***THE USE OF CORRECTIVE FEDDBACK TO TEACH STUDENTS’ WRITING ABILITY***

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***Abstract***

The objective of this research is to find out the influence of corrective feedback toward students’ writing ability. This research is true experimental research. The sampling technique used simple random sampling. In collecting the data, researcher used writing test to know the students’ ability in writing. The data were analyzed by using SPSS 19. Based on the result of data analysis, there is an influence to teach students’ writing ability using corrective feedback at tenth grade students’ of SMAN 1 Air Naningan in the academic year 2017/2018. It can be proved by the result of t-test formula. It is showed that the significant level of 5% (0,05) gets 8.08838 > 1.99656. Based on the result above, the use of corrective feedback to teach students’ writing ability had significant influence.

***Keywords****: Corrective Feedback, Descriptive Text, Writing Ability.*

1. **INTRODUCTION**

Writing an idea not only compose a sentence because writing is a complex activity. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith: 2002). The writing ability is a very important ability because writing skills are needed by students to convey an idea, build a sentence, use punctuation, vocabulary, grammar and spelling well.

Learning to writing in English for students needs to be familiarized and trained, so they can write English with good organization because writing ability is an important ability when we want to communicate in written form. Students must know how to write good, grammar, capitalization, punctuation and etc. A good deal attention was placed on model composition that students would emulate on how well a student’s final product measured up against a list of criteria that include content, organization, vocabulary use, grammatical use and mechanical considerations such us spelling and punctuation (Brown, 2001). Writing ability very important for learned by students because writing ability very required for communication with other and easy to express or delivered purpose word or sentence in written form, if the writing has good grammar and good organization so easily understood by the reader.

According to Brown (2001:336) identifies “writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization.

Writing is a never a one-step action; it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting (Oshima & Hogue, 2007: 15). This process can be done by anyone including students. This process is needed by students in making good writing, in the writing process needed by a student is planning about what they will write. The second is the preparation of writing materials, the third is the writing process and the last is revising writing that students have created. It means this process is very useful for students in helping students to learn to write especially writing in English. This process helps develop students' skills in writing and this process helps students to be able to create good writing or a writing product that can make readers interested.

The researchers doing an initial interview with English teacher and the researcher observe learning process of students at SMAN 1 Air Naningan. The researchers had asked the students to make descriptive text. The researchers had seen the result of students writing and process of writing. The researchers found some difficulties in process of writing; first problem was the students’ difficulties to explore their idea. Sometimes also found paragraph were written only one sentence. Second problem was the students’ difficulties to explain an object in make a descriptive text. Some students were lack of vocabularies to explore their descriptive text. It made students got difficulties to explore their idea related to their topic. Third problem was difficulties related to spelling, punctuation, and capitalization. Many students were not interested to learn English, especially in writing.

Based on problem above, the researchers focused on students writing ability. The researchers tried to find an effective solution to improve the students’ writing ability. Writing activities should provide sufficient time for students to practice the target language. The activities also should motivate the students so that the students can confidences engage on learning process. The strategy used by researchers was corrective feedback in teaching students’ writing ability at tenth grade students of SMAN 1 Air Naningan. “Corrective feedback is the ultimate objective of the goal”. (Saville-Troike, 2006). “The correction given can be various. The researcher can correct the learners' error directly or after the learners to finish their written”. According to Ferris (1999) “feedback is beneficial for students to improve the quality of their writing”. It will help the students to learn the mistakes on their writing and avoid those mistakes in the future.

Cohen (1990: 109) states that

“ Proposes two forms of feedback as follow: first is oral feedback, also known as oral conference, refers to personal consultation between teacher and students during the evaluation of composition. Second is written feedback, teacher can provide correction, comments and marks on the student’s written work draft. Feedback is important to describe about what has been done and not done by the student. The corrective feedback is an action given by the teacher to eliminate the mistakes made by the students in writing activities. Feedback should be objective, descriptive and delivered.”

It means the corrective feedback is correction from teacher to students’ in learning process for make students’ understand about their error and students’ correct themselves after corrective feedback from teacher.

Previously, John Bitchener et al (2005) Have investigate the effect of different types of corrective feedback on ESL student writing given to 53 adult migrant students on three types of error (prepositions, the past simple tense, and the definite article) resulted in improved accuracy in new pieces of writing over a 12 week period. The study found a significant effect for the combination of written and conference feedback on accuracy levels in the use of the past simple tense. Yingliang Liu (2008) in this research investigated the effects of error feedback in second language writing at 12 universities ESL students’ abilities to self-edit their writing across two feedback conditions. Results show that both types of feedback helped students self-edit their texts. Then Mufanti (2012) this research report students’ noticing of corrective feedback in writing. The conclusion of this research argues that the indirect teachers’ feedback is attractive enough to promote changes and improvement in students’ L2 writing.

From the explanation above, it proved the important of corrective feedback in learning English especially for improving students writing ability. Unlike in previous study, in this research researchers focused in applying the corrective feedback to teach students’ writing ability and the researchers wanted to improve students’ writing ability. The corrective feedback applied in learning and teaching activities as the treatment given by researchers for students to make students understand about their error, students will be able to correct themselves once the teacher has indicated something was wrong and students would not repeat their mistakes in the future. The researchers also believed that corrective feedback helped students in learning process because in corrective feedback the teacher chose the best way to give correction for students with combining oral and written feedback depending upon the types and frequencies of student’s errors and the students improved their writing ability and avoided the mistakes. Therefore, this research aimed to find out the influence of corrective feedback toward students’ writing ability at tenth grade students’ of SMAN 1 Air Naningan in the academic years of 2017/2018.

1. **RESEARCH METHOD**

The researchers used a true experimental design. In true experimental design researchers chose two group participants, in first group as group experiment and second group as a control. The researchers chose participant randomly using simple random sampling. The population of this research is all of the tenth grade students’ of SMAN 1 Air Naningan in academic year 2017/2018. In this research, researchers choose class sample were X IIS 1 (experimental class) and X IIS 2 (control class). The independent variable of this research is corrective feedback and dependent variable is writing ability. In collecting the data, the researcher used test, observation, recording and interview. In test there were writing test include pre-test and post test, to find out whether test item is qualified as good instrument in the research or not, the researchers used validity and readability to measure the instrument. Next, in observation the researchers made an observation note about the situation in the class while teaching learning process occurred, teacher’s performance in teaching, students’ attitude during teaching and learning process, and students’ writing ability. Then in recording, the researchers used a tape recording or mobile phone to record the activity in the classroom. The researchers took some photo or video in learning process. The last was interview, the researchers ask the students of the research by an in-depth interview which aimed to find out the data that cannot be collected by the observation before, during, and after the implementation. The interviews were guided, but the researcher was allowed to ask further questions to get more the data from the response.

In analyzing the data, researchers used normality, homogeneity and hypothesis test. The normality test was used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researchers used computer software named *SPSS 19 for* windows. The type of data analysis in testing the normality is *Kolmogorov-Smirnov*. Then, the interpretation of the test was looking for the value of *Asymp.Sigresults (2-tailed).* Next, homogenity test is used to analyze whether or not the sample variance is homogenous or if the two groups are in the same condition. Then, in hypothesis researchers used *Independent Sample T Test* formula in *SPSS 19 for* windows to find out the influence of corrective feedback towards students’ writing ability.

1. **FINDINGS AND DISCUSSION**

**Pre-test and Post test**

**Table 1 Total Score of writing descriptive text in Pre-test to Post Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Class | Max. Score | Min. Score | Average |
| Pre-test | Experimental | 75 | 20 | 38.63 |
| Control | 75 | 20 | 38.72 |
| Post-test | Experimental | 85 | 38 | 58.69 |
| Control | 84 | 20 | 50.60 |

The result in table 1 show there was an influence of students’ writing ability in descriptive text between the class that was taught by using corrective feedback and by conventional method. This can be observed from the total score of pre-test and post test in experimental class and control class. In experimental class, the total score that students achieved is 1391 up to 2113. The mean was from 38.638 up to 58.694. The result of pre-test and post test in control class was not as much as in experimental class. In control class, the total score that students achieved was 1263 until 1670. The mean was from 38.72 until 50.606.

**Normality Test**

**Table 2 Result of Normality Test in Experimental and Control Class**

|  |  |  |  |
| --- | --- | --- | --- |
| Class | Category | *Asymp.*  *Sig* | Conclusion |
| Experimental | *Pretest* | 0.126 | Normal |
| *Posttest* | 0,148 | Normal |
| Control | *Pretest* | 0,140 | Normal |
| *Posttest* | 0,200 | Normal |

The results of table 2 show that the probability (Asymp.Sig.) of the pre-test and post test in experimental and control class which was higher than the level of significance (0.05). It means that the data in both classes were normally distributed because null hypothesis accepted.

**Homogeneity Test**

**Table 3 Result of Homogeneity in Experimental and Control Class**

|  |  |  |
| --- | --- | --- |
| Category | Class | Significance value |
| *Pretest* | Experimental | 0.174 |
| Control |
| *Posttest* | Experimental | 0,748 |
| Control |

From the table 3 above, it can be seen that the significance value >0.05. So, null hypothesis is accepted. It means that the variances of the data from both classes are homogeneous.

**Hyphothesis Test**

**Table 4 The Result of T-Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Resource Result | tobserve | ttable | df | Sig. (2-tailed) |
| Pre-test significant  And different post test | 8.08838 | 1.99656 | 67 | 0.32 |

The results in table 4 show that tobserve was higher than ttabel (8.08838 > 1.99656). It means that the hypothesis is accepted. This result indicates that after the corrective feedback used to teach students writing were significant influence.

Based on the result, teaching writing by using corrective feedback can be used to teach the students’ writing ability in descriptive text because corrective feedback can help students to correct their mistakes in their writing especially in format of writing, punctuation and mechanics, content, organization, grammar and sentence structure in descriptive text. Shute (2007) describe that feedback tells the students what needs to be fixed or revised. Corrective feedback is not disapproval, criticism or a personal attack, but it is given to students so that they can improve their work especially to improve their writing. Furthermore, when corrective feedback is constructive and consistent and is given by someone in an informed position it is very useful. In addition the result of this research showed that the use of corrective feedback is the good technique to improve students’ writing ability.

1. **CONCLUSION**

After conducting the treatment and analyzing the data, the researchers can conclude that there was a significant influence to teach students’ writing ability using corrective feedback in descriptive text. This technique has positive influence to teach students’ writing ability. From the result of experimental class, it can be seen that the experimental class had better achievement after they got treatments using corrective feedback than control class. It can be proved by the increasing average score in both classes. The corrective feedback plays important rules in learning writing. The students need corrective feedback to correct their writing and every student need corrective feedback, even the best students still need corrective feedback to improve their writing. It means that using corrective feedback in teaching writing has positive effect to the students’ writing ability.

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