

**ARTICLE**

**THE EFFECT OF WRITTEN CORRECTIVE FEEDBACK TO THE  
STUDENTS' WRITING ABILITY  
AT SMK PAWYATAN DAHA 1 KEDIRI**



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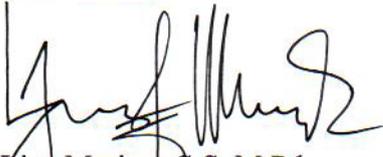
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# THE EFFECT OF WRITTEN CORRECTIVE FEEDBACK TO THE STUDENTS' WRITING ABILITY AT SMK PAWYATAN DAHA 1 KEDIRI

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## ABSTRACT

There are some problems faced by the students in learning English especially writing. The problems are they do not have writing habit so they were still confused to write. These problems come from the aspects of writing those are content, organization, vocabulary, language use, and mechanics. When they write some sentences, many grammatical errors are found in their writing product. One of the solving problems is Written Corrective Feedback. From this way, the students can know their error and they can revise it by doing the instruction from their teacher. Then, the purpose of this research is to find out the effects of written corrective feedback to the students' writing ability at SMK Pawyatan Daha 1 Kediri. This research uses experimental research and quantitative approach with one group pre-test and post-test design. The 400 students of the tenth grade become the population and 36 students from X AKL 2 were chosen as the sample. The data was analyzed using Paired Sample T-Test. The result of data analysis shows that the mean score of the pre-test and post-test increase from 43.333 to 77.7778, the t-test (18.397) > t-table (2.021) and significance value (0,000) < 0.05. From those results, it can be concluded that Written Corrective Feedback gives significant effects to the students' writing ability at SMK Pawyatan Daha 1 Kediri. Finally, this strategy helps students to be interested in learning writing and motivated to master every aspect in learning writing.

**KEY WORD: Writing, Teaching Writing, Written Corrective Feedback.**

## I. INTRODUCTION

Writing is important in human life because it is one of the tools of communication. We can share our thoughts, ideas, and express our feeling in the written form through writing. Nunan (2003: 88) states that writing is the process of finding the idea, thinking about how to express and organizing them into statements and paragraph that is clear to the reader. Moreover, by Richard and Reynandya (2002: 303) who state that writing is the most difficult skill for the second and

foreign language learner. However, the researcher's observation to the students at SMK Pawyatan Daha 1 Kediri found that the majority of the students did not like writing and they thought that writing was uninterested activity. It is because they do not have the writing habit, so they were still confused to write. They were also confused to write in correct grammatical structure, so when they wrote some sentences many grammatical errors were found in their writing product. It is because they never

received feedback from their teacher. Thus, they did not know which one was correct or incorrect and repeated same mistake in the next project.

Writing in Senior High School has an important role to help graduation of English. According to the Law of Minister of National Education of Republic Indonesia No. 21 Year 2016 about Standard Content and Middle Education of Curriculum 2013, states that in teaching English for Senior High School, the teacher has to make the students be able to reach the competencies such as arranging spoken and written text also arrange the short and simple written text by paying attention to the text structure and language feature. From this law it can be identified that teaching writing in Senior High means a process of arranging spoken and written text by paying attention to the text structure and language feature.

Almost every student in every level of education, consider that writing is not an easy process. It is supported by Sowton (2011: 81) who says that writing is much more difficult skill to learn and the process is more complicated and takes a long time. This is the reason why writing is more important and prestigious. In line with this statement 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". Learning to write is also difficult activity because it needs a thinking process. It means that, in writing activities there are some process and each process takes a long time.

There are some steps in writing process. According to Johnson (2008: 179) there are five steps in writing process those are prewriting, drafting, revising, editing and publishing, and sharing. In the process of writing the teacher can give corrective feedback to the students. Feedback is one of the important roles, when the teacher asked the students to write. In line with this, Harmer (1998: 261) says that although the teacher need to deploy some or all of the usual roles when they asked students to write, but they have should the ones of these important roles those are motivator, resource, and feedback provider. As feedback provider, the teacher should respond positively and encouragingly to the content of what the students have written.

Feedback will help the students to know their mistakes because when the students make a mistake the teacher will correct it. It can make the students understand about their mistake that they have been made, so they can revise into the correct form. It supported by Bitchener and Knoch (2012: 409) who state that written

corrective feedback helps students to acquire and demonstrate mastery in the use of targeted linguistic form and structures.

According to Ellis (2009: 98) there are some strategies for providing corrective feedback. Two of them are direct and indirect corrective feedback. Ellis (2009: 100) states that indirect corrective feedback involves indicating that the student has made an error without actually correcting it. The teacher can underline the error or using cursors to show omissions in the student's text. While, indirect corrective feedback involves indicating that the student has made an error without actually correcting it. The teacher can underline the error or using cursors to show omissions in the student's text.

In Addition, Ferris (2011: 31-32) defines that direct feedback is providing the correct linguistic form for the students the crossing out of an unnecessary word/phrase/morpheme, rewritten sentence, and deleted word(s) or morpheme(s). While, indirect corrective feedback occurs when the teacher indicates that an error has been made but leaves it to the student writer to solve the problem and correct the error.

There are some researches finds that written corrective feedback is effective to teach writing. The research conducted by Sufyan (2015) found that indirect feedback technique can improve both students'

achievement and participation in the classroom. Then, Utami (2012) found that teachers' direct feedback can improve students' writing skill.

Based on the explanation above, the researcher conducted the research entitled "The Effect of Written Corrective Feedback to the Students' Writing Ability at SMK Pawyatan Daha 1 Kediri. This research conducted to identify the students' writing ability before and after being taught using written corrective feedback and to describe the effect of Written Corrective Feedback to the students' writing ability.

## II. METHOD

This research is experimental research that uses quantitative approach. Ary, Jacobs, and Sorensen (2010: 22) said that quantitative approach uses objective measurement to gather numeric data that are used to answer question or test predetermined hypotheses. This statement indicates that, the data answers the hypothesis in this research.

The design of this research is one group pre-test post-test design. This research design consist of three steps, they are pre-test, treatment, and post-test. The dependent variable is students' writing ability and independent variable is Written Corrective Feedback.

This research took place at SMK Pawyatan Daha 1 Kediri. It was conducted

in eight months from April 2017 until November 2018. The population is the students of tenth grade at SMK Pawyatan Daha 1 Kediri that consists of 400 students and the sample of the research is X AKL 2 that consists of 36 students.

The instruments are pre-test and post-test in the form of writing test. The students were assigned to write a descriptive text consist of three paragraph those are opening statement, series of paragraph about the subject, and concluding paragraph. The students are given 45 minutes to do the test. Next, the scores of pre-test and post-test are given based on the scoring rubric of writing; they are content, organization, vocabulary, language use and mechanic.

The data was analyzed using Paired Sample T-Test on SPSS version 23.0. The purpose is to know whether Written Corrective Feedback gives effects to the students' writing ability of the tenth grade students at SMK Pawyatan Daha 1 Kediri.

### III. RESULT AND DISCUSSION

The result of pre-test showed that most of students got low score in writing test. The low score is in every aspect of writing. Then, the result of pre-test also presented the percentage of the students score in every aspect of writing; they are: content (40%), organization (50%), vocabulary (43%), language use (41%), and mechanic (47%). That result indicated that

the students had low ability in every aspect of writing before the researcher applied Written Corrective Feedback.

Next, the result of post-test indicated that the mean score of post-test was higher than pre-test. The mean score increased from 43.3333 to 77.7778. It means that Written Corrective Feedback can increase the students' score in writing.

The analysis of Paired Sample T-test presented that t-test (18.397) was higher than t-table (2.021) and significant value (0.000) was lower than 0.05. It means that, Written Corrective Feedback gives significant effects to the writing ability of the students.

Moreover, the percentage of students' score for content increased became 76%, organization become 79%, vocabulary became 78%, language use became 76%, and mechanics became 78%. It indicates that Written Corrective Feedback increase the students' writing ability in every aspects of writing those are content, organization, vocabulary, language use, and mechanics.

The result of this research showed that the students' writing ability improved after being taught using written corrective feedback. It is supported by the theory of Hyland (2006: 87) who stated that feedback is vital helping learners to improve their writing skills and whatever forms it takes

and can have positive effect on the learners' awareness in term of writing.

From the explanation above, the result of this research showed the same result with the result of previous studies that had been done by Sufyan (2015) and Utami (2012). They found out that corrective feedback could improve both students' achievement and participation in classroom and could improve the students' writing skill.

In addition, this research finds that written corrective feedback make the students motivated in writing. They became motivated because they were not afraid to start to write because the teacher gave feedback to them. Then, written corrective feedback help the students to learn to write. Through this way, the students receive grammar feedback from their teacher. Thus, the students significantly improve their grammar and rewrite the correct sentence in their paper.

#### IV. CONCLUSION

After conducting this research, the researcher concludes some findings. First, Written corrective feedback gives significant effects to the writing ability of the tenth grade students at SMK Pawayatan Daha 1 Kediri. The effect is in every aspect of writing those are content, organization, vocabulary, language use, and mechanics. Second, written corrective feedback helps

the students to learn to write and they are not afraid in producing many mistakes when write a text. Third, written corrective feedback can motivate the students to write.

From this research and findings, the researcher gives some suggestions to the students, teacher, and other researcher. She suggests the students to be more confident when write a text without afraid to make many mistakes and asked a question to their teacher if they do not understand about the information. The students also should pay attention about the instruction that is given by the teacher in order to understand what they have to do during teaching learning process. Then, she suggests the teacher to use this way to teach writing because it can make the students confident to write. The teacher should give clear instruction and loud voice to make the teaching learning process successful. The teacher also should manage the time when applying this way, because the process takes a long time. The last, she suggests the other researchers to conduct the similar research in with different level of education and different kind of text. She hopes that this research can be the reference for them to conduct other researches relate with Written Corrective Feedback.

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