ENGLISH DEPARTMENT STUDENTS’ PREFERENCE ON
THE TYPES OF WRITTEN CORRECTIVE FEEDBACK

Yoan Ida Ringu Paubun

ABSTRACT

This study aims at investigating the students’ preference on the types of Written Corrective Feedback provided by the teacher and their reasons behind those preferences. Six types of written feedback proposed by Rod Ellis (2008) such as (1) Direct, (2) Indirect, (3) Metalinguistic, (4) Focus of the feedback, (5) Electronic, and (6) Reformulation were investigated in this study. The data were collected through a Focus Group Discussion with four groups of 18 students of English Department. The findings show that all the participants preferred to have Metalinguistic Written Corrective Feedback in their writing. The reasons were because firstly, besides it was easy and understandable, this feedback at the same time forced them to put some efforts in making the revision instead having the revised draft given by the teacher. Secondly, perceiving themselves as adult learners, the students preferred to have a more challenging feedback and this type is found to be their ideal type compare to other types of feedback. Thirdly, the students’ great of exposure and experiences in using this feedback made them preferred to have this type of feedback.

Keywords: students’ preference, Written Corrective Feedback, Metalinguistic Written Corrective Feedback.