

JURNAL

**DAMPAK MENGAJAR MENULIS MELALUI CORRECTIVE
FEEDBACK PADA KELAS SEBELAS DI MA ARRAHMAH
KEDIRI TAHUN AJARAN 2016/2017**

**The Effect of Teaching Writing Through Corrective Feedback at the
Eleven Grade Students of MA Arrahmah
Kediri in Academic Year 2016/2017**



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**THE EFFECT OF TEACHING WRITING THROUGH CORRECTIVE
FEEDBACK AT THE ELEVEN GRADE STUDENTS OF MA
ARRAHMAH KEDIRI IN ACADEMIC YEAR 2016/2017**

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ABSTRACT

In learning writing, students face difficulties to get idea and to create good sentence structure. Teacher should acknowledge the students who face difficulty by using corrective feedback. The problems of this research are (1) How are students' ability before and after using corrective feedback? (2) Is there any significant effect of corrective feedback to the students' writing ability?

This research was a quantitative pre-experimental type, it used the form of number that was analyzed by using statistical formula. The steps of the research were Pre-test, Treatment one and two, and Post test. The subject of this research was 27 students of social class. The instruments used in this research were Pre test and Post test.

The results of the research indicated that teaching writing through corrective feedback reward effectively improved the writing ability. The researcher found that t-score (3,1174) is higher than t-table in the level of significance 1% (2,779). Besides, the students' writing ability increased after being taught corrective feedback it was proven by mean of post test (63,8) is higher than the mean of pre-test (54,5).

Finally, the researcher concluded that there is a very significant effect teaching writing through corrective feedback. The researcher find out that the students' progress getting better after getting corrective feedback.

Key words : Writing, and Corrective Feedback

I. BACKGROUND

Writing is a process of communication among people to share information. Robert (2009) cited in Hasanah (2014: 1) stated that writing is an efficient learning process which is utilized to

communicate information, clarify thinking, and learn new concept and information. In the process of writing, the students shares and clarifies her thoughts and feeling to the readers, Ur (1996) cited in Hasanah (2014: 1)



stated that the purpose of writing is to convey ideas and messages. In the process of writing, the students should explore her mind to find new ideas that make her writing meaningful. Thus, it be concluded that writing needs hard effort to dig and manage the ideas which are from the students' mind and pour it into written form effectively so it will be readable.

In fact, there are some problems that faced by students in writing class especially when they had to write a hortatory exposition text. The first difficulty faced by the students was content get the idea that they wanted to write. The second, the students get difficulty in producing and elaborating the arguments. In writing hortatory exposition text, arguments are very important to support the thesis of the text. The third, difficulty faced by students is related to the grammar mastery. Inability to use the correct tenses and auxiliary verb also how to use it in their sentence are two majors difficulties found in relation to grammar mastery. The last difficulty faced by the students is the writing mechanic. In writing a hortatory text,

the students made much error in spelling and capitalization.

To create a good writing, students need teacher to give corrective feedback about the mistakes they made in writing lesson. Corrective feedback is tool to help students improve their knowledge and strategic competence so that their own writing to be better in the future. Bitchener (2012: 140) stated, corrective feedback is tool to help students build awareness, knowledge, and strategic competence so that they can develop skills to better monitor their own writing in the future. According to Penny (1996: 242) corrective feedback is information that is given to the learner about his/her performance of a learning task, usually with the objective of improving the performance.

There are two types on giving feedback, they are written and oral. 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. In



writing correction, teacher used direct and indirect error feedback. Ellis (2009) cited in Tootkaboni (2014: 32) stated that direct error feedback or clear correction is provided when the teacher writes the correct form in students' papers, the teacher just indicated indirectly the location of the error. The indirect corrective feedback can be categorized into indicating long with locating the error and indicating only types.

Besides, Storch and Tapper (2000) stated 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 statement above, the researcher concluded teacher's feedback on students' writing product has to cover all aspects of the student text (content, organization, grammar, vocabulary, and mechanics), it can

take two forms: teacher commentary responding to content and organization and teacher feedback responding to grammatical issues.

Based on the explanation above, the researcher focuses on the writing material. The main writing material which is used as the object is based on the Senior High School Curriculum for the eleven grade semester 2 that is writing hortatory text. Then, she focuses on the students' writing. It is known from the results of the test. The subject of the research is the social students of eleven grades in MA ARRAHMAH Papar in academic year 2016/2017. Next, the she focuses on the aspect of corrective feedback are content, grammar, organization, spelling, and punctuation. The last the researcher focuses on Direct and indirect corrective feedback in social students of eleven grades in MA ARRAHMAH Kediri in academic year 2016/2017.

Then the researcher wonders to observe some cases in teaching writing through corrective feedback. She formulated the problems as follow: 1) How is students' writing ability before using corrective feedback at the eleven grades of MA



ARRRAHMAH Kediri in academic year 2016/2017?; 2) How is students' writing ability after using corrective feedback at the eleven grades of MA ARRRAHMAH Kediri in academic year 2016/2017?; 3) Is there any significant effect of corrective feedback to the students' writing ability at the eleven grades of MA ARRRAHMAH Kediri in academic year 2016/2017?.

II. METHOD

This research is pre-experimental design using quantitative approach with one group Pretest-Posttest design. According to Ary et.al (2010: 265), experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable, the manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. The researcher decided to use pre-experimental research because in this research she needs to seek the effect of teaching writing through corrective

feedback to students to individuals by doing some experimental activity such as investigation, manipulating and observing an object.

Instrument in the research is test. This research has two kinds of test. There are pre-test and post test. After collecting the data, the researcher analyzed the data obtained and draw the conclusion. The data are the students' writing score from pre-test and post-test. She analyzed the collected the data using statistical formula. The suitable technique used to measure pre-test and post-test is t-test.

According to Ary et.al (2010: 177) the formula is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t = Ratio

\bar{D} = Average difference

$\sum D^2$ = Different scores squared, then summed

$(\sum D)^2$ = Difference scores summed then squared

N = Number of pairs

d.b. = (N-1)

The norms of Decision:



To know the significant of t-test, the researcher must compare it to t-table as follow:

1. If $t\text{-score} > t\text{-table}$, with level of significance is 1 % (0,01). It means that t- score is very significant. Thus, H_0 or Null Hypothesis is rejected, and the alternative Hypothesis is accepted.
2. If $t\text{-score} > t\text{-table}$, with level of significance is 5 % (0,05). It means that t- score is significant. Thus, H_0 or Null Hypothesis is rejected, and Hypothesis is accepted.
3. If $t\text{-score} < t\text{-table}$, with level of significance is 5 %. It means that t- score is not significant. Thus, H_0 or Null Hypothesis is accepted, and the alternative Hypothesis is rejected.

III. FINDINGS AND DISCUSSION

The Result of interpretation analysis data, the total score of pre-test is 1474 and the total score of post-test is 1725. From the pre-test, the researcher found 54.5 as the number of mean in pre-test, the highest score is 90 and the lowest score is 20. From the post-test, the researcher found 63.8 as the number of mean in post-test, the highest score is 90 and the lowest score is 30. So, the mean score of

post-test is higher than the mean of pre-test. The minimum D (total scoring of pre-test and post-test) is -20, and the maximum D is 50. The total score D is 251 and the final result of D^2 is 8601. The result of calculating the value of T -test and degree of freedom (db) is:

$$Db = (N-1) = (27-1) = 26$$

Based on the data analysis above, the result of db is 26, it can be seen that t-score (3,1174) > t-table at the degree of significance 1%. It means that t-score was significant. So, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. It can be concluded that the corrective feedback in writing can giving effect to students' writing to the eleven grade of MA ARRAHMAH Papar-Kediri in the academic year 2016-2017.

The researcher concludes that teaching writing through corrective feedback gave effect in students' writing ability at eleven grade of MA ARRAHMAH Papar-Kediri in the academic year 2016-2017.

a. The students' writing ability before being given treatment was not good. There were many mistakes in their writing in every aspect of writing.



First, in aspect of grammar, there were mistakes such as inability using correct tenses, inappropriate verb in irregular and regular verb form. Moreover, they often put 'to be' in the sentence that contained a full verb in their writing. Second, in aspect of mechanic. The students' mistake in spelling and capitalization. In the pre-test, the students often misspelled the word, wrongly used the capitalization and also wrongly used the punctuation such as full stop and comma. Third, in aspect of content, the students were difficult to get the idea what they wanted to write because they did not conduct of process in writing before. As the result, many students did not able to create a good thesis statement. They do not know how support thesis statement with good supporting sentences. Also they are not able to create a good conclusion to strengthen the thesis statement. Fourth as the last, in the aspects of organization, organization of hortatory text are thesis, arguments, and recommendation. They were difficult to distinguish between thesis and argument so that they weak arguments in paragraph arguments because their

arguments have written in thesis statement.

a. After being given treatment and giving corrective feedback, the students' writing became good. They didn't repeat their mistake in every aspect of writing before. First, in aspect of grammar ,the students could use the appropriate verb in present form even in irregular or regular verb then they have ability using correct tenses and they have not put 'to be' in the sentence that contained a full verb in their writing. Second, aspect of mechanic, the students could differ the use of full stop (.) and coma (,) and could use it in paragraph correctly. Third, aspect of content, the students got idea easily because they conducted the process in writing before such as planning, drafting, editing, and final version or revision so that their writing became organized and idea of the text was good. The last aspect of organization, they understood about organization of hortatory text. When they wrote they could distinguish which thesis, argument and conclusion easily.

b. Teaching writing through corrective feedback has significant effect. It was proven by the score of students pre-



test and post test. The score of the student's post test was higher than student's pre-test.

There is strength by giving corrective feedback to the students such as the students can understand about their mistakes in writing, so the students didn't do the mistake again because they have studied from their mistakes before. In addition, by giving the corrective feedback to the students, the students will be motivated to do better writing term in the next writing projects. According to Hyland (2006: 87), feedback is vital helping learners to improve their writing skills and whatever forms it takes; it can have positive effect on the learners' awareness in terms of writing. In addition to, giving corrective feedback also has weakness there are wasting time because the teacher must explain the written feedback that given to the students because sometimes the students were confused about the written feedback than oral feedback.

In this research, there are some findings when teaching writing through corrective feedback. First, corrective feedback helped student learn to write without any feeling of aversion so that they could self-correct their own

writing actively. They are encouraged to practice writing and do not have to be afraid in producing many errors. In line with statement above giving corrective feedback in teaching writing is an effective way to improve the students' writing skill. One of the effective points of teacher's corrective feedback is when students receive grammar feedback that indicated the place but not actually correcting the errors, the students significantly improve their grammar on subsequent rewrites of the paper. Besides that corrective feedback can attract the students' interest and motivation to get involved in the teaching-learning process. This is supported by previous research conducted by Riyani (2009), "Implementation of teacher's feedback there is an improvement of students' writing skill. The writer can imply that teacher's feedback can be used as an effective approach to language teaching methodology especially for teaching writing.

Second, corrective feedback should be delivered both during the process and in the product of writing. Giving corrective feedback through the process of writing because being a good writer the students continually



add, change, and improve what they have already written. Also giving direct corrective feedback was more effective than indirect feedback. Direct feedback was providing clear and concrete suggestion. The researcher simply provides a target-like form for the students writing or a suggested correction if more than one is possible. While indirect feedback, researcher provides students with an indication that an error has been made, but requires the students to self-correct. This is supported by previous research conducted by Sofy (2010), "Feedback should be delivered both during the process of writing and in the product of writing. If the teacher tries to make comments and corrections only on the final version of the student paper, the teacher would be exhausted and the student would be discouraged. Also direct feedback was in general more effective than indirect feedback in terms of providing clear and concrete suggestions, the combination of the two was better. "

Based on the result of the research, the researcher found two strengths in giving corrective feedback to the students, these are the students'

progress getting better after getting feedback, and they understand the correct and incorrect sentences, moreover the students have enthusiast during teaching and learning process. But, in this research finding also have two weakness; these are some students who don't have good attention when teacher is giving corrective feedback in order to they got bad score and sometime they are still confused with the corrective feedback given by the teacher.

IV. CONCLUSION

The researcher could write conclusion that in teaching the researcher found many mistakes and obstacle by the students. The mistakes that made by the student occurred in the content, organization, grammar, and mechanic. Thus to correct the students' mistake, the teacher should gave corrective feedback to the students' mistake. The researcher can use two types of written corrective feedback. These are direct corrective feedback and indirect corrective feedback. Firstly, the researcher 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 researcher use indirect corrective feedback by giving a mark '?' above the students' errors. Giving corrective feedback to the students is really effective because they can understand about their mistakes and they can learn the correct one from the teacher' feedback in their writing form in the next writing project.

Writing corrective feedback should be given during teaching writing process, by giving corrective feedback the students' know about their mistake and the correct one. In order that, the students' does not make the same mistake. So, in this present research, the research concludes that giving corrective feedback to the students in teaching writing has good effect in students' writing ability especially in teaching hortatory text in the eleven grade students of MA ARRAHMAH Papar in the academic year 2016/2017.

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