

JURNAL

**THE EFFECTIVENESS OF CORRECTIVE FEEDBACK TO
SEVENTH GRADE STUDENTS' WRITING ABILITY
AT UPTD SMPN 1 WATES KEDIRI
IN THE ACADEMIC YEAR 2016/2017**



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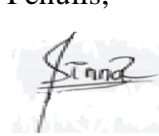
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THE EFFECTIVENESS OF CORRECTIVE FEEDBACK TO SEVENTH GRADE STUDENTS' WRITING ABILITY AT UPTD SMPN 1 WATES KEDIRI IN THE ACADEMIC YEAR 2016/2017

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Abstract

The research problem is based on the observation and experience of the researcher that the students' writing ability in seventh grade is low mostly in grammar, punctuation, and spelling. It will influence to the students' achievement because their achievement become less and under the English standard of seventh grade. Based on that problem, the researcher had an idea used indirect corrective feedback as a way to increase students' writing ability. The identification of the problem are served as follow (1) How is the students' writing ability before being taught using indirect corrective feedback to seventh grade students of UPTD SMPN 1 Wates Kediri in the Academic Year 2016/2017? (2) How is the students' writing ability after being taught using indirect corrective feedback to seventh grade students of UPTD SMPN 1 Wates Kediri in the Academic Year 2016/2017? (3) How is the students' response when Indirect Corrective Feedback is applied in teaching to Seventh Grade Students' Writing Ability at UPTD SMPN 1 Wates Kediri in Academic year 2016/2017?. This research used quantitative one group Pre- Test and Post Test design as the technique with the subject sample of seventh grade students at UPTD SMP Negeri 1 Wates Kediri. There are three processes in this research, those are pre-test, treatment, and post-test. The instruments that used in this research are test of pre-test, test of post-test, and questionnaire. The result of this research showed t-score was (22.157) while t-table was (2.042) at the level of significance 5% or (2.75) at the level of significance 1%. It means that the t-score was higher than the t-table in the significance 5% and 1%. It means that H_0 is rejected and H_a is accepted, it can be concluded that the result of this research was very significant and gave positive effect to the students' writing ability at seventh grade students of UPTD SMPN 1 Wates Kediri in the academic year 2016/2017.

Key words: writing, corrective feedback

I. BACKGROUND

Writing is one of the four language skills beside listening, speaking, and reading. Furthermore Harmer says (2004:31) that writing is a process that what people write is often heavily

influenced by the constraints of genres, and then these elements have to be present in learning activities. The objective of learning writing is to produce the kinds of written text. At school writing is more

dominantly needed because the test usually in the written form. It is why the students must learn writing even though it is complex ability in learning English, it is described by Harmer (2007:3), "In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge, "It explains that writing is a way of life because it plays many roles in education. Across the level of school writing is formally and naturally needed by all students to succeed in mastering a subject matter. Further, Harmer(2007:3) explains that, "Being able to write is a vital skill 'speakers' of foreign language as much as for everyone using their own first language. "It tells that students' writing ability is needed at virtually every grade level in the school curriculum as the consideration about their understanding in learning language especially English as foreign language.

The English curriculum In Junior High School level has goal learning English in writing is being able to communicate in written text and used it in the daily life. According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such

as descriptive, recount, narrative, procedure and report texts. There are many aspects that must be mastered by students to write well. According to Leki (1996) in Fauziati (2008:142) writing activity means to catch the grammar, spelling, and punctuation error. The writer must be able to organize ideas, to construct the sentences, to use punctuation and spelling well, and to arrange their writing into cohesive and coherent paragraph.

The students' difficulties when they start to write are many. The research that conducted by Msanjila (2005) states that the present study reveals six glaring writing problems, namely: capitalization, punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problems and grammatical errors. Another research by Megaiab (2014) shows that the result of this study were mostly in grammar such as tense, articles, singular and plural, verbs, preposition and spelling. Moreover, the learner faces some difficulties in the punctuation and capitalization. Most of these errors were encountered as a result of the mother tongue influence. Those problems above occur in seventh grade students of UPTD SMPN 1 Wates Kediri especially in writing monolog text. The researcher analyses the students' written work and find out some errors of unfamiliar words and errors in lexical and

grammatical features. Another problem is closely related to the medium rather than the language such as problems of organizing information, punctuation, and spelling. Those influence students' writing ability of seventh grade getting less and make their result score in English lesson become low.

The researcher have one alternative to solve the students' writing problems, and the alternative is with use corrective feedback. Corrective feedback is one of teachers' feedback that given to the students, it contain of information given to learners regarding a linguistic error they have made (Loewen, 2012; Sheen, 2007). Corrective feedback is seen as "an indication to a learner that his or her use of the target language is incorrect" described by Ligthbown and Spada (2003:172). Corrective feedback is effective and helpful for student writing. Teachers are responsible for helping students develop their ability to reach their learning goals through teachers' feedback. Because of that Corrective Feedback can use when correcting the students' errors in the classroom. Writing is productive skill in which the students have to produce writing product. The students discover how to write a good writing product. It also directs the students to think critically when they write. It makes them be able to practice in their writing and finally produce qualified

writing product. Therefore, using Corrective Feedback to the student can increase their writing ability.

The researcher finds out many problems in writing descriptive text to seventh grade in UPTD SMP Negeri 1 Wates Kediri. It can be seen from the students' written text, there are many mistakes in grammatical, spelling, and punctuation. They got difficulties in finding their own ideas both expressing those ideas and organizing them logically. The students are not capable in developing good paragraphs. The material of descriptive text is to describe a particular person, place, thing, or event. It's the trouble to make written text even though the students had already taught about the generic structure and form of organization in the text and also the way of organization paragraph for communicative purpose.

The researcher limits the problem based on students' writing ability in grammar, punctuation and spelling and focuses in descriptive text because they get low score in those specifications. This Corrective Feedback that applied in this research is indirect corrective feedback. "Indirect corrective feedback 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” Ellis (2009: 100). It means that indirect corrective feedback is used to indicate the students have made errors by underlining the errors but does not provide the correction. The aim of does not give correct answer is to make the students think critically and with find the answer by themselves will stimulate them to study more.

According to the explanation above, the researcher want to describe the effectiveness of indirect corrective feedback to seventh grade students’ writing ability of UPTD SMPN 1 Wates Kediri in the Academic Year 2016/2017.

II. METHOD

The approach used in this research was quantitative research whose data was in the form of number. The researcher gave score after the indirect corrective feedback treatment. Furthermore, the data which had been collected, were analyzed by using appropriate statistical formula. The technique of this experimental research was Quasy-experimental Design because this research used Pretest-Posttest Design in One-Group. The treatment technique was based on characteristics and level of seventh grade students in junior high school and used one class to conduct the research. The reason of writer chose one-group pre-test post-test was to compare

students’ scores from the pre-test and post-test in order to know the effect of indirect corrective feedback on students’ writing ability on descriptive texts. Pre-test was given before the students are taught writing using indirect corrective feedback. While post-test was given after the students were taught writing using indirect corrective feedback. The following steps were used to get the data of this research: (1) Giving pre-test to the students. (2) Giving the treatment to the students by using indirect corrective feedback in teaching writing. (3) Giving post-test to the students. Then the scores were analyzed by using T-test to find out if there was significant influence of teaching writing used indirect corrective feedback or not.

The research population was the seventh grade students’ of UPTD SMPN 1 Wates at the second semester of the school year 2017. There were 9 classes from first year students in this school. The total populations of seventh grade students’ were 357 students and for the sample the researcher used 7B class as a sample and it consisted of 40 students from 16 males and 24 females.

The instruments of this research were pre-test, post-test and questionnaire. The tests were given to know students’ writing ability before and after being taught using indirect corrective feedback, pre-test used before and post-test used after the

treatment. The last instrument was questionnaire that used to describe students' response to indirect corrective feedback. The content of questionnaire relates the questions about the effectiveness of indirect corrective feedback to students' writing ability. The data of this research were taken from the students' score with used a writing assessment rubric as collecting quantitative data. The indicators of writing rubric assessment include grammar, punctuation and spelling. In this assessment, pre-test and post-test score analyzed by using independent sample t-test.

The technique of collecting the data in this research used written test, there were three process of collecting the data: (1) Pre-Test, pre-test was given in first meeting before experiment treatment was conducted. (2) Treatment, in treatments the researcher gave the treatment in two meeting after pre-test was conducted. (3) Post-Test, the post-test was held after the experiment treatment finished. (4) Questionnaire, the questions in the questionnaires used *bahasa* to make the students feel comfortable in expressing their opinions.

Technique of analyzing data that used in this research were: (1) Pre-test and Post-test, the technique of the data analysis used T – test especially T – test for one group because the object of the research was only

one class of the seventh grade students at UPTD SMPN I Wates Kediri that consisted of 40 students. The formulation of T – test is as follows;

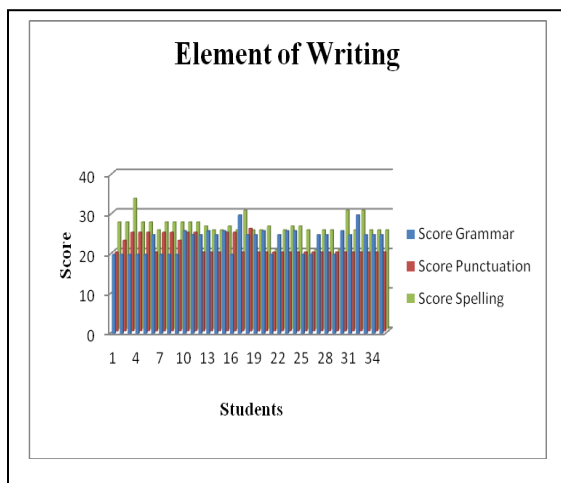
$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

(2) Questionnaire, the questionnaire were quantified by a Likert-scale of 1 to 5 and the formulation as follows:

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

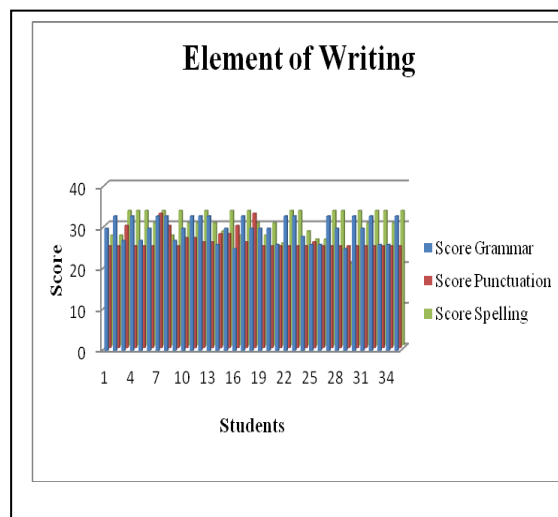
III. FINDINGS AND DISCUSSION

According to the reserach that was done, the researcher discusses about the result of the effect indirect corrective feedback to seventh grade students' writing ability at UPTD SMPN 1 Wates Kediri in academic year 2016/2017. There are three main subs that will discuss here such as: (1) The description of students' writing ability before being taught using indirect corrective feedback. On pre-test, the students had to write descriptive text with the topic describe yourself based on their understanding before the researcher explained about descriptive text. The scores of each element before being taught using indirect corrective feedback in writing descriptive text can be seen on the diagram 3.1 below.

Diagram 3.1**Diagram Students Score of Pre-Test in Element of Writing**

From the diagram above, it can be seen that the result of the lowest score from each element in writing was on punctuation and the second was on grammar. The students did not give much attention in punctuation, they still not realize that punctuation was important part in writing. Mostly of them forget gave full stop in their writing. That was why the score in punctuation lowest than other elements of writing. And the second lowest was in grammar, the students need to be learning more because they still had confused about tense that used in descriptive text and about personal pronoun. (2) The description of students' writing ability after being taught using indirect corrective feedback. On the post-test, the students had to write after the researcher gave the treatment about descriptive text and teaching with indirect

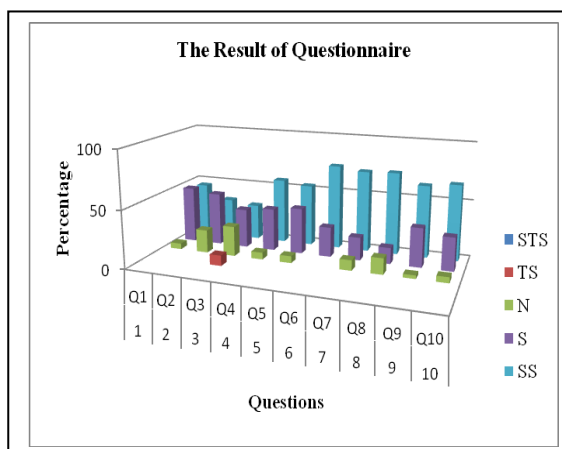
corrective feedback. In here they wrote about their favourite actor. The result can be seen on the diagram 3.2 below.

Diagram 3.2**Diagram Students Score of Post-Test in Element of Writing**

From the diagram above, it can be seen that the result of post-test increase in each elements. The score in punctuation increase from average score to good score and there were students got excellent score. In grammar, the score increase from average score to good score and many students got excellent score. The last in spelling, many students got excellent score and very good score even though there was a students still got average score. But in general all each element increase significant after being taught using indirect corrective feedback. (3) Questionnaire from the students' response and the result can be seen on the diagram 3.3 below.

Diagram 3.3

The Result of Questionnaire

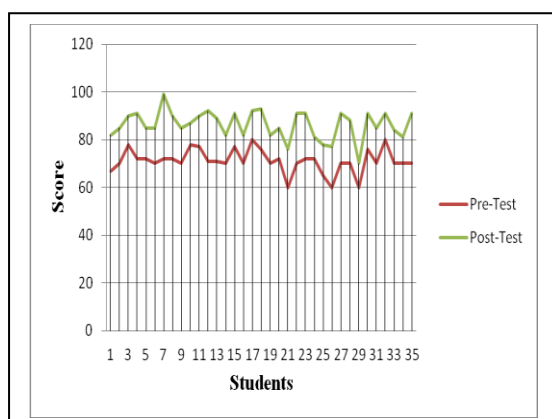


Based on the diagram above, it showed that the higher percentage for question 1-3 was *setuju* (agree) and for questions number 4-10 the higher percentage answered *sangat setuju* (strongly agree). It means that all the students strongly agree that indirect corrective feedback effective to teaching writing descriptive text.

The Result of data analysis that will explained here such as: (1) Comparison between pre-test and post-test score, the result presented on diagram 3.4 below.

Diagram 3.4

Comparison Score of Pre-test and Post-test



It can be concluded from the total of pre-test score 2490 and post-test score 3023, the score of post-test is higher than pre-test. It means that the students score is increasing after being taught using indirect corrective feedback. (2) Mean, the mean result of pre-test and post-test can showed in table 3.1 below:

Table 3.1

Mean Score of Pre-test and Post-test

N	Σ Pre-test	Σ Post-test	M pre-test	M post-test
35	2490	3023	71	86

Based on the table above, it can be seen that mean of pre-test was 71 and mean of post-test was 86. It showed that mean of pre-test higher than mean of post-test. That showed the students score increasing after being taught using indirect corrective feedback. (3) T-test, the score of t-test (22.157) which is higher than the score of t-table (2.042) at the degree of significance 5% or (2.750) at the degree of significance 1%, from this result the researcher can concluded that there is very significant effect of indirect corrective feedback on students' writing ability to the seventh grade students of SMPN 1 Wates Kediri in academic year 2016/2017.

According the researcher doing this research, indirect corrective feedback was effective to check the errors that had been made of the students. They were very enthusiasm when their work corrected by

the researcher because the researcher just gave the symbol or code to the errors, and the students tried to find out by themselves. Here the researcher wanted the students had critical thinking to find out the correct answered. It supported, Ellis (2009: 100) says, "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". Giving feedback is not only correcting students' errors, but should also provide information for teacher and students, provides students advice about learning, language input, a form of motivation and it should lead students to autonomy (Rahmawati, 2013:22). It means that the teacher should give information and motivation to the students about how to improve their writing ability become well. Otherwise create thoughtful comments will motive students to revising by themselves. It supported of the research that has been done by Pham (2015:10) from the result shown that when she applied of corrective feedback to teaching writing skill, it's helpful in her classes. Her students' writing ability getting increase and not only their language accuracy but also their presented idea.

In contrary with that statement Mollestan & Hu (2016:22-23) stated that the biggest disadvantages with providing young students with Corrective Feedback is the possibility that it drags the student down and make him/her loses motivation to write. Another disadvantage is when Corrective Feedback is not given in direct connection to the writing assignment, and then it might as well not be given at all, since the child will just automatically correct but not understand and learn from it.

Based on explanation above, it can be concluded that corrective feedback has advantage and disadvantage depend on the students' personality. If the teacher wants to get attention from the students, she/he should provide the corrective feedback in the various ways.

IV. CONCLUSION

The appropriate technique in teaching learning writing process will influence to the students' achievement in writing. There is significant differences after being taught using indirect corrective feedback, students' writing ability in descriptive text get increase significant. Indirect corrective feedback can help the students improving their writing, because the feedback from the teacher can help them to know whether they were doing right or wrong in writing descriptive text. It means that they can

make it better writing after had been correct by the teacher. The teacher made the students think critically, because they should find out the answered of mistake by themselves. The students did not have any negative feeling after they got indirect corrective feedback. It indicates that this feedback did not make them felt insulted or ashamed. It showed that the feedback did not disturb the students in process writing descriptive text.

The result of this research can be used as input for English teachers and prospective teachers to fix up their teaching in writing and find out the appropriate technique in teaching writing that concern to increase the students' writing ability.

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