

## THE EFFECTIVENESS OF DIRECT WRITTEN CORRECTIVE FEEDBACK IN TEACHING WRITING SKILL

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### **Abstract**

*The objective of this research is to investigate the effect of direct written corrective feedback and indirect written corrective feedback on the students' writing achievement between the students who are taught by using direct written corrective feedback and indirect written corrective feedback. The problem of this study is "Is there any significant difference in the writing achievement between the students' who are taught by using direct written corrective feedback and the students' who are taught by using indirect written corrective feedback?". The hypothesis for this study is there is the effect of writing achievement on the students writing skill by using direct written corrective feedback. This research is experimental studies and the researcher uses quantitative research. There are two groups of students participated in the study, the control group and the experimental group. The subject of this research is the students in Seventh Grade of SMP Trimurti 02 Wagir Malang. The data collection the technique is by testing writing composition and the data analysis technique used t-test calculated by SPSS Statistic 21 to find the differences between students' pretest and posttest score of experimental and control group. The distribution of t-table with the level of significance is 5%. It is found that the result shows that the experimental group which is taught by using direct written corrective feedback technique got high scores than the control group which is taught by indirect written corrective feedback. The hypothesis which says that direct written corrective feedback is effective in teaching writing of procedure text.*

**Keywords:** Effectiveness, Direct Written Corrective Feedback, Writing Skill.

### **Introduction**

Writing skill is one of the language skills that play a vital role in making a process of communication. Writing activity is a skill to reveal a meaning or to express ideas or opinions in the form of writing procedure text. In teaching and learning English, the teacher should have a technique in every skill. There are four skills in teaching and learning English; listening, speaking, reading and writing. From those skills, writing skill is one of the difficult skills in English (Ferris, 2004).

In writing skill, the students improve their skills in expressing meaning and structures through simple texts using written language accurately, fluently, and appropriately in daily life to interact with others (Wen, 2013). Writing is important communicative activity, has been paid more attention to recently (Yayu, 2013).

Feedback is an important process to improve students' writing skill (Hyland, 2001). There are two kinds of feedback that can be done to the students. They are direct corrective feedback and indirect corrective feedback. Direct corrective feedback is a type of correction that depicting students' attention in error and provides a solution; the teacher tell the students where their errors are and corrects their errors by providing the correct form. Indirect corrective feedback is having the students' attention to the locations of their errors without providing correction (Bitchener and Ferris, 2012). According to Sheen (2007), direct corrective feedback can be effective in promoting acquisition in the specific grammatical feature. According to (Jalaluddin & Haven, 2015), the direct feedback is useful to correct their errors and to make them understand the type of the errors.

Direct feedback is useful in short pointed writing assignments and strengthening particular grammatical skills. It is easier to internalize the correct grammar, sentence structure and conventions of the language etc. Ferris (2002) says that direct error correction gives learners correct answers and learners, especially those of low proficiency and the find it less threatening. And direct feedback to students' writings by a teacher that takes a significant part in improving one's writing is more beneficial than indirect (Karimi, 2006) In some studies, some research had been studying about the effectiveness of written corrective feedback to enhance the students' writing skill. Tee Pei Leng ( 2013) stated that "the written feedback has a great impact on students' writing and on their attitude towards writing" Also Kahyalar, (2016) stated that the importance of exploring students' preferences and giving voice to them in CF practices.

In addition, relying on the findings that show positive affectivity in the process of editing with a peer as practiced in this study could be improved, given the fact that effective factors are ignored in research on CF although they use an important role in uptake and retention of feedback. Maleki and Eslami (2013) stated that the stipulation of WCF should be regarded as a potentially valuable technique in instructing writing to EFL learners and CF can be beneficial in the sense that it draws learners' Attention to the areas they have difficulty with while freeing their minds to process language content.

Some researches have been conducted on the teacher written feedback and its influence on L2 student writings and teacher written feedback aim at enabling the students to monitor their own performance and to correct themselves (Wen, 2013). Ashoori, 2014 stated that the effect of corrective feedback on enhancing Irian students' writing accuracy is significant. Feedback is useful to correct their errors and make them understand the type of the errors and the feedback types had positive impact on undergraduates' writing (Jalaludin, 2015).

Ashwell (2000) and Chandler (2003)] that error correction helps students to increase their accuracy and ignoring of the types of correction, as the comparison of

two feedback types did not yield any statistically significant difference. (Sivaji, 2011/2012) The results are feedback types had positive impact on undergraduates' writing. This research opposite with the result above that showed written corrective feedback can improve the students' writing skill. Some research showed the other way of feedback. They stated that feedback is not effective. For example, (A Grami, 2005) mention that the positive effect of written feedback given by language teachers to their students to increase the students writing to minimize their errors. He obviously does not account for one particularly important aspect in teaching/learning writing when he rejects grammar feedback that is ESL students' perspective. Truscott's recommendation of language teachers to complete the abandon and giving grammar feedback ends to be irrelevant, without real influence in ESL writing classes as Lee (1997) remarks. He said that written corrective feedback is not effective to use. Ghandi (2(Wen, 2013)014) stated that error correction does not have significant effect on improving L2 student writing. Based on the explanation above, the researcher discussed more about corrective feedback to prove the effectiveness of this technique in teaching and learning process. Then, the researcher wants to know the effectiveness of direct written corrective feedback in teaching writing skill, especially in procedure text.

## **Method**

This research is quasi-experimental studies and the researcher uses quantitative research. In experimental quantitative research, the researcher uses classes distinguished into experiment group and control group. There are two groups of students participated, those are the control group and experimental group. The subject of this research is the students in Seventh Grade of SMP Trimurti 02 Wagir Malang. The researcher divides randomly the one class into two groups, one class as an experimental group and one class as a control group. The experimental class used direct written corrective feedback and then in control class used indirect written corrective feedback. The researcher used content validity. To meet the criterion of content validity, the test was constructed based on the Syllabus KTSP for junior high school, validity expert, and the instrument adopted from (Aprilia Ariyanti, 2016). And the reliability of the instrument is analyze the instrument with two of a subjective test.

The test concern to internal reliability, especially from point of view of the examining process as well as the necessity for maximizing Inter Ratter reliability examiner had been applied. The process of collecting data in this research was categorized into three phases, namely pre-test, treatment process and post-test. The treatment is given to the experimental group and control group. The experimental group was exposed to the direct written corrective feedback technique in teaching writing and the control group was taught by using indirect written corrective feedback. In the end of the study, the researcher compared the result of the study to

investigate the effect of direct written corrective feedback and indirect written corrective feedback by testing writing composition and the data analyze technique used Independent t-test calculated by SPSS Statistic 21 to find out the difference between students' pretest and posttest score of experimental and control group.

## Result

Analysis the data by using an independent t-test with the critical value of  $< .05$  was used by using SPSS 21 program, the obtained data were analyzed. The comparison of the pretest result was to know the students' ability in writing the procedure text. The comparison of the pretest result showed, there was no significant difference.

Table.1 Independent T-Test Analysis for Pre-Test Score

Group Statistic		Kelas		N	Mean	Std. Devia
Hasil pencapaian belajar	kel. Experiment			10	61.5000	12.48332
	Kel. control			10	61.0000	13.90444

  

Independent Sample T-test		levene's test for equality of variance		t-test for equality of means		sig. (2-tailed)	mean difference	std. Error difference
hasil capaian belajar	equal variance assumed	f	sig	t	df			
	equal variance assumed	.024	.878	.085	18	.934	.50000	5.90903
	variance not assumed			.085	17,795	.934	.50000	5.90903

From the table above, it could be seen the analysis of the pre-test of experimental group and control group. Before the data calculated with independent t-test, the data of experimental group at pre-test showed that the mean is 61,50 and the data at pretest of the control group showed that the mean is 61.00. The data of mean score there was a significant difference between the area score of the experimental group. The score of the standard deviation of experimental group is 12,48 and the standard deviation of the control group is 13,90. The standard deviation of data experimental group is lower than the control group. The standard error mean of the experimental group is 3,94 and the standard error mean of the control group is 4,39. The standard deviation of the data control group is higher than the experimental group. When the data calculated with independent t-test, the score of F of equal variances assumed is,562. The score of Sign is,878. The score of t-test equality of means score is,085. The score of df for equality of means is 18. And the score of significant (2-tailed) is,934. The score of significant (2-tailed) which is higher than 0,5

(two-tailed). The data is homogeneity. From that analyzed, then the comparison of pretest result showed that there was no significant difference.

Table 2 Independent T-Test Analysis for Post-Test Score

Group Statistic										
		Kelas	N	Mean	Std. Deviation	Std. Error Mean				
Hasil pencapaian belajar		kel. Experiment	10	81.5000	3.16228	1.0000				
		Kel. control	10	71.0000	4.59468	1.45297				

  

Independent Sample T-test										
		Levene's test for equality of variance		t-test for equality of means				95% confidence of the difference		
hasil capaian belajar	equal variance assumed	f	sig	t	df	sig. (2-tailed)	mean difference	std. Error difference	lower	upper
	equal variance assumed	.480	.497	5.669	18	.000	10.0000	1.76383	6.29432	13.70568
	equal variance not assumed			5.669	15.964	.000	10.0000	1.76383	6.26015	13.73985

From the table above, it could be seen the analysis of the post-test for the experimental group and the control group. Before the data calculated with independent t-test, the data of experimental group at post-test showed that the mean score of the experimental group is 81.00 and the mean score posttest of the control group is 71,00. The data of mean score there was a significant difference between the post-test of the experimental group and posttest of the control group. The standard deviation of the experimental group is 3,16 and the standard deviation of posttest control group is 4,59. The standard deviation of data posttest of the experimental group is lower than the control group. The standard error mean posttest of the experimental group is 1,00 and the standard error mean of the control group is 1,45. When the data calculated with independent t-test, the score of F of equality variances assumed is,480. The score of Significant of equality variances is,497. The score of t equality of variance is 5,66. The score of df equality of variance is 18. And the score of significant (2-tailed) is,000. The score of significant (2-tailed) which is lower than 0,05 (two-tailed). The result of the computation of the total scores of the students indicated that the p-value was 0.000, which was lower than 0.05 (two-tailed). It indicated that the post-test result of experimental and control group were different.

Those tables showed that the total score obtained by the students of experimental group was a significant difference from the control group. It means that direct written corrective feedback is effective. The finding showed that the null hypothesis is rejected. Whereas, the alternative hypothesis, which was formulated as that the students who are taught by direct written corrective feedback achieve better than those who are taught by indirect written corrective feedback is accepted. This

indicated that the difference of the two means was significant. It can be assumed that direct written corrective feedback is effective than those who are taught by indirect written corrective feedback.

## **Discussion**

The main purpose of this study was to measure the effectiveness of direct written corrective feedback in teaching writing skill in procedure text. Writing activity is a skill to reveal a meaning or to express ideas or opinions in the form of writing procedure text. A teacher should have a technique in every skill. Writing skill is the difficult skills in English (Ferris, 2004). The students should improve their skills in expressing meaning, structures through simple texts using written language accurately, fluently, and appropriately in daily life context to interact with others.

Teacher written feedback is the most important feedback that L2 students expect to approve. It is important in the students' writing process. Here, the researcher used direct written corrective feedback to correct the students' writing skill. The hypothesis of this study stated that the students who are taught by using direct written corrective achieve better than those who are taught by indirect written corrective feedback. The researcher believes that direct written corrective feedback is effective to enhance the students writing skill.

The students learn from the error that the teachers correct by providing the correct form on the student's worksheet. By using this method, the students know the correct answer. The result showed that students' who are taught by using direct written corrective feedback have a significantly different score in writing achievement than those who are taught by using indirect written corrective feedback. This result can be seen from the pretest and posttest score of the experimental group. According to Tee Pei Leng (2013) stated that "the written feedback provided has a great impact on students' writing and also on their attitude towards writing. The students' score improve after using direct written corrective feedback, it is seen from the result of the data analysis. The researcher used this technique when the researcher corrects the students' text and given the correction. After using this technique, the writing skill is achieved. The score of the pre-test and post-test showed that direct written corrective feedback is effective than direct written corrective feedback. Many researchers that said direct written corrective feedback is effective. According to (Hashemnezhad & Mohammadnejad: 2012) direct error correction seems to be more effective than indirect error correction. And According to Jalaluddin (2015), the direct feedback is useful to correct their errors and make them understand the type of the errors. Direct feedback is effective than indirect feedback in the improvement of Hindi students' writing ability. And direct feedback is helpful with short, pointed writing assignments and strengthening the particular of grammatical.

Referring to the discussion in the previous chapter, it can be assumed that the

hypothesis was accepted. Then the technique is effective in making the quality of students' writing skill. These studies have focused their investigation on finding the effectiveness of direct written corrective feedback. Ferris (2002) says that direct error correction gives learners correct answers and learners, especially those with low proficiency, find it less threatening. Nevertheless, it is also important to note that. Then, giving feedback in writing is important. Especially, form of direct written corrective feedback. Here, the researcher describes the data that got from the students' writing skill. The hypothesis (Ha) under the investigation which states directly written corrective feedback influences significantly on the seventh grade students' procedure text of SMP Trimurti 02 Wagir was accepted. The students of SMP Trimurti 02 Wagir Malang on the seven grade has experience about English. The role of English teacher seems to have an important part to bring all the students to to be success in learning English, especially in grammar. In learning grammar, some error are often happened. The solution and way to correct the students' error are needed. Therefore, the methods of corrective feedback were given to the students to give the knowledge. Direct written corrective feedback is helpful.

It appears to reduce the students' error in making some sentence in the form of procedure text. The researcher does the research on the students of SMP Trimurti 02 Wagir Malang. According to (Karimi, 2006) Direct feedback to students' writing by a teacher that takes a significant part in improving one's writing is more beneficial than indirect Especially on the seventh grade had experience in learning English in the school.

The role English teachers seem to have an important part to bring all the students to be success in learning English, especially in grammar. Many students made some errors in learning grammar. The solution and way to correct the students' error are needed. It concluded that direct written corrective feedback is accepted.

Direct written corrective feedback had a positive effect on grammatical features, especially in procedure text, but also makes the teachers keep practicing and applying those theories. According to many theories in corrective feedback, the students can have good skill in grammar. In addition, the students on the seventh grade of SMP Trimurti 02 Wagir have good ability in learning grammar.

## **Conclusion**

Based on the finding of the study, it can be assumed that the students who are taught by using direct written corrective feedback in procedure text achieved better than the students who are taught by using indirect written corrective feedback. Then, direct written corrective feedback is an effective technique for correcting the students' errors on written text especially in procedure text. Direct written corrective feedback is not only correct the students' error but this technique provides a solution and correct the error by providing the correct form. In fact, the students understand

the type of errors, easier to internalize the correct grammar, sentence structure, and conventions of the language and easier to differentiate where there is errors etc. Direct written corrective feedback has a significant part in improving the students writing skill.

In brief, direct written corrective feedback is effective than indirect written corrective feedback. Suggestion for the Teacher, the researcher hopes the teacher can apply direct written corrective feedback as the technique to overcome the students' difficulties in teaching and learning English, especially in writing ability. And the researcher hopes the teacher can develop this technique to make the students more interested. Then, the student can improve their writing ability. For the Future Researcher, the researcher hopes, this research can be useful for the other researchers especially those who will do the research in grammar skill. Hopefully, the next researchers can use this research as the additional references.

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