

# ARTICLE

## ***A STUDY ON GIVING CORRECTIVE FEEDBACK IN TEACHING CREATIVE WRITING AT UNIVERSITY OF NUSANTARA PGRI KEDIRI IN ACADEMIC YEAR 2015/2016***

### SKRIPSI

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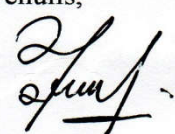
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### ABSTRACT

Corrective feedback (CF) is very important for students who study writing especially Creative Writing. It helps students become aware to the errors that they made and other writing problems which failed to notice. This research is aimed at finding out types of giving feedback in teaching creative writing, to find out aspects of corrective feedback used by the lecturer for correcting the students' writing product, and to describe how the lecturer gives corrective feedback in teaching creative writing at University of Nusantara PGRI Kediri in Academic Year 2015/2016. This research used qualitative research design of case study. The techniques used to collect the data were observation, interview, and documentation. The research was done in ten meetings. The result of this research found that there are 2 types of giving feedback. They are oral feedback and written feedback. Aspect of oral feedback that used by the lecturer is content. Process of giving oral feedback was when students asked to their lecturer, she answered it orally in front of them. In addition, when each group presented their final products in front of class in form PPT, she gave oral feedback to each group. Meanwhile, aspects of written feedback that used by the lecturer are content, organization, grammar, vocabulary, and mechanics. Process of giving written feedback was when students submitted their outlines to their lecturer. In addition, after each group united their short story to become a short story book and it submitted to the lecturer to assess her. In conclusion, the researcher found that there were lack and surplus on giving corrective feedback to students' writing product. The lack was on giving oral feedback, the lecturer only focused on content and the surplus was she gave oral feedback and written feedback to all the students' writing product.

**KEYWORD:** Corrective Feedback (CF), Types of CF, Aspects of CF, Creative Writing.

### I. INTRODUCTION

Writing is an essential skill to express ideas in written form in learning a language. Writing helps the students increase their vocabulary, improve their knowledge of grammar; develop their understanding of how ideas and opinions are expressed and how well their messages are understood by the reader. To make the

messages can be understood by the reader, the students should write sentences into a good paragraph. According to Oshima and Hogue in Writing Academic English book (1998:18), a good paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentence, unity, and coherence.

In fact, students usually get difficulties to write a good paragraph. To achieve a good writing, students need feedback from the lecturer about the mistakes they made in L2 writing classes. Feedback is information about reactions to a product, a person's performance of a task, used as a basis for improvement. As Ur (1996:242) cited in Srichanyachon (2012:8), feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.

There are two types on giving feedback, they are written and orally. Written feedback is usually given after students finished their writing. Feedback can be given directly on students' writing sheet. While oral feedback is usually given when writing work is in progress orally. It also can be given after students finished their writing project.

Besides, Storch and Tapper (2000) in Alshahrani (2014:106) say that there are three categories that used for the feedback dealt with:

1. Grammar: feedback on morphological and syntactic errors such as errors in verb tense or unnecessary words;
2. Language expression: feedback on lexical errors such as wrong words or unclear meanings;

3. Mechanics: feedback on errors in spelling, punctuation and capitalization.

Based on previous explanation, it can be concluded that writing is the most difficult learning task that learners face as they have to know not only grammatical rules such as grammatical, vocabularies, punctuation, and spelling knowledge but also writing conventions in a particular culture (ie. organization of a paper, word choice, sentence pattern, and ideas) which must be integrated to be a readable text.

In University of Nusantara PGRI Kediri, there is a lecturer who teaches creative writing and she gives corrective feedback to her students' writing product. The writer will find out types of feedback, find out aspects of corrective feedback, and describe how the lecturer gives corrective feedback. From the problem, the researcher wants to conduct the research entitled "**A Study on Giving Corrective Feedback in Teaching Creative Writing at University of Nusantara PGRI Kediri in Academic Year 2015/2016**".

## II. RESEARCH METHOD

This research used qualitative research design of case study. Case study is a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest

(Bromley 1990:302). In this case, in University of Nusantara PGRI Kediri, the researcher chose a lecturer who gave corrective feedback to her students' writing product.

To get the data, researcher used observation, interview and documentation. According to Ritchie (2003:35) observation offers the opportunity to record and analyze behavior and interactions as they occur, although not as a member of the study population. In this research, the researcher used field note and handy cam to observe a writing lecturer on giving corrective feedback in creative writing course at University of Nusantara PGRI Kediri. Then, the researcher interviewed a writing lecturer to get additional information about types of giving feedback, aspects of giving feedback, how the lecturer gave corrective feedback in teaching creative writing deeply. Additionally, she interviewed some students who got corrective feedback from the writing lecturer. In documentation, the researcher collected the students' writing product on the paper that has given feedback from the writing lecturer and photos of the students that gave feedback from the writing lecturer orally.

After the researcher got the data, she used an interview model of analysis involving collecting the data, reducing the

data, and presenting the data and also drawing conclusion (Sutopo 2002:95).

#### 1. Collecting the data

In this step, the researcher collected the data by using observation, interview, and documentation.

#### 2. Data reduction

In this step, the researcher got a lot of data from observation. Then, she reduced and presented the data. In reducing the data, she rejected meaningless data, so she got the important data. The purpose was to reduce the data without significant loss of information.

#### 3. Data display

It followed by presenting the data; it means that the researcher presented about the data systematically and logically, so the meaning of every clear event. This step helped her to make the data more valid. She analyzed the data from observation and interview. Then, she wrote the results. The conclusion expected a new founding that has not previously existed. The findings could be a description or picture of an object that previously remained unclear.

#### 4. Drawing and Verifying Conclusion

In the end of collecting the data, before made conclusion, the researcher checked and tried to verify the data based on reduction and data presentation. If the data is not complete, she tried to found the



data. If the data is complete, she made the conclusion based on the finding of data analysis. Then, she reported her founding.

### III. RESULT AND CONCLUSION

#### A. Result

While teaching creative writing, the lecturer helped the students to comprehend what they learnt by giving oral feedback and written feedback. She gave feedback while process of analyzing and creating a short story.

##### 1. Oral feedback (OF)

When the students analyzed short story, the lecturer gave oral feedback. Oral feedback is a technique of correcting students' error that usually given when writing work is in progress orally and given after students finished their final draft. She gave oral feedback because she wanted her students to be able to recall some theories that have been learnt. In addition, she wanted other students listen and knows their mistake. So, they did not repeat the same mistake and they could create a good short story. In giving oral feedback, the lecturer should focus on 5 aspects. They are content, organization, grammar, vocabulary, and mechanics. In fact, she only focused on content of short story.

#### a. The learning process of analyzing short story

After the lecturer gave explanation, she always gave example for each material. Then, she asked the students to analyze their short story. When doing analyzing, the students felt difficult. At this stage, she helped them by answering their questions as like this transcript:

*Student : Mam, I felt difficult to find rising action on this story.*

*Lecturer: Rising action always appeared after the story introduced the characters of story. As usual, the character of short story on the first paragraph. Try to read carefully. May be, rising action of your short story on second or third paragraph.*

*Student : Ok, mam. Thank you.*

Not only in progress, had the lecturer also given had oral feedback after students finished their final draft. When the students have analyzed their short story, she asked one by one group to present their work in front of class for middle exam. After each group presented, she had time to correct and give oral feedback to students' work. She focused on their content. Below is one of oral feedback that given by the lecturer:

Picture 1 Students' PPT about the Story's  
Conflict



After the students finished their presentation, the feedback was given directly in front of the class. The lecturer gave oral feedback to their content (conflict of their short story). Her feedback was: *"On human versus human. You have to name the character between whom with whom. On the story, there are some characters. So, it's better for you to mention the character. Social conflict in this story happened between A and B and the conflict are about. It is the same with human versus nature as physical conflict. You have to mention the name of character, what is the form of conflict, what page, what line. So, it must be complete"*.

**b. Process of giving OF on learning process of analyzing short story**

The lecturer did not use 8 (eight) stages of processing of creative writing. Because it only analyzed a short story not create a short story. For more explanation will be explained as follows:

Before the students analyzed a short story, the lecturer explained the material about intrinsic element of short story (prose) in the classroom. In addition, she also gave each example of intrinsic element of short story. After that, each group was asked by the lecturer to choose one title of short story and analyzed based on intrinsic element of short story (prose). When they analyzed, there are some students asked question to their lecturer. She answered it in front of the students orally. After they analyzed all intrinsic element of short story that they chose, she asked them to presented their analyzes' result in front of class in form Power Point (PPT). During each group explained their final products in front of class, she looked at students' final product which was showed on PPT. She focused in correcting the content of their short story. After each group presented it, she gave oral feedback to each group. While looking at presenter's PPT, other students also listened lecturer's feedback.

**2. Written feedback (WF)**

When the students created short story, they needed a help from an expert or their lecturer to make a good short story. So, the lecturer explained intrinsic element of story briefly and gave written feedback. Written feedback is a technique of correcting students' error to indicate an

error has been made by means of an underline, circle, code, etc. Written feedback was usually given after students finished their writing or given directly on students' writing sheet. In giving written feedback, the lecturer must focus on 5 aspects. They are content, organization, grammar, vocabulary, and mechanics. When the researcher borrowed students' final product that were assessed by the lecturer, she analyzed feedback that the lecturer gave on it. She found that the lecturer focused on 5 aspects of corrective feedback such content, organization, grammar, vocabulary, and spelling.

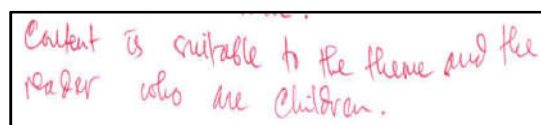
#### a. The learning process of creating short story

After the students analyzed short story, they had to create short story by themselves. They had to create had to create their own character, characteristic, plot, conflict, point of view, theme, and setting. Even though they have learnt about intrinsic element of short story and have analyzed short story on previous meeting. They needed explanation about it deeply and corrective feedback from the lecturer. In one meeting, the lecturer wrote intrinsic elements of short story on white board and she explained it briefly. Then, they asked to create it. After finished, they submitted their final product to their lecturer. The next day, the researcher borrowed the

students' final product to the lecturer, she found there was written feedback on student's final product. The researcher analyzed feedback that the lecturer gave on it. She found that the lecturer focused on 5 aspects of corrective feedback such content, organization, grammar, vocabulary, and spelling.

#### 1) Content feedback

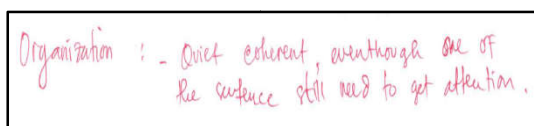
Picture 2 Content feedback on student's final product



After the lecturer read and looked at story, she gave feedback. From the lecturer's feedback above, it could be conclude that the content of short story (paragraph by paragraph) and pictures are suitable with the theme which tells about friendship. So, it is suitable for elementary students and non English teachers.

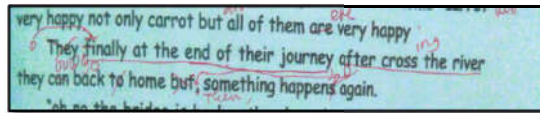
#### 2) Organization feedback

Picture 3 Organization feedback on student's final product



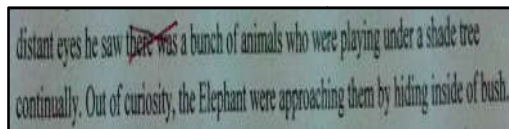
The lecturer read the story carefully. Because there was one incoherent sentence, short story is quite coherent. Below is incoherent sentence that the lecturer's mean. So, the students must focus on the sentence.





### 3) Grammar feedback

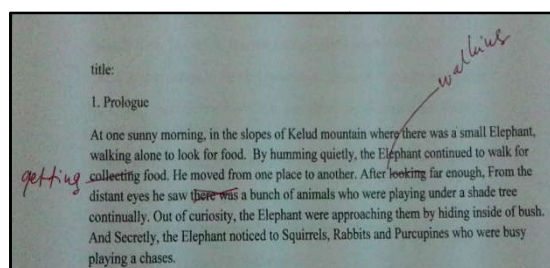
Picture 4 Grammar feedback on student's product



On the first picture, the lecturer gave indirect written feedback by crossing the wrong word (*indirect written feedback is correcting students' error to indicate an error has been made by means of an underline, circle, cross, code*). From the lecturer's correction, it could be conclude that "there was" usually put on the first sentence not on middle sentence. In addition, formulation of simple past tense is S + V2 + O. On the sentence above, there were words "there was". The word "there was" on the sentence is meaningless words. So, the lecturer crossed the words.

### 4) Vocabulary feedback

Picture 5 Vocabulary feedback on student's final product

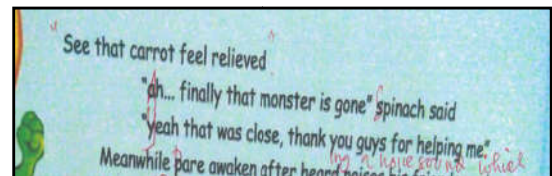


The writers write "collecting" on the sentence. The lecturer helped the writers by writing the right vocabulary "getting".

This way also did to other sentence like the word "collecting", she also gave the right vocabulary "walking".

### 5) Mechanics feedback

Picture 6 Mechanics feedback on student's final product



The lecturer should knew the content of short story. Therefore, she should read all the sentences on short story entitle The Vitamin: Lost in Klotok. When she read, she found that there were many wrong capitalizations. The lecturer gave direct written feedback by changing the little letter into big letter.

### b. Process of giving WF on learning process of creating short story

The lecturer followed 8 (eight) stages of processing of creative writing while creating a short story. For more explanation will be explained as follows:

In preparing, the lecturer explained what students would do for the next schedule by giving a plan for them. On next stage, the plan is the students are able to create a short story book for elementary students and non English teacher. During incubate, they needed explanation about intrinsic element of short story deeply, even though they have learnt it on previous meeting. After that, they started their work

by making outline of short story in the classroom. They also started to create their own character, characteristic, plot, conflict, point of view, theme, and setting. After that, they submitted their outline to give feedback by the lecturer. She gave it back to her student and hope that they did not make the same mistake in the next writing. Next, each students do their parts to finish short story in each group. Sometimes, they discussed each other about their parts. If they felt difficult, they came to the lecturer to ask about their problem. At last, they decided title for their short story and decided to unite their short story to become a short story book and it submitted to the lecture to assess her.

#### **B. Conclusion**

In teaching creative writing, the lecturer did not only explain the material and gave the tasks to the students, but she also gave oral feedback and written feedback to make the students comprehend what they learnt.

On giving corrective feedback, there are 5 aspects that used by the lecturer for correcting the students' final product in teaching creative writing. They were content, organization, grammar, vocabulary, and mechanics.

Each type has their own process on giving feedback. Process of giving oral feedback was during analyzing short story

and after the students presented their analyses' result in form PPT. Meanwhile, process of giving written feedback was when students submitted their outlines to their lecturer and after each group submitted their short story to become a short story book.

In conclusion, the researcher found that there were lack and surplus on giving corrective feedback to students' writing product. The lack was on giving oral feedback, the lecturer only focused on content and the surplus was she gave oral feedback and written feedback to all the students' writing product.

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