

# **ARTICLE**

## **THE USE OF WRITTEN CORRECTIVE FEEDBACK IN TEACHING WRITING DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK PGRI 1 KEDIRI IN THE ACADEMIC YEAR 2015/2016**



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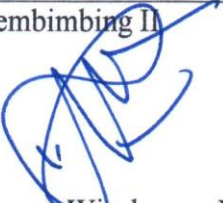

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## THE USE OF WRITTEN CORRECTIVE FEEDBACK IN TEACHING WRITING DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK PGRI 1 KEDIRI IN THE ACADEMIC YEAR 2015/2016

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### ABSTRACT

The present research aims at investigating the use of written corrective feedback in teaching writing descriptive text and the students' response to the teacher's written corrective feedback. The method used in this research was qualitative research. Descriptive case study was carried out in the implementation of the method. The subjects of this research are the English teacher and the tenth grade students of X-MM (Multimedia Class) of SMK PGRI 1 KEDIRI. The findings reveal that the teacher used direct corrective feedback with 48% definitely like and 38% like, indirect corrective feedback with 2% definitely like, 8% like and 2% do not like and metalinguistic corrective feedback with 2% like. Based on the research findings, the writer suggested that the teacher should acknowledge the theories of written corrective feedback so the students do not understand direct corrective feedback only but all types of written corrective feedback.

**KEY WORDS:** Writing, Direct Corrective Feedback, Indirect Corrective Feedback, Metalinguistic Corrective Feedback.

### I. BACKGROUND

English is a language that is used by almost everyone in the world. In Indonesia, English is a foreign language and it is as a compulsory subject that is learnt in schools. Learning English means learning the way to communicate by that language as a target language, either in speaking or writing expressions.

Writing is one of the four language skills, which is taught in the school. Browne (2007: 81) states, "Writing is a

complex activity which involves many skills". Many students have great difficulty in writing. Putting words on paper (or a screen) often seems to mystify young writers. They struggle with a range of questions, both broad and specific, from "What is an essay?" and "Where do I get ideas?" to "What is a topic sentence?" and when they've finished, "How do I know if I've been convincing?". Brown (2000: 337) explains, "Writing is a way to end up thinking something you couldn't have

started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive”. It means that writing is a process of thinking and expressing their feelings, ideas, thoughts and their opinions onto paper and it cannot be separated from the other skills.

Almost all the students in every level of education whether they are the senior one or even the university students will find that writing is not an easy process. Knapp and Watkins (2005: 14) state, “Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning”. English is different from Indonesia in its structure, phonology, and lexical meaning. So learning English is different from learning Indonesia. That is why, the students who learn English may produce many errors. Errors usually occur in the productive skills, such as writing. Although writing is difficult, it should be learnt by the students in their school.

Some Senior High Schools implement the 2006 Curriculum focusing on developing the students’ skill in using the English language as a communication tool. In this curriculum, the text book uses genre. Johns (2002: 6) stated that genre refers to named, socially constructed

discourse, and text type to organizational patterns within more complex discourses. Knapp and Watkins (2005: 22) also state, “Genre (as a textual category) is theorized as an abstraction or classification of real-life, everyday texts (registers)”. By investigating genres, the students can perceive the differences in structure, form and apply what they learn to their own writing. One of example of genres is descriptive text.

Descriptive text is one of text types to describe thing, animal, place or person based on its feature. Anderson and Anderson (1998: 26) stated that a descriptive text describes a particular person, place or thing. Knapp and Watkins (2005: 97) add, “Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations”. It means that descriptive text is a text that describes an object such as animal, place, thing or person about how it looks, feels, smells, tastes, and/or sounds. Descriptive text is taught in the school, so the students are required to master this text.

In SMK PGRI 1 KEDIRI, the students have high motivation in learning English especially writing and the English

teacher also uses written corrective feedback in teaching writing. Bitchener and Knoch (2008: 409) argue, "Written corrective feedback (WCF) is to help students acquire and demonstrate mastery in the use of targeted linguistic forms and structures". Russell and Spada (2006: 134) also stated that written corrective feedback refers to any feedback provided to a learner, from any sources that contain evidence of learner error of language form. It means that written corrective feedback in language teaching especially in writing takes the form of positive reinforcement or correction for the students.

The explanations above are supported by Mahmoodi and Rajabi in their research (2015). They investigated which type of feedback (oral or written) is more effective in enhancing learner's grammatical knowledge. In order to answer questions, 43 students studying English in one of language schools in Kermanshah, Iran at intermediate level participated in the study. The feedback provided was in the form of oral mode in Group 1 and written mode in Group 2. The results showed that the students in both groups demonstrated improvement in both G1 and G2 though the oral one performed better compared to the written mode.

Based on the fact and the previous research above, the writer is interested in

analyzing what types of written corrective feedback implemented by the English teacher in teaching writing descriptive text and the students' response to the teacher's written corrective feedback. Therefore, the title of this research is "The Use of Written Corrective Feedback in Teaching Writing Descriptive Text in the Tenth Grade of SMK PGRI 1 KEDIRI in the Academic Year 2015/2016".

## II. METHOD

In this research the writer used qualitative research and type of this research is descriptive case study. Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis (Patton and Cochran, 2002: 2). Dornyei (2007: 24) also says, "Qualitative research involves data collection procedures that result primarily in open-ended, non numerical data which is then analyzed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analyzed by qualitative content analysis".

Furthermore, Marczyck et. al. (2005: 17) state, "Qualitative research involves studies that do not attempt to quantify their results though statistical summary or analysis". Qualitative studies typically

involve interview and observations without formal measurement”. It means that in this qualitative research the writer describes the result and does not use statistical summary or analysis to find the finding.

Moreover, to attain the data, the writer used a descriptive case study. Ary et. al. (2010: 454) argue, “A qualitative case study is one type of qualitative research method which provides in-depth, reach, and holistic description”. The writer analyzed the data which was the most complex and mysterious phase of qualitative research (Ary et. al., 2010: 481). It means that analyzing the data is the most important phase because it will establish the result of the research. Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important (Ary et. al., 2010: 481). It means that the writer must organize the data and try to make sense of it in order to find what is important from the data. This analysis has three stages they are; organizing and familiarizing, coding and reducing, and interpreting and representing.

In this research the writer examined the data and analyzed it, then described the result so that the writer got a conclusion about what types of written corrective feedback used by the tenth grade teacher

and the students’ response to the teacher’s written corrective feedback at SMK PGRI 1 KEDIRI in the academic year 2015/2016.

### **III. FINDINGS AND CONCLUSION**

#### **A. Findings**

This research is focused on what types of written corrective feedback used by tenth grade teacher and students’ response to the teacher’s written corrective feedback in writing descriptive text. The writer did the research in two days. First day, the writer observed the classroom. He found how the teacher used written corrective feedback to correct the students’ written text. Second day, the writer distributed the students’ written text that had been corrected using written corrective feedback by the teacher and questionnaire based on the teacher’s written corrective feedback. After finishing the questionnaire, the writer did interview with the teacher and four students who got the highest until the lowest score in their written text.

To find what types of written corrective feedback used by the tenth grade teacher, the writer used six types of written corrective feedback by Ellis (2009: 98), those are direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focused and unfocused feedback, electronic feedback, and the last is reformulation. The writer

gave code for each type of written corrective feedback as follow,

No	Kind of Written Corrective Feedback	Code
1	Direct Corrective Feedback	DCF
2	Indirect Corrective Feedback	ICF
3	Metalinguistic Corrective Feedback	MCF
4	Focused Feedback	FF
5	Unfocused Feedback	UFF
6	Electronic Feedback	EF
7	Reformulation Feedback	RF

From the students' written text that had been corrected using written corrective feedback by the teacher, the writer read and analyzed it by giving code to all the students' errors and the teacher's written corrective feedback based on types of written corrective feedback above. He analyzed every student's error and put the code near it. Then the writer created a questionnaire to describe the students' response based on their error and written corrective feedback from the teacher.

For example: Indicate your reaction to each of the following comments by circling 1, 2, 3, or 4.

1 – means 'definitely like'

2 – means 'like'

3 – means 'do not like'

4 – means 'definitely do not like'

1. (Teacher crosses out 'he' and replaces with 'she')

1          2          3          4

Your reason:

By giving questionnaire, the writer could find the students' response to the teacher's written corrective feedback.

Based on the students' written text and the questionnaire, the writer reported that there are 88 of students' errors with three written corrective feedback of the teacher. There are direct corrective feedback, indirect corrective feedback and metalinguistic corrective feedback.

### 1. Direct Corrective Feedback

Direct corrective feedback is a correction of the teacher which is supported by correct form. Bitchener and Knoch (2009: 411) say, "Direct corrective feedback may be defined as the provision of the correct linguistic form or structure by the teacher to the student above or near the linguistic error".

In short, by giving direct corrective feedback, the teacher does not only evaluate students' written text, but also give correct linguistic form. In these students' written text, the teacher used direct corrective by crossing the students' error and replacing with the correct form



they could understand their errors without thinking the correct linguistic form because the teacher evaluated the students' errors and also gave the correct linguistic forms. So the students only need to reconstruct their written text. Second position is indirect corrective feedback with 2% definitely like, 8% like and 2% do not like. In this feedback, the students did not only give their response for definitely like or like, but also do not like. From questionnaire that they had answered, they did not understand with indirect corrective feedback. The teacher only gave symbol "?" on the students' errors. So that is why the students felt confused with this feedback. The last position is metalinguistic corrective feedback with 2% like. This is the written corrective feedback of teacher which was the fewest used to correct the students' errors. Only 2 students' errors were corrected by using metalinguistic corrective feedback and got 2% like of the students' response. From the students who got this feedback, they stated that they understand with metalinguistic corrective feedback.

From the research finding above, it is supported with the result of an interview. At second day, the writer conducted an interview with the English teacher and four students who got the highest until the lowest score on their written text. From the

interview with the teacher, the writer found that the result of analyzing written corrective feedback of the teacher is equivalent with what the English teacher stated in interview.

The teacher used direct corrective feedback, indirect corrective feedback and metalinguistic corrective feedback to evaluate students' written text. From three types of written corrective feedback, she stated that almost all the students liked and understood direct corrective feedback. In direct corrective feedback, she crossed out, underlined, or circled the students' errors and gave the correct answer. The teacher used indirect corrective feedback to evaluate the students' errors. She did not only give the correct form or explanation but also give symbol "?" for the students. The students were asked to think their errors and correct them by themselves. The teacher wanted to make her students become independent students. The teacher also stated that she used metalinguistic corrective feedback. She did not only cross out, underline, circle the students' errors or give code, but also give short explanation about the errors. It was aimed for the students to remember their errors and do not make the same errors next time.

Meanwhile, the writer also did an interview with four students. The first student stated that he understood all the

written corrective feedback, but he preferred direct corrective feedback and metalinguistic feedback. He also explained the reason why he preferred those written corrective feedbacks. He really understood about his errors because the teacher gave the correct form and also short explanation about the errors. So he did not only know the correct form but he also could reconstruct his errors to make a good written text. The second student explained that he understood the teacher's written corrective feedback, but he preferred direct corrective feedback more than the others. He said that with direct corrective feedback, he only needed to change his errors and replace them with the correct forms from the teacher. This was also stated by the third and fourth students. The students preferred direct corrective feedback too. They stated that their errors were easy to understand if they were corrected by direct corrective feedback. The writer found that the data which had been analyzed from questionnaire and interview are equivalent.

Other previous researches showed similar finding from what the writer found. Karimi (2015: 216-229), who investigated the effect of different types of teacher written corrective feedback (WCF) on Iranian EFL learners' writing accuracy focusing on two functions of English

articles (the first mention and anaphoric reference) and simple past tense (regular and irregular). He revealed that a statistically significant difference in the performance of the three groups, the direct group outperformed direct+indirect group, and direct+indirect group outperformed the indirect group. Moreover, Chandler (2003: 267-296), who conducted a research on music majors students at an American conservatory. Her research used experimental and control group data to show that students' correction of grammatical and lexical error between assignments reduces such error in subsequent writing over one semester without reducing fluency or quality. Findings are that both direct correction and simple underlining of errors are significantly superior to describing the type of error, even with underlining, for reducing long-term error. Direct correction is best for producing accurate revisions, and students prefer it because it is the fastest and easiest way for them as well as the fastest way for teachers over several drafts.

## B. Conclusion

This study aims to find what types of written corrective feedback used by the tenth grade teacher and describe the students' response to the teacher's written corrective feedback.

Based on the research findings, the writer proposes some conclusions as follow:

1. The teacher used direct corrective feedback, indirect corrective feedback and metalinguistic corrective feedback to correct the students' descriptive text. Firstly, she used direct corrective feedback by inserting missing words, and crossing out, circling or underlining the students' errors then replacing with the correct linguistic forms. Secondly, the teacher used indirect corrective feedback by giving a mark "?" near the errors of the students. The last is metalinguistic corrective feedback. The teacher used it by crossing the incorrect form, then giving a note to remember the errors.
2. From three types of written corrective feedback used by the teacher, the students gave their good response to the direct corrective feedback. It can be seen that from 88 students' errors, direct corrective feedback got 48% definitely like and 38% like, indirect corrective feedback got 2% definitely like, 8% like and 2% do not like and metalinguistic corrective feedback got 2% like.

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