

# Learners' Perspective of Written Corrective Feedback

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## ABSTRACT

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The research was aimed to (1) analyze learners' perspectives on Written Corrective Feedback, (2) identify the types of feedback preferred by learners, and (3) make sense of how learners made use of the feedback to improve their writing skills. This study adopted case study with qualitative approach to gain in-depth information from the learners. Data comprised observation result, learners' writing work, interview transcript and questionnaire tabulation. The initial results indicated that learners faced learning problems such as lack of grammar and sentence structures knowledge, limited vocabulary, idea development in building body paragraphs, erroneous punctuations, and problems related to educational background. The subsequent result suggested that all learners regarded written corrective feedback beneficial for their learning in general. With respect to the types of feedback, most learners preferred to have direct and unfused feedback given in their writing. The final results showed that learners benefited from the feedback as a source of grammar learning, discussion materials with friends, learning motivation, self-correction (when editing) and self-reminder (when writing).

Kata Kunci: *written corrective feedback, second/ foreign language writing, ielts writing*