

## **ARTICLE**

# **The Effectiveness of Indirect Corrective Feedback Strategy in Teaching Writing Recount Text to The Eight Grade Students At SMPN 1 Baron Academic Year 2016/2017**



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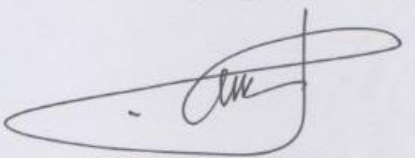
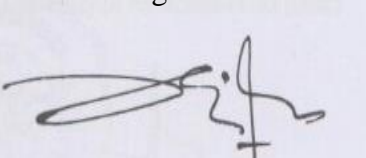
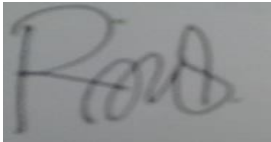
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## **The Effectiveness of Indirect Corrective Feedback Strategy in Teaching Writing Recount Text to The Eight Grade Students At SMPN 1 Baron Academic Year 2016/2017**

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### **ABSTRACT**

Writing encourages students' to express their knowledge, feeling idea and their opinion through text. They usually make some mistakes and errors. So that the errors don't occur continuously. The teacher should find how to reduce mistakes and errors to give the appropriate strategy. The research questions are: 1) Is indirect corrective feedback effective in teaching writing recount text to the eight grade students at SMPN 1 Baron in academic year 2016/2017? 2) How is the students' response about indirect corrective feedback in teaching writing recount text of eight grade students at SMPN 1 Baron in academic year 2016/2017?

The researcher used experimental research with quantitative research and the instrument used is pre-test, treatment, post-test and questionnaire. This research was held in SMPN 1 Baron. And the sample of the research was the eighth grade students of SMPN 1 Baron, which taken only one class of consist 29 students of 16 females and 13 males. The data were collected using pre-test, post-test, questionnaire and t-test is applied to analyze the data. The sample is given a treatment by using Indirect Corrective Feedback.

The research finding shows that t-score was 10.983 at the degree of freedom of 29, while t-table was 2.021 at the level of significance 1% or 2.704 at the level of significance 5%. It means that the t-score was higher than the t-table in the significance 1% and 5%. It means that the Null Hypothesis ( $H_0$ ) was rejected while the alternative Hypothesis ( $H_a$ ) was accepted. It can be concluded that there an effectiveness of indirect corrective feedback strategy to eight students' in teaching writing.

Finally, the use indirect corrective feedback can help the students to be able to understand and students are easy to write, especially in writing a recount text by looking and understanding the correction of the teacher.

Keywords: Indirect Corrective Feedback, Teaching Writing, Recount Text.

### **I. Background of Study**

Writing is a difficult skill that should be mastered by the students. It is different with other skills because it is a thinking process. As stated by Browne (2007: 81) that writing is a complex activity which involves many skills. It means that in writing, the students also use other language skills such as listening, speaking and reading. Harmer (2004: 31) adds "Writing encourages

students to focus on accurate language development as they resolve problems which the writing puts into their minds". In short, writing is a process of thinking and expressing their feelings, idea, thoughts and their opinions onto paper.

Some junior high schools implement the 2006 curriculum. In this curriculum the text book uses genre. Knapp and Watkins (2005: 22) state "Genre (as a textual category) is

theorized as an abstraction or classification of real-life, everyday texts (registers). Johns (2002: 6) also states “Genre refers to named, socially constructed discourse, and text type to organizational patterns within more complex discourses”. It means that by learning genres, the students can understand the differences in structure, form and apply what they learn to their own writing. One of example of genre is recount text.

Almost all the students will find that writing is not an easy process. As stated before that writing includes other language skills. 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”. It means that learning to write is a difficult activity and need a process in mastering this skill. English is different from Indonesia in its structure, phonology, and lexical meaning. That is why, the students who learn English may produce many errors especially in writing.

There are many strategies that can be used to solve the problem above and improve the writing skill of the students. One of them is indirect corrective feedback. In teaching writing, the teacher should be able to make the students understand their errors. Ellis (2009: 100) explains “Indirect CF involves indicating that the student has made an error without actually correcting it.

This can be done by underlining the errors or using cursors to show omissions in the student’s text or by placing a cross in the margin next to the line containing the error”.

Based on the reasons above, the researcher conducts a research with goals to know the effectiveness of indirect corrective feedback in teaching writing.

## **II. METHOD**

In this research the researcher used quantitative research and type of this research is experimental research. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses (Ary et al., 2010: 22). It means that in quantitative research, the research finding always use numerical data to measure the influence of independent variable to dependent variable.

In every research, it is important to know the variables that are going to be observed and knowing the meaning of variable will be important to determine the research variable. There are two kinds of variables, dependent variable and independent variable. Creswell (2012: 215) says “A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable”. It means that a dependent variable is a variable which gets the influence from an independent variable. Meanwhile, an independent variable is an attribute or

characteristic that influences or affects an outcome or dependent variable (Creswell, 2012: 216)..

Based on the explanation above, dependent variable is writing and independent variable is indirect corrective feedback.

### **III. RESULT AND DISCUSSION**

#### **A. Result**

This sub-chapter discusses the procedure of data analysis, result of the data and interpretation of result the data.

##### **1. Description of the Research Result Data**

This part is intended to answer the research questions of this research. There are two research questions which must be answered. The first question is indirect corrective feedback effective in teaching writing recount text to the eight grade students at SMPN 1 Baron in academic year 2016/2017. The second question, how is the students' response about indirect corrective feedback in teaching writing recount text of eight grade students at SMPN 1 Baron in academic year 2016/2017.

To answer the research first question, the researcher correction the student's result of pre-test and post-test. After that, the researcher analysis the result of pre test and post test. Then, the

researcher input and calculated pre-test and post-test score using t-table form.

And also to find out the students' response the researcher reducing the data. In this step, the researcher selecting the data from the questionnaire. After that, the researcher displayed the data from questionnaire to described into sentences systematically and logically. And the last, the researcher make conclusion to verify the result of research.

#### **2. The Result of Data Analysis**

In this section the researcher showed the quantitative data and qualitative data.

##### **a. Quantitative Data**

**Table 4.1: The Score Frequency of Pre-Test**

<b>Score</b>	<b>Frequency</b>
50 – 53	6
54 – 57	3
58 – 61	8
62 – 65	8
66 – 69	3
70 – 73	1

From table above, there is a student passed. It provided that the students' writing skill is low.

The score frequency of post-test can be seen in the following table.

**Table 4.2: The Score Frequency of Post-Test**

Frequency	Total
50 – 55	4
56–61	1
62 – 67	0
68 – 73	16
74 – 79	6
80 – 85	2

Based on the table above, 5 students stagnant, and 24 students increase which it is compared with the pre-test table. It means that they got fairly good score in the post-test. the table above shows that there is improvement in students' score after getting treatment. It proved the students' score is changing. There are many students getting better score than in pre-test.

To analyze the quantitative data, the researcher counts it with the following the steps below:

- 1) Calculating the mean different of pre-test and post-test

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{1734}{29} \\ &= 59.7 \end{aligned}$$

- 2) Calculating the number of quadrate deviation

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 3466 - \frac{(284)^2}{29} \\ &= 3466 - \frac{80656}{29} \\ &= 3466 - 2781.24 \\ &= 684.76 \\ &= 685 \end{aligned}$$

- 3) Calculating the value of pre-test and degree of freedom (db)

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\ &= \frac{10}{\sqrt{\frac{685}{29(29-1)}}} \\ &= \frac{10}{\sqrt{\frac{685}{812}}} \\ &= \frac{10}{\sqrt{0.846}} \\ &= \frac{10}{0.918} \\ &= 10.893 \end{aligned}$$

#### b. Qualitative Data

In this part, the result of questionnaire was described by the researcher as detail. According to Ary et.al (2002: 56), a questionnaire is an instrument in which respondents provide written response

to questions or mark items that indicate their response. The purpose of the questionnaire is to find out the students response when the Indirect Corrective Feedback was applied in teaching writing, and the researcher describes about the result of questionnaire filed by the 29 eight grade students. The researcher took the students' responses which consist of 12 statements statements which contains about the students response when was Indirect Corrective Feedback applied in teaching writing such as the students' interest in teaching writing using indirect corrective feedback and the students' motivation to learn writing using indirect corrective feedback. The questions in the questionnaires used *bahasa Indonesia* to make the students feel comfortable in expressing their opinions.

From statement in the questionnaire, the students can choose some alternative such as strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA). There is formulation to know percentage of questionnaire:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

F = Frequency of each answer to questionnaire

n = The number of ideal score

100 + number fixed

Based on the formulation the researcher find out the result of questionnaire percentage from statement 1 until statement 12. The result of the twelve statements above are :

SD = 1,14%, D = 18,39%, A = 48,27%, SA = 31,60%,

Based on the explanation above, it can be concluded that most of the students are agree that indirect corrective feedback effective to teaching writing. Almost all of the students agreed that Indirect Corrective Feedback used to make the writing process easier, and to know the mistakes in writing such as appropriate grammatical, tenses, punctuation and capitalization.

### 3. Interpretation of the Data Analysis Result

Before discussing about hypothesis testing, the degree of significance formula had determined to



count the comparison of significance level to the t-score result.

The computation is as follow:

Df = Degree of freedom

N = number of student

Df = N-1

= 29 - 1

= 28  $\rightarrow$  1% = 2,021

5% = 2,704

From the data analysis, it can be seen that t-score was 10.89 at the degree of freedom 29, t-table was 2,704 at the level of significance 5% and 2,021 at the level of significance 1%. It means that t-score (10.89) > t-table at the degree of significance 5% and 1%.

## B. Discussion

In this research, there are some findings found when indirect corrective feedback strategy applied in teaching writing. First finding is that indirect corrective feedback strategy help students to increase writing ability. It means, most of the students assumed that they got additional motivation to improve their writing after they received teacher Indirect correction feedback in their writings such as underline, a circle, a code. It implies that teacher give indirect corrective feedback is encouraging. The feedback given created the students' motivation for doing something different in the next draft or revising their written. It

made the students realized their own writing skills because it showed them the mistakes so that they kept trying to improve their writing skills.

second, it can be seen in questionnaire form that most of the students agreed that Indirect of Corrective Feedback was easy to be understood because the teacher showed the mistakes and also used code which made it easier for the students to comprehend and revised their mistakes.

It could be proven that Indirect Corrective Feedback gave significant effect to the students' writing ability in recount text at eight grade students of SMPN 1 Baron in academic year 2016/2017, based on t-test which obtain that implementation Indirect Corrective Feedback in writing class has significant and positive effect to the students' writing ability.

## IV. CLOSING

### A. Conclusion

The result shows of indirect corrective feedback is effective strategy in teaching writing recount text to the eight grade students at SMPN 1 Baron in academic year 2016/2017. It can be seen from the comparison of pre-test score and post-test score. The mean of each test is calculated from the students' total frequency score in each test which is



divided by total number of students. Based on the result of data analysis, the t-score was 10,893 while t-table was 2,021 at the level of significance 1% or 2,704 at the level of significance 5%. It means that the t-score was higher than the t-table in the significance 1% and 5%.

Therefore, this teaching strategy should be applied in teaching writing. From the research, the researcher concludes that indirect Corrective Feedback is an appropriate strategy in teaching writing because it can increase the students' ability in writing recount text, especially for the seventh grade students of SMPN 1 Baron.

Based on the questionnaire data, the researcher shows that almost all of the students agreed that indirect corrective feedback strategy make easier students in writing skill, such as helping in tenses.

## B. Suggestion

Based on the research finding, there are some suggestions which are

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addressed to the teachers, students, and other researchers. The suggestions are described as follows:

1. To the English teachers
  - a. To encourage the teacher to find the best strategy of teaching writing to the students.
  - b. English teachers can verify and defend the result of the research by giving code, underlying or circle
2. To the students
  - a. The students should active to write and revise their writing
  - b. The students pay attention to Indirect Corrective Feedback given before the teachers give code of indirect corrective feedback.
3. To the other researcher
  - a. Other researchers are expected to do the research in higher grade using indirect corrective feedback.
  - b. This research can be a reference for other researchers who take writing skill as the topic of the research

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