EFFECT OF GENDER AND THE TYPES OF WRITTEN CORRECTIVE FEEDBACK ON THE L2 LEARNERS' WRITING PERFORMANCE

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Abstract

The study is aimed at measuring the influence of the types of WCF on EFL students' writing performance with involving gender factors. The research design was a pretest-posttest quasi experimental design. A pre-post writing test for both experiment and control groups was the main instrument. The participants of the study were 72 L2 learners at IAIN Palangka Raya of 2018/ 2019 academic years. During the learning process, the experimental group 1 was given treatment using Direct Corrective Feedback (DCF); the experimental group 2 was given treatment using Indirect Corrective Feedback (ICF); and the control group was not given treatment or received No Feedback (NF). The data were analyzed using a two-way ANOVA analysis. The analysis revealed that there was a statistically different effect for the types of WCF on the learners' writing performance (F= 34.354, p= 0.000). Meanwhile, there were no differences between gender to the learners' writing performance (F= 0.739; p=0.393 eta squared= 0.011). The interaction effect of gender and types of feedback also did not show significantly different among other groups F (2,66) =.1.120; p= 0.332; eta squared= 0.033).

Keywords: gender, direct and indirect WCF, writing performance.

Introduction

Written Corrective Feedback (henceforth WCF) is a very important aspect in L2 writing class. It can reduce linguistic errors and make the composition more accurate especially in organization and content. The effectiveness of WCF in L2 writing has been investigated for years. However, it has been controversial issues in L2 teaching during many years. For example, a few researchers (Truscott & Hsu, 2008) disagreed that feedback gave facilitative effect to L2 learners. Truscott (1996) argued that CF was dangerous and gave a bad impact on L2 learners' writing. Truscott (1996, 2004), then, recomended that CF was useless (Van Beuningen et al., 2012). Then, many researchers measured the effectiveness of corrective feedback and gave strong evidence about the useful of corrective feedback. For example, Ferris (1999) responded to Truscott's argument and gave empirical data to support the use of feedback in L2 writing. Since then, some researchers conducted some studies on the influence of CF in L2 writing. For example, (Hyland and Hyland, 2006; Sheen & Ellis, 2011) agreed that feedback gave facilitative effect to L2 learners. Guenette (2007) found that CF was useful for L2 learners. Before that, Chandler, 2003; Sheen, 2007) claimed that CF was useful for increasing grammatical accuracy. Then, (Ashwell, 2000; Ferris & Roberts, 2001) argued that feedback could increase learners' accuracy in writing. Studies about the influence of direct and indirect feedback have been conducted by Chandler (2003). He found that both feedback (direct and indirect) gave positive effect to L2 learners.

According to (Ferris, 2003), Direct feedback is a feedback given to the learners using the correct form done by the language instructors. It includes the giving of cross out to the uncorrect words, phrases, or morphemes, the giving of insertion of a missing words, phrases, or morphemes, or providing correct forms directly (Ellis, 2008; Ferris, 2006). In direct CF, the language instructors gave the correct forms of the learners' errors. (Elashri, 2013) argued that direct feedback is more useful to learners

since it provided learners' errors and revises them directly. This type is more suitable for low learners who cannot correct their errors by themselves (Ferris & Hedgcock, 2005). On the contrary, indirect corrective feedback is a feedback indicating that there was a linguistic; however, the teacher did not provide the correct form directly (Ferris, 2003). In this type, language instructors only show the errors but they do not give learners with the correct form (Lee, 2008). For instance, language instructors give signs on the errors by using lines, circles, or codes to show the errors (O'Sullivan & Chambers, 2006), or by giving a cross (Talatifard, 2016). Moser and Jasmine's (2010) found that learners who were given Indirect CF achieved better than those treated using direct CF.

Different with all studies above, this research emphasizes on measuring the effect of direct- indirect WCF with involving gender as potential factors. Here, the learners' gender was taken into account for better understanding of the effectiveness of WCF in L2 writing class. In this case, the aim was to measure the effect of direct and indirect written corrective feedback by considering the gender factor: male and female. Therefore, the research problems were: (a) Are there any significant differences on the learners' writing score caused by types of corrective feedback factor? (b) Are there any significant differences on the learners' writing score caused by gender factor?; and (c) Are there any significant interaction effects between the gender and types of feedback factors in the population mean of writing score ? The objectives of the study are: (a) to analyze the learners' writing score in order to measure the effect of types of corrective feedback factor on the learners' writing performance; (b) to analyze the learners' writing score in order to measure the effect of gender factor on the learners' writing performance; and (c) to analyze the learners' writing score in order to measure the effect of types of feedback and gender factors on the learners' writing performance. In general, the results of this study support to the

continuously debate on giving feedback on L2 writing class between Truscott (1996, 2001, 2004 and 2007) and Ferris (1999, 2002, 2004 and 2010).

Methods

The study design was a pretest-posttest quasi experimental design. The participants were 72 EFL third semester students at IAIN Palangka Raya of 2018/ 2019 academic years. The participants were assigned randomly into two groups (male 30 and female 42). They were also divided into three groups: experimental group 1 (n=24), experiment group 2 (n=24), and control group (n=24). The distribution of the participants was described in Table 1.

Table 1.
The distribution of the Participants

Types of treatment (B)	Gender (A)		Total
	Male (A1)	Female (A2)	
Direct Corrective Feedback (DCF) (B1)	10	14	24
Indirect Corrective Feedback (ICF) (B2)	11	13	24
No Feedback (NF) (C1)	9	15	24
Total	30	42	72

1. Procedures

Writing essay class was done once a week for 16 meetings in odd semester 2018/ 2019 academic years. Each meeting took 100 minutes. The course was designed to train the L2 learners to write a good composition about 450- 500 words. At the first step, all participants were given pretest. Results of this test were used to see how they performed in writing at the early beginning. The average score of writing ability of each group were similar the same. During the learning process, the experimental group 1 was given treatment using Direct Corrective Feedback (DCF); the experimental group 2 was given treatment using Indirect Corrective Feedback (ICF); and the control group was not given treatment or received No Feedback (NF). The data were collected twice during the course: pretest and posttest. In giving the treatment, the teacher

assigned the participants to write an essay. Then, the teacher took the participants' writing products and gave feedback. In the following meeting, the teacher gave back the participants' composition and assigned them to rewrite the draft based on the teacher's comment and suggestion, before the L2 learners submitted the final draft. As for the control group, the teacher did not give them any treatments. The teacher assigned the participants to write an essay. Then, the teacher handed the participants' writing to be assessed without providing feedback. At the last session, all participants were given posttest. They should write a composition about 450-500 words. The students' composition were assessed using the scoring method as developed by (O'malley and Pierce, 1996, p. 43) and scoring standard of IAIN Palangka Raya (2011, p. 15). It was done to produce the right criteria to score the idea development aspects of students' essay writing.

2. Data Analysis

The null hypotheses are: (a) there are no differences in the population mean of writing score due to the types of corrective feedback factor; (b) there are no differences in the population mean of writing score due to the gender factor; and (c) there are no interaction effects between the gender and types of feedback factors in the population mean of writing score. To answer the three research questions, a two way ANOVA test was applied. Here, there were two categorical independent variables being investigated, namely: gender and types of WCF; and one dependent variable: learners' writing score.

The scores of the three groups were investigated using a two way ANOVA and the outcomes were compared to see the interaction effect of the types of feedback on the learners' writing performance with involving gender factors (male and female). All statistical procedures were calculated using SPSS software (version 16).

Results

Before testing the hypotheses, the normality and homogeneity tests, as required in ANOVA test assumption, were conducted. As a result of Shapiro-Wilk statistic, the sig. value (p- value) for each category for male DCF was ($p=0.434$); female DCF ($p=0.436$); male ICF ($p=0.580$); female ICF ($p=0.089$); male NF ($p=0.791$); female NF ($p=0.689$). If the significant value was higher than 0.050, it indicated that the data were in the normal distribution. Since they were higher than 0.050, it was said that the data were normally distributed. The next step was to test homogeneity of variance by applying Levene' s test. It was found that ($p= 0.541 > 0.05$). Since the significant value is higher than 0.050, it indicated that the data were homogenous.

Testing Statistical Hypothesis

To answer the research questions, the learners' composition of both groups were scored by two raters (an English teacher and the researcher). The inter-rater reliability of the raters' scores was observed and it was found to be 0.875, indicating that both raters have provided similar scores about learners' composition. Then, descriptive statistics of scores were explained in Table 2.

Table 2.
The Descriptive Statistics of Learners' Writing Scores

Dependent Variable: Score				
Gender	**Types WCF**	**Mean**	**Std. Deviation**	**N**
Male	Direct Corrective Feedback (DCF)	82.5000	7.96171	10
	Indirect Corrective Feedback (ICF)	79.4545	7.60741	11
	No Feedback (NF)	64.5556	3.20590	9
	Total	76.0000	10.10974	30
Female	Direct Corrective Feedback (DCF)	77.7857	7.83659	14
	Indirect Corrective Feedback (ICF)	78.7692	8.62316	13
	No Feedback (NF)	65.7333	3.34806	15
	Total	73.7857	9.06221	42
Total	Direct Corrective Feedback (DCF)	79.7500	8.07169	24
	Indirect Corrective Feedback (ICF)	79.0833	8.00498	24
	No Feedback (NF)	65.2917	3.27678	24
	Total	74.7083	9.50676	72

From the table above, it was found that the average writing scores based on gender and the types of WCF. The mean score of male learners using DCF was 82.50. Meanwhile, the mean score of female learners using DCF was 77.79. Then, the mean score of male learners using ICF was 79.45. Meanwhile, the mean score of female learners using ICF was 78.77. On the contrary, the mean score of male learners without using feedback/ NF was 64.56. Meanwhile, the mean score of female learners using ICF was 65.73. The average score of both male and female using DCF was 79.75; the average score of both male and female using ICF was 79.03; and the average score of both male and female without using feedback (NF) was 65.29.

1. There are no differences in the population mean of writing score due to the types of corrective feedback factor

To response the research question no. 1: "Are there any significant differences on the learners' writing score caused by types of corrective feedback factor?", the two way ANOVA table explained the answer. From the output on Table 3, it was seen that the F value of types WCF was 34.354 and the significance value was 0.000 < 0.05. It was said that null hypothesis expressing that there were no differences in the population mean of

writing score due to the types of corrective feedback factor was not accepted, and the alternative hypothesis could not be rejected. Therefore, it was said that there were any significant differences on the learners' writing score caused by types of corrective feedback factor. The mean score of learners' writing performance using DCF was 79.75 and using ICF was 79.08 (see Table 2 for further detail). Meanwhile, the mean score of learners' writing performance without using feedback (NF) was 65.29. It was said that the learners' writing performance using types of feedback outperformed better than those who did not use feedback in control groups. However, students who received direct WCF performed the similar ability as those who received indirect WCF.

2. There are no differences in the population mean of writing score due to the types of corrective feedback factor

To response the research question no. 2: "Are there any significant differences on the learners' writing score caused by gender factor?", it was seen on the two way ANOVA table . From the output on Table 3, it was found that the F value of gender was 0.739 and the significance value was 0.393 > 0.05. It was said that null hypothesis expressing that there were no differences in the population mean of writing score due to the gender factor

was not rejected, and the alternative hypothesis could not be accepted. Therefore, it was said that there were no differences significantly on the learners' writing score caused by gender factor. The mean score of learners' writing performance using DCF for male was 82.50, and female was 77.79. The mean score of learners' writing performance using ICF for male was 79.45, and female was 78.77. The mean score of learners' writing performance without using feedback (NF) for male was 64.56, and female was 65.73 (see Table 2 for further detail). It was said that, in terms of gender, the learners' writing performance was not significantly different between male and female either using types of feedback or no feedback. It meant both male and female had the similar ability on the writing performance.

3. There are no interaction effects between the gender and types of corrective feedback factors in the population mean of writing score.

To response the research question no. 3: "Are there any significant interaction effects between the gender and types of corrective feedback factors in the population mean of writing score?", it was seen on the two-way ANOVA table. From the output on Table 3, it was found that the F value of gender and types of WCF was 1.120 and the significance value was 0.332. Since, the sig. value was higher than 0.05, it was said that null hypothesis expressing that there were no differences in the population mean of writing score due to gender and the types of corrective feedback factors was not rejected, and the alternative hypothesis was not accepted. Therefore, it was said that there were no differences significantly on the learners' writing score caused by gender the types of corrective feedback factors. The further detail explanation, as described in Table 3.

Table 3.
Results of Two Way ANOVA Test on Writing Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3337.827[a]	5	667.565	14.309	.000	.520
Intercept	389564.759	1	389564.759	8.35003	.000	.992
Gender	34.473	1	34.473	.739	.393	.011
Types WCF	3205.375	2	1602.688	34.354	.000	.510
Gender * Types WCF	104.478	2	52.239	1.120	.332	.033
Error	3079.048	66	46.652			
Total	408273.000	72				
Corrected Total	6416.875	71				
a. R Squared = .520 (Adjusted R Squared = .484)						
b. Computed using alpha = .05						

The table above explained that all independent variables (gender, types of feedback, and interaction gender and types of feedback or types of feedback and gender) gave effect to the dependent variable if the significance value (Sig.) of corrected model was less than 0.05. Since, the corrected model was 0.000 < 0.050, it meant that the model was valid. The significance value (Sig.) of intercept was 0.000 or less than 0.05. Since, the intercept was 0.000 < 0.050, it meant that the intercept was significant. The significance value (Sig.) of gender was 0.393 or higher than 0.05. Since the sig. of gender was 0.393 or higher than 0.05, it meant that gender did not give effect significantly to the learners'

writing score. The significance value (Sig.) of types WCF was 0.000 or smaller than 0.05. Since the sig. of types of WCF was 0.000 or lower than 0.05, it meant that types of feedback gave effect significantly to the learners' writing score. The significance value (Sig.) of gender and types WCF was 0.332 or higher than 0.05. Since the sig. of

gender and types of WCF was 0.332 or higher than 0.05, it meant that gender and types of feedback did not give effect significantly to the learners' writing score. The next step to interpret the result of two way ANOVA was to find Post Hoc test. The following table described multiple comparisons using Tukey Post Hoc test.
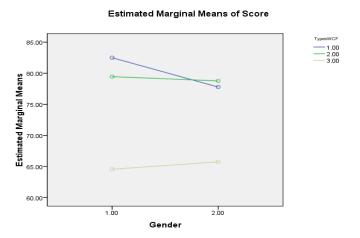
Table 4.
Multiple Comparisons

Score Tukey HSD						
(I) TypesWCF	**(J) TypesWCF**	**Mean Difference (I-J)**	**Std. Error**	**Sig.**	**95% Confidence Interval**	
					Lower Bound	Upper Bound
DCF	ICF	.6667	1.97172	.939	-4.0609	5.3943
	NF	14.4583*	1.97172	.000	9.7307	19.1859
ICF	DCF	-.6667	1.97172	.939	-5.3943	4.0609
	NF	13.7917*	1.97172	.000	9.0641	18.5193
NF	DCF	-14.4583*	1.97172	.000	-19.1859	-9.7307
	ICF	-13.7917*	1.97172	.000	-18.5193	-9.0641
Based on observed means. The error term is Mean Square(Error) = 46.652.						
*. The mean difference is significant at the .05 level.						

Based on the table above, the mean difference between DCF and ICF was 0.6667 (Sig. 0.939). It meant that the difference between using DCF and ICF was not significant on the learners' writing performance. The mean difference between DCF and NF was 14.4583* (Sig. 0.000). It meant that the difference between using DCF and without using feedback (NF) was very

significant on the learners' writing performance. The mean difference between ICF and NF was 13.7917* (Sig. 0.000). It meant that the difference using ICF and without using feedback (NF) was very significant on the learners' writing performance. To see the further explanation on the interaction effect between variable was described in plot diagram as in Figure 1.

Figure 1.
The Estimated Marginal Means of Score

Based on the output, it was said that there was no interaction effect between variable. It meant that gender and types of feedback did not give significantly effect on the learner' writing performance.

Discussion

A two way ANOVA test was applied to measure the influence of gender and the types of feedback on the learners' writing performance. Here, the respondents were assigned to divide into three groups: DCF, ICF and NF. The output confirmed that there was a significant difference for the types of WCF on the learners' writing performance (F= 34.354, p= 0.000). The effect size was moderate (eta squared was 0.510), Post Hoc comparison using the Tukey HSD test revealed that the average score for DCF (M= 79.75, SD = 8.07), and the mean score for ICF (M= 79.03, SD = 8.00), differed significantly from NF (M=65, 29, SD=3.37). The gender factor did not give facilitative effect among the mean groups (F= 0.739; p=0.393 eta squared= 0.011) in learners' writing performance. The interaction effect of gender and types of feedback did not give effect to the learners' writing performance (F=1.120; p= 0.332; eta squared= 0.033).

Conclusion

Based on the output, It could be concluded that the types of WCF gave facilitative significant effect on the learners' writing performance (F= 34.354, p= 0.000). However, there was no significant difference for the gender factor on the learners' writing performance (F= 0.739; p=0.393). The interaction effects between the gender and types of corrective feedback factors did not differ significantly in the population mean of writing score (F=1.120; p= 0.332). This finding was in accordance with (Karim, 2013).The findings of Karim's study suggested that both direct and indirect CF could significantly increase the writing accuracy. This study was also in line with Sheen (2007) indicating that direct CF was useful for L2 learners. The finding was also consistent with findings of related studies. For example, (Ko & Hirvela, 2010; Elashri, 2013) revealed that direct WCF was an effective methods for L2 learners. Dealing with Indirect feedback, the results were also supported by some researchers. For example, (Ferris, 2003) found that indirect CF was useful to learners. Researches showed that indirect CF was better than direct CF (Chandler, 2003; Sheen et. al., 2009). Many experts agreed that indirect CF has the most potential way in developing grammar accuracy (Ferris, 2003). In terms of gender, the results of the study were not in accordance with Sadeghi, Khonbi and Gheitranzadeh (2013). They investigated the effect of gender and type of WCF on Iranian pre -intermediate EFL learners' writing. Sadeghi et al. found that learners who treated using direct WCF performed significantly better than those who treated using indirect WCF and those in control groups and gender gave significant on the learners' writing ability with females performing better than males. However, this finding was totally in contrast with Truscott's. Therefore, the finding of the study refuted (Truscott, 2004, 2007, 2009) arguments.

By a short glance, it was noted that different types of WCF had important role in increasing the language development of learners' writing performance. In addition, corrective feedback was important for both the teachers and learners in L2 writing class. Corrective feedback must be provided frequently to be helpful effectively.

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