, they use more than one method at the same time. For example, a teacher might circle a mistake, write a short note next to it, and also give the correct answer. This is what makes it a combination.

There are several reasons why combination feedback was seen as the most helpful. The first reason is that students are different from one another. Some students understand better when they just see a circle or a mark on their paper. They know that something is wrong and can try to find the correct answer on their own. Other students need more help. They may need a short note that explains what the mistake is and why it is wrong. By using a combination, the teacher can meet the needs of both kinds of students at the same time.

The second reason is that not all mistakes are the same. Some mistakes are small and easy to fix. For these, a simple circle or a checkmark might be enough. The student sees the mark and immediately knows what to change. But other mistakes are more difficult. The student may not understand why the answer is wrong, even if the mistake has been circled. In this case, a note or the correct answer written next to the mistake can help the student learn. Combination feedback allows the teacher to respond differently depending on how hard the mistake is.

The third reason is that combination feedback gives students more than one way to understand their mistakes. When a student sees a circle, they know where the mistake is. When they read a short note, they learn why it is wrong. When they see the correct answer written down, they know what to do next time. Having all of this at the same time helps the student remember the correction better.

One of the teachers, T5, explained how she uses combination feedback in

her class:

" Usually... (.) I combine the methods. (2) Whether I just mark it... write the correct answer... explain it verbally... or even correct it and have them change it right away... (.) that usually depends on the time. (2) Sometimes... the mistakes are in the verb or spelling. For example... a missing letter... or an incorrect verb form. (.) I mark those... and tell them the correct answer. (2) If there isn't much time... sometimes I just circle it... and write a small note above it. (.) For example... umm if they write 'write'... when the correct word is 'writing'... I write 'writing' above it... like that. (2) Umm... there are also students who prefer to have it explained directly... and listen carefully... so I just circle it... without writing a note." (T5)

From this response, we can see that T5 does not always give feedback the same way. She changes what she does based on the situation in class. One important thing to her is time. When she has enough time, she does more. She marks the mistake, writes the right answer, and explains it. But when she is busy and does not have much time, she still tries to help. She circles the mistake and adds a short note. This tells us that combination feedback can still work even when the teacher has a lot of papers to check. The note does not need to be long. A few words can already help the student understand.

T5 also looks at what kind of mistake the student made. For spelling mistakes or missing letters, she often writes the correct answer above the mistake. This is helpful because the student can see their wrong answer next to the right one. When the student compares the two, they can see exactly what was wrong. If the teacher only circled the mistake but did not write the correct answer, the student might not know what the right spelling is. They might guess and keep getting it wrong.

T5 also said that sometimes she asks students to find the answer by themselves. She thinks that when students find the answer on their own, they remember it longer. This is still combination feedback. The teacher uses a mark to show where the mistake is, but then the teacher does not give the answer right

away. Instead, the teacher asks the student to think and find it. Combination feedback does not always mean the teacher does many things. Sometimes it means the teacher chooses the right two methods for that student and that mistake. A mark to show the mistake, and a question or a reminder to help the student find the answer.

Another teacher, T3, also talked about using a combination of methods. Here is what T3 said:

“Usually... just circling... (.) but then I'll explain what's wrong... (.) why it's wrong... (.) in a short note... so they know exactly where the mistake is. (2) And... often it's done orally too... you know... (.) it's a combination. (T3)

T3 explained that circling by itself is not enough. The student needs to know why the circled part is wrong. If the teacher only circles the mistake, the student might feel frustrated. They can see that something is circled, but they do not know what they did wrong. They might think, "I already checked my work. Why is this circled? What am I supposed to change?" Without an explanation, the student might just guess what to fix. They might change something that was actually correct or leave the mistake because they do not understand what the problem is.

That is why T3 adds a short note. The note does not need to be long. It can be just a few words. For example, the teacher could write "wrong tense" or "missing article" or "spelling." Even this small amount of information changes everything. Now the student knows what kind of mistake they made. They can use that information to try to fix it. If they still cannot fix it, they can ask the teacher for more help. But at least they are not completely lost. The note gives them a direction to follow.

T3 also mentioned that the explanation is sometimes done in other ways, not only through notes. But the main idea is the same. The teacher does not stop at marking the mistake. The teacher always adds something more so that the student can learn from the mistake. This is the most important part of combination feedback. It is not about using many methods just to look busy. It is about making

sure the student understands what went wrong and how to make it right.

In summary, combination feedback was the most helpful because it uses more than one method at the same time. A circle shows where the mistake is. A note explains why it is wrong. The correct answer shows what to write next time. Even when teachers did not say the word "combination," they still practiced it.

2) Direct Correction with Guidance

Direct correction was also found to be helpful for students. In this type of feedback, the teacher points out the mistake and gives the correct answer immediately. For example, when a student writes an incorrect word, the teacher crosses it out and writes the correct form above it. The student does not have to guess or search for the right answer because the teacher shows it directly on the paper. This makes it easy for the student to see exactly what went wrong and what they should have written instead. Some teachers in this study used this method often, especially for mistakes that were clear and easy to fix.

There are several reasons why direct correction helps students. First, some mistakes are very clear and do not need a long explanation. Spelling errors, missing letters, or incorrect verb forms are examples of this. When a student writes "write" instead of "writing," they do not need a long note telling them why it is wrong. They just need to see the correct word. By writing "writing" above the mistake, the teacher shows the student the right form, and the student can compare the two and learn from the difference. Second, some students prefer to be told the correct answer directly. These students do not like guessing or trying to figure things out on their own. When they see a mark on their paper without an explanation, they often ask, "Why is this wrong? Where is the mistake?" Direct correction answers that question right away. The student gets the correct answer and can fix their work immediately without feeling confused or frustrated.

The following example shows how this type of feedback works in the classroom:

"I often mark things... (.) for example... if they make a mistake with the tense... I'll correct it. (2) For instance... when we're writing something like a procedural text... there are usually a few points that are wrong... (.) I'll

circle those... and then correct the tense... like that." (T2)

T2 stated that, direct correction is not just about pointing out that something is wrong. T2 circles the part that has a mistake, and then writes the correct verb form right above it. This helps the student see two things at once. First, they can see exactly where their mistake is because it has been circled. Second, they can see what the correct answer should be because it has been written right there next to their own writing. For students who are still learning, especially those who are beginners, this is very useful because they do not have to spend time guessing what the teacher meant. The correct answer is already there for them to see and learn from.

Another teacher, T4, also talked about direct correction, but she added an extra step that makes it even more helpful:

"Direct feedback... (.) i give notes right away ... umm write some corrections on their papers (2) and discuss them. But of course (.) not everything is written on the board for language ... just some parts. Or maybe later (.) we'll invite anyone who wants to ask question ... those who have notes on their papers, but don't understand ... to ask again. So (.) if one person asks ... the rest of the class will know too ..." (T4)

T4 writes corrections directly on the student's paper, which is direct correction. But after that, she does something else. She gives her students a chance to ask questions if they do not understand why their answer was wrong. And when one student asks a question, the whole class gets to hear the answer. This means that direct correction is not just about fixing one mistake on one student's paper. It can also be the starting point for a discussion that helps everyone in the class learn.

These two examples show why direct correction helps. Teachers use it because it is simple. When a student sees a wrong word crossed out and the right word written above it, they can see what went wrong without feeling confused. Teachers also combine direct correction with other things like notes or class discussions. The correction fixes the mistake right away, but the discussion helps the student understand why it was a mistake. Another reason is that teachers want

their students to stop repeating the same errors. When students see the correct form on their paper, they can remember it for next time. After getting corrections many times, some students start to check their own work before turning it in. That is what feedback is supposed to do.

3) Written Notes and Explanation

Teachers in this study also considered written notes to be a helpful form of feedback. Written notes mean that the teacher writes a short comment next to the student's mistake instead of only using a circle or a symbol. For example, the teacher might write "missing word" next to the error.

This type of feedback is useful because it gives the student more than just a sign that something is wrong. It gives a small explanation. One reason is that written notes make the mistake clear. When a student only sees a circle, they do not always know what the circle means. A written note tells them exactly what is wrong. Another reason is that written notes help students remember. A student might forget a symbol, but they are more likely to remember a note because they have to read and think about it. Also, written notes can lead to questions. When a student does not understand the note, they can ask the teacher for help, and the whole class may learn from that one question.

The following responses from the teachers show how they used written notes in their classrooms:

"It's definitely better... umm when it's written down. (.) What the notes are... what the mistakes are... that sort of thing. (2) It's not that we go into a long description of the errors... no. (.) I mean... just a little bit... if it's already better... fix it. (2) Rather than with symbols... because sometimes with symbols... they don't really get it." (T1)

From this response, it can be seen that T1 values written notes because they are clearer than symbols. T1 does not believe that feedback needs to be long or very detailed. According to T1, even a short note consisting of only a few words can make a big difference. The reason is that symbols alone do not carry much meaning. A tick or a cross tells a student that there is a problem somewhere, but it does not explain what the problem is or how to fix it.

A similar view comes from another teacher, T4. Here is what she said

"Direct feedback... (.) we give notes right away... umm write some corrections on their papers (2) and discuss them. But of course (.) not everything is written on the board for language... just some parts. Or maybe later (.) we'll invite anyone who wants to ask questions... those who have notes on their papers, but don't understand... to ask again. So (.) if one person asks... the rest of the class will know too..." (T4)

T4 introduces an additional point. Written notes are not only for marking errors. They can also create opportunities for discussion. A short comment on a student's paper can serve as a starting point for a conversation. When a student sees a note and does not fully understand it, they are encouraged to ask a question. Once that question is asked, the whole class can benefit from the answer. In this way, written notes help promote communication in the classroom.

Looking at both responses, it appears that teachers prefer brief notes rather than long, detailed explanations. A short comment such as "please organize the steps" is often enough. The goal is to give students the information they need without overwhelming them with too many grammar terms.

In short, written notes help students move from simply recognizing that a mistake exists to understanding what the mistake is. Recognition alone is not enough to prevent a student from repeating the same error. Understanding is what makes the difference, and written notes provide that understanding at the moment the mistake is made.

4) Indirect Feedback Using Symbols

From the interview data, symbols such as circles, checkmarks, or crosses were used by teachers when giving feedback. However, this type of feedback was seen as the least helpful compared to other forms of written feedback. A symbol can point to where a mistake is located, but it does not explain what the mistake is or why it is wrong. For example, when a word is circled, a student may not know whether the error is related to spelling, verb tense, or word order. The student is left to guess. This often creates confusion, especially for those who are still developing their writing skills.

T4 talked about how she uses symbols in her classroom. Here is what she said:

"I prefer it when... (.) for example... there's a big circle around a number... (.) a symbol that's quite large... and stands out to them. (2) It makes them more aware... 'This is wrong. Here's why. This is the mistake.'" (T4)

What T4 was saying here is that a big, noticeable symbol actually helps students pay attention. When a circle is large enough, students cannot just ignore it. It makes them stop and think about what they did wrong. T4 also mentioned that when students saw a clear symbol on their paper, they often came up and asked questions about why it was wrong. So in a way, symbols did not just mark errors. They also encouraged students to ask questions and get more involved with the feedback. For T4, how big and visible the symbol was seemed to matter more than what kind of symbol it was.

"Yeah... that includes grades... (.) and usually symbols... like in writing... where you check a box for correct answers... and cross out the wrong ones. (2) Umm... for example... with grammar... you learn the rules... and if they make a mistake in the steps... or if they reverse the order in their writing... (.) you can mark it with a circle or a check... umm... checkmark." (T3)

T3 also used symbols a lot in the classroom. Checkmarks were for correct answers, and crosses or circles were for mistakes. According to T3, symbols helped students quickly see where they had gone wrong, especially with grammar or the order of steps. This was efficient because teachers did not have to write long notes for every single error. T3 also used stamps and emoticons to keep students motivated, which showed that symbols were not just for pointing out errors. They could also make students feel good about their work.

From both teachers, it can be seen that symbols have their own strengths. They grab students' attention, they are quick to use, and they can even motivate students. However, compared to combination feedback or written notes, symbols do not provide an explanation of why something is wrong. A circle tells a student

where the mistake is, but it does not tell them what kind of mistake it is or how to fix it. For this reason, while symbols are still useful in the classroom, they are less helpful than combination feedback and written notes when it comes to helping students truly understand their mistakes.

c. Students' Response to Teacher Written Corrective Feedback

1) Active Responses

From the interview data, some students responded well to the feedback they received. They did not just accept the feedback without thinking. Instead, the feedback made them curious. They wanted to know why their answer was wrong. They were not satisfied with just being told that there was a mistake. They wanted to understand the reason behind it. This kind of response shows that feedback can push students to think more deeply about their work. It is not just about fixing a mistake. It is about understanding why the mistake happened in the first place.

One teacher described this kind of student response. Here is what she said:

"When they make a mistake... and I just cross their paper... (.) they immediately point it out... they ask... 'Why is this wrong? Where is the mistake?' (2) Because with English... you can't just say a sentence... and expect it to be perfect. (.) So... there are just a few mistakes... from one sentence. (2) So... to make it clearer to them... this is the mistake. (.) Some of them... umm... hear them say... for example... 'Oh, this is wrong, because...' like that. (2) That's why some students actually accept it. (.) Also... some students ask... why do they wrong... what's wrong... what's the problem... and some are critical. (.) Some also say... 'Oh, this is actually true.' (2) So I'll try another example... similar to that. (.) Where's the problem? (.) Some students really are like that." (T1)

From what T1 said, a few important points come up. First, students in her class felt free to ask questions about the feedback they received. When T1 marked a mistake on their paper, either by crossing something out or putting a mark next to it, the students did not just stay quiet. They came to the teacher and asked, "Why is this wrong? Why did you put a cross here?" This shows that the students were not just accepting the feedback without thinking. They wanted to know the

reason behind the mark. They were not only concerned about their grade. They wanted to understand what they did wrong and why it was wrong. This kind of reaction is important because it means the students are actively trying to learn from their mistakes, not just fix them to get a better score.

Another thing that came up from T1's response is that some students went even further. They did not just ask why their answer was wrong. They argued that their answer was actually correct. These students said something like, "But this is actually true." They believed that their sentence was fine and did not need to be corrected. T1 did not force them to accept the correction. Instead of insisting that the student was wrong, T1 gave another example that was similar to what the student had written. This helped the student see for themselves what was wrong with their original sentence. This kind of interaction shows that feedback is not just about the teacher telling the student what to fix. Students can also push back and ask questions. When they do, the teacher has to think more carefully about how to explain things. So student responses can actually make teachers pay more attention to how they give feedback.

Another teacher expressed a similar view, but with a slightly different emphasis on how students express their critical stance:

"Most students here will protest... 'Why is it wrong, Miss?' (.) So they prefer to say... 'Miss, why is it wrong? Isn't it supposed to be like this, Miss?' (2) So the teacher also has to be more critical... because the students are critical too... (.) because they feel like... 'This seems right... but why is it wrong?'" (T2)

What is unique about T2 is the notion of "protest". Interestingly, the word "protest" suggests some level of resistance, but then again not to an extent where it can be taken as an act of defiance. In this case, the students are not defying the teacher; rather, they are intellectually. The students in this instance are not challenging the teacher; they are, in fact, engaging intellectually. In other words, they analyze their sentence, they analyze the teacher's suggested correction, and they see that there is a discrepancy. Their sentence is right, so they would like to know why the teacher feels differently.

From a comparison of both responses, it is evident that feedback can elicit a response from learners where it is sufficiently noticeable to grab their attention. In cases where feedback is presented in a manner that is either too general or too automatic, the learner could simply have a look at it and proceed. On the contrary, where feedback is provided in a way that is sufficiently noticeable for the learner to question, curiosity is awakened. Instead of keeping quiet, the learner takes part in the process of correction by posing questions about it.

Another important characteristic of such feedback is that it shows that students involve themselves in the learning process. Indeed, when the learner asks a question starting from "Why", they not only attempt to find the solution to this particular issue in order to correct the sentence. On the contrary, they try to understand the general principle so that in the future they could avoid such mistakes by using the correct rules of grammar. If the student takes the advice of the teacher without any objections, then there is a chance that this mistake will appear again because it did not become a part of the general knowledge.

It is in this context that active response is indicative of feedback not being taken in isolation, but actively responded to. In other words, the student does not see the teacher's corrections as something he or she will copy and forget after. Instead, the student will think about them, ask questions regarding them, and try to understand them. Active involvement in this process can be helpful in learning, because instead of simply being corrected by the teacher, the students get involved in the process themselves.

2) Passive Responses

On the other hand, not all learners are equally engaged. The results also show that some learners react in a more passive way, particularly when the feedback received by them is not entirely clear to them. Unlike active learners who raise questions regarding any given feedback or refute their corrections, passive learners receive such feedback without making any comment or showing any reaction. For instance, they might simply glance at the feedback, make a nodding gesture and carry on without giving a hint about having understood anything.

This point is exemplified by the following statement made by one of the teachers:

"It depends on the student... really. (.) Some get it right away... some just look at their notes... some respond verbally... and some don't respond at all. (2) Some show improvement in their next writing assignment... but others still make the same mistakes. (.) No improvement." (T5)

As can be seen from the above statement, T5 recognizes that there are different reactions from the students to the feedback provided; these reactions range from active engagement to no reaction at all. In particular, the sentence "Some do not respond at all" highlights an important point. Although the students who fall into this category get the feedback – that is, they see the notes and corrections made to their paper they fail to take any action. They neither ask for clarification nor attempt to learn about the error in their writing. In consequence, as T5 mentions, some students demonstrate no improvement in their subsequent writing tasks.

Another teacher made an observation similar to the above one, except that he/she described the passive reaction somewhat differently.

"There are also those... who just accept it without any response... (.) they don't complain... they just accept it... (2) so it varies." (T3)

The T3 reaction brings about another aspect in terms of silence in acceptance. As opposed to the active students who "protest" or "question why it is wrong" in the previous reaction category, these students neither complain nor ask any questions regarding the corrective feedback that they receive from the teacher. Superficially, such students seem to be behaving well since they are neither opposing nor questioning the teacher's authority. However, from an educational viewpoint, such silence may pose some challenges to learning. If students are accepting corrections silently without necessarily knowing why they are being corrected, they are not really learning anything.

In contrast to previous answers provided by T1 and T2, in which the student was characterized as both curious and critical, these two samples provided by T5 and T3 demonstrate that a student can accept feedback without actually

engaging with it. Rather than asking a question or trying to figure out what was done wrong, students' stays quiet and continues without fully grasping the concept.

The implication of this trend seems to be that the quality of feedback is a factor which determines how students react. If the feedback offered by the teacher is unclear to the student, he or she may feel uncertain about taking action. It is possible that when looking at a circled word or a comment written by the teacher, the student is not certain what exactly was meant. However, rather than clarifying this matter, the student accepts it without asking any further questions. Perhaps, embarrassment prevents student from doing this; or maybe the student is not aware that his or her understanding is inadequate.

It can also be noted that not all students are confident enough to ask questions from their teachers. In certain class environments, asking questions to one's teacher could be regarded as an act of discourtesy, while for some students, a lack of self-confidence could discourage them from asking questions from their instructors. These students may think that posing a question would expose them as individuals who cannot comprehend what they are expected to know. For this reason, they decide to remain silent instead. Some students may even prefer to receive the comment without understanding its meaning.

As a result, passive reactions can show that there is something wrong with the feedback process in that while receiving feedback, students are aware of what their weaknesses and mistakes are, but still do not use it for their benefit. In other words, although the feedback is provided to the students, it does not help the latter improve and develop further. Of course, this problem may neither belong to teachers nor students; instead, it is a kind of a breakage in the feedback mechanism when the information is transferred, but it cannot be processed further. The importance of acknowledging such issues lies in understanding the necessity of processing feedback in order to be able to learn from it.

d. Areas of Improvement in Students' Writing Procedural Texts

1) Improvement in Organization (Sequencing of Steps)

Areas where improvement can be seen include organization of thoughts

especially on the part of students in writing procedural texts in terms of arrangement of procedures in a certain order. The teachers have observed that after giving feedback to the students, the latter were able to understand that there is an importance of organizing ideas in such a manner that it makes perfect sense. It should be known that the proper sequence of steps makes all the difference in procedural texts since there are instances where a reader fails to understand the steps in case the writer presents them in an illogical way. They may list steps randomly or jump back and forth between different stages of a process. Feedback helps them see why order matters and how to structure their writing more effectively.

This is shown by the following reply from one of the teachers:

"There have definitely been improvements... (.) but we do need to supplement them with... (2) Umm... what was it? (.) In the procedure text... there's what's called a step-by-step guide... first, second... so Miss should provide that to them first... outline those steps first... (.) provide the step-by-step process... and things like 'finally'... and so on. (2) So... if we're talking about changes... there are definitely changes... but they're likely limited to just the step-by-step process... not comprehensive. (2) For example... (.) they only know... okay... the first step we know... (.) 'First, you have to turn off the computer'... and then maybe they only know up to that point... (2) and in the procedure text... we need a lot of vocabulary... right? (.) Verbs... (.) so... their improvement is really just in the organization of those step-by-step instructions. (.) Yeah." (T2)

From the above statement, it shows that while T2 admits that there have been some improvements, she is quite realistic about the scope of such improvement. The improvement does not entail the mastery of all aspects of procedural writing; instead, the most evident progress is that of organizing procedures. The learners now know how to utilize transitional words such as 'first,' 'second,' 'then,' and 'finally.' They are aware that there should be logical sequences when writing instructions. Nevertheless, T2 recognizes that the learners' vocabulary skills are not yet fully developed. Even though they know

what needs to be written and the sequence in which such information should appear, they lack the specific verbs to express themselves accurately.

The same pattern was described by another teacher, but in simpler and more direct terms:

"The biggest improvement... is in the sequence of the steps... (.) because... with the procedures... they might be a bit confused... about which one to write first. (2) That's the sequence." (T4)

In addition to the points raised by T4, the theory highlights that confusion is at the base of this whole process. Before feedback, the students may be confused about the sequencing of their work. They might understand what should be done, but the question of the correct sequence remains unanswered for them. This is where feedback becomes an important part of the learning process because it makes the students realize the logic of the sequence of actions. As T4 emphasizes, "sequencing is the biggest improvement." When compared to other possible improvements such as grammar, vocabulary, spelling, and punctuation, organization becomes the most noticeable improvement in the students' performance.

When both responses are considered collectively, it becomes evident that the role of feedback lies in getting students to give due consideration to the organization of their writing. Rather than having them write freely and haphazardly, feedback makes them think step by step. This is extremely important in procedural writing because all the steps are supposed to take the reader through a process. In such cases, it is necessary for the writer to get the sequence right; otherwise, student objective will not have been met.

It is also possible to see the development of a sense of order within the students' writing. The students do not get this sense of order immediately. They will only get this sense of order after being consistently provided with feedback regarding several writing tasks. First, they will only think of including "first" and "second" within their writing. Then, they will include "next," "then," and "finally" within their writing. Ultimately, they will become aware that their own actions need to be arranged properly since they do not have to ask the teacher to check the

order of the actions that they have included in their writing.

2) Improvement in Vocabulary and Word Choice

In addition to grammatical and organizational aspects, some teacher also noticed that students began using their vocabulary in a different way. Providing feedback will help students think about the vocabulary words they used and how to select more suitable words. This area can be considered critical because, while vocabulary knowledge includes knowledge of more words, it also means selecting the proper words that are necessary to use in a specific context. Thus, even though a student has extensive knowledge of verbs, students' may use the wrong verb in a procedural text.

This is reflected in the following concise but telling response from one of the teachers:

"Usually... in structure and word choice. (.) Yes... because they become more aware... and look for other words." (T5)

Despite its brevity, the answer above is quite informative. In her answer, T5 mentions two aspects that show the most improvement: word choice (which is mentioned here) and structure (which we discussed in the previous section). Here, we focus on the phrase "become more aware." Becoming aware is the first step in improving any skill. Students who haven't been given feedback before don't even realize that they can improve anything about their writing. For instance, they may choose the first word that pops into their heads or use the same word repeatedly without thinking twice. However, after they receive feedback, they become aware. They understand that a certain word does not fit in or notice that they've already repeated the same adjectives in the previous sentence three times. Once they become aware, they start to "look for other words."

Similar experiences were also reported by another teacher, who provided a more detailed explanation of how vocabulary improvement happens in the classroom:

"Besides the sequence... (.) the word choice. (.) The choice of path. (2) So... let's start by providing some vocabulary examples. (.) Oh... the road choice they use... (.) the one they think is good. (2) After that... they'll

learn the imperative sentence there. (.) So... previously... they had already covered the material on imperative sentences. (2) So... the term is directly related to how it's used in the procedure... like that." (T1)

The reply in T1 brings up some very interesting points as well. Firstly, the term "path choice" can be applied in this case as a description of word choice. Indeed, much like the path choice, there are many different ways to reach a destination or achieve the desired effect, but not all of them are equally effective. Sometimes one takes an unnecessary amount of time on getting somewhere, and sometimes it can even be rather confusing. In other words, the task of the student is to choose the shortest and the most direct path available. In this case, the word choice becomes important as it is up to students to find the most appropriate word possible that would convey their meaning in a clear and precise manner.

Secondly, T1 explains that examples of vocabulary are shown by the teacher. This is yet another evidence that vocabulary is actively developed through this method. Finally, the connection between the issue and imperative sentences needs to be established. In procedural texts, imperative sentences (commands like "turn," "push," "press") are essential. When students improve their word choice, they also improve their ability to write effective imperative sentences.

From the above, it is clear that feedback not only impacts correctness but also how students convey their meaning through vocabulary use. The feedback provided on vocabulary enables students to progress from error avoidance to accuracy, such as when using 'walk' instead of 'go,' or 'explain' instead of 'say.' This leads to a situation whereby students will try out different vocabulary instead of being conservative and, even though they make mistakes, the feedback acts as a safety cushion to encourage students to take risks. This eventually gets instilled into the system to such an extent that students begin to question whether they have used the right vocabulary even before the teacher receives their work, which is the objective of feedback.

2. Students' Perspective on Written Corrective Feedback

a. Types of Written Corrective Feedback Received by Students

From the results of this research, one can conclude that students got a variety of written corrective feedback from their teachers when writing. According to the interview results, this kind of feedback was usually provided in the form of symbols, writing, correction or their combinations. Thus, it seems that teachers did not stick to one method of reacting to mistakes made by students, using several ways of giving corrective feedback. In addition, each method had its own functions, and students could easily differentiate between these types of reactions, which are visible from their written assignments. From the interviews with students, one can understand that there is no one way in which feedback can be given, since the form of feedback depends on the teacher or writing task.

1) Written Notes as Clarification

The students revealed that it was common practice for the teachers to add brief notes along with the corrections made on their essays. These notes act as a link between being aware of the mistake and comprehending it. The absence of such a note would mean that the student would be staring at the circled word without any clue as to what aspect of writing it needs to improve on, whether it is spelling, grammar, or anything else.

"The corrections are written on top of the text... (.) with small notes."
(S10)

The S10 response here is an extension of those remarks made previously concerning arrows and the use of crossing out notation. It is noted that the corrections are put right on top of the writing itself, directly above the word or sentence that is incorrect, and that there are some accompanying notes. The word "small" is important here. There are no long explanations given; rather, students have noted short, succinct remarks in order to help explain the error. These remarks do not serve as replacements for the teaching done in class, but as additional teaching.

These little notes are not meant to replace the teacher's explanation in class. They are more like small reminders that help students make sense of the

correction. Because the notes are short, students do not get too overwhelmed with information. For instance, a teacher might just write "tense" or "word order" above the mistake. That is actually enough to give the student a clue. The student then has to try and remember the lesson about tenses and figure out how to fix their own sentence. That process of thinking and recalling is probably more helpful for learning than just getting the right answer handed to them. Also, short notes are simple. The student can read them quickly, get the idea, and then go ahead and make the correction by themselves. It just feels more doable for them.

Another thing is where the note is placed. When the note is written right above the error, the student can compare their original sentence with the teacher's note without having to look around the page. They do not need to check the margins or turn the paper over. Everything is right there. That makes it easier for them to connect the feedback to their own work. Over time, this kind of practice helps students become more aware of their own mistakes. They start to notice patterns and can even correct themselves before the teacher marks anything. They become less dependent on the teacher. To be honest, that is really the main goal of feedback anyway to help students improve on their own. Small notes, as simple as they seem, actually help a lot with that.

2) Direct Correction

Some students also said that teachers sometimes give direct corrections by just writing the correct form. With this approach, there is no guessing because the right answer is written right there on the page, usually above or next to the student's original sentence. For students who still find grammar or vocabulary difficult, having to guess the correct form can be frustrating and feel like a waste of time. Direct correction takes away that frustration by showing the answer clearly and right away.

"It's corrected directly... (.) umm... so we can see the right answer." (S5)

S5's response is short, but it says a lot. What this student values about direct correction is that it shows "the right answer." No confusion, no trying to figure out what a symbol means, and no guessing what the teacher was trying to say with a note. The correct form is just there, and the student can see it. This

helps a lot, especially for students who are not really confident in their own ability to find and fix errors. For those students, indirect feedback can feel like a test they are not ready for. Direct correction, on the other hand, feels more like help.

In summary, it is clear that direct correction is one of the feedback types students receive. They are not just told that something is wrong; they are also shown how to make it right. This makes the revision process easier, especially for students who struggle to figure out the correct form by themselves. For example, when a student sees "writes" crossed out and "wrote" written above it, the message is clear. They do not have to guess if the problem is tense or subject-verb agreement or something else. The correction itself shows what happened: the past tense was needed, not the present tense.

3) Using Symbols

Several students mentioned that symbols are a common way teachers point out errors in their work. These include things like circling, crossing out, or marking certain parts of the text. I can see why teachers use them. Symbols are quick to write and easy for students to notice, so they make sense for everyday classroom use. A teacher can circle a mistake in just a few seconds, while writing out a full explanation takes a lot more time. But the main job of a symbol is really just to get the student's attention. It says "look here," but it does not really explain what the problem is or how to fix it.

"It's written... then crossed out. (.) An arrow is drawn to the side..." (S10)

What S10 describes here is pretty common. The teacher does not just cross out the wrong part but also draws an arrow to connect it to something else maybe a correction in the margin or a short note explaining the error. The arrow adds direction. It shows the student where to look next. Without the arrow, the student might just see a crossed-out word and have no idea where the correction is.

"Usually... the teacher circles the mistake(.) so we know where it is." (S3)

S3's response is simpler, but it says a lot too. For this student, the circle has one main job: showing location. When the teacher circles a mistake, the student knows right away which word or sentence needs fixing. That helps because the student does not have to search through the whole paper wondering where the

problem is. A student who gets a paper back with no marks might think everything is fine. But a student who sees circles and crosses knows there is work to do.

From these responses, it seems that symbols mostly function as location markers. When parts of the text are marked circled, crossed out, or with an arrow students can quickly see where they need to pay attention. That is useful because it makes the feedback visible and immediate. From what the students said, symbols work well as a quick alert, but on their own, they do not really teach the student anything. A circle shows where, but not why or how to fix it.

4) Combination of Feedback Types

Some students mentioned that teachers do not always use just one type of feedback. Sometimes they mix two or more together on the same paper. This could be a circle with a note, or a correction with a short explanation, or even a symbol combined with a direct fix. From what the students said, this kind of combination seemed to help them more because they got both the location of the error and some guidance on what to do about it.

Symbols... (.) and additional notes... (.) Combined." (S5)

S5's answer is short but very clear. The word "combined" here says a lot. For this student, the feedback was not just symbols or just notes — it was both. They did not see them as separate things. Instead, they saw them as working together to help them identify and fix their mistakes. This suggests that when teachers take the time to add a note next to a symbol, the feedback becomes more complete in the eyes of the student.

Another student described something similar but with different words.

"It's a mix of both... basically. (.) They correct it right away... but sometimes... they'll give a note... and mark with a cross... where the mistakes are." (S2)

S2 uses the word "mix" to explain what the teacher does. For this student, feedback is not just one thing. The teacher corrects the error directly, but also adds a note and marks the mistake with a cross. All of these work together. What stands out here is that S2 sees the combination as normal "basically" like that is just how

feedback works in their classroom. This shows that for some students, getting only one type of feedback might feel incomplete.

From these two responses, it seems that when teachers combine different feedback types, students get more information. A symbol shows where, a note gives a clue, and a direct correction shows how. Together, they help the student understand not just that something is wrong, but also why and how to fix it. That is probably why S5 and S2 both mentioned combination without even being asked specifically about it

b. Students' Perceptions of Helpful Written Corrective Feedback

The findings show that students find written feedback most helpful when it clearly shows what their mistakes are and gives them some kind of guidance on how to fix them. A lot of the students preferred feedback that does not just point out the error but also helps them understand what needs to be improved. The whole point of feedback is not just to find problems but to help students learn how to solve those problems by themselves later on. Students do not want feedback that just makes them feel bad about their mistakes. What they really want is feedback that actually helps them become better writers.

1) Combination Strategies of Feedback

Based on the interview data, students said that the most helpful feedback is when teachers combine different types together. Not just one thing, but a mix of two or even three different strategies on the same paper. A symbol with a note, or a correction with a short explanation.

"Symbols... (.) and additional notes... (.) Combined." (S5)

S5's answer is very short, but the word "combined" says a lot. For this student, symbols and notes work better together than apart. If the teacher only uses symbols, the student might see the error but not understand why it is wrong. If the teacher only uses notes, the student might read the explanation but not know which word or sentence it refers to. But when they are combined, each one covers what the other misses. The symbol shows where. The note explains why. Together, they help the student both identify and correct the mistake.

Another student described it as a mix.

"It's a mix of both... basically. (.) They correct it right away... but sometimes... they'll give a note... and mark with a cross... where the mistakes are." (S2)

S2 uses the word "mix" to explain what the teacher does. For this student, feedback is not just one type. The teacher corrects the error directly, adds a note, and marks the mistake with a cross. All of these work together. What stands out here is that S2 sees this as normal "basically" like that is just how feedback works in their classroom. They do not see it as something unusual or special. But at the same time, they recognize that having all these different parts together is what makes the feedback helpful.

Combination strategies are the most helpful because they give more complete information. A symbol alone might not be enough. A note alone might not be enough. A direct correction alone might work, but when you add a symbol or a note, it becomes even clearer. These students want feedback that covers everything location, explanation, and correction. And that is exactly what combination strategies do.

2) Direct Correction

From the student interviews, direct correction was also helped them the most. They wanted the teacher to just write the correct form right there on their paper. No guessing, no trying to figure out what a symbol means, no spending time wondering if their fix is right or wrong. Just show me the answer, and I will learn from it.

"I think... it's being corrected... (.) corrected directly... so... there's guidance." (S2)

The word "guidance" here stands out. S2 does not just say that direct correction is helpful because it is fast or easy. They say it gives guidance. That means the student sees the teacher's correction as a model. They can look at it, remember it, and try to use it again next time. The hesitation before "corrected directly" also feels real like the student is thinking about their experience and then deciding that this is what works best for them.

Another student agreed but added a slightly different point.

"Having it corrected directly... (.) like... that way... there's a message... there's guidance." (S8)

S8 adds the word "message." A direct correction is not just a fix. It is a message from the teacher to the student. That message says, "This is the right way to write it." For students who are not very confident in their English, that message is reassuring. They do not have to guess. They do not have to feel unsure. The correct answer is right there, written clearly for them to see. That takes away the stress of not knowing and lets them focus on learning.

3) Written Notes

Some students said that written notes even the really short ones made feedback a lot also helpful for them. A circle or a cross might show where the mistake is, but it does not really explain what went wrong. For these students, the note was what helped them actually understand the error, not just see it.

"Additional notes are added... (.) and more notes are provided. (.) So... it's clearer... more precise." (S1)

What S1 says here is interesting because they use the words "clearer" and "precise." Without the notes, the feedback might still be there, but it feels vague. The student knows something is wrong, but they are not sure what exactly. Once the note is added, everything becomes more specific. They can see not just where the error is, but also what kind of error it is. Maybe it is a tense problem, or a word choice issue, or something about the order of the steps. That little bit of information makes a big difference.

Another student said something similar:

"Circled. (.) Just circled... but with a note. (.) So... I know what's wrong... and there's additional information." (S9)

S9 makes a clear comparison here. A circle alone tells them that something is wrong. But a circle with a note tells them what is wrong. The phrase "additional information" is important because it shows that S9 sees the note as adding value. Without the note, the feedback is incomplete. With the note, it becomes useful. I think for students like S1 and S9, the note is not just a small extra thing. It is

actually the main reason they understand the mistake. The symbol grabs their attention, but the note does the teaching.

4) Indirect Feedback Using Symbols

Based on the interview data, there were also students who felt that symbols alone were already helpful enough. For them, just knowing where the mistake is, is all they need. These students might prefer to figure out the correction on their own. Or maybe they already know what kind of mistakes they usually make.

"Usually... the teacher circles the mistake... (.) so we know where it is."

(S3)

S3's response is very straightforward. The circle has one job: showing location. Once the student knows which word or sentence is circled, they know that something there needs attention. They do not seem to need more explanation than that. The symbol itself is enough to get them started.

Another student said something that supports this idea.

"Being given a right or wrong symbol... (.) and having it corrected right there... (.) like... that way... I can immediately see what's wrong. (S6)

S6 also values the symbol because it gives an immediate signal. The word "immediately" is key here. For this student, speed matters. They do not want to search around the page or try to guess what the teacher meant. The symbol tells them directly and quickly. So for S3 and S6, symbols are not just a starting point. They are already helpful on their own. I think these students are probably more comfortable with independent learning. They do not need a lot of hand-holding. A small mark is enough to point them in the right direction, and they can handle the rest themselves.

c. Students' Responses to Written Corrective Feedback

The findings show that a lot of students responded positively to the written feedback their teachers gave them. Their responses were not just about how they felt emotionally. It was more about what they did after getting the feedback whether they actually used it to improve their writing. I think that is the real measure of whether feedback works. It is not about whether the student feels happy or sad when they see the corrections. It is about whether they learn

something and then apply it later. Some of the students in this study clearly did that. They showed that feedback helped them avoid making the same mistakes again. Others talked about how feedback helped them understand their errors better, even if they did not always talk about reducing mistakes. So in this section, I look at two main kinds of responses: actively reducing errors, and understanding the mistakes more clearly.

1) Active Response

Some students said that feedback helped them make fewer mistakes in their later writing. For me, this is the most important kind of response because it shows that actual learning happened. The student did not just read the feedback and forget about it. They took it in, remembered it, and changed how they write. When a student starts making fewer mistakes, that is clear evidence that the feedback did its job.

"It helps improve it... (.) so I don't make the same mistakes again... (.) I make fewer mistakes than before." (S1)

What S1 says here is actually two different things. First, they say feedback helps them not repeat the same mistakes. That is about specific errors — like a particular spelling or a certain grammar rule they used to get wrong. Second, they say they make fewer mistakes overall compared to before. That is about general improvement. So it is not just that they fixed one or two errors. They feel like they are becoming a better writer in general. I think that is a big deal. It means the feedback is not just helping them fix one assignment. It is actually helping them grow as a writer over time.

Another student said something shorter but just as meaningful.

"I don't repeat... the same mistakes." (S3)

S3 sounds very sure of themselves here. They do not say "I try not to" or "I think I make fewer mistakes." They say "I don't repeat the same mistakes." That is confidence. It means they have internalized the feedback to the point where they can recognize their own error patterns and avoid them without the teacher having to point them out again. To be honest, that is exactly what feedback should aim for. A student who needs the teacher to correct the same mistake ten times has not

really learned. But a student who can correct themselves after one or two exposures has actually learned something.

These responses show that students are not just sitting there passively accepting corrections. They are actively trying to improve. They remember what the teacher marked, and they make an effort not to do the same thing next time. When S1 says "I make fewer mistakes than before," that tells me they are paying attention to their own progress. They are comparing their current writing to their old writing and seeing a difference. That kind of self-awareness, I think, is a real sign of learning. It is not just about doing what the teacher says. It is about actually becoming a better writer.

2) Understanding As a Form of Response

Besides reducing errors, some students talked about how feedback helped them understand their mistakes more clearly. Understanding is also a form of response, even if it does not always show up right away as fewer errors. Before a student can stop making a mistake, they first have to understand what the mistake is and why it is wrong. You cannot fix something if you do not know what is broken. So understanding is the bridge between getting feedback and actually acting on it.

"It helped... (.) so... I knew exactly... what was wrong." (S6)

S6's answer is short, but the word "exactly" is doing a lot of work here. The student does not just say they knew something was wrong. They say they knew exactly what was wrong. That is different. A student can see a circle around a word and know that something is wrong, but still not know if the problem is spelling, grammar, word choice, or punctuation. When feedback helps them know exactly what is wrong, that uncertainty goes away. They can focus their attention on the specific issue and fix it properly.

"After reading the notes... (.) the mistakes... (.) and sometimes having the teacher explain them again... (.) it helps. (2) Then I finally know what's wrong." (S5)

The word "finally" in S5's response is important. It suggests that before the feedback, the student did not understand. They may have seen the mistake or known that something was wrong, but they did not know why. The feedback, especially the notes and the teacher's explanation, helped them reach that point of understanding. "Finally" shows that understanding did not come instantly. It took time and the right kind of feedback. But once it came, the student knew what was wrong.

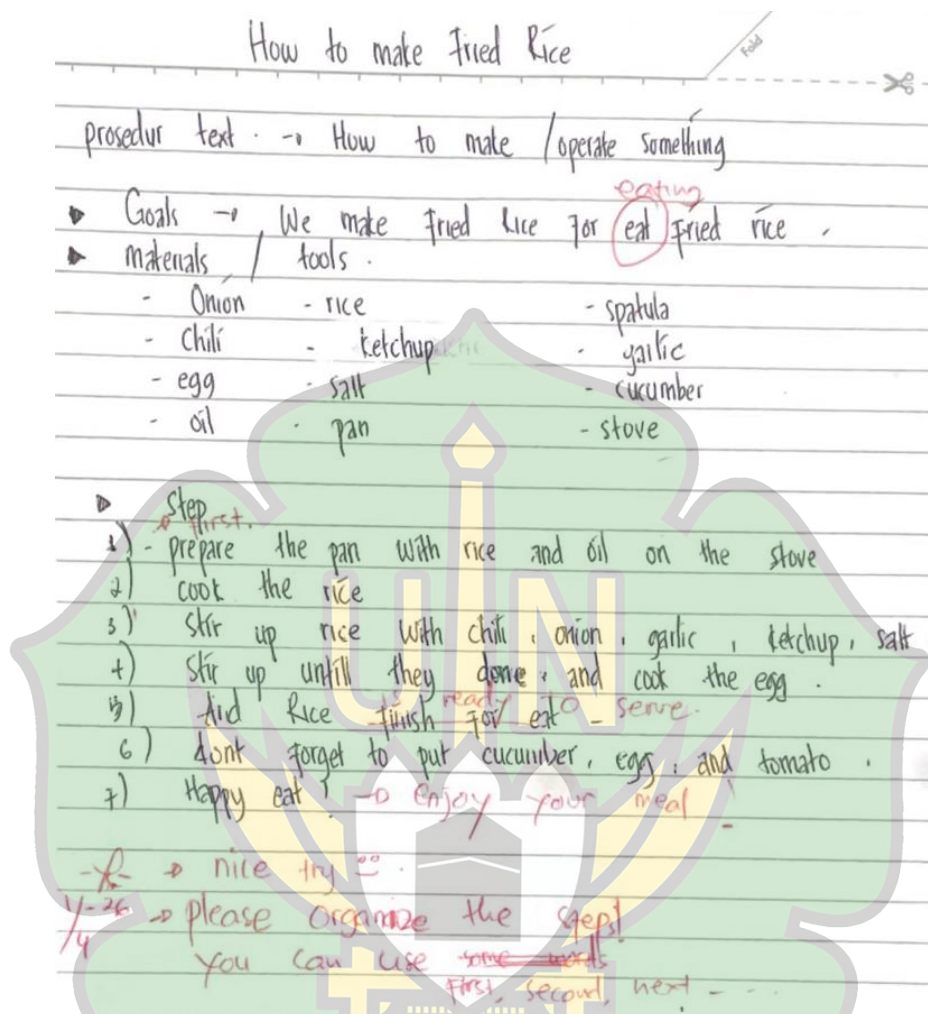
This shows that for some students, understanding the mistake is already a form of responding to feedback. They may not talk about reducing errors or getting better grades. But when they say "I knew exactly what was wrong," that means the feedback was clear enough to teach them something. And once they understand, they are much more likely to avoid that same mistake in the future. Because now they know the rule or the reason behind the correction, not just the fix for that one sentence. That is the kind of learning that sticks.

3. Document Analysis

The documents analyzed in this study were procedural texts written by the students. Procedural text is a type of text that explains how to do something step by step. Examples include recipes, how to use a machine, or how to make something. Most procedural texts have three parts: the goal, the materials, and the steps. Procedural texts use imperative sentences like "cut", "add", or "mix". They also use connectives like "first", "then", and "finally".

One example of a student's procedural text is shown in Figure 4.1 below. The student wrote about how to make fried rice.

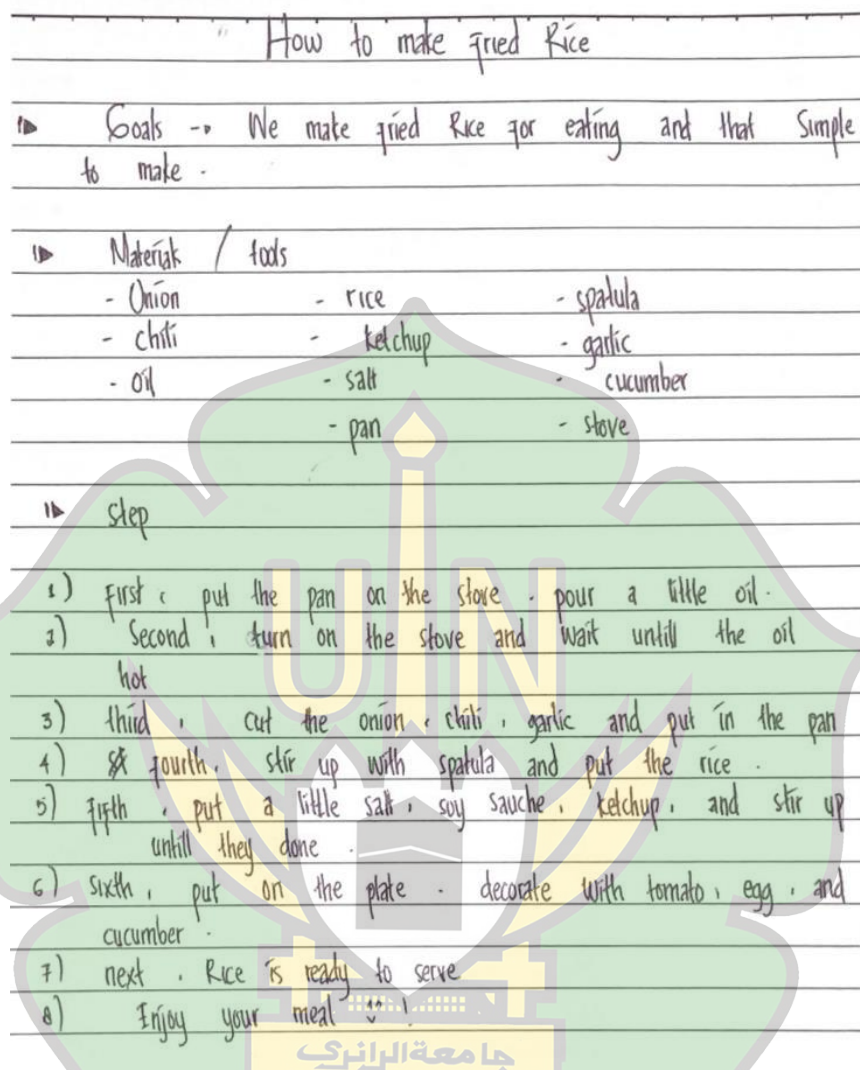
Figure 4.1 Sample of Student's Procedural Text



In the first draft, the student made several errors. The steps were not organized properly. The student did not use sequence words like "first", "second", or "third". The student wrote "happy eat" which is not correct English. The correct form should be "enjoy your meal". The student also wrote "and rice finish for eat" which is grammatically incorrect.

The teacher gave written feedback on this paper. The teacher used written notes by writing "please organize the steps" and "you can use some words first, second, next". This note tells the student what to do without giving the full answer.

Figure 4.2 Sample of Student's Procedural Text After Feedback



After receiving feedback, the student rewrote the text. The second draft shows clear improvement. The student used sequence words correctly: "First", "Second", "Third", "Fourth", "Fifth", "Sixth", "Next". This shows that the written notes from the teacher helped the student understand how to organize steps in a procedural text. The teacher also used direct correction on this paper. For example, "Happy eat" was corrected to "Enjoy your meal!" and "and rice finish for eat" was corrected to "rice is ready to serve".

The teacher used symbols such as arrows or circles to draw the student's attention to specific errors. For example, the student wrote "eat", and the teacher

marked it so the student knew to remove or correct it. The student also made a change in verb form. The student wrote "eat" in the first draft and changed it to "eating" in the second draft. This change follows the grammatical rule that after the preposition "for", a verb must take the -ing form gerund. For example, "for eat" should be "for eating". The teacher likely circled this or gave a note to show that the verb form needed to change.

Overall, this document shows that combination feedback (written notes, direct correction, symbols) helped the student improve. The student went from having no sequence words to using "First, Second, Third, Fourth, Fifth, Sixth, Next" correctly. The organization of steps became much better. The grammar also improved, such as "happy eat" becoming "Enjoy your meal". However, some errors still remained, which shows that one round of feedback may not be enough to fix all errors.

a. Types of Written Corrective Feedback in Students' Documents

When the student papers were examined, it became pretty clear that teachers did not stick to just one way of giving feedback. Different kinds of markings and comments were found across the documents, and this suggested that the teachers were trying to match their feedback to whatever error they were looking at. Some errors got a simple circle. Others got a full correction. In quite a few cases, more than one method was used on the same paper.

This variety probably came from the fact that not all errors are the same. A student who misspells a word might only need to be shown that the word is wrong. But a student who writes a sentence that does not make sense might need a note or a direct example of how to fix it. The teachers seemed to understand this. They did not just do the same thing over and over. They adjusted.

1) Marking and Symbols

Looking through the papers, circles and underlines were everywhere. That was probably the most common type of feedback. Teachers used them to grab the student's attention. A circle around a word took almost no time to make, but it told the student "something here needs another look." Underlining was used too, especially when the problem was not just one word but a whole phrase or

sentence.

Crossing things out was also seen quite a bit. A crossed-out word sent a stronger message than a circle. It said "this should not be here at all." So the student knew right away that the word needed to be removed or replaced. That was different from a circle, which might just mean "check this." With a cross-out, there was no doubt.

Arrows showed up in a few of the documents as well. Teachers drew them when the order of something was wrong. In procedural texts, this happened a few times where the steps were in the wrong sequence. Instead of writing a long note, the teacher just drew an arrow from one step to another spot on the page. That told the student "move this here." It was simple and visual. The student could see exactly what needed to be rearranged without having to read a long explanation.

There were also cases where teachers added missing words. For example, if a student forgot to write a verb in a step, the teacher just wrote the missing word above the sentence. That was more than just marking an error. It was actually giving the student something they had left out. So in those cases, the feedback was not just pointing out a problem. It was completing the text.

2) Written Notes and Comments

Longer notes were found too, some teachers wrote comments at the end of the paper or in the margin. These notes usually talked about general issues rather than specific errors. For instance, at the bottom of one student's paper, the teacher wrote "please organize the steps, you can use first, second next" That note did not fix any particular sentence, but it gave the student something to think about when they revised their work.

Other notes were placed right next to the error. A teacher might write "unclear" next to a confusing sentence. These notes were still short, but they gave the student more information than a circle or a cross. The student could read the note and then try to fix the sentence themselves. That required more effort than just copying a correction, but it also probably helped them learn more.

Scores were also written on some papers, usually at the top. It seemed like those scores were meant to tell the student how well they did overall. But

honestly, a score does not really teach anything specific. It might motivate a student to do better, but it does not show them what to fix or how to fix it. So among all the feedback types, the scores were probably the least useful for actual learning.

3) Combination Strategies

Based on document analysis, teachers often mixed different methods together on the same paper. One student's work might have circles, crosses, arrows, notes, and direct corrections all on the same page. It was clear that the teachers were not just picking one strategy and sticking with it. They were using whatever seemed right for each error.

This made sense because different problems need different solutions. A spelling error could just be circled. But a sentence that was out of order might need an arrow and a note. A completely wrong phrase might need a direct correction. By combining strategies, the teachers could address all the different issues on one paper without confusing the student.

It was also interesting to notice that no two papers looked exactly the same in terms of feedback. Some had lots of marks and notes. Others had only a few. This suggested that the teachers were adjusting their feedback based on the student's writing. Maybe a student who made many errors got more feedback. Or maybe a student who was still struggling got more direct help, while a stronger student got fewer notes. It was hard to know for sure, but the variation was clear.

b. Clarity of Written Corrective Feedback

The clarity of the feedback was also looked at, especially from the student's point of view. Some feedback was easy to understand. Some was not. It really depended on how the teacher wrote it. This mattered a lot because if a student cannot understand the feedback, then no matter how much time the teacher spent marking, it would not help.

When the feedback was clear, it was easy to see how the student would know what to do. When it was unclear, it was just as easy to imagine the student feeling lost. This pattern showed up again and again across the documents. The biggest difference was between feedback that included words and feedback that

only had symbols.

1) Clear Feedback

In some of the documents, the feedback was fairly easy to follow. This was especially true when teachers gave direct corrections or wrote short notes. For example, when a word was circled and the correct word was written right above it, the student could see both the mistake and the fix. That kind of feedback did not leave much room for confusion. The student did not have to guess.

Short notes like "please organize the step" were also pretty clear. They did not take long to write, but they gave the student a hint about what rule to check. In those cases, the feedback seemed more helpful. The student probably had a better idea of how to revise their writing

Another example of clear feedback was when teachers rewrote a whole phrase correctly. For instance, changing "finish for eat" to "ready to serve" was very direct. The student could see that their phrase was wrong and that a better phrase existed. This kind of correction did not require the student to know grammar rules. They could just learn the correct phrase as a whole. For students who were still learning basic English, this was probably the most helpful type of feedback.

2) Unclear Feedback

But not all feedback was clear. In some documents, teachers only used symbols with no explanation at all. A word would be circled, but there was no note next to it and no correction above it. The student could see that something was wrong, but what exactly? Was it spelling? Was it the wrong word? Was it a grammar problem? There was no way to know.

These symbols told the student where the mistake was, but they did not explain what the mistake was. So a student might stare at the circled word and feel confused. They might try to guess what the teacher wanted, but guessing does not always lead to learning. Sometimes it just leads to more mistakes.

In a few cases, the placement of the feedback also made it unclear. A note that was written too far from the error might not be connected to the right word in the student's mind. A note in the margin with no arrow might leave the student

wondering which sentence it belonged to. There were also a few documents where the teacher's handwriting was hard to read. In those cases, even if the note was helpful in theory, it was not helpful in practice because the student could not read it clearly.

Several things affected clarity: whether an explanation was given, where the feedback was placed, and even how neat the handwriting was. Feedback that had some kind of explanation or correction was easier to use. Feedback that only had symbols often did not give students enough support. Teachers who want their feedback to be useful probably need to think about whether the student will actually understand what the symbols mean.

c. Students' Uptake of Written Corrective Feedback

The documents were also looked at to see whether students actually used the feedback to improve their writing in later assignments. This is sometimes called uptake. The findings showed that many students did follow the feedback and use it in their next writing tasks. But this was not true for every student or every error.

Uptake was usually easier to see when there was a direct connection between the feedback on one paper and the writing on a later paper. For example, if a student got feedback about sequencing on their first draft and then used better sequencing on their second draft, that was a good sign. If the same error showed up again, that suggested the feedback had not really been understood or remembered.

1) Successful Uptake

In several cases, students successfully applied the feedback, especially when it was clear and direct. For example, some students did not use proper sequencing at first. Their steps were out of order, or they did not use words like sequencing steps at all. But after getting feedback that pointed out the problem sometimes with arrows or short notes they started using those sequencing markers in their next piece of writing. This suggested that clear feedback helped them understand how procedural texts should be structured.

A similar thing happened with vocabulary. In one document, a student wrote "finish for eat" at the end of a recipe. The teacher crossed that out and wrote "ready to serve" above it. In another document, a student wrote "happy eat," and the teacher changed it to "enjoy your meal." These corrections showed up correctly in the students' later writing. For example, a student who had "finish for eat" corrected in one assignment wrote "ready to serve" correctly in the next assignment without any extra help. That was a clear sign of successful uptake. The student had not just copied the correction once; they had learned the correct phrase and used it again later.

Spelling corrections also showed successful uptake. Several students who had misspelled words like "ingredients" or "separate" in their first drafts spelled those words correctly in later drafts. The teacher had either circled the misspelling or written the correct spelling above it. In most cases, the student did not make the same spelling error again. So even simple feedback like circling a misspelled word could lead to learning, as long as the student paid attention to it.

2) Unsuccessful or Limited Uptake

But not all feedback was taken up successfully. In a few cases, students seemed to misunderstand what the teacher meant. This sometimes happened when the feedback was written in a confusing way. For example, in one document, a teacher wrote a note at the bottom of the page that said "check your grammar," but none of the errors in the text were marked. The student crossed out a few words but did not actually fix any grammar mistakes. It seemed like the student did not know which sentences to check or what kind of grammar problems to look for.

In other cases, students tried to revise based on the feedback but still got it wrong. For example, a teacher circled a word and wrote "spelling" next to it. The student changed the spelling but still spelled it incorrectly. So the student knew they needed to fix the spelling, but they did not know the correct spelling. The feedback gave them a direction but not the answer. For some students, that might be enough. For others, it was not.

As a result, some students repeated the same mistakes in their later writing, or they made revisions that were still incorrect. This showed that unclear feedback

could lead to confusion and make it harder for students to learn from their mistakes. It also suggested that different students might need different levels of feedback. A stronger student might learn from just a circled word and a note like "spelling." A weaker student might need the correct spelling written out for them.

Overall, the findings showed that uptake was closely connected to clarity. When the feedback was clear, students were more likely to follow it and avoid repeating their errors. When it was unclear, they often struggled. So presenting feedback in a way that students can easily understand and use is really important.

d. Remaining Errors and Limitations

The document analysis also showed that even though students improved after getting feedback, there were still quite a few errors left in their writing. The feedback helped, but it did not fix everything. That was not really surprising. Learning to write in a second language takes time. One round of feedback is rarely enough to get rid of all errors.

The errors that stayed behind fell into a few categories. Some were about organization. Some were about vocabulary. Some were about sentence clarity. The pattern was that students seemed to improve the most in areas where the feedback was direct and specific. They improved less in areas where the feedback was vague or where the errors needed more complex changes.

1) Improvements Observed

Some students got better at organizing their texts. Before feedback, many of them did not use sequencing markers at all, or they used them the wrong way. After feedback, more students started using first and second correctly. So feedback did help them understand the basic structure of procedural texts. This was one of the clearest improvements across the documents.

There was also some progress in vocabulary and spelling. Words that were spelled wrong in the first draft were often spelled correctly in later drafts. For example, a student who wrote "recieve" in the first draft wrote "receive" correctly in the second draft after the teacher circled the error. Another student wrote "seperate" and later wrote "separate." These were small changes, but they added up over time.

The ingredients section of the procedural texts also became more accurate after feedback. In the first drafts, some students listed ingredients in a messy way or forgot to include measurements. In later drafts, the ingredients section was usually cleaner and more complete. This suggested that students could follow feedback about formatting and content when it was clear and direct.

2) Persistent Errors

But the improvement was not across the board. When the step-by-step instructions were looked at more closely, many students still wrote sentences that were confusing or hard to follow. For example, in some texts about how to make fried rice, the order of steps was still messy, and some parts clearly needed more work. A student might write "Then put the rice and then fry and then add egg and then mix." The sentence used "then" correctly, but the instruction was still unclear because it combined too many actions into one sentence.

In summary, students improved in some areas but still had problems in others. Feedback worked better for simple errors like spelling or vocabulary. For these, students could just look at the correction and copy the right word. But feedback did not work as well for deeper errors like sentence structure or logical flow. Fixing those requires the student to think again about what they want to say and how to say it. That takes more time and skill.

Even with the improvements, errors did not completely disappear. Some students still turned in writing that needed more revision. This could be because they did not fully understand the material or because they had trouble understanding the feedback. Written feedback alone is not a magic solution. It is one tool among many. For some errors, students may need extra help, like more explanation from the teacher or more practice with the language.

The findings suggested that written feedback can help students improve, but it does not usually make their writing perfect right away. Many students probably still need extra explanation and more practice before they can really get it right. Teachers should keep this in mind. Feedback is useful, but it is not the end of the learning process. It is part of a longer journey.

B. Discussion

This study investigated the types of teacher written corrective feedback that are most helpful in improving students' ability to write procedural texts. The research was conducted through interviews with five English teachers and ten students, as well as document analysis of students' procedural writing from Islamic Boarding schools in Aceh Besar. The findings provided insights into how different feedback strategies, written notes, direct correction, symbols, and combination strategies, affect students' writing improvement in the context of procedural text instruction.

The findings of this study showed that combination feedback appeared to be the most helpful type of written corrective feedback for procedural texts. Both teachers and students said that using two or more strategies together worked better than using just one. For example, a teacher might circle the mistake, write a short note, and also give the correct answer. Why did combination feedback work best? Based on the interview data, there are a few reasons. First, combination feedback gave students seemed to get complete information. They did not just see where the mistake was. They also learned why it was wrong and how to fix it. One student said that when a circle and a note were used together, the feedback became "complete" and they knew "exactly where we went wrong." Second, combination feedback worked for different kinds of learners. Some students needed a visual mark. Others needed a written explanation. By combining methods, teachers could reach more students at once. This finding is consistent with what other researchers have found. Burrell, Lee, and Lee (2015) examined how teachers at a Korean university gave written corrective feedback and found that rather than using a single method, it was far more common for teachers to use a combination of approaches. The teachers in this study did the same thing. They did not stick to one method. They mixed strategies depending on the situation. This suggest that combination strategies are not just a theoretical idea. They are what teachers actually do in real classrooms when they want to help students learn.

The study also found that written notes and direct correction were helpful, but they had limitations when used alone. Teachers used written notes because

they gave students more information than symbols alone. One teacher explained that a short note could make a big difference. Students also appreciated notes. One student said that notes made the feedback "clearer" and "more precise." Direct correction was also used often, especially when time was limited. Students liked direct correction because they could see the right answer right away. One student said direct correction gave them guidance. However, direct correction had a weakness. Some students only copied the correction without understanding why it was wrong. This meant they sometimes made the same mistake again later. Ratanapinyopong and Abhakorn (2025) found that students who received metalinguistic feedback in addition to direct correction performed better than those who only received direct correction alone. This supports the finding from this study that direct correction is more effective when combined with an explanation. The teachers in this study seemed to understand this. They rarely used direct correction by itself. They usually added a note or a symbol to help students understand the reason behind the correction.

Symbols such as circles, underlines, and crosses were used by the teachers in this study, but they were the least helpful type of feedback when used alone. A symbol can show where a mistake is, but it does not explain what the mistake is or why it is wrong. One teacher in the study said this clearly. She explained that symbols sometimes left students confused because they did not understand what the symbol meant. A student also expressed frustration, saying that teachers "circle a lot" but students "do not know what it means." This does not mean symbols are useless. Some students, like S3 and S6, found symbols helpful because they could see where the mistake was and figure out the correction on their own. But for most students, a symbol alone was not enough. Without a note or an explanation, they did not know how to fix the error. Hopper and Bowen (2023) reported that there are often differences of opinion between students and teachers about what type of feedback is most helpful. This study found a similar thing. Some students preferred symbols alone because they liked to figure things out by themselves. But most students preferred combination feedback because it gave them more information. This suggests that teachers need to be flexible. What

works for one student may not work for another.

One interesting finding from this study was the difference between what teachers and students said about improvement and what was actually seen in the documents. Based on the interviews, both teachers and students reported that feedback helped students improve. Teachers said that students became better at organizing their procedural texts. Students also said that they made fewer mistakes than before. However, when the actual student papers were examined in the document analysis, the improvement was not as big as what the interviews suggested. Several papers still contained errors that had been pointed out before. Some students repeated the same mistakes across different writing assignments. Why did this happen? Based on the document analysis, there are a few possible reasons.

First, some feedback was not clear. In several documents, teachers only used symbols without adding notes or corrections. Students who received this kind of feedback may have known that something was wrong, but they did not always understand what was wrong or how to fix it.

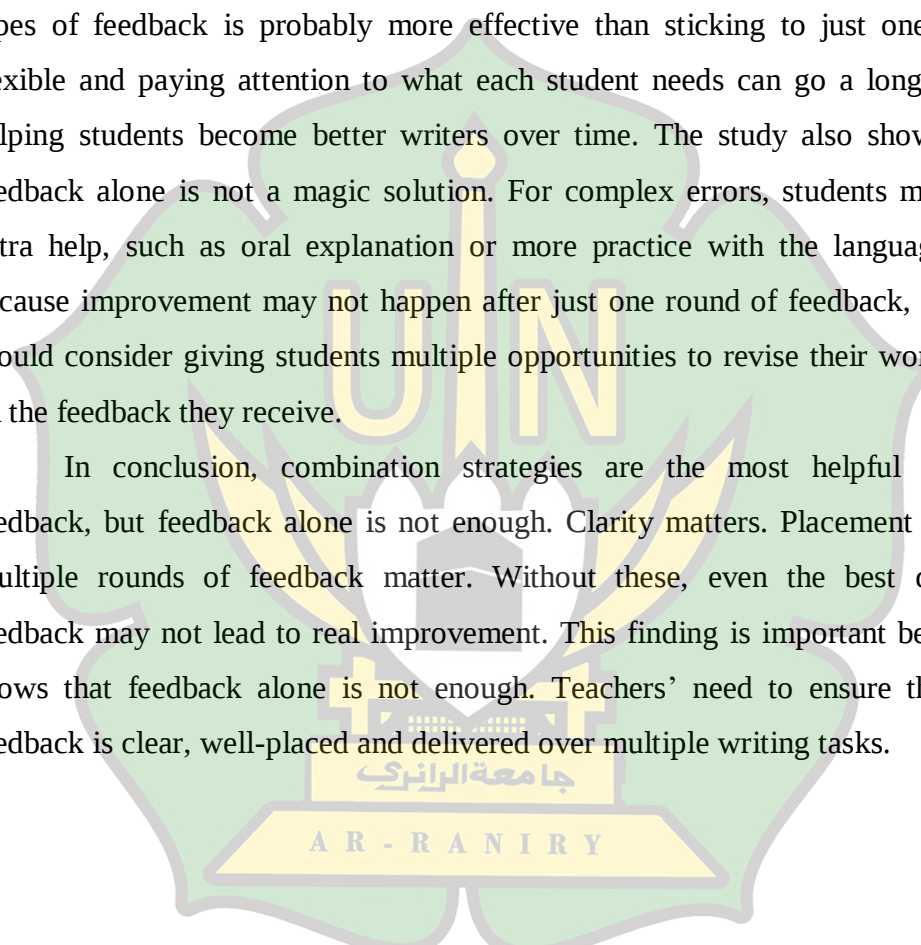
Second, the placement of feedback mattered. In some documents, notes were written too far from the error. When students had to search for where the note belonged, some of them probably ignored it.

Third, one round of feedback may not be enough. The document analysis only looked at two or three writing tasks per student. Improvement might have been more visible if more drafts had been examined or if the study had followed the students over a longer period of time. Rojas Lujan (2026) found that corrective feedback is most effective when it is aligned with student needs and delivered over time. This suggests that a single round of feedback, even when it is clear and well-designed, may not be enough to produce significant and lasting improvement.

In answer to the research question, the findings from this study pointed clearly to combination strategies as the most helpful type of written corrective feedback for procedural texts. Each type of feedback on its own had a purpose. Symbols helped students see where the error was. Written notes gave them an

explanation. Direct correction showed them the correct form. But none of these worked as well as when teachers put them together. What made combination strategies different was that students got complete information. They did not just know that something was wrong. They understood why it was wrong and how to make it right. That kind of clarity is what helped them actually learn from their mistakes. For teachers who are working with procedural texts, mixing different types of feedback is probably more effective than sticking to just one. Being flexible and paying attention to what each student needs can go a long way in helping students become better writers over time. The study also showed that feedback alone is not a magic solution. For complex errors, students may need extra help, such as oral explanation or more practice with the language. And because improvement may not happen after just one round of feedback, teachers should consider giving students multiple opportunities to revise their work based on the feedback they receive.

In conclusion, combination strategies are the most helpful type of feedback, but feedback alone is not enough. Clarity matters. Placement matters. Multiple rounds of feedback matter. Without these, even the best designed feedback may not lead to real improvement. This finding is important because it shows that feedback alone is not enough. Teachers' need to ensure that their feedback is clear, well-placed and delivered over multiple writing tasks.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two parts. It begins with the conclusion and ends with the recommendation. The data that has been analyzed as well as the discussion of the research findings are concluded in the conclusion section. In addition, several recommended suggestions related to this research are also presented

A. Conclusion

This study aimed to find out what types of teacher written corrective feedback are most helpful for improving students' ability to write procedural texts. The data were collected from teacher interviews, student interviews, and document analysis of students' procedural writing.

The findings showed that combination strategies were the most helpful type of feedback. When teachers used more than one method together, such as circling a mistake, adding a short note, and providing the correct form, students received complete information about their errors. This helped them understand not only where the mistake was, but also why it was wrong and how to fix it.

Teacher in this study used four main types of written corrective feedback: written notes, direct correction, symbols, and combination strategies. They did not rely on a single method but mixed different strategies depending on the situation, the type of error, and the time available.

Students improved improvement in two main areas. The first was text organization (especially the sequencing of steps) and vocabulary use. However, the document analysis revealed that the improvement was not as significant as what the interview data suggested. Some errors, particularly those related to sentence clarity, remained even after feedback was given.

Several factors explained this gap. First, unclear feedback such as symbols without explanation did not help students understand their mistakes. Second, poor placement of notes made it difficult for students to connect the feedback to the error. Third, students needed more than one round of feedback to fully internalize the corrections. These findings suggest that feedback alone is not enough. Clarity,

proper placement, and multiple feedback cycles are essential for meaningful improvement.

B. Recommendation

1. For Teachers

For teachers, it is recommended to use combination strategies rather than relying on a single type of feedback. When a teacher only circles an error without any note or correction, the student may see the circle but have no idea what to do with it. Adding a short note or writing the correct form above the error does not take much extra time, but it helps the student understand what went wrong. Clarity should also be a priority. Symbols are fast and easy to use, but they do not explain anything on their own. If teachers use symbols, it is helpful to explain what those symbols mean to the students. Even better, adding a short note next to the symbol gives the student a clue about what kind of error they made.

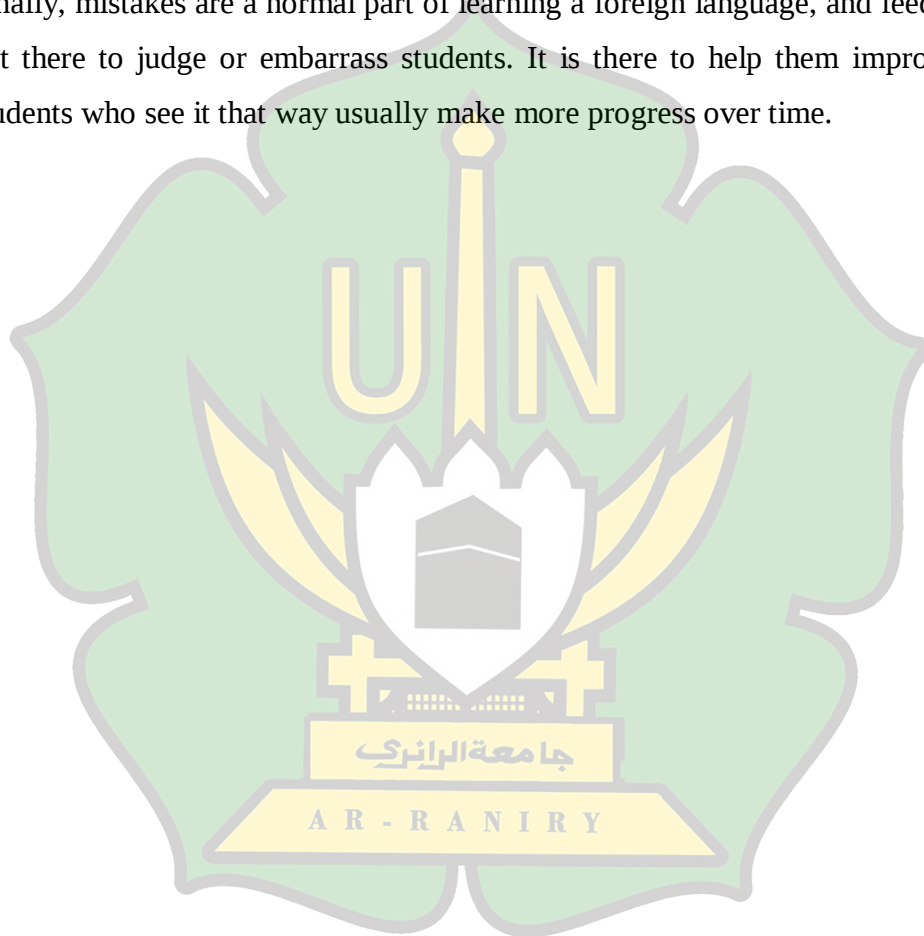
2. For Future Researchers

For future researchers, it is suggested to explore whether the same findings apply to other writing genres. This study only focused on procedural texts, so it is not clear whether combination strategies would be as helpful for narrative or argumentative writing. Longitudinal studies that track student improvement over a longer period of time would also provide useful insights because this study did not measure whether students still remembered the corrections after several weeks or months. Another area worth investigating is how written feedback works together with oral feedback. Some students in this study asked the teacher to explain the written comments when they did not understand them, and that combination of written and oral feedback seemed helpful, but it was not explored in depth here. Researchers could also examine how different placement strategies affect students' ability to understand and use feedback, as this study found that poorly placed notes were often ignored.

3. For Students

For students, the main suggest is to actually read the feedback and try to understand it, not just look at the grade. When something is not clear, asking the teacher is a good habit. One student in this study said that when she did not

understand the feedback, she asked the teacher directly, and that helped her learn. Copying the correction without understanding why it was changed does not help much for future writing. Taking a moment to think about the correction and why it was made leads to better long-term progress. Students should also try to look at feedback from previous assignments before starting a new writing task so they can remember the kinds of mistakes they made before and avoid repeating them. Finally, mistakes are a normal part of learning a foreign language, and feedback is not there to judge or embarrass students. It is there to help them improve, and students who see it that way usually make more progress over time.



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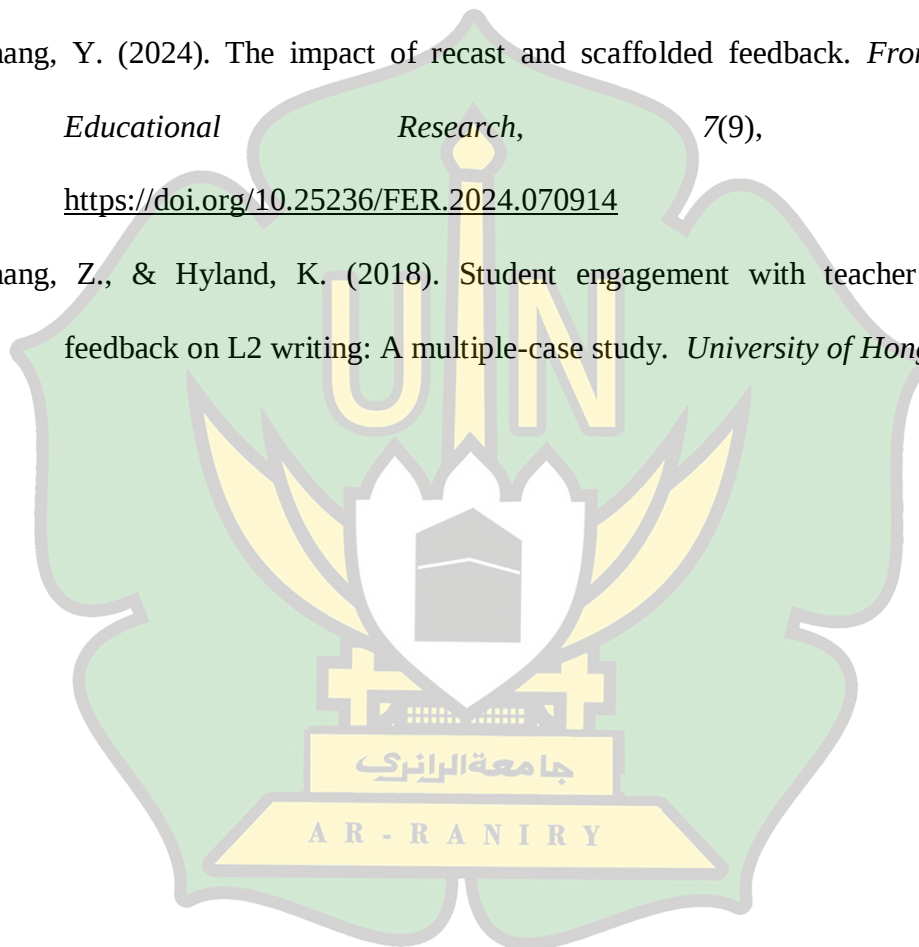
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APPENDICES

Appendix A Appointment Letter of Supervision



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1718 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;

b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;

c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;

10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;

11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara **Dr. Mustafa Ar. M.A.**  Untuk membimbing Skripsi

Nama : **Nadya Quthun Nada**

NIM : **220203034**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Teacher Written Corrective Feedback on EFL Students' Procedural Texts**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 22 Desember 2025
Dekan,


Saiful Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-627/Un.08/FTK.1/TL.00/2/2026

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Kepala MAS Insan Qurani Aneuk Batee Kabupaten Aceh Besar

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203034

Nama : NADYA QATHRUN NADA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl.Nasional Meulaboh-Blangpidie Dusun pasar -

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **TEACHER WRITTEN CORRECTIVE FEEDBACK ON EFL STUDENTS' PROCEDURAL TEXTS**

Banda Aceh, 06 Februari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 27 Maret 2026

جامعة الرانيري

AR - RANIRY

Appendix C Confirmation Letter of Conducting Research at MAS Insan Qur'ani



KEMENTERIAN AGAMA DAYAH INSAN QUR'ANI

MADRASAH ALIYAH SWASTA
Jln. Banda Aceh – Medan Km.12,5 Komplek Masjid Baitul 'Adhim
Desa Aneuk Batee Kec. Suka Makmur – Aceh Besar
E-mail : ma.insanqur'ani@gmail.com hp. 08116714748
NSM : 131211060016 NPSN : 69941566



SURAT KETERANGAN

Nomor a. 1392/Ma.01.04.063/IV/2026

Kepala Madrasah Aliyah Swasta Insan Qur'ani dengan ini menerangkan bahwa :

Nama : Nadya Qathrun Nada
NIM : 220203034
Jurusan/ Prodi : Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas telah selesai melakukan penelitian untuk penulisan Skripsi dengan Judul: *"Teacher Written Corrective Feedback on Elf Students' Procedural Texts"* pada tanggal 09 Februari – 03 April 2026 di Madrasah Aliyah Swasta Insan Qur'ani Desa Aneuk Batee Kecamatan Suka Makmur Kabupaten Aceh Besar.

Demikian surat keterangan ini dibuat agar dapat digunakan seperlunya.

Aceh Besar, 03 April 2026
Kepala Madrasah

Imam Rizali, S.Pd.I., M.TESOL

Tembusan:

1. Yang Bersangkutan
2. Arsip

جامعة الرانري

A R - R A N I R Y

Appendix D Informed Consent

Informed Consent Form

Research Project Title : Teacher Written Corrective Feedback on EFL Students'

Procedural Texts

Researcher : Nadya Qathrun Nada

Thank you for agreeing to participate in this research. You are invited because you are a student who has learned to write procedural texts in English class. This study aims to examine the types of teacher written corrective feedback given on students' procedural texts and how these feedback types help improve students' writing ability.

If you agree to participate, you will be involved in an interview session. During the interview, you will be asked several questions related to how you express apologies in different situations and the reasons behind your choice of certain apology strategies. The session will last approximately 10–20 minutes, and with your permission, the conversation will be audio-recorded for accuracy.

Your participation is voluntary, and the data collected will be used solely for academic and research purposes.

Voluntary Participation

Your participation in this study is entirely voluntary. You are free to decline to participate, refuse to answer any question, or withdraw from the study at any time, without penalty, explanation, or any effect on your academic standing. You have the right to review, edit, or withdraw your data before it is analyzed.

Confidentiality

All information you provide will be kept confidential. Your name and any identifying details will not appear in any publication or report. Data will be stored securely and used only for academic and research purposes.

If you have any questions or concerns about this research, please contact: Principal

Researcher:

Nadya Qathrun Nada

Department of English Language Education, UIN Ar-Raniry Banda Aceh

Email: 220203034@student.ar-raniry.ac.id

Phone: 0822 4648 9187

Statement of Consent

I have read and understood the information provided above. I have had the opportunity to ask questions, and all my questions have been answered to my satisfaction. I understand that my participation is voluntary and that I am free to withdraw at any time without any consequences. By signing below, I voluntarily agree to participate in this research.

Banda Aceh,2026

Researcher:

Nadya Qathrun Nada

Participant



Appendix E Interview Guideline

Research Title : Teacher Written Corrective Feedback on Students' Writing Procedural Texts

Time of Interview :

Date :

Interviewer :

Interviewee :

Position of Interview :

Purpose : This study aimed to find out what types of teacher written corrective feedback are most helpful for improving students' ability to write procedural texts.

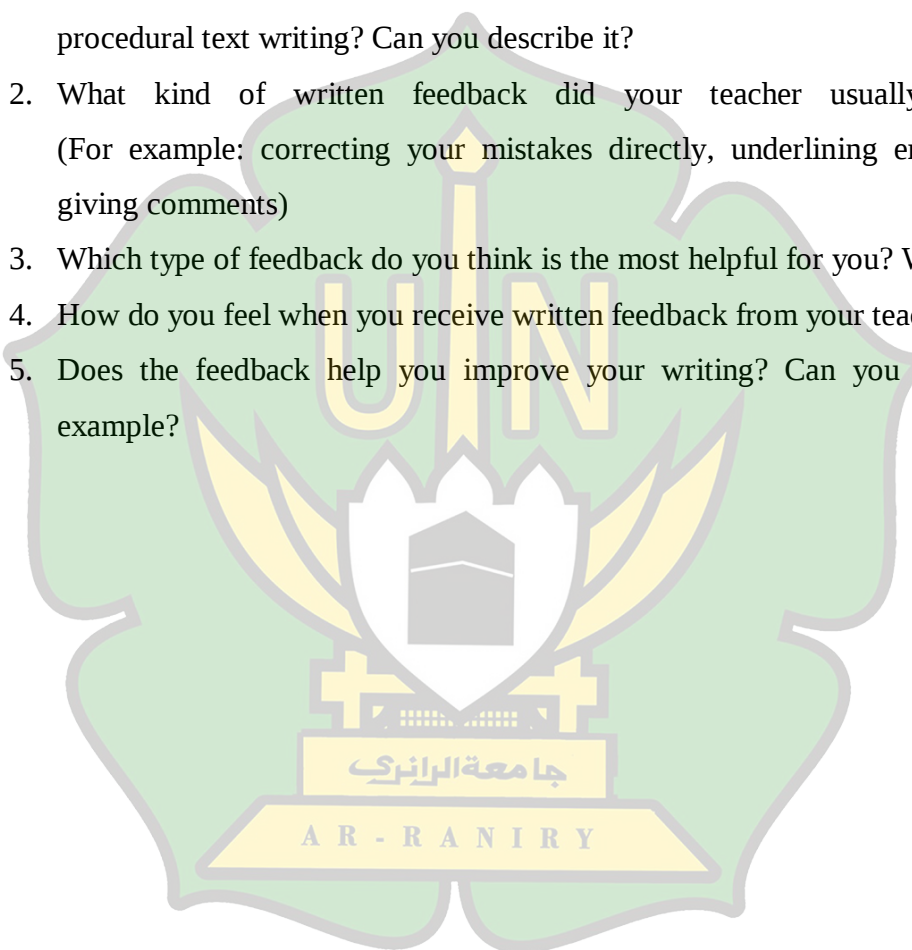
TEACHER INTERVIEW GUIDELINE

1. What types of written corrective feedback do you most frequently use when assessing students' procedural text writing?
2. In your experience, which type of written feedback is the easiest for students to understand and apply?
3. Which kinds of errors in procedural text writing benefit the most from written corrective feedback?
4. Among direct feedback, indirect feedback, coded feedback, and written comments, which one helps students improve the fastest? Why?
5. How do students usually respond after receiving your written corrective feedback on their procedural text?
6. Based on your observation, which type of feedback leads to the most noticeable improvement in students' organization of steps and clarity?
7. Which feedback strategy do you think helps students the most in fixing language features, such as verbs, imperatives, and connectors?
8. Are there any types of written feedback that students struggle to understand or apply correctly?
9. What factors influence your choice of feedback type when correcting procedural text writing?

10. Overall, which type of teacher written corrective feedback do you believe is the most effective for improving students' ability to write a clear and accurate procedural text?

STUDENT INTERVIEW GUIDELINE

1. Have you ever received written feedback from your teacher on your procedural text writing? Can you describe it?
2. What kind of written feedback did your teacher usually give? (For example: correcting your mistakes directly, underlining errors, or giving comments)
3. Which type of feedback do you think is the most helpful for you? Why?
4. How do you feel when you receive written feedback from your teacher?
5. Does the feedback help you improve your writing? Can you give an example?



Appendix F Interview Transcript

Sample Teacher Interview Transcript

Interviewer	First... (.) do you often provide feedback to students... on their writing... as a whole?
T1	Yes... (.) because after we give it... (2) a direction... guidance... or a framework on something... there's an assessment... and the assessment criteria must be written down. (2) In this context... it's better to write it down... as specific guidelines. (.) For example... we won't know... (2) for example... umm... if I write in the procedure text... (.) we have to assume the sequence... for example... first... second... and third. (2) Because students often just use... first, second, third... (.) but we can also use... "then." (2) So... it's better if we write this down... because it's written out... and then... they'll remember it better.
Interviewer	Since you also often give feedback to students... (.) what kind of feedback... do you give most often? (2) To students... do you point out exactly where the mistake is... or do you just use symbols? (.) Oh... is this correct or incorrect? (.) Do you point out the mistake yourself... or do you have them to do it?
T1	For feedback... we usually give two types. (2) For example... if they're already correct... I give them a reward... "Great." (.) Because... it's not about being right... we give it that way. (2) Because... if it's incorrect... we make sure they know... where the mistake was. (.) I don't point out where the mistake is. (2) So... if they're actually right... I should definitely give them a reward. (2) If... for example... they still have a few small mistakes... then I correct them... a little. (.) If it's full incorrect... they'll get a note.
Interviewer	Is it more like... that mark... or note? (.) Or is it more like a symbol?

T1	It's note. (2) For example... it could be a mistake... in the writing. (.) It might be a bit off... a bit off... wrong. (.) We'll correct it there... (.) use note... for the correct one.
Interviewer	So... based on your experience... the feedback that's easiest to apply... and accepted by the students... is... (2) for example... when they realize... "Oh... I made a mistake here..." like that. (.) The feedback that students accept most often... in your experience.
T1	When they make a mistake... and I just cross their paper... (2) they immediately point it out... they ask... "Why is this wrong? Where is the mistake?" (2) Because with English... you can't just say a sentence... and expect it to be perfect. (.) So... there are just a few mistakes... from one sentence. (2) So... to make it clearer to them... this is the mistake. (.) I point out... just in the wrong word. (2) Because they often make mistakes... like that. (.) So... where exactly... is the mistake... in that sentence.
Interviewer	So it's not about blaming the whole thing... but rather the specific part. (.) Okay... (.) so... in terms of procedure texts... what are the most common mistakes... students make?
T1	Yeah... (.) with sentence structure... they often make mistakes. (2) They often- (.) I don't mean the sequence of the writing... but rather the method. (2) From here on... we'll go back... and repeat it. (.) Because... of the procedure... it should be done... in order. (.) Sometimes... they do it this way... but then go back... to the other way. (.) That kind of mistake. (2) But another thing is... they might lack vocabulary. (.) They often use... the same words.
Interviewer	Well... regarding those mistakes... (.) if you were to give feedback... what needs the most improvement? (2) Basically... is it the sequence just now... or the word choice... or... what do

	you think?
T1	Oh... (.) the sequence. (2) So... maybe it's easier for them. (.) If the vocabulary is more varied... later on. (2) For example... when it comes to cooking... from boiling to other methods... they might get confused. (.) Stirring and mixing... might be... one food group they use. (2) But we often introduce it... before getting into the material... like... if this is a procedure-based lesson... we introduce the vocab they use... and commonly use... right at the beginning.
Interviewer	You already mentioned earlier... about using notes... and there are symbols... like that. (2) Among those... the one that develops the fastest is... (.) for example... if someone makes a mistake... the student can correct it... using the feedback symbol... or by adding a note?
T1	Using note... rather than with symbols... (.) because sometimes... with symbols... they don't really get it. (2) That's absolutely true. (.) Sometimes... we can't keep going. (.) We can't always be perfect... either. (2) For example... when we gave them "Great"... there might be a slight mistake. (.) But we can't just fix it right away... (.) they more prefer... like this... rather than... I just put a big symbol. (2) They'll remember that more... than if we just dismiss it.
Interviewer	Then... how do students respond... when... for example... you give feedback... "Oh, this is wrong..." "Oh, this part is wrong..." and so on... (.) how do they respond?
T1	Some of them... umm... hear them say... for example... "Oh, this is wrong, wrong..." like that. (2) That's why... some students... actually accept it.
Interviewer	What about the rest?
T1	Some of them... might not know. (.) They can't say... "Oh, I

	don't accept that..." or make any comments... just... "Okay." (2) And some students ask... what's wrong... what's the problem... and some are critical. (.) Some say... "Oh, this is actually true." (2) So... I'll try another example... similar to that. (.) "Where's the problem?" (.) Some students... really are like that.
Interviewer	Some people don't care... (.) okay. (2) And... based on my own observations... what yields the most improvement... is the sequence. (2) If... for example... you look at other aspects... whether it's the use of imperative language... or the conjunctions... or the verb forms... or other elements... (.) I believe... those factors are present.
T1	Besides the sequence... (.) besides the sequence... the word choice. (.) The choice of path. (2) So... let's start by providing some vocabulary examples. (.) Oh... the road choice they use... (.) the one they think is good. (2) After that... they'll learn the imperative sentence... there. (.) So... previously... they had already covered the material... on imperative sentences. (2) So... the term is directly related... to how it's used in the procedure... like that.
Interviewer	Also... (.) is there feedback... on the efforts that didn't reach this person... (.) it's hard to understand? (.) The efforts didn't leave a note... or anything?
T1	There are some... (.) for example... comments... (.) there's a group assignment... where they're told to write the text... the procedure text. (2) We might have... one or two people... in that group... who understand... but the others don't know that... "Oh, this is what's used here." (2) But... we did tell them. (.) It might be the students' fault... (.) there are many different students there. (.) It varies.
Interviewer	What factors influence... the effort in choosing feedback? (2)

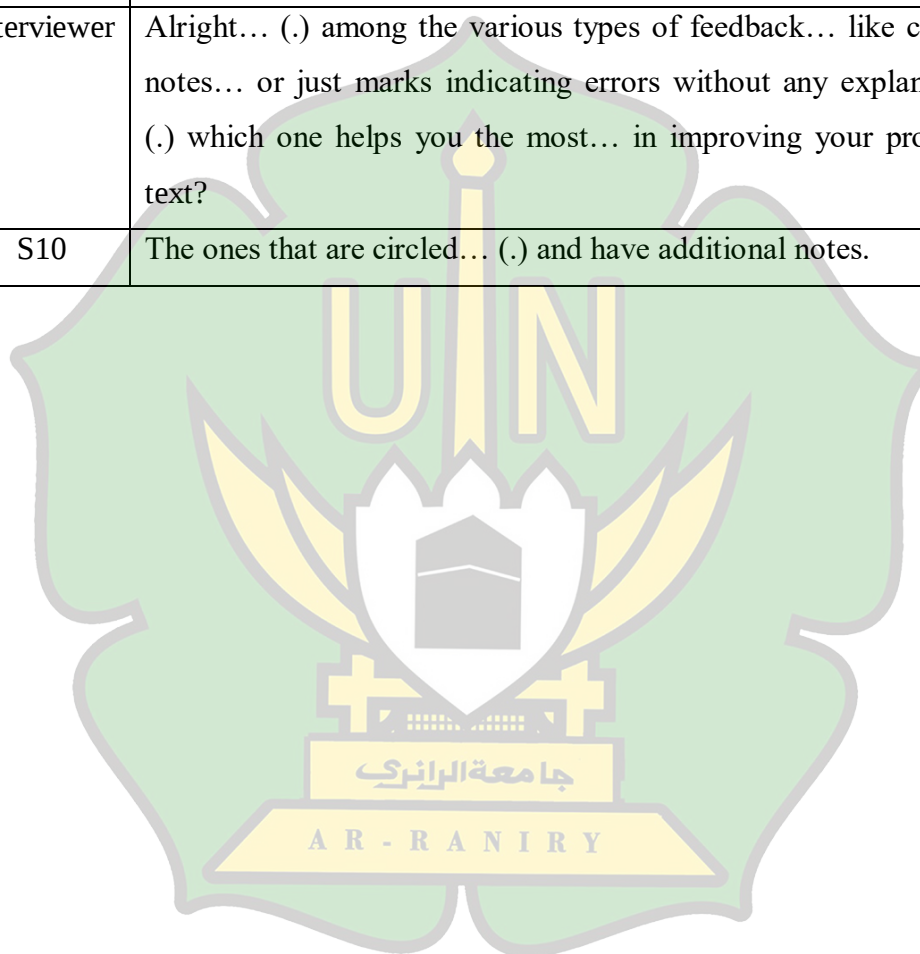
	Maybe it could be... "Oh, if the student is like this... then this feedback..." (.) for some students. (.) Are there such factors?
T1	Yes. (2) Students are asked... to give a score. (.) "Oh, is that so?" (.) Request... themselves. (.) "Miss... score." (2) So... they asked for a score... right. (2) Also... some students don't like scores... cause they'll think... they might feel that... "Oh, if I make a mistake... I'll only get a few points." (2) So... I prefer the one I noted earlier... for some students. (.) It depends... on the students.
Interviewer	Finally... from all the feedback... is there a combination that... in your opinion... is the most helpful... for students to correct the text errors... mentioned earlier? (.) What was the feedback?
T1	It's definitely better... when it's written down. (.) What the notes are... what the mistakes are... that sort of thing. (2) It's not that we go into a long description of the errors... no. (.) I mean... just a little bit. (2) For example... if it's already better... fix it.
Interviewer	More like... encouraging the person... "Oh, here's where you went wrong."
	Yes. (.) Like that.
Interviewer	Thank you... Miss.
T1	You're welcome

Sample Student Interview Transcript

Interviewer	Okay... (.) did you know... what feedback was before?
S10	Corrections.
Interviewer	Okay... like mistakes... or something like that. (2) Do you often get feedback... from your teachers?
S10	Often.
Interviewer	Is it written... like that?
S10	It's written... (.) then crossed out. (2) An arrow is drawn to the side... (.) and then... the method is explained.

Interviewer	Okay... so you get it often... then?
S10	Often.
Interviewer	When writing procedural texts... (.) what form does the feedback you receive... usually take? (2) Is it through notes... arrows... symbols... circles... or something like that? (2) And which do you think helps you the most... to correct many mistakes? (.) So you can improve... and not repeat the same errors. (2) What kind of feedback do you think is most helpful? (.) Or do you think all of them... help you?
S10	Well... (.) for example... in writing lessons... the corrections are written on top of the text... (2) since this is our writing... they're written on top... with small notes... like that. (2) Maybe... I don't fully understand... exactly what the mistake is.
Interviewer	Okay... so if it's just small notes... (.) that means you don't quite get it... right? (2) What if it's symbols... with little circles like that... (.) do you understand?
S10	I get it... (.) that actually shows... where we went wrong... (.) you can see exactly... where the mistake is.
Interviewer	But after circling it... (.) do they provide further information? (2) Or do they just circle it... and leave it at that? (2) Or do they draw an arrow next to it... pointing out exactly where the mistake is?
S10	Sometimes... they leave a note... (.) sometimes... they don't.
Interviewer	So it's just the symbols?
S10	Yes.
Interviewer	Do you think that helps? (2) Which one is the most helpful... for improving your writing afterward?
S10	The most helpful... is when it's circled... and then a note is added. (2) So... it's complete... (.) and we know exactly... where we went wrong.
Interviewer	Okay... right. (.) So usually... just the circles... the marked-up

	parts. (.) But are there additional notes? (.) Okay. (2) When you receive that feedback... for example... when the written work has a lot of corrections... (.) after receiving all that feedback or corrections... (.) do you feel it helps you... with your next writing assignment?
S10	Yes... it helps. (.) It helps us avoid... repeating the same mistakes.
Interviewer	Alright... (.) among the various types of feedback... like circles... notes... or just marks indicating errors without any explanation... (.) which one helps you the most... in improving your procedural text?
S10	The ones that are circled... (.) and have additional notes.



Appendix G Document Analysis

Sample of Student's Procedural Text (First Draft with Teacher's Feedback)

"How to Make fried rice"

Everything we do, there is a goal behind this one of them is like what we are going to do now. How to make fried rice? the goal is for us to eat and learn.

Ingredients:

<u>Materials</u>	- onion	- Tomato	- oil
<u>Ingredients</u>	- garlic	- cucumber	- Soy sauce
	- salt	- chili	
	- Celery	- Sausage	- Rice
	- egg		

Tools & Materials

- stove	- spoon
- pan	- plate
- spatula	
- fork	

Steps

1. Cut onion, chili, and garlic
2. Turn on the stove and put the oil and wait until hot heat the oil
3. Put the onion, chili and garlic into the oil and mix them
4. Add an egg and mix and season with soy sauce and salt
5. Put the rice on the pan pour the soy sauce and salt

6. Stir them well about 3 minutes

7. Enter the Celery on pan and mix again

8. Put rice on the plate add some cucumber and tomato cut beside the rice and put Sausage on the rice

9. For the tools put pork and spoon

10. The fried rice is ready to be served.

Enjoy the fried rice

Happy Eat

80

good job

19 April 2020

Enjoy your food

Sample of Student's Procedural Text (Revised Draft after Feedback)

"How to make fried rice"

Everything we do, there is a goal behind this one of them is like what we are going to do now. How to make fried rice? the goal is for us to eat and to learn.

Ingredients

- onion	- tomato	- vegetable oil
- garlic	- cucumber	- chili
- salt	- sauce	- Rice
- celery	- sausage	
- egg		

Tools and materials

- stove	- fork
- pan	- spoon
- spatula	- plate

Steps

1. Cut onion, chili, and garlic
2. Turn on the stove and put the oil And wait until hot heat the oil
3. Sauté the onion, chili and garlic and stir them
4. Add an egg and mix and seasoning.
5. add some rice pour the with soy sauce and salt.
6. Stir them well about 3 minutes
7. Pour the celery and stir it
8. Put rice on the plate add some cucumber and cut tomato to garnish rice and put sausage on the rice
9. The fried rice is ready to be served.

Appendix H Research Documentation



AUTOBIOGRAPHY

1. Name : Nadya Qathrun Nada
2. Student Number : 220203034
3. Place / Date of Birth : Blang Pidie, 8th January 2005
4. Gender : Female
5. Religion : Islam
6. Nationally : Indonesia
7. Address : Alue Padee , Kuala Batee, Aceh Barat Daya
8. Email : 220203034@student.ar-raniry.ac.id
9. Phone Number : 082246489187
10. Parents
 - a. Name of Father : M. Yatim, MA
 - b. Name of Mother : Hendriani, S.ST
 - c. Father's Occupation : Civil Servant
 - d. Mother's Occupation : Civil Servant
11. Educational Background
 - a. Elementary : MIN 12 Aceh Barat Daya
 - b. Junior High School : MTsN 1 Aceh Barat Daya
 - c. Senior High School : MAS Insan Qur'ani Aceh Besar
 - d. University : UIN Ar-Raniry Banda Aceh

