EFL Students' Preferences toward the Lecturer's Corrective Feedback in Business Letters Writing

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Abstract

This study aimed to investigate; the students' preferences toward the lecturer's corrective feedback in the business letter writing and their reasons why they preferred for particular corrective feedback types. A case study was used by involving 15 EFL students who enrolled the Business Correspondence Course. The questionnaire and interview were used as the research instruments. This study revealed that; (1) the students preferred to receive *lecturer correction* (M=5.00), followed by *lecturer-students conferencing* (M=4.13), *peer-correction* (M=2.73), *error identification* (M=2.00), *lecturer commentary* (M=1.93), and *self-correction* (M=1.27). (2) the students' reasons at choosing the *lecturer correction* were getting the directly good correction from the lecturer, which it would be used as the reference/guide for further improvements both linguistic accuracy and business letter organization. In *lecturer-students conferencing,* beside they got good correction and grateful appreciation from both their lecturer and other students, they could learn and share the knowledge of errors made together; however they ashamed their linguistics errors, low ability and knowledge in formatting good business letter could be known by others. In *peer-correction*, the students got the unsatisfied and satisfied corrective feedback from their peers; and they were doubt with their peers' ability and knowledge in giving correction. In *Error identification* and *lecturer commentary*, it was difficult for the students to diagnose the real errors and to correct them. Finally, the reasons of *self-correction* were useless and unsatisfied to evaluate their own work since they had limited ability and knowledge in formatting the business letter writing effectively.

Keywords: EFL students' preferences, corrective feedback, business letter writing

A. Introduction

A business letter is a written communication that exchanges the information or the message from one party (a sender) to another party (a recipient) of a company/institution concerning its products and/or services. It is widely used as a main channel of business correspondence (Arvani, 2006) that can be written by choosing the right words, tone and focus on the purpose of the correspondence itself (Smith-Worthington & Jefferson, 2010).

In the context of learning process, writing business letter is actually useful as a preparation step for one's future particularly in business field, such as for applying job, working as a secretary, manager's or director's assistance (Chi, 2015). Indeed, ABA Colorado Samarinda designed the Course of Business Correspondence as one of the Scientific and Skill Courses, in which it is expected the students can be able to understand the business correspondence and produce various forms and types of business letters writing.

In relation to the teaching and learning process, this course is not only theoretical designed but also practical conducted where the students produced the business letters; and generally their writing results were corrected by giving the corrective feedback by their lecturer. Its aims are not only to examine the success or failure performance of their writing (Aridah, 2003), but also to motivate the students to express the ideas through extended writing process (Lam and Law, 2007). Additionally, corrective feedback helps students to know the location of their errors and revise their writing more efficiently (Corpuz, 2011). In fact, not all students could not receive the corrective feedback conveniently. Brown (2000) argued that feedback given should meet the students' expectation and be given in the right proportion. Therefore, this study aims to find out the students' preferences and their reasons towards the various types of corrective feedback on their business letter writing given by their lecturer.

There have been many researchers concerning on the students' errors in letter writing and their preferences toward the corrective feedback given by their teachers/lecturers. Indeed, some of researches that are related with the students' errors in letter writing and their preferences on the corrective feedback are presented. Miryanti (2012) analyzed the 55 non-English department students' errors on writing application letters found in JPAC of Politeknik Negeri Bandung. This study was intended to find out and analyze not only grammatical errors but also errors in arranging formats of business letters. It was found that grammatical errors were related with omission (71 errors), mis-formation (52 errors), addition (35 errors), and mis-ordering errors was not found on the students' letter. Additionally, in term of syntax, she reported that the errors were also found in the use of preposition (32.28%), verbs (31.01%), articles (17.09%), plurals (10.76%), and tenses (8.86%). In relation to the letter layouts, the errors were plentiful in writing sender address (24.04%), enclosures (23.56%), complimentary closes (21.15%), salutations (17.79%), date (9.13%), and style (4.33%). Basically, these errors were caused by the lack of mastery of the concept of English business letter.

Gnanaseelan (2013) investigated the errors in the use of articles in business letter writing in English. He analyzed and identified the linguistic and discourse processes of the error construction. It showed that the errors in the use of articles were; article-adverb combination error, definite article use error, article-quantifier sequence error, article addition error, and indefinite article choice error.

Sing (2013) analyzed the students' errors in formal letter writing. This study aims to find out the errors that undergraduate students make in writing a formal letter. In term of grammar, it found that the students made errors on omission of auxiliary verbs and articles, verbs form, and mechanics. The students have organized their formal letter well; even though their letter format was 30% performed poorly and 43% performed averagely. Most of the students chose the modified block style with indented paragraphs.

Rahimi (2010) conducted the research on Iranian EFL students' perceptions and preferences for teachers' written feedback. The aims of this study were to examine students' beliefs about teacher feedback, their preferences for feedback on different types of grammatical errors, and whether there is any relationship between these preferences and their writing ability. It was found that students' beliefs about the importance of feedback on different grammatical units are formed as a result of the teacher's practice and his emphasis on certain types of feedback and feedback strategies. It was also reported that the L2 learners' level of writing ability influences their views about the importance of feedback on errors pertinent to particular grammatical units.

Hamouda (2011) studied the students and teachers' preferences and attitudes towards correction of classroom written errors in Saudi EFL context. The aims of this study were to find out the students and teachers' preferences regarding written error corrections; to find out the difficulties of the teachers in providing feedback; and the students' difficulties in revising the papers after receiving their teacher's written feedback. The finding revealed that both teachers and students have positive attitudes towards written error correction. They shared common preferences as the importance of various types of error correction. The students preferred teacher correction to peer and self-correction. Moreover both teachers and students have encountered a number of difficulties of error correction.

Agudo (2012) investigated Spanish EFL students' beliefs and preferences regarding the effectiveness of corrective feedback. The aims of this study was to examine Spanish EFL students' beliefs about the role and effectiveness of corrective feedback as well as their preferences how corrective feedback should best be provided in the classroom setting. The results revealed that corrective feedback may at times inhibit or discourage L2 learning because some learners may feel seriously inhibited and embarrassed when being orally corrected, particularly in class-fronted situation. And also, the timing of correction is still unclear whether corrective feedback should be provided right after the error is detected or preferably once students have already finished. It was also reported that learners did not always receive the corrective feedback that they expect and/or prefer.

The above researchers who investigated and analyzed the students' letter writing (Gnanaseelan, 2013; Miryanti, 2012; Sing, 2013) were basically found similar findings of errors on linguistics and organization in formatting the letter. It was indicated that the corrective feedback should be given to students to improvement and accuracy in the letter writing as shown the findings of Rahimi (2010) and Hamouda (2011) asserted that both teachers and students shared common preferences as the positive, effective and necessary corrective feedback on the students' writing. Unfortunately, Agudo (2012)

reported the corrective feedback given by teachers was not always expected and preferred by students.

Corrective feedback is benefical to generate in repairing the students' own metalinguistics. Abaya (2014) stated that correction strategies provide students with clues for them to generate their own repair such as metalinguistic feedback are probably the most beneficial type of correction to the learners. The errors of agreement and use of the wrong pronouns were the most common and that recasts followed by elicitation were the most prevalent correction strategies used to correct them. The learners expressed preference for explicit correction while the data on their response to the correction strategies showed the use of metalinguistic clues as perhaps the most effective correction type in terms of uptake.

In this current study was conducted by implementing the various types of corrective feedback and investigating their preferences at receiving the corrective feedback. Moreover, it was also conducted on EFL students in Diploma III Program who took the Business Correspondence Course to get more information about the students' preferences and their reasons at receiving the corrective feedback.

B. Literature Review
1. Business Correspondence

Business correspondence dealt with the communication through exchanging of letter written by related parties in business field. A letter is a written or printed message from one person/ organization/ institution (the sender) to another person/ organization/ institution (the recipient) for various purposes especially for specific business purposes. A letter plays a vital role in company business since it is a bridge that links to communicate the company's products and acts as an ambassador for the company that showed a good impression (Miryanti, 2012).

Writing business letter is one of the most effective ways of business communication in order to build the successful business partnership (Ashley, 2003). Further, she added that a business letter is supposed to be clear, complete, concise, courteous, and grammatically correct. And also, it is used the right tone, focus of attention and to communicate the message to the reader using straightforward language (Seglin & Coleman, 2002). As a result the message or the information could be understood by its readers.

According to National Press Publication (2002), there are four considerations in writing a business letter. They are subject, audience, purpose, and style/organization. Subject refers to the content of letter; audience is sender of letter; purpose concerns on the aim of letter writing; and style/organization is concerned on how the business letter looks like/appearance. Similarly, Ashley (2003) argued that when writing a business letter, the writer has to consider who will be reading the letter, what does the reader already know about the company, or what does the reader need to know.

2. The Parts of Business Letter

The researcher adapted and developed the parts of business letter writing presented by Seglin & Coleman (2002) and National Press Publication (2002) as shown below:

a. **Letterhead**; it contains the name and address of the firm/company which are sometime centered at the top in the middle.

b. **Dateline**; every letter should have a dateline. It showed the time of the letter was written. It appears on a single line two to eight lines below the letterhead or the top margin of the page. And the placement of the dateline is flexible based on the format of the letter itself. The months of the year should always be spelled out and the day should always be indicated by a cardinal number (e.g., 1,2,3), never using "st", "nd", "or "th". The order of the dateline is month, day followed by a comma, and year. For example; August 4, 2015.

c. **File number/ reference line**; this is an optional. It is a number or a series of numbers and letters referring to previous correspondence.

d. **Personal or confidential note**; this is also an optional. It is written because of the writer wants the letter to remain confidential between him/her and the reader. The placement is flexible based on the format of the letter and separated the word from the rest of the letter by two lines. To assure confidentiality, include the word "Confidential" on the envelope.

e. **Inside address**; it is the address of the person to whom the letter is sent. It includes the name of the person to whom the letter is sent, the person's professional title (if available) or the individual's courtesy title and full name, the name of the firm and the firm's address. The placement is flexible, depending upon the length of the letter and the format of the letter itself.

f. **Attention line/note**; It is used when the writer does not know the name of the person and the letter is addressed to the firm.

g. **Salutation;** it is a kind of greeting to open the letter where it is used in all letter formats except the simplified letter and the memo. It is usually typed two spaces below the inside address or the attention note (if there is one). If the name of the addressee is known, it can be written with the name. If the name of the addressee is unknown, it can be written with Sir (to a man) or Madam (to a woman).

h. **Subject line**; it tells exactly what the letter is about or announces the subject of the letter, the number of an order or invoice and provides a summary of the intent. It is placed after the salutation. The subject line can be typed in all capital letters or with each important word capitalized. Sometimes when just important words are capitalized, the whole subject line is underlined. When the subject line typed in all capital letters, it is never underlined. The subject line is an optional and generally used when only one subject is covered in a letter.

i. **Body/ content of the letter**; it is the main part of business letter that contains the purpose of the letter such as provide information, make requests or reasons or reply to someone, etc.

j. **Complimentary close**; it is an expression or statement that is used to sign off at the bottom of the letter. The expressions of complimentary close can be; Very truly yours, Respectfully, Cordially, Sincerely, Most sincerely, Most cordially, and Cordially yours.

k. **Signature**; it is a hand written sign of the sender.

l. **Sender's name and position**; it contains the sender's full name and his/her position or title.

m. **Enclosures**; it contains a list of the enclosed items including, leaflets, prospectuses, etc, with the letter these maybe mentioned in the body of letter and can be typed two lines below the identification line or the signature block. It can be also written at the bottom of the letter, and if there are a number of documents there are listed.

Based on the parts of the business letter that have been presented above, they used as the guide at giving the corrective feedback on how to write the business letter systematically and correctly.

3. The Formats of Business Letter

The researcher adapted and developed some formats of business letter presented by the National Press Publication (2002) and Seglin & Coleman (2002) as shown in the next section.

a. **Full-Block;** it is sometime called "complete block" or "simply block" and/or "block format". It is the simplest format and every part/line of the letter starts at the left margin, with spaces between each part/line. The order for the parts of the letter such as date, file number, inside address, attention line, salutation, subject line, body, complimentary close, signature, sender's name/position and additional information are flush with the left margin.

b. **Block;** it is sometime called "modified block". This format differs from the full-block in the position of the dateline (and reference line if there is one) and the complimentary close and signature block. The dateline is usually aligned with the right margin, although sometimes it is centered in relation to the printed letterhead if this presents a more balanced look. The complimentary close and signature block can correctly be placed near the center of the letter, two spaces below the last paragraph. Paragraphs are not indented. The spacing of various parts of the block-format letter is the same for the full-block format.

c. **Semi Block;** it can be called as "modified semi-block" is similar with "Block format". The difference is located in the paragraph where the body or paragraph of semi block is indented five spaces.

d. **Simplified Block;** it is used when the writer does not know the title of the person, a company, government agency or organization. It eliminates the courtesy titles (such; Mr., Mrs., Ms., Dr.), the salutation and the complimentary close. The focus of the letter is on the body and what is to be said.

e. **Hanging Block;** it is generally used to reserve for sales or advertising letters.

f. **Memo;** it is primarily used as an interoffice communication; it is occasionally used as a business letter format. The top of the memo indicates the date, the name(s) of the recipient(s), the name(s) of the sender(s) and the subject.

Besides the parts of business letter that have been mentioned above, the students were also asked to produce the various formats of business letter writing.

4. Corrective Feedback

According to the context of teaching and learning process, giving feedback on students' writing result is an important issue to be conducted (Aridah, 2003). Hattie & Timperley (2007) defined that "feedback as information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding… feedback is thus a "consequence of performance". The information is about evidence of learner error of language form that could be in oral or written, implicit or explicit (Russel & Spada, 2006).

Hartshorn et al (2015) states that the improvement in the linguistic accuracy of those L2 writers exposed to dynamic written corrective feedback while there was no significant difference compared to the control group in terms of rhetorical appropriateness, fluency, or complexity. Dynamic written corrective feedback can be implemented effectively when it accompanies a traditional process writing class. Rezaei et al (2011) claims that corrective feedback can be used as an effective way in eliminating possible non-target-like utterances in the learners' interlanguage. The effectiveness of corrective feedback has been usually assessed in terms of uptake while as mentioned above, the application of uptake as a yardstick has its own limitations. Feedback can be provided in face-to-face communication or through the computer. Though the first mode of delivery has been deeply explored, few studies have touched the second one or delved into comparing the two modes of delivery. Corrective feedback through metapragmatic feedbacks and comments is another area for exploration rarely touched by SLA researchers.

Gitsaki and Althobaiti (2010) argued that the most frequent types of interactional feedback with intermediate learners should be followed by metalinguistic clues, clarification requests and recasts. The repetition and metalinguistic feedback always led to successful uptake. The more proficient students are better equipped to benefit from implicit and explicit feedback than beginner students, while pronunciation errors are the primary focus of corrective feedback in an ESL form-focused context.

In addition, the corrective feedback is not only contained the response of errors on the texts (Yeh & Lo, 2009), but also learners utterance containing an error (Ellis, 2006), which it comprises both content and form feedback (Fathman & Whalley, 1990; Keh, 1990). They added that the content feedback refers to comments on organization, ideas and amount of detail, meanwhile the form feedback is related with the grammar and mechanics errors. In this case, the corrective feedback was given to enable students to revise their own writing, assist students to acquire correct English and provide learners to correct errors (Ahmed, 2012). By giving the corrective feedback, the satisfied and acceptable business letter writing could be produced by the students.

5. The Types of Corrective Feedback

Some researchers and experts have classified the various types of corrective feedback based on its forms. It can be written and oral feedback. Ellis (2008) reported a typology of written corrective feedback into six types: (1) direct corrective feedback; (2) indirect corrective feedback; (3) metalinguistic corrective feedback; (4) the focus of the feedback; (5) electronic feedback; and (6) reformulation. Those types could be used by teachers to correct the students' linguistics errors on their written work.

The written feedback covers on giving the direct correction, indirect correction and coding on the students' written. The direct correction is providing the correction on students' error in terms of correct structural or lexical (Beuningen & Kuiken, 2008; Ellis, 2009). It can be done by crossing out an unnecessary word, phrase or morpheme; inserting a missing word, phrase or morpheme; and writing the correct form above or near the erroneous form (Ferris, 2006). Further, the indirect correction refers to provide the correction by underlining or circling the errors without providing the correctness. Meanwhile coding concerns on providing code and/or symbol (*e.g.* ' ˆ ' for a missing item) and abbreviations (*e.g.* Pl/Sing for plural or singular error) to indicate the location and the type of students' error without correcting the errors (Hendrickson, 1980). The use of code correction can help teacher to provide an effective implicit feedback (P. Hyland, 2000) and to reduce the negative psychological effect of red ink on students' text (Harmer, 1991). But it is difficult to understand by students and cannot address all type of errors (Corpuz, 2011). Additionally, the marginal comments, contents comments and meta-linguistic explanation are also categorized the written feedback form.

On the other hand, oral feedback has many forms. Lyster & Ranta (1997) divided the corrective feedback into six types; (1) explicit correction; (2) recasts; (3) classification requests; (4) meta-linguistic feedback; (5) elicitation; and (6) repetition. They explained that explicit correction refers to teacher provides the correct form on the student's incorrect utterance. Recasts deal with the teacher's reformulation of all or part of a student' error utterance. Clarification requests are question indicating that the utterance has been misunderstood or ill-formed and that a repetition or reformulation is required. Metalinguistic feedback covered comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. Elicitation is teacher tries to elicit the correct form by asking for completion of a sentence, or asking questions, or asking for a reformulation. And finally, repetition is teacher's repetition, in isolation, of the erroneous utterance.

In relation to this study, the researcher himself implemented the types of corrective feedback presented (Saito (1994) in the improvement and accuracy on the students' business letter writing when the Business Correspondence took place. Here, the researcher adapted and developed it as shown below:

1. **Lecturer correction**; the lecturer provides the correct form on the students' business letter writing by crossing, circling, underlining, inserting and providing correct answer. It is not only covered on grammatical errors but also vocabulary/word choice, mechanics, content and organization of business letter writing including its parts and formats.
2. **Lecturer commentary**; the lecturer provides either written comments, information, or questions in the margin and/or in between sentences on the students' letter writing without correcting the errors.
3. **Error identification**; the lecturer indicates the place of error on the students' letter writing by crossing, circling, and/or underlining it without giving the correctness.
4. **Peer-correction**; the students evaluate each other's letter writing in pair or with a whole class. Here, whether good correction could be provided or not by students in evaluating their peer's work based on their knowledge.

5. **Self-correction**; the students evaluate their own work by themselves by using the provided guide.
6. **Lecturer-students conferencing**; the lecturer and the students discuss and evaluate a piece of individual student's letter writing that has been written. Good correction was provided during the discussion.

C. Research Methodology

This study concerned on an exploratory investigation the practice of giving the various types of corrective feedback in a particular EFL context in Samarinda, Indonesia. A case study approach was used to examine the students' preferences and reasons toward the particular type of corrective feedback given by their lecturer. Case study is an approach to research that facilitates exploration of phenomena within its context using a variety of data sources (Baxter and Jack, 2008) including observation, interview, open-response questionnaire items, verbal reports, diaries and discourse analysis (Heigham & Croker, 2009). In this case, the data of this study were gained through the questionnaire and interview transcript results.

The study was included 15 EFL students of Diploma III Program of ABA Colorado Samarinda who enrolled in a Business Correspondence Course. It was conducted for one semester (16 meetings, 95 minutes for each meeting). The researcher was acted as the lecturer of the course. In this case, the students did not that they were being studied in order to create the natural setting (Bogdan & Biklen, 1992).

In the classroom context, the students were taught, asked, and finished to produce the business letter for every meeting based on the format and the kinds of business letter itself taught. Here, every student produced 8 documents of business letters. Then, their letters were given six types of corrective feedback that were adapted and developed from the study of Saito (1994). Firstly, the students' two-documents were evaluated using *lecturer commentary* and *error identification*, followed by *lecturer correction (2 documents), peer-correction and self-correction (2 documents)* and finally, *lecturer-students conferencing (two meetings and selected students' documents to be evaluated)*.

In addition, the piloted structured open-ended questionnaire was distributed to the students at the end of the course. It contained ten questions which inquired the students' preferences toward the various types of corrective feedback namely *lecturer correction* (including; grammatical, vocabulary, mechanics, content, and the organization of business letter), *error identification, lecturer commentary, peer-correction, self-correction* and *lecturer-students conferencing*. The students were asked to rate their response of each corrective feedback type of surface-level on a five-point Likert Scale; (1=definitely dislike; 2=dislike; 3=neutral; 4=like; and 5=definitely like), and allow them to describe their reasons. Finally, they were invited to follow the interview to crosscheck and triangulate the unclear data found in the questionnaire. Both questionnaire and interview were designed and conducted using on the students' native language that was aimed to ensure the students' response could be understood and described completely. Then, the data were analyzed by using the content analysis in which the researcher used the data analysis procedures of Lodico, Spaulding and Voegtle in 2010.

D. Findings

In this part, the researcher presented the two points of findings, the students' preferences and their reasons toward the various types of corrective feedback on their business letter.

1. The Students' Preferences toward the Various Types of Corrective Feedback in Business Letter Writing

It has been mentioned that to know the students' preferences toward the various types of corrective feedback on their business letter writing given by their lecturer, the researcher distributed the questionnaire to the students then the data was analyzed by using a five-points Likert Scale. The following table was the result of the students' preferences toward the various types of corrective feedback:

Table 1: The Students' Preferences toward the Various Types of Corrective Feedback

The Types of Corrective Feedback		Lecturer Correction	Lecturer Commentary	Error Identification	Peer Correction	Self Correction	Lecturer Students conference
N	Valid	15	15	15	15	15	15
	Missing	0	0	0	0	0	0
Mean		**5.00**	**1.93**	**2.00**	**2.73**	**1.27**	**4.13**
Std. Error of Mean		**.000**	**.182**	**.169**	**.182**	**.118**	**.236**
Std. Deviation		.000	.704	.655	.704	.458	.915
Minimum		5	1	1	1	1	2
Maximum		5	4	4	4	2	5
Sum		75	29	30	41	19	62

Moreover, the researcher also presented the following bar diagram in order to make clear description of the students' preferences toward the various type of corrective feedback given by their lecturer in writing the business letter as shown in the figure 1.
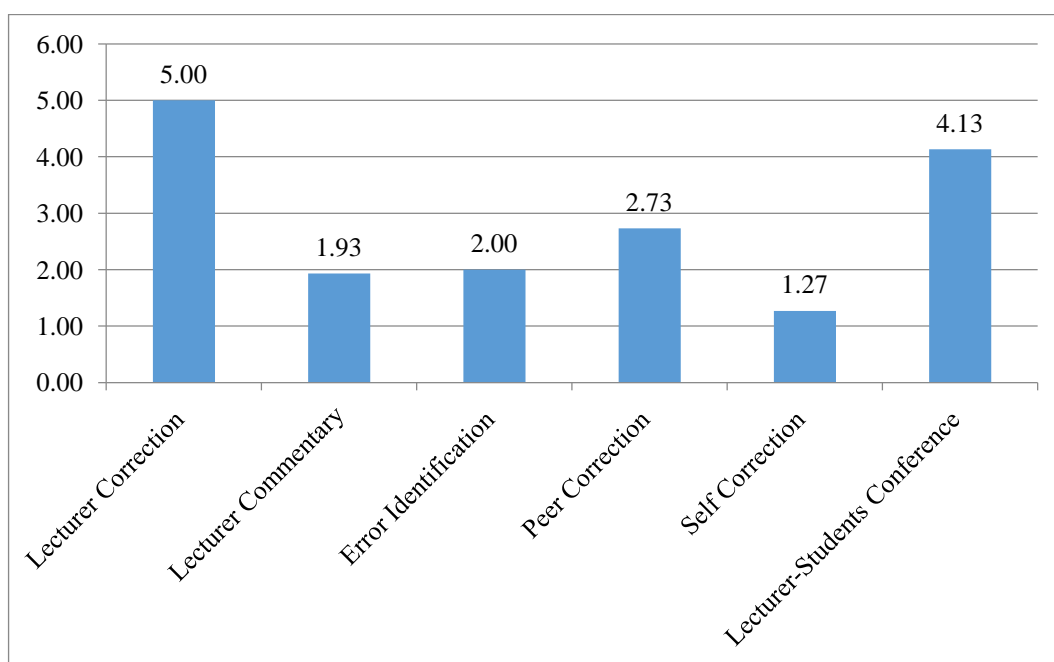
Figure 1: The percentage of the students' preferences toward the various types of corrective feedback

Concerning the scores calculation in the table 1 and the figure 1 above, it showed that the sum and mean score of *lecturer correction* was 75 (M=5.00), *lecturer commentary* was 29 (M=1.93), *error identification* was 30 (M=2.00), *peer-correction* was 41 (M=2.73), *self-correction* was 19 (M=1.27), and *lecturer-students Conferencing* was 62 (M=4.13). It could be concluded that the students preferred to receive *lecturer correction*, followed by *lecturer-students conferencing, peer-correction, error identification, lecturer commentary*, and *self-correction*.

Furthermore, based on the students' response on the questionnaire, the researcher divided the students' preferences into three categories namely; negative (strongly dislike to dislike), neutral, and positive (like to strongly like) that were related with their reasons where they presented in the next section. It could be seen in the following table:

Table 2: The Students' Response toward the Various Types of Corrective Feedback

The Types of Corrective Feedback	Students' Response		
	Negative (1-2)	Neutral (3)	Positive (4-5)
Lecturer Correction	0	0	15
Lecturer Commentary	14	0	1
Error Identification	14	0	1
Peer Correction	4	10	1
Self Correction	15	0	0
The Types of Corrective	Students' Response		

Feedback	Negative (1-2)	Neutral (3)	Positive (4-5)
Lecturer-Students Conference	1	2	12
N=15			

2. The Students' Reasons toward the Various Types of Corrective Feedback in Business Letter Writing

In this section, the researcher presented the students' reasons toward the various types of corrective feedback based on each type, in which they were classified into three classifications; negative (strongly dislike to dislike), neutral, and positive (like to strongly like). The data were gained from the open-ended questionnaire result then they were crosschecked by inviting to all research participants to follow the interview. Therefore, the findings were basically similar found both questionnaire and interview.

a. Lecturer Correction

Lecturer correction was the most preference chosen by all students and got positive response since every error made by students was corrected by providing the correction. The students have similar reasons why they strongly agreed to receive this error type as shown the following extracts found in the open-ended questionnaire.

The first reason is the errors could be known and how to correct.
Secondly, the correction that was provided by the lecturer could be used the reference for further good business letter writing.

The questionnaire result above was triangulated and crosschecked by conducting the interview to all students. The followings were the interview transcript result:

Firstly, It's good. So, I can know my errors. I think it is learning process, it is impossible what I did, it is directly correct without giving the correctness from the lecturer. If the lecturer gives the correctness, I can know the location of my errors.
Secondly, Actually, I have problems in grammar and lack of vocabulary in business correspondence. So, it is difficult for me to write good English letter by using appropriate words or polite language. Your correction is useful for me and it helps me how write good English business letter with good format and good order of each letter parts.
Next, Because if it is given the correction we can know the errors and we can learn to correct it for next assignments.
Moreover, I strongly like this. Your feedback could improve my knowledge about grammar, word choice, capital letter and to write business letter.
Lastly, I like it because I can know my errors and how to correct it. Even it was small error like full stop, exclamation mark, semicolon, and others. If it was only drew it without giving the correctness, it is difficult for me to know the correction.

b. Lecturer-Students Conferencing

Lecturer-students conferencing was one of the corrective feedback types where lecturer and all students discussed and evaluated the selected piece of individual student's letter writing. It got negative, neutral, and positive responses of the students. The followings were the extracts found in the questionnaire that were related with the students' negative response:

Firstly,Feeling shy when the errors made could be known by other students.
Secondly, Low ability in writing the business letter could be known by other students.

Next, the students who gave neutral response could be known their reasons below:

The feeling was comfortable if the letter was correct in grammar, good organization in formatting the business letter and got appreciation from the lecturer and other students. And also it could be uncomfortable if the errors were found on the letter.

Further, the students who responded the positive reaction, their reasons could be presented below:

First of all, the students could learn together on how to evaluate and to know the errors and its good correction in writing the business letter.
Secondly, The material of business letter writing was easy to understand by the students. Furthermore, good organization of business letter written by other students could be used as the reference to produce the satisfied business letter writing. In a ddition, It created good classroom atmosphere since the students were actively involved in the classroom discussion. At last, Feeling happy when their business letter was correct and could be known by other students.

Moreover, the students' preferences toward the type of lecturer-students conferences could be also seen from the interview transcript results below:

Firstly, Sometime I like it and sometime I dislike it. Basically it's good because we could learn and correct together of business letter writing. But we evaluated my letter; I disagree because I was shy if the person knew my errors. Later, someone thinks something wrong or stupid to me. So it's better that the lecturer directly corrected my letter.
Secondly, It's good. But somebody agreed and disagreed. For me, it's 50:50. It means that if the business letter was mine and there was any error, I would be shy. But if the business letter was not mine, it's no problem. At least, from this way, I can learn the errors made by other people. And we can learn together.
Last, I like it because we evaluated the business letter writing together. It made me spirit. Even though some of the students were ashamed that their writing was evaluated. But I personally if we evaluated together both my writing or other student's writing, it was ok for me. My knowledge could increase and the condition would be happy since there was any laughing. So, there was any tension. Sometime we forget how to correct, suddenly we remained it. And it would be remained together. This way would increase our knowledge from our weakness and strangeness of business letter written by other students or myself.

c. Peer-Correction

In Peer-correction, the students evaluated each other's letter writing in pairs. In the evaluation process, it was found sometime students provided the correction concerning the error made by his/her pair; and others did not receive it. It was because of their knowledge in evaluating and producing the received business letter writing.

Indeed, most of the students expressed neutral, followed by negative and positive reactions.

In the questionnaire result, the neutral response was written by the students because of some reasons as displayed below:

First, It depends on the student/partner's knowledge and ability in the business letter writing whether he/she could provide the good correction to the errors or not when evaluating the business letter. Last, It was still in the process of studying the business letter, so the students could learn together how to correct the errors and to write good English business letter.

The negative response that was stated in the questionnaire result could be seen below:

First, Unbelief on the student/partner's knowledge and ability in giving the corrective feedback. Secondly, Lack confidence and limited knowledge in giving the corrective feedback to his/her partner.

Then, the students who pointed the positive statement found in the questionnaire result, their reasons were presented below:

Firstly, Belief with the student/partner's knowledge and ability in giving the evaluation/correction. Secondly, Feeling more comfortable to ask his/her partner on how produce good business letter.

Moreover, the questionnaire result above was triangulated and crosschecked by conducting the interview to all students. The following was the interview transcript result of the student who responded neutral response:

First respond, It depends on the people. If he/she understood the English and how to write the business letter, it's no problem for me. But if he/she didn't understand, I don't like it. So, it depends on the person's ability.

Secondly, If his/her skill was higher or smarter than me, I can receive it. But if his/her skill was lower than me. I don't receive it. But it's better the teacher or lecturer evaluated my letter. I am sure that he can give me the place of my errors and how to correct it.

The negative response found in the interview result, the students' reasons could be seen below:

First, It's not effective. We are in the learning process together. I was afraid if there was anybody who felt smart or not. So, it's better to give the lecturer to correct it.

Secondly, Because we are still in the process of learning. But it doesn't mean I am not sure, I am not belief, but we are still in the process of learning. Sometime based on their opinion, it is correct, but based on the lecturer's opinion, it is not sure correct yet. So, I disagree.

Lastly, I don't belief. We are students. If they only evaluated the content of the letter whether it is good or not; I can belief it. But if it dealt with grammar or spelling, I don't belief. I don't belief with the student's ability.

Meanwhile, the student who responded the positive reaction, he gave the reason:

I like it. But sometime I don't know the other students' errors. And whether they know my errors or not. My friend can help me to correct my letter writing. This is correct and this is incorrect.

d. Error Identification

In Error identification, the lecturer indirectly corrected the students' errors. He only indicated the place of error by crossing, circling and/or underlining it without giving the correctness. Most of the students were negative response and other student was positive response.

Seeing the open-ended questionnaire result, the students' reasons were:
Firstly, the real errors could not be known and understood.Secondly, It's difficult to find good correction by the student him/her self.

In other hand, the student who response positive has reason:
It can train my knowledge in finding the real errors and its good correction.

The result was similar found in the interview:
First of all, I don't like it. It makes me confuse. It makes me to read and read again. I don't know what it was wrong and how to correct it. And I want to know what it was wrong.
Secondly, It's not sure. It makes me confuse how to correct it where it's error. And there would be many questions to be asked. It made me to work twice.
Thirdly, I don't like it. Personally, sometime I did not understand the kind of feedback when it's only circled or underlined. I don't understand the errors. In the learning process, it's impossible for the student could directly understand 100%. It needs step-by-step. If the error was only circled, where is the error? What's part of the error? Why is it wrong? Is it grammatical error, spelling, content or others? I'm confused because there was any explanation.

The following reason was uttered by the student who responded positive found in the interview:
Sometime I could understand what it means by crossing, circling or underlining. But for others, it was difficult for them to understand. But for me it is ok. I could find its good answer by myself. If it's difficult, I can ask directly to my lecturer.

e. Lecturer Commentary

It was similar finding with the error identification where most of the students were negative response concerning this type. In lecturer commentary, the lecturer provided either written comments, information, and/or questions in the margin and/or in between sentences on the students' business letter writing without giving the good correction of their errors.

In the questionnaire result, the students' reasons were:

First, the written commentary, information, and questions sometime couldn't be known and understood. Secondly, it's difficult to find the good correction by him/her self. Last, the similar errors would be made if the lecturer didn't provide the correction.

Even though, lecturer commentary got negative response, it was also responded positive by a student. The followings were the reasons:

Firstly, the errors could be known and understood. Secondly, to train the student's knowledge in finding the errors and good correction by herself.

f. Self-Correction

All of students were strongly disagreed or negative response concerning this type. In self-correction, the students evaluated their own business letter writing by themselves by using the provided guide. The followings were the students' reasons found in the questionnaire:

First, Limited knowledge, low ability and not confidence in evaluating his/her own business letter writing. Second, The correction made was not objective. Third, It's useless to correct his/her own business letter writing. Next, It's difficult to find the errors on his/her own business letter writing. Lastly, It's bored and unsatisfied to correct his/her own business letter writing.

The questionnaire result above was triangulated and crosschecked by conducting the interview to all students. The followings were the interview transcript result:

Firstly, Sometime, it's bias to correct our own writing. Sometime what we wrote, it was correct. For me, even though it has given the direction, sometime I was confused which one the error. For me, it's correct but when it's corrected by the lecturer, it's still incorrect.

Secondly, I strongly dislike. If I myself corrected my letter, I think that everything is correct. But it's not sure if the lecturer whether it's correct or incorrect.

And then, I strongly dislike because I didn't know my errors even it has given the guide. For me, the letter that was written and collected by me was clear. But, it's not sure that it's correct with other and also the lecturer

At last, It's the worst, sir. I strongly dislike. It made me confused in evaluating my letter. As I know that my letter is correct. But, it's not sure that it's correct if the lecturer corrected.

Based on the findings above, it could be concluded that the students' reasons in preferring the various types of corrective feedback were concerned on the direct and/or indirect corrective feedback given. This could create the negative, positive and neutral responses. The indirect corrective feedback (such as; *error identification* and *lecturer commentary*) was negative responded by the students since they were difficult to identify, analyze, and correct the real errors by themselves. It was worried the similar errors would be encountered by them for further assignments. The students also have limited ability on linguistic accuracy and knowledge in formatting the business letter. So, it was impossible for them to evaluate their own business letter writing. It made the *self-correction* type was also strongly dislike by them.

The direct corrective feedback (such as; *lecturer correction, lecturer-students conferencing* and *peer-correction*) was basically positive responded by the students since the good correction was provided by both their lecturer and the other students. As a result, the errors made could be recognized and corrected. And also it was used as the reference/ guide for further improvements both linguistics accuracy (grammar, vocabulary, and mechanics) and business letters organization (including; good order of letter parts and formats). Additionally, the teaching and learning process of business correspondence was good atmosphere conducted especially through *lecturer-students conferencing*; since the students learned and shared the knowledge together enjoyably from the errors made by other students. The useful appreciation from both their lecturer and other students was achieved because of their correctly and effectively good business letter organization.

In addition, other types of corrective feedback (*peer-correction* and *lecturer-students conferencing*) were neutral responses. The peer-correction was mostly neutral responded by the students. It was because of influenced by the students' belief toward their peer's ability and knowledge in evaluating their business letter. The satisfied and unsatisfied corrective feedback were sometime existed on their business letter. Indeed, they preferred to receive the lecturer's corrective feedback (*lecturer correction, lecturer commentary*, and *error identification*) to the students' corrective feedback (*peer-correction* and *self-correction*). Moreover, the *lecturer-students conferencing* was also neutral responded. It means that besides it positive responded, it also came a negative effect on the students' feeling where they ashamed their linguistics errors and low ability and knowledge in formatting good business letter could be known by other students. Indeed, the lecture could be able to select the appropriate approaches and/or techniques in giving the corrective feedback on the students' business letter.

E. Discussion

In this section, the researcher presented the discussion of the students' preferences toward the various types of corrective feedback by elaborating their reasons that could not be separated its discussion.

Some studies (such as; Gnanaseelan, 2013; Miryanti, 2012; Sing, 2013) have reported that the errors of linguistics and the organization of letter writing were founded on the students' works. It could be reduced and solved by giving the corrective feedback on their letter writing since it was not only effective in reducing the students' errors (Chandler, 2003; Ferris, 2006; Saito, 1994), but also it contributed to improvement in the accuracy of students' writing (Aridah, 2003; Ferris & Roberts, 2001; Pham, 2015). Corrective feedback was also valued by students and they were aware of its importance progress on their learning outcome (Hyland, 2000; Hartley, & Skelton, 2002; Rowe & Wood, 2008; Weaver, 2006) where it could be successfully conducted in the classroom writing when teachers need to be flexible in applying or giving the corrective feedback depending on which level of language proficiency and education environment of their students (Pham, 2015). The corrective feedback given should be met with the students' preferences since the students have not always expected and preferred to receive the corrective feedback yet (Agudo, 2012).

Concerning the students' preferences toward the various types of corrective feedback, some similar researchers (such as Agudo, 2012; Hamouda, 2011; Rahimi,

2010) who have identified the corrective feedback, this current research was also focused to investigate the students' preferences toward the various types of corrective feedback on the students' business letter. Obtaining the students' preferences was aimed to answer the first research question, "What are EFL students' preferences toward the various types of corrective feedback in business letter writing given by their lecturer?" as mentioned previously, the number of research participants was 15 students in one class who followed the Business Correspondence Course in one semester. The data were obtained through the students' responses in the questionnaire and interview results.

The previous chapter showed that the highest students' preference was *lecturer correction*. It was positively chosen because the lecturer directly provided the good correction on the students' errors that covered on grammar, vocabulary, mechanics, content and how to organize the effective business letter writing. The students could learn the identified errors given and how to correct them. This result corroborated other studies (such as; Gram, 2005; Hedgcock & Lefkowitz, 1994; Leki, 1991) reported about the students' expectation where they liked their teachers to correct all surface errors, in the form of direct corrective feedback that was beneficial and effective to result the largest of writing accuracy (Chandler, 2003; Ferris, Chaney, Komura, Roberts, & McKee, 2000; Hashemnezhad & Mohammadnejad, 2012; Lalande, 1982; Suh, 2014) than indirect corrective feedback. Even thought, the direct corrective feedback and indirect corrective feedback were still debatable in L2 writing from its effectiveness and harmful (Suh, 2014), this study revealed the *lecturer correction* that was provided the direct corrective feedback was the largest preferred by the students because they could be able to know the location of their errors and how to revise or correct the errors.

Additionally, the *lecturer-students conferencing* was the second preference chosen by the students. They argued the good correction was also directly gotten from both their lecturer and the other students. Then, besides the students could learn from both correct and/or incorrect at organizing the business letter writing, their knowledge of concept the business correspondence could be also reviewed and shared. Moreover, the comfortable and joyful classroom atmosphere were also created because of not only good appreciation given, but also incorrect and funny errors made by the students. This finding was relevant with Carless (2006) who confirmed that students receive feedback during the writing process have a clearer sense of how well they are performing and what they need to do to improve. Aridah (2003) also claimed feedback is needed in order to understand whether the students have written clearly, accurately and effectively during writing process.

The third preference held by the students was *peer-correction*. It was mostly neutral responded by the students since they preferred to ask to other students; even though they sometime got the satisfied and/or unsatisfied corrective feedback from other students/peers. It was also related with the students' belief toward their peers' ability and knowledge in evaluating their business letter. However, this study reported that the students preferred to receive the lecturer's corrective feedback to the students/peers in evaluating their business letter. This finding was also corroborated other studies (such as; Gram, 2005; Hedgcock & Lefkowitz, 1994; Lee, 2004; Leki, 1991; Saito, 1994; Zacharias, 2007) pointed out that teacher's correction was desired

and expected by the students than another type of corrective feedback such as peer feedback.

Next, the types of *error identification* and *lecturer commentary* were closed similar negatively or dislike responded by the students since the lecturer provided indirect corrective feedback by indicating the place of errors by crossing, circling, underlining the errors and also providing either written comments, information or questions on the students' letter writing without giving the correctness (Saito, 1994). Here, indirect correction required the students to diagnose and correct their errors by themselves (Guenette, 2007; Lee, 2004). Here, the study of Baleghizadeh & Dadashi (2011) reported that indirect feedback was a more effective tool than direct feedback in rectifying students' spelling errors. Against, this study showed that the students were not easy to understand, identify, analyze and correct the real errors by themselves because of limited ability and knowledge in formatting the business letter grammatically, systematically and effectively. It was worried the similar errors would be encountered by them for further assignments if the correction was not provided. To solve this problem, the direct corrective feedback was suggested given for the kinds of proficient students (Hashemnezhad & Mohammadnejad, 2012) because the direct corrective feedback was not only to help students to correct their errors and to make them understand the type of errors (Jalaluddin, 2015); but also direct corrective feedback enhanced the linguistic aspect of the students' writing (Aridah, 2003; Shirazi & Shekarabi, 2014).

Finally, the type of *self-correction* was strongly disliked responded by all students. This finding was corroborated other studies (e.g. Hamouda, 2011; Saito, 1994) which reported that self-correction was not preferred by the students. The students in this study argued that it was useless and unsatisfied to evaluate their own work since they have limited ability and knowledge in formatting the business letter correctly.

F. Conclusion and Suggestion

The final chapter presented two important points of this research. First was the conclusion that covers the summary of overall findings and the second was suggestions for the readers, particularly those who were the lecturers and the students of English as a Foreign Language, furthermore, the point of suggestions also provided for future researcher(s) who are interested to conduct the similar field of study.

1. Conclusion

The findings of the current research clearly reported the EFL students' preferences and their reasons toward the various types of corrective feedback given by their lecturer in the business letter writing at Foreign Language Academy (ABA) Colorado Samarinda.

The preference of *lecturer correction* was top-placed preferred by the students followed by *lecturer-students conferencing*, *peer-correction*, *error identification*, *lecturer commentary* and the least was *self-correction*.

The students' reasons of choosing the *lecturer correction* were getting the direct good correction provided by the lecturer, which it would be used as the reference/guide for further improvements both linguistic accuracy (such as; grammar, vocabulary, and mechanics) and business letter organization (including; good order of

business letter parts and its formats). In *lecturer-students conferencing*, the reasons were getting the directly corrective feedback and grateful appreciation both their lecturer and other students; learning and sharing the knowledge together enjoyably; otherwise, they ashamed their linguistics errors, low ability and knowledge in formatting good business letter could be known by other students. In *peer-correction*, the reason was sometime the satisfied and/or unsatisfied corrective feedback provided by their peers depending on their peer's ability and knowledge in giving correction. In *Error identification* and *lecturer commentary*, were difficult for students to diagnose the real errors and correct them; so it was worried the similar errors would be encountered by them for further writing assignments. Finally, the reasons of *self-correction* were useless and unsatisfied to evaluate their own work since they had limited ability and knowledge in formatting the business letter writing correctly.

2. Suggestion

By having understanding that the students had their own preferences about the corrective feedback given by their lecturer on their business letter writing, it was expected that the result of this research could give some contributions, particularly for educational context.

For lecturers, it was suggested to consider at giving the corrective feedback on the students' business letter writing based on the students' ability and knowledge in understanding the corrective feedback given. The students were suggested to diagnose and train their ability and knowledge of producing the business letter writing by identifying and correcting the indirect corrective given by their lecturer. This study also recommended future researcher(s) to investigate the students' ability in composing the business letter with a large and different sample.

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