THE SIGNIFICANCE OF TEACHER CORRECTION ON STUDENT CONFIDENCE AND WRITING ACHIEVEMENT

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ABSTRACT

Teacher correction is considered a critical factor in the writing learning process, as it can affect how students perceive their writing skills and can ultimately affect their writing achievement. This study aimed to investigate the effect of teacher correction on students' confidence levels and writing achievement in the context of language learning. This study employed an ex post facto approach with a cause-and-effect correlation design. Involving 300 population of Eighth-grade junior high school students and through the purposive sampling technique, 10% or 30 students were selected as a sample of the study. Data was collected through pre-test and post-test questionnaires that measured students' confidence and descriptive paragraph writing tests both before and after receiving corrections from teachers. The collected data were analyzed using a pretest-posttest paired-sample t-test to determine the statistical significance of any observed changes. The results indicated teacher correction had a significant influence on students' confidence levels in writing (7.133 > 2.045). After receiving correction from the teacher, students tended to feel more confident in their writing abilities and more motivated to continue improving their writing skills (4.205 > 2.045). In addition, teacher correction also had a positive impact on student writing achievement. Students who received correction and feedback from teachers tended to show improvement in the quality of their writing. These findings highlight the importance of the teacher's role in providing effective corrections and providing constructive feedback to students in the writing-learning process.

Keywords: teacher correction, learning achievement, writing skill, english

ABSTRAK

Koreksi oleh guru dianggap sebagai faktor kritis dalam proses pembelajaran menulis, karena dapat memengaruhi bagaimana siswa menilai keterampilan menulis mereka dan pada akhirnya dapat memengaruhi pencapaian menulis mereka. Penelitian ini bertujuan untuk menyelidiki pengaruh koreksi oleh guru terhadap tingkat kepercayaan diri dan pencapaian menulis siswa dalam konteks pembelajaran bahasa. Penelitian ini menggunakan pendekatan eks post facto dengan desain korelasi sebab-akibat. Melibatkan 300 siswa kelas delapan sekolah menengah pertama dan melalui teknik purposive sampling, 10% atau 30 siswa dipilih sebagai sampel penelitian. Data dikumpulkan melalui kuesioner pre-test dan post-test yang mengukur tingkat kepercayaan diri siswa dan tes menulis paragraf deskriptif baik sebelum maupun setelah menerima koreksi dari guru. Data yang terkumpul dianalisis menggunakan uji t pretest-posttest berpasangan untuk menentukan signifikansi statistik dari perubahan yang diamati. Hasil menunjukkan bahwa koreksi oleh guru memiliki pengaruh signifikan terhadap tingkat kepercayaan diri siswa dalam menulis (7.133 > 2.045). Setelah menerima koreksi dari guru, siswa cenderung merasa lebih percaya diri dalam kemampuan menulis mereka dan lebih termotivasi untuk terus meningkatkan keterampilan menulis mereka (4.205 > 2.045).. Selain itu, koreksi oleh guru juga memiliki dampak positif pada pencapaian menulis siswa. Siswa yang menerima koreksi dan umpan balik dari guru cenderung menunjukkan peningkatan dalam kualitas menulis mereka. Temuan ini menyoroti pentingnya peran guru dalam memberikan koreksi yang efektif dan memberikan umpan balik konstruktif kepada siswa dalam proses pembelajaran menulis.

Kata kunci: koreksi guru, pencapaian belajar, keterampilan menulis, bahasa inggris

INTRODUCTION

Teacher correction of errors or weaknesses in EFL students' performance at school plays a crucial role in the process of transforming the learning mindset from the state of being unaware to being aware.

Corrective actions taken by teachers on students' work, answers, or tasks can help students provide constructive feedback, enhance students' understanding, correct errors, and facilitate the development of their learning abilities (Kahyalar & Yılmaz, 2016). Teacher correction and peer correction have different effects on students due to cultural influences (Zolghadri et al., 2020a). Based on observations, most students prefer to be corrected by their teachers because teachers are perceived as authorities and sources of knowledge in the classroom (Ganji, 2009). Meanwhile, Sapkota (2012) states that peer correction and teacher correction techniques have proven to be productive. However, there are some arguments to the contrary. Walz (1982a), pointed out that providing correct answers to students does not establish a pattern for long-term memory. Thus, it can be stated that teacher correction may be more inclined to build students' confidence compared to peer correction.

Based on the above perspectives, teacher correction of student performance, especially in English writing skills, can enhance awareness of the errors made, thereby fostering their confidence. As known, writing skills require complex accuracy, causing students to often make spelling, grammar, and word choice errors (Phuket & Othman, 2015). Additionally, according to Ferris (2011), a limited understanding of text and discourse also serves as a source of student writing errors. These writing errors arise due to students' lack of understanding of language and text elements, leading to frustration (Hyland & Hyland, 2006). However, according to Sepehrinia and Mehdizadeh (2018), teacher error correction techniques can be a learning solution not only when corrections are made in front of the students but also

when students' errors are corrected by the teacher. Teacher correction can be delivered through various teaching media, making the correction delivery permanent in students' memory (Bitchener & Ferris, 2012). Thus, the relationship between teacher correction and student confidence can be a key factor in improving academic achievement. Therefore, research tests to confirm this relationship should be conducted.

Several studies on teacher correction and student achievement have been conducted to prove the existence of a relationship between teacher correction, students' self-confidence, and their learning achievement. Research conducted by Ouahidi and Lamkhanter (2020) suggests that written feedback from teachers does not harm students' self-esteem and indicates that it not only does not weaken them but has a positive impact on student performance. Meanwhile, the findings of a study conducted by Elfiyanto and Fukazawa (2021) show that written corrective feedback from peers effectively improves the writing achievement levels of high school students in Indonesia. In contrast, for Japanese high school students, written corrective feedback from teachers is considered the most effective source, as found by Sabarun (2020). However, Sabarun also discovered that the majority of students appreciate feedback from teachers. Moreover, students believe that direct feedback from teachers enhances writing abilities, especially in grammar accuracy and organization. Overall, the evidence generally indicates a relationship between teacher correction, student autonomy, and its impact on students' writing achievement.

Though writing English is mostly considered difficult for students to learn, writing is one of the most common skills needed by students in future careers

because it is an essential component of student literacy success. Sapkota (2012) also added that writing is one of the most important skills used in sustainability in life. Furthermore, writing is an essential communication tool for students to communicate thoughts and opinions, describe ideas and events, analyze, and accumulate information. Thus, writing is a lifelong skill that plays a key role in postsecondary success in all academic and professional.

Despite numerous studies on teacher correction in the feedback process, there has yet to be a comprehensive investigation into the impact of teacher correction on students' self-confidence and learning outcomes. Additionally, the explicit application of corrective feedback theory and self-confidence has not been proven. To address this gap, this research will focus on the impact of teacher correction on enhancing students' self-confidence and writing skills achievement. The objective of this study is to investigate whether there is a relationship between teacher correction and student autonomy and to explain how it affects students' English writing performance. The theory used to explain this relationship is the corrective feedback theory (Lyster & Ranta, 1997).

In the realm of education, teachers play a crucial role in shaping students' writing skills through various instructional methods, including correction techniques. According to Ellis (2009), correction by teachers can be positive feedback or negative. Positive feedback in the correction can be given when students are doing good in their writing. However, negative feedback is going to be given when students are not doing well yet (Ellis, 2009). However, both kinds of feedback are expected to give better achievement in

students' specific skills. It can have either a positive or negative impact on students. It is better to take time to provide more information on what exactly students did well and what may still need to be improved. Hattie and Timperley (2007) state a clear note of what students are doing differently than before is also can be helpful for their improvement.

Teacher correction influences the students' writing achievement. It is also can improve the writing quality and students' confidence. As stated by Tomlinson and Moon (2013) students, as learners, hope their works to be read and given corrections in other to give opportunity to revise their works in the next writing. It means students can be motivated by the feedback and correction given by the teacher. The students can learn from it and avoid the same errors they made. Despite the importance of the teacher's correction on students' confidence level and writing achievement, only a few researchers that concerned about it. Therefore, the present research is going to prove whether there is a significant correlation between teacher's correction toward students' confidence and writing achievement or not.

Teacher correction, also known as feedback or assessment, plays a crucial role in shaping students' learning experiences and outcomes. Constructive correction can positively impact students' confidence and achievement, fostering a supportive learning environment. (Zolghadri et al., 2020) state that timely feedback can help students understand their mistakes and learn from them immediately. This can prevent the reinforcement of misconceptions and boost confidence by addressing errors promptly. In addition, Shirley and Irving (2015) clearly articulate that expectations and success criteria assist

students in comprehending the anticipated standards that boost both confidence and academic accomplishments. Of course, this positive reinforcement in feedback, acknowledging correct answers or improvements, contributes to a positive learning environment and can enhance students' confidence and motivation (Man et al., 2022). However, the teacher's correction for some individuals may also impact the students' dignity and they may feel guilty for making errors.

In line with teachers' corrections in perspectives of criticism, according to Metcalfe (2017) constructive criticism, focusing on specific areas for improvement rather than just pointing out mistakes, helps students see mistakes as opportunities for growth. This approach is associated with increased confidence and a growth mindset. In addition to pair correction, according to Zolghadri et al.,(2020) involving peers in the feedback process can provide a different perspective. Constructive peer feedback, when guided by clear criteria, can positively influence learning achievement and confidence. In doing the correctionBrookhart (2019) adds that formative assessment practices, such as quizzes and discussions, allow teachers to gauge student understanding in real-time. This ongoing assessment supports student learning and contributes to increased confidence. However, the assessment should be treated as a learning device in forming the habit not as an error seeker. As a result, this study believes that there must be a significant correlation between teacher correction and student's confidence and possibly impact their learning achievement in writing.

Based on this observed phenomenon, this research solely focuses on the correlation between teacher corrective feedback on students' writing errors and their self-confidence, examining whether there is a direct impact on their writing performance. To achieve this verification, the research poses two main questions: 1) What is the level of students' self-confidence regarding teacher corrective feedback on writing errors? 2) What is the impact of students' self-confidence regarding teacher corrective feedback on their learning achievement?

RESEARCH METHODS

As the objective of the study was only to investigate the correlation and impact of students' confidence on teacher correction and writing skills, this study employed an ex post facto approach with a cause-and-effect correlation design. The ex post facto design allowed for the examination of the effect of teacher correction on student confidence and writing achievement after the independent variable (teacher correction) had naturally occurred. Teacher's correction is the performance (X), and students' motivation, and writing achievement as the outcomes (Y).

The population for this study consisted of 300 students enrolled in grade VIII at SMPN 4 Kuta Selatan grouped in 10 classes. Each class had 30 students. To meet the criteria for generalizing the research findings, 10% of the total sample size of 300 (N=30), were selected using a purposive sampling technique. to participate in the study based on their equal English proficiency level and willingness to participate.

The instruments used in this study were Pretest and Posttest questionnaires. The questionnaires had 20 items about students's confidence in teacher correction and 10 sentences of writing. In the validity test, items are considered valid if the

Corrected Item-Total Correlation value is less than the critical value of 0.3783 (R table). From P1 (0.562) to P20 (0.823), the values exceed the R Table at DF=N-2 and a probability of 0.05. This implies that the questionnaire items used were valid. Furthermore, in the reliability test, items are deemed reliable if Cronbach's Alpha value-item deleted, is greater than the critical value of 0.3783 (R table). In this study, from P1 (0.635) to P20 (0.698), the values are less than the critical value of 0.3783. Overall, all 20 questionnaire items are both valid and reliable.

The validity and reliability of the writing test were measured using SPSS software. The Corrected Item-Total Correlation values for items P1 (0.309) to P10 (0.442) are greater than the critical value of 0.3061 (R table), decision, using a significance level of $\alpha = 5\%$, indicating that items 1 to 10 are valid. Additionally, based on the Reliability Statistics output, it is known that the Cronbach's Alpha values for standardized items range from P1 (0.601) to P10 (0.555), which are also greater than the critical value of 0.3061, using a significance level of $\alpha = 5\%$. This means that the test as a whole is reliable (Pallant, 2020).

This statistical method was chosen to determine whether there were statistically significant differences in student confidence and writing achievement before and after the intervention. This research utilized SPSS 25 to analyze the data. Correlation tests were conducted to explore the relationship between the level of concord acquisition and participants' confidence levels, with the significance level set at $\alpha = 0.05$ (Field, 2024). Decision-making regarding the existence of differences between the pretest and post-test, as well as their relationship with self-confidence, was based on the significance value Sig. (2-tailed). If the Sig. (2-tailed) value < 0.05, then there is a correlation or difference between the variables. Conversely, if the Sig. (2-tailed) value > 0.05, then there is no difference or correlation between the variables.

RESULTS AND DISCUSSION
Results

Two research objectives serve as the basis for the findings of this study. The first objective is to determine the level of self-confidence and writing ability before and after teacher correction. The second objective is to ascertain whether there is a statistical relationship between self-confidence in teacher correction and its learning outcomes. Therefore, two sets of data are analyzed: questionnaire data and learning outcome data before and after teacher correction. These data are then compared through statistical tests. Table 1 below presents the distribution of self-confidence and writing ability before teacher correction.

Table 1. Distribution of Confidence and Writing Skills in Pre-Teacher Correction

Measurement	Confidence	Category	Writing skills	Category
Total	101.4		1704	
Mean	3.38	High	56.8	Poor
Median	3.5		51	
SdD	0.49		15.08	

Data, in Table 1, the pre-questionnaire on students' self-confidence and the pre-test scores of students in writing indicate that students' writing abilities are categorized as "poor," ranging from 36-51. The highest score among students is 86, and the lowest is 42. From observations, female students have higher scores in writing skills compared to male students. Student writings exhibit numerous errors in punctuation, grammar, spelling, and word choice. Despite this, students' self-confidence in their writing abilities is categorized as "high," ranging from points 3 to 4. This means that, although students' writing scores are still low, their desire to correct mistakes is quite high. Consequently, action is taken by providing corrections from the teacher. The distribution of writing skills and students' self-confidence is presented in Table 2

Table 2. Distribution of Confidence and Writing Skills in Post-Teacher Correction

Measurement	Confidence	Category	Writing skills	Category
Total	251.5		2255	
Mean	4	High	75.2	High
Median	4.05		75	
SD	0.3162		7.822	

The data above shows changes in students' attitudes and writing skills in the post-test. The difference in mean values between the pretest (56.8) and post-test (75.2) indicates that teacher correction can enhance students' writing skills categorized as "high." The lowest score in the post-test is 60, while the highest is 90. Knowing that errors are corrected, students begin to understand the correct forms, thereby boosting their confidence. This is evident in the difference in their mental conditions, which were 3.38 in the pretest, becoming 4 in the post-test, categorized as "high." Therefore, teacher correction not only improves writing skills but also fosters a more positive learning attitude among students. The differences in writing skills and confidence before and after teacher correction are presented in Figure 1.
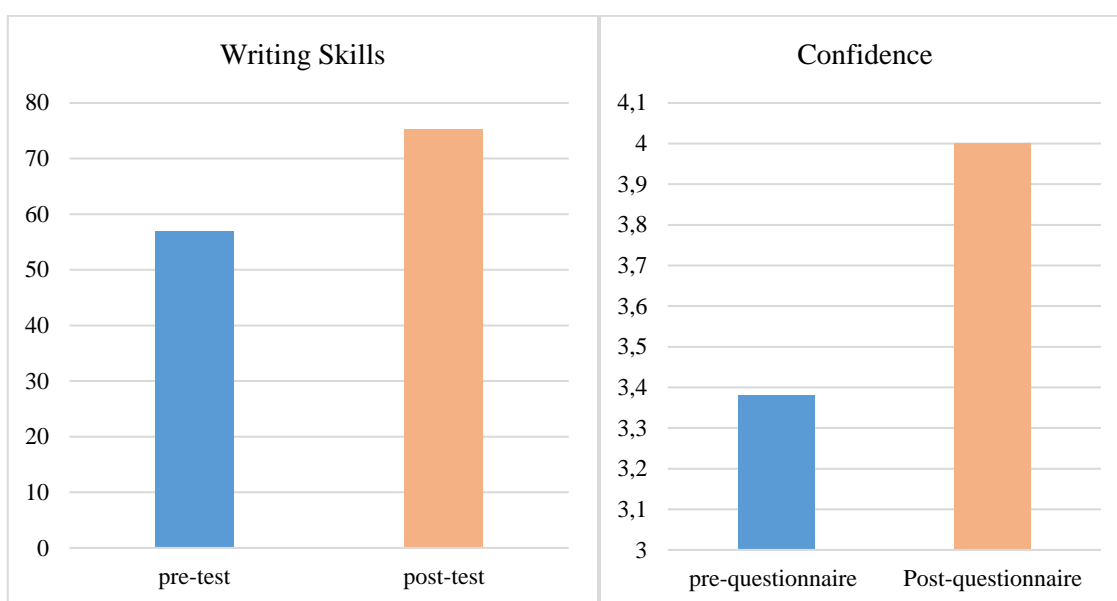
Figure 1. The Differences in Writing Skills and Confidence Before and After Teacher Correction

The significant increase in scores from the pre-test to the post-test (by 18.4) indicates that students have shown an improvement in writing skills after receiving instruction or correction from the teacher. The correction by the teacher or additional learning appears to have a positive impact on students' writing abilities. Meanwhile, The increase in scores from the pre-test to the post-test (by 0.62) indicates that students experienced an improvement in their confidence levels after receiving instruction or correction from the teacher. Teacher correction or additional learning appears to contribute positively to the enhancement of students' self-confidence.

A correlation study requires meeting several prerequisites to ensure the reliability of statistical analysis. Two common prerequisite tests conducted before performing correlation analysis are tests of homogeneity and normality. The homogeneity test is used to ensure that the variances of two variables to be correlated are approximately equal across different groups or conditions. Meanwhile, the normality test assesses whether data follows a normal distribution. The result of the test of homogeneity is presented in Table 3.

Table 3. Test of Homogeneity of Variances

	Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Writing	Based on Mean	.127	1	58	.723
	Based on Median	.029	1	58	.866
	Based on Median and with adjusted df	.029	1	57.913	.866
	Based on trimmed mean	.160	1	58	.691

Based on the output of the Test of Homogeneity of Variances above, the significance value (Sig.) for the variable of English writing outcomes of students before and after teacher correction is 0.723. Since 0.723 > 0.05, it can be concluded,

following the decision-making process in the homogeneity test, that the variance of student writing outcomes before and after teacher correction is equal or homogenous. Next, tests of normality for the writing skills data can be presented in Table 4.

Table 4. Tests of Normality

		Kolmogorov-Smirnova			Shapiro-Wilk		
	Groups	Statistic	df	Sig.	Statistic	df	Sig.
Writing	Before TC	.192	30	.006	.916	30	.210
	After TC	.208	30	.002	.906	30	.120

a. Lilliefors Significance Correction

From the output, the Sig. value for writing skills before teacher correction is .210, and the Sig. value for writing skills after teacher correction is 0.12. Since both groups have Sig. values > 0.05 and based

on the decision-making process in the Shapiro-Wilk normality test, it can be concluded that the writing outcomes of students before and after teacher correction are normally distributed.

Table 5. Paired sample t-test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pretest – post-test writing	-17.667	13.566	2.477	-22.732	-12.601	-7.133	29	.000
Pair 2	pretest – post-test confidence	-.833	1.085	198	-1.239	-.428	-4.205	29	.000

Based on the data in the output table of the "paired sample test" above, it is found that the value of Sig (2-tailed) is .000, which is greater than 0.05. Therefore, H0 is rejected, and Ha is accepted. Based on this decision, it can be stated that there is an influence between teacher correction on students' writing errors and their learning confidence. Additionally, with the students' increased confidence, teacher correction directly impacts the improvement of English writing skills for 8th-grade students at SMPN 4 Kuta Selatan. The data in the output table of the "paired sample test" above also includes information that the value of "main paired differences" in writing skills is -17.667. This indicates the difference between the average pretest and posttest values, calculated as 57.33 - 75.00 = -17.667. The difference range is -22.732 to -12.601 (95% confidence interval of the difference of lower and upper). In addition, the value of "main paired differences" in confidence is -.833. This indicates the difference between the average pretest and posttest values, calculated as 3.47 – 4.30 = -.833. The difference range is -.428 to -4.205.

The next step is to determine whether there is an influence of teacher correction on writing skills and the impact of teacher correction on student confidence. For this purpose, a comparison of the t-test values and the t-table is needed. Based on the output of the "paired sample test," the t-test values are negative, specifically -7.133 for writing and -4.205 for confidence. The negative values are due to the average pre-test scores being lower than the post-test scores, but their significance remains positive, with t-values of 7.133 for writing and 4.205 for confidence. The degrees of freedom (df) are 29, and the significance level ($\alpha/2$) is 0.025, making the t-table value 2.045. Since the t-test value for writing skills (7.133 > 2.045) and the value for confidence (4.205 > 2.045) are both greater than the corresponding t-table values, it can be concluded that H0 is rejected, and Ha is accepted. This implies that there is an influence of teacher correction on student confidence and English writing skills.

Discussions

The research results represent the outcomes of data analysis to address two research questions. The answers to these two questions constitute the objectives of this study. The first objective is to explain the level of students' confidence in teacher corrections regarding writing errors. The second objective is to discover the impact of self-confidence in teacher corrections on student learning outcomes. Thus, this research indicates two distinct results that

can have implications for educational objectives in general.

The research results show that teacher corrections have a significant influence on students' confidence levels in writing. Students who receive corrections from teachers tend to experience an increase in confidence in their writing abilities. This indicates that corrections provided by teachers not only serve as formal corrections but also play a crucial role in shaping students' positive perceptions of their writing abilities. In addition to increased confidence levels, students also demonstrate higher motivation to continually improve their writing skills after receiving corrections from teachers. This illustrates that teacher corrections are not only corrective but also act as triggers for students' intrinsic motivation to make further progress in writing.

The importance of teacher corrections is also reflected in the positive impact on students' writing achievements. Students who receive corrections and feedback from teachers tend to show improvement in the quality of their writing outcomes. Corrective feedback and constructive guidance from teachers provide valuable insights for students to understand their weaknesses and plan for improvements. These findings underscore the central role of teachers in providing effective corrections and constructive feedback to students in the context of writing instruction. Therefore, teaching strategies that focus on effective correction techniques can be a key aspect in enhancing students' writing learning outcomes. Additionally, acknowledging students' efforts after receiving corrections and providing positive feedback can be steps that support motivation and the development of students' writing abilities.

To ascertain the significance of these findings, this study refers to several previous research outcomes related to teacher correction. Siewert (2011) found that written teacher feedback did not harm students' self-esteem; rather, it positively influenced student performance. These results align with earlier studies emphasizing the necessity of feedback and its impact on the self-esteem of students with learning disabilities. Meanwhile, Alharbi, S. (2016) indicated that students in the experimental group outperformed those in the control group, suggesting that teachers' written corrective feedback had a significantly positive effect on participants' writing achievements. The results also revealed a positive attitude among participants toward teachers' written corrective feedback. Consistent with these findings, Ruegg, R. (2018) discovered that the teacher feedback group experienced a more significant increase in writing self-efficacy compared to the peer feedback group. On the other hand, Truscott, J. (2007) presented two findings concerning the correction in existing research: (a) the best estimate is that correction has a small negative effect on learners' ability to write accurately, and (b) we can be 95% confident that if it has any actual benefits, they are very small. From these findings, the study suggests generally that teacher correction can enhance students' motivation to achieve better writing competence.

The results highlight the role of teachers in creating a positive writing environment through effective correction practices. By cultivating an atmosphere where students feel supported and encouraged to improve, educators can contribute to the development of confident and proficient writers. The findings call attention to the significance of teacher training and

professional development in refining correction techniques. Teachers should stay informed about the latest research on effective feedback practices to continually enhance their ability to provide meaningful corrections that positively impact student confidence and achievement.

In summary, the implications of the findings emphasize the multifaceted role of teacher correction in shaping students' confidence, motivation, and writing achievements. By incorporating these insights into educational practices, educators can contribute to a more supportive and empowering learning environment for students in the realm of writing.

CLOSING
Conclusion

From the results of this study, it can be concluded that teacher corrections have a significant impact on students' confidence levels in writing. Students who receive corrections from teachers tend to experience an increase in confidence in their writing abilities. This indicates that corrections provided by teachers not only serve as formal corrections but also play a crucial role in shaping students' positive perceptions of their writing abilities. The research results emphasize the importance of the teacher's role in providing effective corrections. Teacher corrections not only impact the improvement of writing skills but also significantly enhance students' self-confidence. There is a need for training and professional development for teachers to improve their skills in providing effective corrections and understanding their impact on students' self-confidence. By incorporating these findings into educational practices, it is hoped to enhance not only students' writing skills but also

their confidence and motivation to explore and improve their writing abilities.

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