# INDIRECT CORRECTIVE FEEDBACK ON THE STUDENTS' GRAMMATICAL ERRORS IN WRITING BY THE THIRD YEAR STUDENTS OF MA AL-FATAH LAMPUNG

**Undergraduate Thesis**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF LANGUAGE AND ARTS EDUCATION**

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**ABSTRACT**

**INDIRECT CORRECTIVE FEEDBACK ON THE STUDENTS'**

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Grammar is an essential aspect of writing skill, yet many EFL learners make grammatical errors frequently. The English teacher in MA Al-Fatah Lampung stated that most students find it difficult to write using proper grammar. The objectives of this research are 1) to find out the types of grammatical errors that XII MA Al-Fatah students encountered in their writing and 2) to find out the effect of teacher's indirect corrective feedback on the students' capability of grammar. The approach of this research was qualitative. There were 20 students of the third-grade chosen randomly. Writing test was used to collect the data. The result showed that the students made error in grammar mostly in misformation error as 38%. In addition, based on the result of the test analysis in the table Repeated Measure T-test, hypothesis is not accepted because the Sig. (2-tailed) is 0.874 > 0.05. It means that there was no effect in teacher's indirect corrective feedback on the students' capability of grammar, especially for the students of MA Al-Fatah Lampung.

*Keywords:* writing, grammatical error, indirect corrective feedback, error analysis.

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**By**

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Dengan ini menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Dari apa yang saya tahu, materi yang ditulis dalam skripsi ini tidak didapatkan dari karya orang lain, tetapi pada beberapa bagian tertentu memuat kutipan yang bersumber dari penulis lainnya yang saya jadikan sebagai acuan untuk menunjang penyelesaian karya ini. Jika pernyataan ini tidak benar adanya, sepenuhnya akan menjadi tanggung jawab saya nantinya.

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## MOTTO

*"You are not incapable. You just need to be more confident"*

-Antisya

# DEDICATION

Devoted to my parents, grandfather, sisters, brothers, and all teachers who instilled in me the delight of learning English.

# ACKNOWLEDGMENT

*Alhamdu Lillahi Rabbil 'alamin*, Praise is only for Allah, the Almighty God, for blessing the author to accomplish this script entitled "Grammatical Error Analysis on Students' Writing Error at XII MA Al-Fatah Lampung". This work is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

1. her beloved parents, Haris Makmun and Marhamah.

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Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, the author would like to expect any suggestions for the improvement of it. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 11 December 2022

The author,

Antisya Azzahra

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## I. INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, research question, objectives of the research, the uses of the research, scope of the research and definition of key terms.

### 1.1 Background of the Research

English is a foreign language in Indonesia. It has an important role in any sphere of activities especially in the term of education. Brown (1994) says that English increasingly has used as a tool for interaction among non-native speakers. English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. Because of that, English language becomes the first foreign language that should be taught to students in every level of education in Indonesia.

In the field of education, English is taught and learned by many people from kindergarten up to the university. Furthermore, teaching and learning processes involve the students then they are expected to practice English fluently, either good at listening, speaking, reading, or writing. The government and private institution are struggling to enhance teaching and learning process of English in Indonesia. There are four language skills in English that should be learned by the language learners, they are: listening, speaking, reading, and writing. In supporting those language skills three English

components, (sounds of language, grammar, and vocabulary) are also important to be learned by the learner (Penny, 1996).

Writing is one of important skills in English subject among the other skills. Pamela (1991) says that a person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form. It is a complicated process which involves several cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising. Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought processes underlying the compositions of students (Flower & Hayes, 1981).

According to Omaggio Hadley (1993), writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Hence, it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down the sentences to the more complex act of composing.

Grammatical rules cannot be separated in writing. Hewings and Hewings (2005) state that grammatical rules are the way in which words are organized in a language to make a correct sentence. It helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning. Besides, people can express their ideas correctly both spoken and written. Gunn and McCallum (2005) state that grammar is

an important and necessary skill that a student must have. It becomes unimportant if the student cannot use it accurately in communication. An English Foreign Language (EFL) learner is needed to learn grammar and use it correctly, so that they will be able to make communication in a clear and accurate way. A correct grammatical structure will determine the meaning of the sentence and it can avoid misunderstanding to the readers. An understanding of grammar is required to clearly communicate the ideas into a form of writing.

Even though writing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process (Parmawati, 2013). The teachers must be able to guide the students to write well because it is not easy for the students. Most Indonesian students regarded writing as a difficult subject to learn and to practice. Brown (1994) notes that human beings universally learn to walk and to talk but that swimming and writing are culturally specific learned behaviors. We learn to swim if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us. Consequently, many Indonesian English students are frequently criticized from their lack of writing ability. This caused students to make errors during their writing process especially in grammar.

Feedback is an essential component of any English language writing course. It can be an information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance (Srichanyachon, 2012). There are teacher-feedback, peer-feedback, and even self-feedback as ways to improve writing. Research by Flora, Farhana, Nisa, & Mentari (2020) stated that though the

results of their study indicated that there was a significant improvement in the students'
writing, the empirical data obtained through the guidance sheet and from each student's
score for each writing aspect demonstrate that the improvement was not entirely caused
by Peer-Corrective Feedback, but self-correction also played a considerable role. Yet
in this research, the researcher will focus on indirect corrective feedback which is self-
correction feedback. Self-correction is a process in which the students reflect on and
evaluate the quality of their work and their learning, judge the degree to which they
reflect explicitly stated goals or criteria, identify strengths and weaknesses in their
work, and revise accordingly (Andrade & Du, 2007).

Moreover, the writer's reason of choosing this case is based on her interview with an
English teacher and some second-grade students at Islamic Boarding School of MA
Al-Fatah Lampung. By interviewing, the researcher will find out that students still have
difficulty on writing by using grammar correctly. They keep making mistaken when
they have to write by their own using proper grammar rules. If the students are aware
of the errors and mistakes, they will aware and be capable to compose a text with proper
also correct grammar. Hence, the researcher wants to know further about kinds of
grammatical aspects which are often met. The researcher also adds indirect corrective
feedback after analyzing the errors to make the students aware of the errors and
mistakes for their next work writing activity. Therefore, the researcher formulates her
research entitled "**INDIRECT CORRECTIVE FEEDBACK ON THE
STUDENTS' GRAMMATICAL ERRORS IN WRITING BY THE THIRD
YEAR STUDENTS OF MA AL-FATAH LAMPUNG**".

**1.2 Research Question**

Dealing with the issues presented in the background, this study was intended to answer the following research question:

1. What types of grammatical errors do IX MA Al-Fatah students encounter in their writing?

2. What is the effect of indirect corrective feedback on the students' capability of grammar?

**1.3 Objective of the Research**

Regarding the problems above, this research intended to find out the follow purposes:

1. To find out the types of grammatical errors that XII MA Al-Fatah students encountered in their writing

2. To find out the effect of teacher's indirect corrective feedback on the students' capability of grammar.

**1.4 The Uses of the Research**

The uses of this research are:

    **1. Theoretically**

This research hopefully can be a source of information to show what types of corrective feedback that the students like in general, also grammatical errors by giving the right forms of the errors that are found from this research. Furthermore, this research can be a reference for someone who looks for the material related to errors on grammar in writing composition.

    **2. Practically**

The teachers will know what they must do, and they can arrange their own way based the theories about corrective feedback after their students write an English composition. Moreover, for students, they will recognize their grammatical errors and find out their comfortable way to correct it. Further, they will aware and then avoid those grammatical errors in their writing.

## 1.5 Scope of the Research

This research was conducted through qualitative method. The focuses of this research were on students' grammatical error in writing and indirect corrective feedback that was used by the researcher to identify the achievement in grammar of students' writing after it was provided. Furthermore, the subjects of the study were 20 students from the third-year students of MA Al-Fatah Lampung. They were asked to write a text at least 150-200 in 60 minutes. Then, the researcher underlined the incorrect grammar before it was given to the students to be revised by themselves. It was done to indicate the quality of their writing after they revised based on indirect corrective feedback.

## 1.6 Definition of Terms

In this research, there were some terms that mostly appeared in the explanation of each chapter. Those terms were dealing with the core of this research, such as:

1. Grammar

   Grammar is a system of language, in other word, it is how a text is structured and organized due to the characteristic of particular genres in relation to purpose, audience, message and structure.

2. Grammatical error

   Grammatical error which the writer means in this this research, is the erroneous grammatical form in Noun, Pronoun, Verb, Adverb, Conjunction, Adjective, Adverb, and Preposition.

3. Error Analysis

   Error analysis is a study of second language learners' errors by observing, analyzing, and classifying the errors to reveal something that made by the learners.

4. Indirect corrective feedback

   Indicating the location of errors without granting any information of the correct forms for students. The signals that can be applied in giving feedback are underline, mark, circle, cross, etc. Students have to self-correct and solve the errors they have made.

## II.      LITERATURE REVIEW

This chapter discussed the theories which related and supported the study. It covered theories in general concept of writing, narrative text, errors vs. mistake, error analysis, grammatical errors, and mechanical errors.

### 2.1 Concept of Writing

Writing is considered as one of the four skills that students should master in learning English. Specifically, writing is the act of communication. The meaning of communication is the interaction between the writers who can express their mind to the reader. White (1986) defines writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Students should be encouraged to express their ideas, experiences, thoughts, and feeling (Finocchiaro, 1974). It is important because the writing work can be a tool to make the writers' ideas heard, to persuade other people to see something they way, to argue for ideas they believe in, and to change things.

Based on syllabus in Curriculum 2013 (2013), writing is the activity that involves the ability to make the words become sentence. It is also the activity of arranging the sentences into a text. In relation with that, Raimes (1983) says that writing is a skill in which we express ideas, feeling, and thought which is to be arranged in words, sentences, and paragraph.

On the other hand, students often find it is difficult to produce a writing work because sometimes it is kind of hard to express their ideas, thoughts, words, sentences, paragraphs, and composition in written form. As Brown (2001) states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise the text for clearer meaning and how to edit the text for appropriate grammar and how to produce a final product. It cannot be learnt only one time and need a lot of practices to develop this skill.

From the statements above, the researcher concludes that writing is a complex activity in expressing the writer ideas that make the readers understand what information they want to tell. It is both of communicative and productive skill in composing ideas and feelings, organizing it that involves many components so it can be conveyed well. Making a good written text is required to pay attention to the rules of writing when we are going to write a composition such as grammar, sentence structure, vocabulary, punctuation, spelling and letter formation.

### 2.2 The Definition of Error and Mistake

Error is systematic and consistent deviation, which is the characteristic of the learners' linguistic system at a given stage of learning (Azevedo & Corder, 1983). In other words, error is a deviation from accuracy or correctness and identified as a result from lack of knowledge of the rules of the language. Error itself is dissimilar to mistake.

According to Terrell & Brown (1981) mistake is a failure to utilize a known system correctly. An error cannot be self-corrected, while mistakes can be self-corrected. Mistakes must be carefully distinguished from errors of the second language learners.

It is very likely that a teacher or researcher will be difficult to assess whether a learner makes a mistake or an error. If on one occasion an EFL learner says, "I am study" and on the other occasion says "I study" or "I am studying", it is not always easy to judge whether "I am study" is a mistake or an error. If further examination of the learner's speech reveal that the learner consistently produces such forms, it can be concluded that he or she represents forms of errors. On the other hand, if the learner corrects the wrong-formed utterance immediately after he or she produced them, we can be sure that they are only mistakes (Brown, 2000). Moreover, if a learner says "I am eat" without correcting of to be and bare infinitive, it is can be concluded that the utterance is the form of error. If the learner realizes that the utterance "I am eat" is wrong and then he or she correct it immediately by expressing "I eat" or "I am eating", it is determined that the utterance is only a mistake.

Based on the theories above, it can be concluded that error is the result of the learners' incorrect linguistic system, while mistake is a performance error in which the learners know the system but fails to use it. The researcher will know the difference between error and mistake is that about the continuity in making the

wrong words, either spoken or especially written text.

If a student makes the same type of wrong word more than twice, so it is an error. In contrast, if he / she makes a type of wrong word in a time but does not in times after, so it is only a mistake. Mistakes are what the researchers name them as performance mistake (the learners know the system, but they fail in using it), while errors are the result of someone's systematic competence (the learner's system is not appropriate).

## 2.3 Error Analysis

Many language learners frequently commit errors in producing a foreign language in both written and spoken forms. The errors that occur during their language learning process encourage the researchers to conduct studies dealing with those errors. The fact that learners do make errors, and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner (Terrell & Brown, 1981). Therefore, the most appropriate way has been established to be used to investigate the errors which is called error analysis (Schmidt & Richards, 2010).

According to Schmidt & Richards (2010) error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms of a language in the production data of someone learning either a second or foreign language. Ellis (1994) defines error analysis as a procedure used by the researcher or language teacher by collecting sample of language learner, identifying, describing

the errors, and evaluating errors committed by learners.

In employing errors analysis, a researcher can detect the students' difficulties in learning the target language and determine the appropriate teaching methods for the teachers in learning process. As a pedagogical technique, it is very effective in pinpointing the foreign language learners' errors and their causes (Al-Khresheh, 2016). It remains an appropriate and valid research method in helping the researcher and EFL teachers in handling students' errors in the classroom.

In second language acquisition, errors are classified according to modality and linguistic levels (Gass & Selinker, 1995). Errors in modality refer to level of proficiency in speaking, writing, reading, and listening. Meanwhile, errors in linguistic belong to grammar, vocabulary, and pronunciation. From the theories clarified earlier, error analysis arises as the most appropriate way to identify and analyze the learners' errors accurately. Moreover, in this way, the researcher can reveal the learners' problems or areas of difficulties in producing the target language in the written form.

## 2.4 Grammatical Error

EFL students often make some grammatical errors in writing. They produce many erroneous sentences. These errors are the cause of either inter-lingual or intra-lingual transfers or context of learning in the classroom (Brown, 2000). Meanwhile, Ellis (1997) states that grammar is traditionally concerned with the principles which

determined the formation and interpretation of words, phrases, and sentences. Therefore, the grammatical error is kind of important to be considered by the learners because it does not match with the grammatical system of a language. The English learners must be able to understand what the grammatical rules of English and how to apply them well, especially in writing. The grammatical errors found in students' text writing sometimes will influence the meaning of the text. Therefore, learning the grammatical errors enables the students to produce a good writing.

According to Burt and Kiparsky (1974), grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. It is known that the students will not be able to understand a grammatical explanation of the mistakes they have made if they have not already reached an academic language teaching. So, the teacher should guide the students and give them a correction. For example, a teacher who finds the sentence "I don't know no stories bout eleffants, I know bout rabbit" might correct it and write "I don't know any stories about elephants, but I know about rabbit".

Based on explanation above, the researcher concluded that grammatical error is when a phrase, clause, or sentence is acceptable because it follows the rules of grammar, for example: "He studies English every day.", while ungrammatical is a phrase, clause, or sentence is unacceptable because it doesn't follow the rules of grammar, for example: "He study English every day."

**2.5 The Classifications of Error Types**

Dulay, Burt, and Krashen (1982) classifiy the errors into four types:

1. Omission

The first type is omission, according to Dulay, Burt and Krashen (1982) this error included in characteristic by the absences of an item that should be covered in good formed of utterance, and according to Kasper and Kellerman learner in early stages of learning tend to omit function words rather than content words. More advanced learners tend to conscious of their ignorance of content words and rather than omit one, and they are forced to took another strategies to express their idea. Besides that, Rohendi and Herliana (2015) also stated about omission, this is characterized by the absence of the part that should exist in a sentence.

For example:

She born in Paris

The sky is cover with cloud

The examples above are not right, because those sentences omit the important part of sentence, so the correct sentences from the example above are; she was born in Paris and the sky is covered with cloud.

2. Addition

The second type is error in addition. According to Dulay, Burt and Krashen (1982) stated this error is characterized by the presence of an item that should not appear in a good formed utterance, and according to Rohendi and Herliana (2015) addition can be categorized as the opposite of omission

which the absence of a part that should not exist in a sentence. Besides, Dulay, Burt and Krashen (1982) divided addition divided 3 types. There are:

    a) Double Markings

An error when the students give more than one marking in the language requires its expression. For instance:

- The letter will be writtens tomorrow

- She doesn't knows my name

The example of sentences above are categorized as the type of error in addition, because on the sentences have the additional where it is not important to exist on the sentences, that is find in word "writtens" for the first sentence and in 21 word "knows" for the second sentence, then the right sentences are "The letter will be written tomorrow" and "She doesn't know my name".

    b) Regularization

The learners tend to apply the regular rules to the irregular ones, for instance:

    c) Simple Addition

An addition error which is classified as neither double marking nor regularization. e.g.: the fishes doesn't live in the water.

3. Misformation

Misformation is characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

a) Regularization errors: that fall under the misformation category are those which a regular marker is used instead of an irregular one, eg: *runned* for *ran*, *gooses* for *geese*.

b) Alternating forms: I *go* to hospital yesterday. (*went*)

4. Misordering

Misordering is the incorrect use of morpheme or a group of morphemes in a pronunciation.

Example: I *yesterday* went to hospital. (*yesterday* is not in exact position, the position should be in the last as adverb of time).

### 2.6 Writing Corrective Feedback

Corrective feedback (CF) is one type of feedback. It can be oral or written and is a fundamental part of teaching, especially in writing. It is a reaction to inaccurate oral or written output, in other words, it is the response to learners' incorrect language use (Pawlak, 2014). The most common method is usually in foreign language education with L2 or written corrective feedback (WCF). Teachers expect written correction feedback to help students' correct grammatical mistakes and improve their writing ability.

Several written corrective feedback strategies can be implemented in the classroom. According to Ellis (2009), there are six strategies that teachers can implement in the classroom, so the strategies are beneficial. The first one is Direct Written Corrective Feedback; the strategy is for the teacher marks the error and provides students with

the correct form. The second is Indirect Written Corrective Feedback by indicating and locating errors; the teacher's strategy indicates that an error exists but does not provide the correction. This takes underlining, marking, circling, crossing, and using cursors to show omissions in the students' text. The third is Metalinguistic Written Corrective Feedback by using the error code; the strategy is to use metalinguistic clues as to the nature of the error. The teacher writes codes in the margin (e.g., ww= wrong word; art= article; v= verb error). The teacher numbers the errors in the text and writes a grammatical description for each numbered error at the bottom of the text. The fourth is The Focus of the feedback; the strategy concerns whether the teacher attempts to correct all (or most) of the student's errors or select one or two specific error types to be corrected. The fifth is Electronic Written Corrective Feedback; the teacher indicates an error and provides a hyperlink to an adjustment file that provides examples of correct usage. The sixth is Reformulation; the strategy consists of a native speaker's reworking of the student's entire text to produce a language that seems as native-like as possible while keeping the content of the original coherence.

## 2.7 Indirect Corrective Feedback

Applying corrective feedback, learners have chances to improve such quality (Gass & Mackey, 2007). There are some types of corrective feedback which usually used by teacher in teaching, while in this study, the researcher only focusses on using self-corrective feedback.

Indirect Corrective Feedback demands teachers only mark the certain error without giving the correct form. Bitchener and Knoch (2008) state that Indirect Corrective is the indication made by the teacher by underlying the errors or giving the codes for the errors. The teachers only put clues making students being alerted about their errors by using a line, a circle, a code, a mark, or a highlight to show omission in the learners' text.

Furthermore, according to Elashri (2017), Indirect Corrective Feedback has two sub-types: uncoded and coded. In the uncoded indirect feedback, the teacher underlines or circles the error without writing any symbols and the students have to think what the error is and corrects it. As for the coded indirect feedback, the teacher underlines the error and writes the symbol above that error, and then he/she gives the composition to the student to correct the error as this symbol encourages the student to think. These symbols and coded indicate the location and type of error.

In the indirect corrective feedback, students' cognitive are dared to correct the error based on their informed knowledge meant to raise and to form their problem-solving skills that cultivate their long-term acquisition. In addition, according to Moser and Jasmine (2010), the advantage of this approach is the students who are indirectly corrected by using an error code in revising their essays accomplished significantly greater earnings than those whose writing assignments are directly corrected by the instructor.

Based on the theories above, Indirect Corrective Feedback means indicating the location of errors without granting any information of the correct forms for students. The signals that can be applied in giving feedback are underline, mark, circle, cross, etc. Students have to self-correct and solve the errors they have made.

## III.   METHODOLOGY

This chapter discussed about research design, population and sample, instrument of the research, data collecting technique, and data analysis of students' pronunciation error.

### 3.1 Research Design

This research was conducted through qualitative method. The researcher intended to discover the phenomenon exists in student writing, that was errors in grammar rules. According to Sugiyono, (2012) a qualitative methodology is a research methodology that is based on postpositive philosophy and used to do a research on scientific subject (not experiment) where the writer is an instrument key. Moreover, this study was conducted by using descriptive qualitative approach to provide qualitative data regarding error production of the students. According to Kothari (2004), the main purpose of descriptive research is description of the state of affairs as it exists at present, it describes exactly what the research has observed. To collect the data, the researcher asked the students to write a text consisting of 150-200 words. Each student was provided with a piece of paper test containing the instruction of doing the test in which they were asked to compose a writing text. Next, the researcher analyzed the error and mistake.

### 3.2 Population and Sample

The population of this study was the second grade of senior high school in MA Al-Fatah Natar. In determining the sample, the researcher used cluster sampling. According to Kothari (2020), cluster sampling is a sample that can be taken by

dividing the area into a number of smaller non-overlapping areas and then randomly select a number of these smaller areas. There were two types of classes of the third grade, these were science class and social class. It consisted of 50 students within the two science classes and 41 students within the two social class. There were 20 students chosen randomly.

### 3.3 Instrument of the Research

This study required instrument to gain the data which then to be collected. The instrument was used in this study is writing test. The important of using the test will understand the problem of collecting data in the research (Arikunto, 2006). The test was obtained by asking the students to write, consisting at least 150-200 words in 60 minutes. Each student was provided with a piece of paper containing the instruction of doing the test. After the students finished their writing, the researcher collected their writing and then analyzed it.

### 3.4 Data Collecting Technique

In collecting the data, this study used the following steps:

1. The students were instructed to write a text consisting at least 150-200 words.

2. The students' works were given the mark (code) for the ungrammatical sentences.

3. The researcher gave it back to the students and asked them to revise theirs.

4. Before asking the students to revise, the teacher explained the code to the students.

5. The students revised theirs based on the codes given (using other paper).

6. The researcher analyzed the revision to see the achievement of the students' grammar after indirect corrective feedback was provided.

After getting the data, the researcher analyzed it by using procedures which was explained in the data analysis. Those were the data collecting techniques that the researcher used to analyze the error in grammatical encountered by the students at XII MA Al-Fatah Lampung.

## 3.5 Data Analysis

After collecting the data, it must be processed and analyzed. The researcher will use some procedures below in analyzing the data.

1. Identifying the error and mistake from the students' writing text and then making list all of it in another paper.

2. Classifying the errors of grammar made by the students. Then, input the number of errors of each type into the list.

3. In this step, the researcher computed the errors already classified in order to find the frequency of each error type. Measures of Central Tendency was used by the researcher. In addition, the data also needed percentage of each error type so that it could easily identify the emergence frequency of error types in the students' grammar from the most up to the least. Finding the mean and mode by applying these formulas:

$$\text{Mean (or X)*} = \frac{\Sigma X_i}{n} = \frac{X_1 + X_2 + \cdots + X_n}{n}$$

X = mean (pronounced as X bar)

$\Sigma$ = symbol for summation

$X_i$ = total of errors of all students 1, 2, ..., n (errors of each student)

n = total number of students

(Kothari, 2004)

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

P = percentage of each error type

F = frequency of each error type

N = number of overall errors

4. After getting the result, the researcher presents the types of error in a form of table to be easier to determine what types of error that the students have made and how the quality of the students' writing after they revise by themselves of the underlined incorrect word.

5. The last step, the researcher draws the conclusion from the result of data analysis that is presented in the table and description which is followed by proper and accurate reason.

## 3.6 Hypothesis Testing

The formula for testing the hypotheses of this research is:

$$\boxed{H_1 = \text{Sig.} < 0.05}$$

$H_0$: There is no effect of teacher's indirect corrective feedback on the students' capability of grammar.

$H_1$: There is an effect of teacher's indirect corrective feedback on the students' capability of grammar

The hypotheses were analysed by using Repeated Measure T-test of Statistical Package for Social Science (SPSS) 25 version.

Those are the explanations of this chapter which are concerned with research design, population and sample, instrument of the research, data collecting technique, and data analysis of students' grammatical writing error.

## V.     CONCLUSION AND SUGGESTION

This chapter specifically presents the conclusions of the research results and the suggestions for further researchers who want to conduct some related studies and English teachers who want to find a good method and technique in helping the students to master their grammar in writing English text.

### 5.1 Conclusion

In line with the research findings and discussion provided in the previous chapter, it can be concluded:

1. The third-grade students of MA Al-Fatah Lampung had difficulty in writing by using grammar appropriately, they made error in misformation, omission, addition, and misordering. The types of grammatical error that the students made frequently was misformation which produced 46 errors (38%).

2. The teacher's indirect corrective feedback on grammar accuracy has no effect on the students' capability of grammar. However, it happened because the students indirect corrective feedback will work if they have prior linguistic knowledge. In other word, they get stuck if they cannot correct their ungrammatical sentences and it makes them stress. By providing indirect corrective feedback, it gives the students time to think and correct their mistakes.

**5.2 Suggestion**

Based on the conclusion above, the researcher would like to propose some suggestion to avoid the errors that students make in their writing below:

1. For the English Teacher

   The English teachers should guide their students to write a composition which is grammatically correct, especially for mastering tenses that is the most commonly type of grammatical errors that occur in their writing. They have to give the students some tasks in mastering grammar in English writing. Then, the teachers should give some suggestions for them to write well by revising their writing by themselves.

2. For the Future Researcher

   Since this study was only dealt mainly with students' grammatical error and indirect corrective feedback, future researchers are hence suggested to use another type of corrective feedback such as direct corrective feedback. Most importantly, future researcher has to find a good method or technique to improve students' English writing skill especially in grammar.

   Finally, those statements above represent the conclusion of this study during the research of students' grammar errors in writing English text. Moreover, the suggestion above can be considered to conduct better further research with respect to this study. Other aspects such as content,

organization, vocabulary, ideas development, and mechanics can also be investigated in further research.

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