DIRECT WRITTEN CORRECTIVE FEEDBACK TO IMPROVE STUDENTS' WRITING ACHIEVEMENT

Undergraduate Thesis

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

DIRECT WRITTEN CORRECTIVE FEEDBACK TO IMPROVE STUDENTS' WRITING ACHIEVEMENT

Dzaky Martadho

Abstract. The objectives of the research were to find out whether there was any improvement of the students' writing skill in recount text after they have been taught by implementing direct written corrective feedback and to find out which aspect of writing that improves the most after the implementation of direct written corrective feedback in terms of micro skills. This research is a quantitative research. The design used was one group pretest and posttest because the students' writing skill was measured in one group of participants before and after the treatments were administered. The subjects were 28 students of class VIII A of SMPN 38 Bandar Lampung. Theinstrument was a writing test in form of essay. The data were in form of scores taken from the pretest and posttest and were analyzed by using Paired Sample t- test. The result showed there was a statistically improvement of students' writing skill in recount text viewed from the pretest score to the posttest score (60.91 to 76.39) after they have been taught by implementing direct written corrective feedback. Furthermore, the feedback technique was not only effective in improving students' recount writing in general, but also effective in improving students' score in all aspects of writing: content, organization, vocabulary, language use and mechanics. Language use was the aspect of writing that improved the most by direct feedback technique interms of micro skills.

Keywords: Direct written corrective feedback, recount text, writing.

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In

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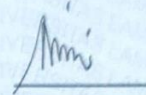The Department of Language and Arts Education
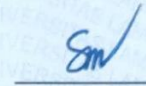
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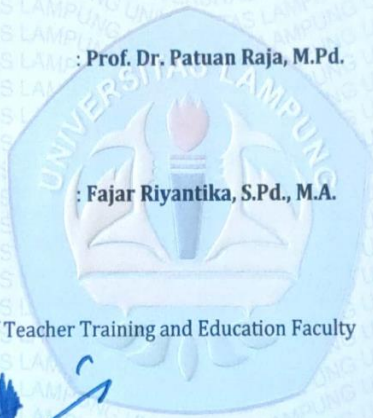
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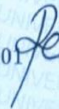
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Judul Skripsi	: Direct Written Corrective Feedback to Improve Students' Writing Achievement

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 3 Mei 2023

Yang membuat pernyataan,

Dzaky Martadho

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CURRICULUM VITAE

Dzaky Martadho was born on March 08st 2000 in Bandar Lampung. He is the first child of Bambang Supriono and Erny Sulastinah. He has four siblings namely Irsyad Rakha Martadho, Shafwan Bedi Martadho, Fattahillah Syuja Martadho and Muhammad Rayyan Martadho.

He started his study by attending TK Qurata A'yun Bandar Lampung 2005. Then, in the next two year, he continued education at SDIT Permata Bunda I Bandar Lampung. After he graduated from elementary school in 2012, he went to Mts Negeri 2 Bandar Lampung. He finished his junior high school in 2015 and decided to pursue his study at MA Negeri 1 Bandar Lampung. He graduated from senior high school three years later in 2018. In the same years, he successfully passed as a student of English Education Study Program of University of Lampung.

During his time in the University of Lampung, he was involved in UKM-P SEEDS (Society of English Education Department Students). From January to December 2021, he did KKN in Kurungan Nyawa, Pesawaran and he conducted PLP at SMP Negeri 27 Pesawaran. To complete his study, he undertook a research related to student's writing recount text through direct written corrective feedback at SMP N 38 Bandar Lampung.

MOTTO

"Is there any reward for goodness except goodness?"

(Al Qur'an 55:60)

DEDICATION

The writer dedicates this work to:

1. His beloved parents – Bambang Supriono and Erny Sulastinah

2. His brothers – Irsyad Rakha Martadho, Shafwan Bedi Martadho, Fattahillah Syuja Martadho, and Muhammad Rayyan Martadho.

3. His Almamater – University of Lampung

4. His friends in English Education Study Program

5. UKM – P SEEDS

6. English Teacher

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Praise is only for Allah, the Almighty God, for blessing the author with health, determination, and perseverance to finish this undergraduate thesis entitled "Direct written corrective feedback to improve students' writing achievement". This script 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 suggestions for finishing this script; therefore, the author would like to express his sincere gratitude and respect to:

1. Beloved parents, Bambang Supriono and Erny Sulastinah, Thank you for your love, support, prayer, and everything they give me all the time.

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6. The lecturers and administration staff of English Education for practical knowledge and technical help.

Finally, the author believes that his work is still far from perfection. There might be weakness in this research. Therefore, comments and suggestions are always acceptable for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers, and to those who want to conduct further research.

Bandar Lampung, 3 Mei 2023
The author,

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CONTENTS

I. INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

Writing is commonly seen as more challenging language ability for second language learners to master compared with speaking, reading, or listening. That, in order to produce a good piece of writing, second language learners writers need to concern with planning and organizing, or the macro ability, as well as the accuracy of spelling, grammar, punctuation, and diction, or the micro ability (Richards and Renandya, 2002; Brown, 2004). Writing has a lengthy process that it must go through to be accepted, as opposed to speaking. So it can be said that writing ability comes from a learning process.

Writing is a communication ability in written form such as email, business letters, newspapers, diaries, and so on. This ability is an important part of conveying thoughts, and ideas, and organizing them in sentences or paragraphs. As Harmer (1998) shows that the writing skills are finally recognized as an important skill for language learning. He stresses the importance of students such as encouraging learning and writing ability as a compulsory subject.

In line with the purpose of teaching English in Curriculum 2013, the teachers have to: (1) develop the ability of communication in oral and written. These capabilities include listening, speaking, reading, and writing; (2) grow awareness of the importance of English as a foreign language. Thus, according to Educational Unit Curriculum (K13), Nunan (2003: 88) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It means that the learners are expected to explore ideas and to make them into a good paragraph. In general, the objective of writing is to produce a kind of writing composition. Therefore, it is important for students or English learners to learn how to write well in English. It meansthat writing plays an important role in teaching and learning English in this curriculum.

In order to make good writing, the student should pay attention for some aspect to make a good piece of writing. Some aspects are grammatical rules, vocabulary mastery, and motivation to write. Based on the researcher's experience in Teacher Training Practice (PLP) in SMPN 22 Pesawaran, most of the students' problems in writing are due to some factors. Those are using inappropriate words, using ungrammatical sentences, having a lack of practice, and having a difficulty expressing their ideas.

Many strategies can be used to improve the writing ability of students. One of them is written corrective feedback. Bitchener and Knoch (2008) argue that "Written Corrective Feedback helps students gain and demonstrate mastery in the use of targeted linguistic form and structure". Russell and Spada (2006), also state ``Corrective feedback refers to any feedback given to students, from any source, which contains evidence of student error in the form of language ". That means that feedback in language teaching takes the form of positive reinforcement or

correction for students. Feedback is expected to help students revise and develop their writing.

In point of fact, the students were incapable of producing a high-quality writing composition because they lacked the knowledge necessary to pay attention to the elements of writing. This makes sense given that their daily writing score is typically lower than 70, which is the minimum required by the Standard of Mastery Learning (KKM, or Kriteria Ketuntasan Minimal). Additionally, it is evident from the issues with their writing. In point of fact, the students could not make a good composition of writing because theydid not know how to make a good composition by paying attention to the aspects of writing. This makes sense since their daily score of writing, which is mostly below 70 as the minimum Standard of Mastery Learning *(KKM, Kriteria Ketuntasan Minimal)*. It also can be seen from the problems on their writing.

Based on the explanation above, the researcher used direct written feedback as a technique in teaching writing recount text. Choudron (1998). Corrective feedback is only to emphasize that teachers use to remind students of mistakes and the teachers to try to tell about student mistakes. Corrective feedback and guidance for students can develop sentences, Lightbown and Spada (1999). Students can obtain these instructions in several ways. According to Polio (2012) states that corrective feedback regulates some knowledge and helps students to check the wrong information, and then ensures errors will not return automatically. Ferris (1999) predicted that direct corrective feedback could promote grammatical accuracy development, whereas, non-grammatical accuracy would benefit most from indirect corrections.

The previous research has proved that direct written corrective feedback can be implemented in student's writing achievement in Sahmadan (2019). The researcher chose this technique to find out the answers of the research question about do the students who are taught using direct written corrective feedback achieve better in writing than those who are taught using conventional learning? and to what extent does the use of direct written corrective feedback affect the eleventh grade students' writing ability?. This research was basically quasi experimental design. The population in this research was the whole classes of second grade students of MA Khairudin. The subject of this study was the second grade students. Then, this research carry out 50 students in two classes as subject which is determined without their achievement or not random assignment. The finding of his study concludes that direct written corrective feedback can affect significantly on students' writing ability.

Another research of direct written corrective feedback technique was conducted by Mubarak and Susanto (2018) this research was conducted in one local University in Batam. This university organized the English Education study program where writing course was one of the subjects. The population was 54 registered students. This study aimed to determine the level of effectiveness of direct written corrective feedback on the quality of students' essay writing. The research method was quasi experimental where the control class was given treatment by using no feedback and the experimental class was given direct written corrective feedback. The result showed that direct written corrective feedback had a significant effect on the quality of essay writing.

Agustiningsih (2021) also conducted research to find out the improvement of using direct written corrective feedback technique in students' writing performance and motivation. This research applied qualitative research and used descriptive qualitative design. This research took one class of seven grade of MTs YP KH Syamsuddin Ponorogo. The sample was 35 students of 7C. The researcher took the data from observation, interview, questionnaire and documentation. The result of this research showed that Direct corrective feedback gave a lot of influence to enhance the students writing performance and motivation. In conclusion, the implementation of direct corrective feedback made students easier to understand and be comfortable in the learning process.

Another similar research of the implementation of direct written corrective feedback in junior high school students was conducted by Fatma (2019) The design of this study was quasi-experimental, the participants were divided into two groups, experimental and control group. The participants of this study were 71 eight grade students from SMPN 1 Mojo in academic year 2018/2019. Based on the result of the test, the researcher concludes that using direct written corrective feedback is effective in teaching writing descriptive text at SMPN 1 Mojokerto.

The last previous research of direct written corrective feedback in improving student' writing ability was conducted by Syamsir (2016). The objective of the research was to find out whether or not the use of direct corrective feedback could improve the students' writing ability. The researcher applied quasi-experimental method using nonequivalent control class design. The Population of this research

was the fourth semester students of Sekolah Tinggi Ilmu Keperawatan (STIK) Stella Maris Makassar in academic year 2013/2014. The sample was class A and class B, which consists of 80 students. This research used cluster random sampling. The result of test of significant analysis indicates that the use of corrective direct feedback significantly improve the students' writing ability. Based on the result, it could be concluded that the use direct of corrective feedback improved the students' writing ability.

This study explains students' writing achievement before and after implementing direct written corrective feedback techniques. Hopefully, it makes a difference between them. The researcher is interested in investigating the effectiveness of direct written corrective feedback implemented by English teachers to improve the writing achievement of junior high school students in recount texts. Therefore, the title of this research is "Direct Written Corrective Feedback to improve students' writing achievement".

I.2   Formulation of the Problem

Based on the background that has been discussed above, the researcher formulates the problem as follows:

1. Is there any improvement of students' writing achievement in recount texts after the students have been taught by using direct written corrective feedback?
2. Specifically, which aspect of writing improves the most after the implementationof direct written corrective feedback?

I.3 Objectives of the Research

Based on the research questions above, the objectives of this research are formulated as follows:

1. To find out whether there is any improvement of students' writing achievement in recount texts after the students have been taught by implementing direct written corrective feedback in the learning process.

2. To find out which aspect of writing that improves the most after the implementation of direct written corrective feedback in terms of macro skills.

I.4 Uses of the Research

The uses of the research are as follows:

1. Theoretically

    The researcher hopes this research may contribute useful reference for future research regarding the implementation of direct written feedback in teaching writing.

2. Practically

    The result of this research hopefully can be used as reference for English teachers who want to improve students' writing achievement by using direct written corrective feedback.

I.5 Scope of the Research

This research is quantitative research. It is conducted by the second-year students of SMPN 38 Bandar Lampung. The subject of the research is a class that consists of 29 students in VIII A. This class is taken randomly by the lottery technique. Naturally, this research uses one group pretest-posttest design. This research uses direct written corrective feedback to improve students' writing achievement as the

technique and the material of the research is limited only to personal recount text covering content, organization, vocabulary, grammar, and mechanics.

I.6 Definition of Terms

In order to specify the topic of the research, the researcher provides some terms related to the research. Here is the definition of terms mentioned previously:

1. Writing

    Writing is the one of the communication ability to deliver thought or express ideas through the written form of grammatically structured sentences.

2. Teaching Writing

    Teaching writing is to teach the students how to convey the idea or imagination in structured written form.

3. Recount Text

    Recount Text is a text that tells someone's past experiences in chronological order (Siswanto, 2005: 202).

4. Direct Written Corrective Feedback

    Direct Written Corrective Feedback is written feedback where the teacher gives the correct form near of the students' mistakes. So in this study, when researchers mentioned direct written corrective feedback, it meant a technique to provide written feedback by actually correcting mistakes made by students (Ellis, 2009).

All the above are what this chapter contains, such as the background of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter discusses about literature review that used in this study. It consists of theories of writing, Aspect of writing, teaching writing, kinds of text, recount text, writing corrective feedback, direct written corrective, theoretical assumption, and hypothesis.

2.1 Theories of Writing

Writing is one of the language ability which is learned in school. Writing is not easy because it is the most difficult subject in school since the students have to produce a text using English. It takes a series of exercises to develop this ability and cannot be learned only once. Students need to write down their thoughts and state them on paper in the correct procedure. Learning to write is one of the most difficult challenges faced by learners in both middle school and high school, and few can master it.

Raimes (1983: 76) states that writing is a skill in which we express ideas, feelings, and thoughts which are to be arranged in words, sentences, and paragraphs. Writing also reinforces the use of sentence structure and tenses, idiom, and vocabulary correctly in order to make the reader get the idea clearly.

According to Chaffee (1999:10), writing is an activity that represents our thoughts, feelings, and experiences. Furthermore, Harmer (2004: 86) states that writing is a process and what we write is often heavily influenced by the constraint of the genre, then these elements have to be presented in learning activities. Writing is a powerful tool to organize the order, and events and make them manageable. It is a form of thinking using written words.

Process writing is a way to bring about improvement in learners' writing by providing assistance at various stages of the process instead of focusing solely on the finished product. This statement contains the understanding that writing is a process that requires a technique so that students can improve their writing achievement. Therefore, certain techniques are needed so that the writing process becomes valuable.

From the opinions above, it can be said that writing is an important ability because it implies a communication process to express feelings, ideas, and thoughts in written form. In addition, in order to improve students' writing ability, a technique is needed.

2.2 Aspects of Writing

There are several aspects of writing that students should consider in order to write well. Brown (2001) proposes five major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, vocabulary, and mechanics. The context deals with thesis statements, related ideas, development ideas, and the use of description. The organization covers the

effectiveness of the introduction, the logical sequences of ideas, the conclusion, and the appropriate length. Discourses include a topic sentence, paragraph unity, transition discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity).

2. Grammar refers to the employment of grammatical form and syntactic patterns.

3. From refers to the organization of the content (coherence).

4. Style refers to the choice of structure and lexical items to give a particular tone or flavor to the writing.

 5. Mechanics refers to the conventional devices used to clarify the meaning.

In addition, according to Jacobs et al (1981), there are five aspects of writing. They are:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words that are suitable to the content. It can

be identified by seeing the word choice or diction in order to convey ideas to the reader.

4. Language Uses/Grammar refers to the use of the correct grammatical form of a syntactic pattern for separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics refers to the use of graphic conventions of the language, i.e., the steps or arranging letters, words, sentences, and paragraphs by using knowledge of the structure and some others related to one another.

In this research, the writer applied the aspects of writing by Jacobs et al (1981) in evaluating the students' writing scores because it provides a well-defined standard. In short, writing comprises five important elements namely content, organization, vocabulary, language use, and mechanics.

2.3 Teaching Writing

Theoretically, teaching writing means teaching students how to write ideas and imagination so that the interests and needs of students must be known by the teacher. Brown (1980:7) states that teaching is showing or helping someone to learn how to do something, causing them to know or to understand. It means that in teaching, the teacher helps and guides the student to learn the material easily. Furthermore, Raimes (1983: 27) mentions that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students" language ability. Therefore, It is important for teachers to know the problems faced by students during the teaching and learning process to find out the

right way to solve problems written in class.

Raimes (1983) also states that in order to be successful in writing, an English teacher should guide the students in writing, in which the materials presented are relevant to their interests, needs, capacities, and age until they can make a composition with few or no errors. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, teachers need to provide the materials which are relevant to the students' interests and needs.

There are three steps of writing by Edelstein and Pival (1988):

1. Pre-writing

   Pre-writing is concerned with selecting the general subject, restricting the subject, generating the ideas, making the outline, and organizing the ideas.

2. Writing

   Writing is to set the ideas in her or his mind into words, sentences, paragraphs, and so on.

3. Rewriting

   Re-writing concerns with evaluating her or his writing deals mainly with:

   a) Concerning the content and form.

   b) Correcting the vocabulary, punctuation, and grammar.

   c) Correcting writing errors, word duplications, and omissions.

Blanchard and Root (2003) state that there are three steps in the writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and more systematic.

1. Pre-writing

Pre-writing is the first step; it is a preparatory step before the writing process. It gives a warming up to gather ideas which are going to write.

2. Writing

The next step is the writing process. The result of brainstorming or clustering in the prewriting process is guidance for us to write paragraphs. When the students write, the ideas in pre-writing are used as a guide in this step.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. The students have to analyze the content of the draft which may be unclear, ambiguous, or confusing. The students have to ensure that their paragraph is unified, and coherent and improve grammatical accuracy. So, in this step, the students can enrich our writing content by adding new sentences to support others' ideas or deleting some sentences that are irrelevant to the topic.

In conclusion, English teachers should guide students when students write. In order to increase the motivation and enthusiasm of students for learning, interesting activities can be implemented in the learning process. Therefore, this study uses three processes in writing, namely, prewriting, writing, and revising; However, direct corrective feedback is only applied in the revising stage of the teaching writing process.

2.4 Kinds of Texts

Derewianka (1990: 17) defines a text as a meaningful stretch of language - oral or written. There are some types of writing texts taught in junior high school. Below are the types of writing texts that is included in the English K-13 syllabus.

1) Descriptive Text

   The descriptive text describes a particular person, thing, or place. It talks about a specific person, place, or thing by mentioning its characteristics, parts, quantities, or qualities.

2) Recount Text

   Recount text retells events that have already happened in time order. It begins with background information who, when, where, and describes the series of events in time order.

3) Procedure Text

   Procedure text gives instructions on how to make or do something. It begins with a statement of goal (which could be the title), lists materials needed in order of use, and gives a series of steps (instructions) in order each instruction begins with a verb in the present tense.

4) Narrative Text

   Narrative text tells a story using a series of events. The scene or the event is set in a time and place that characters are introduced. It usually has a problem that is addressed and may contain a message.

From the explanation above, it can be concluded that some types of writing are taught in junior high school based on the English syllabus in curriculum 2013. In this research, the researcher taught writing recount text because this text is suitable for the syllabus of the sample in this research. The recount text could be learned easily by the students.

2.5 Recount Text

Recount text is used to tell an experience in the past . Recount text does not use conflict, but it uses a series of events as characteristic. Recount text with a complete generic structure will be constructed by structuring orientation, events, and reorientation.

Types of Recount Text

Types of Recount as concept of writing, Josepine et al (2007:32) identify recount text consists of three parts, they are: personal recount, factual recount and imaginative recount.

a. Personal recount exposes an event in which the writer and the author got involved or acted in the event himself. Belong this type factual among other are daily funny incidents, entries, diary and etc.

b. Factual recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation and etc.

c. Imaginative recount is unreal event or story, like reading text for language lesson, a story about life of slave and etc.

Siswanto (2005: 202) states recount is a text that tells someone's past experience in chronological order. Derewianka (1990:15) also asserts in a recount, we construct past experience. A recount is the unfolding of a sequence of events over time. Used when talking about past events to provide information or entertainment. It focuses on the sequence of events. In general, it begins with an orientation. It provides the background information you need to understand the text, such as who is involved,

where it happened, and when it happened. Then, the recount unfolds as a series of events (ordered chronologically). At various stages, there may be some personal comments on what we call re- orientation.

The generic structure of recount text (Derewianka, 1990: 145):

1. **Orientation**

   The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer needs to give information about what happened, who or what is involved, when and where the events occurred, and why. An awareness of the audience and purpose will assist the author in selecting the amount of detail needed.

2. **Events**

   In a series of events, the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a „shopping list‟ of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. **Re-orientation (optional)**

   The final section concludes the recount by summarizing outcomes or results,

evaluating the topic's importance, or offering personal comments or opinions. It can also look to the future by speculating about what might happen next. But, not all of the recounts were closed by re-orientation. It is optional.

Furthermore, according to Wardiman et al. (2008:61), there are some generic structures for constructing a written recount. They are:

1) **Orientation**

It introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens.

2) **Event**

Events are where the researcher tells the characteristics of the events. It includes his/her feelings and what he/she does. It can be in chronological order (the order in which they happened).

3) **Reorientation**

Reorientation or personal comment is the evaluated remark, which is interspersed throughout the record of events, but it is optional.

In order to make the generic structure explanation clear, here is an example of the recount text and its language features:

<p align="center">*Travel on the Train for the First Time*</p>

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. . . I lived with my family in Cirebon during eighteen years So, I would live alone there and it was new experience for me. (Orientation)

I went to Yogyakarta by train, Before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fortunately, a

security guard helped me and gave me some directions to check-in. After

that, I entered the train and sat on a chair. (Event)

I listened to the song and I really enjoyed it when I was on the train. After 5

hours on the train, finally I arrived in Yogyakarta. I would start my new life

in Yogyakarta. I was really excited to start my new adventure to the new city.

(Reorientation)

(Source: http://britishcourse.com/recount-text-complete-explanation.php)

2.6 Feedback

a. Definition of Feedback

There are many definition of feedback. As quoted by Berewot (2001: 17), Gagne (1961) presents that feedback is the closing of a 'loop' in the learning process which serves to fix the learning result and make it permanently available.

It means that as students' already accomplish their learning, they need correction, criticism, or even appreciation from any other sources to assess their learning result. More to the point, Kauchack and Eggen (1989: 85) define that feedback is any information about current behavior that can be used to improve the future performance of the students. From those two definitions, it can be concluded that feedback is beneficial to be provided for students to improve their performance from what they have learnt.

b. Function of Feedback

Some scholars in writing (e.g., Leki, 1991 ; Raimes, 1983) believe that to give feedback is one of the important methods in helping the student writers improve their writing pieces. Further, Hendrikson (1979: 05) states the errors should be corrected because when students read over their written work, they generally are unable to identify many of their errors. Students need some guidance in recognizing deviant forms and structure in their work. If the errors are ignored the early stages, it will be more difficult to deal with them later on.

According to Radeki and Swales (1988) and Leki (1991), it is important for teachers to provide feedback since a research on student attitudes towards feedback has found that many students do want the errors in their writing to be corrected and may be frustrated if this does not happen. It can be concluded that many scholars and researchers agree that feedback is essential and has a positive effect on students' writing. Thus, feedback on writing can be selected as a means of helping students to makes revision and improve their writing skills.

c. Purpose of Feedback

According to Lewis (2002), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement. Further, Lewis has listed some of the research based purpose that has been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Written information about students' efforts are most helpful when the teacher provides the specific comments on students' errors or faulty strategies but balanced

this criticism with suggestion about how to improve as well as with the comments of the positive aspect of the work.

2.7 Teacher's Feedback

Both theoretically and practically, the goal of writing is for students to be able to put their ideas into meaningful written form. To achieve it, teachers must implement writing techniques in teaching writing process. It means that writing techniques must be able to help students improve their learning needs, especially in creating a good writing composition or paragraph. In general, certain techniques can be applied in teaching writing, especially in the process of writing or editing. As stated in the process of writing, both drafting and editing are the core stages in the writing process. Thus the researcher chooses the teacher's feedback as the technique in this research because this technique is one of some techniques that can be used in the drafting and editing stages (Brown, 1987).

the teacher's feedback also helps the students to fill in the gap between what the students understand at the moment and what is aimed to be finally understood (Hattie and Timperley, 2007). In general, teacher feedback refers to specific information that teachers provide to their students regarding the task of the learning process. It is true that teacher feedback plays an important role in student writing since it helps students identify their own strengths and weaknesses. Therefore, it will inspire students to know how to go about improving themselves and become effective writers.

Moreover, the main purpose of providing feedback on students' writing is to help them improve their quality of writing. Pushing further, as Ur (1996: 242) states,

in the context of teaching general, feedback is information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. It can be inferred that teacher feedback is feedback provided by teachers to guide students' mistakes in the writing process. In this case, feedback is a type of assessment that involves providing information about a student's writing performance. There are two kinds of teacher's feedback, namely direct and indirect feedback (Ferris, 2002: 19).

1). Teacher's Direct Feedback

Direct feedback is a technique of correcting students' errors by giving explicit written feedback (Ferris, 2002:19). It simply means that in the teacher's direct feedback, the students are provided the correct form of their errors or mistakes. Ferris (1999) predicted that direct corrective feedback could promote grammatical accuracy development, whereas, non-grammatical accuracy would benefit most from indirect corrections. The students will know what is wrong and how it should be written, but it does not give chance for them to think what the errors and mistakes are. For example, if a student writes *he play football with his friend*, the teacher should cross out *play* and write the word *plays* over it.

In this research, the researcher as the teacher used direct feedback proposed by Ellis (2009: 99). The forms of feedback proposed by Ellis are in the area on giving written feedback in the students' writing. The forms are crossing out an unnecessary word, phrase, or morpheme; inserting a missing word or morpheme, and writing the correct form near to the erroneous form.

2). Teacher's Indirect Feedback

Teacher's Indirect feedback is a technique of correcting students' error by using general comments and giving students the opportunity to fix errors themselves (Ferris, 2002:19). As for this type, the teacher underlines the errors or mistakes for the students and then the teacher writes the symbol above the targeted error or mistakes and the teacher gives the composition to the student to think what the error is as this symbol helps the student to think. For example, if a student writes *she watch TV,* the teacher should circle or underline *watch* and write VT (Verb Tense Agreement) above it.

In this type, there are two types of feedback coded indirect feedback and encoded indirect feedback. As for the first type 'coded indirect feedback', the teacher writes the symbol above the targeted error or mistake and the teacher gives the opportunity the student to think what the error is as this symbol helps the student to think. In the second type, the encoded indirect feedback, the teacher underlines or circles the error or the mistake without writing the correct answer or any symbols. In this research, the researcher as the teacher used coded indirect feedback to respond to students' errors by using symbols and codes that indicate the location and type of error. According to Olsher (1995) in Salma (2016: 34), there are symbols or codes that can be used to indicate an error in indirect feedback. To be more concrete, here is the example of the composition and the table which lists the symbols and its explanation, which can be seen below.

No	Symbol	Kind of Error
1	**C**	Capitalization
2	**P**	Punctuation
3	**Sp**	Spelling
4	**WF**	Word Formation
5	**S/V**	Subject-verb Agreement
6	**Vt**	Verb Tense Agreement
7	Φ	Delete
8	**WW**	Wrong Word
9	**WO**	**Wrong Order**
10	**^**	Add Something
11	**Pl/Sg**	Plural/Singular
12	**Conj**	Conjunction

(Adapted from Olsher, 1995)

2.8 Procedures of Teacher's Direct Feedback Technique in Teaching-Learning Writing

In teaching descriptive writing using teacher's direct feedback, a teacher should give attention to some steps. Those steps, which are stated by Blanchard and Root (2003), could be described as follows:

1). Pre-writing

a. The students are asked about their past experiences, for example, "Did you remember about your last holiday*?*", " What did you do in your last holiday?.", "Did you go to some places od just chilling at your home?".

b. The teacher gives the explanation about the correlation between those questions and the material they have learned. It is about the recount text writing.

c. The teacher gives an example of the recount text writing.

d. The teacher explains about the generic structure and language features of the writing composition.

2). Writing

a. The students are asked to write a recount writing based on picture which is given by the teacher.

b. The students are asked to submit their first draft to be corrected by the teacher and given feedback (teacher's direct feedback).

c. In the next meeting, the students review about the teacher's direct feedback and inform that their drafts had been given this feedback.

3). Re-writing

a. The students' first drafts are distributed.

    b. The students are asked to review their own draft to check five aspects o f writing based on the feedback given by the teacher.

    c. The students are asked to revise their draft based on feedback given on it.

    d. The students are asked to submit their second drafts.

2.9 Advantages and Disadvantages of Teacher's Direct Feedback

A teacher's direct feedback is considered as alternative strategy to teach writing because it has many advantages. The advantages of using direct written corrective feedback can be described as follows:

1. The direct feedback is easy to correct and reduces the time for students to rewrite their drafts.
2. The direct feedback is suitable for low-level English learners as it provides clear guidance to the learner.

On the contrary, the direct feedback has disadvantages that should be considered as follows:

1. The teacher should give a clear explanation about grammatical errors, so students candeepen their English knowledge.
2. The teacher may misinterpret the student's meaning, and students may expressconfusion and dissatisfaction with the teacher's feedback.

Those are the advantages and disadvantages using teacher's direct feedback technique. Since, the direct written corrective feedback have some disadvantages in teaching writing so the teacher must be careful in giving explanations when applying direct written feedback in student writing and must be careful in

interpreting the forms of errors in student writing so that students can clearly understand the feedback given by the teacher.

2.10   Theoretical Assumption

Direct written corrective feedback is an effective technique to use in teaching writing such as recount text because direct feedback can provide opportunities for students to find out the errors they wrote both lexically and structurally. Therefore, it can allow students to revise their mistakes.

Based on the direct corrective feedback explanation, the researcher believes that there is an increase in students' writing recount text. By using direct corrective feedback, students will know the mistakes in writing recount text. This will help them to generate the text; write their ideas into a text that is lexically and structurally correct. The researcher also assumes that direct corrective feedback would help students to improve their writing ability.

2.11 Hypotheses

Based on the theoretical assumption above, the researcher formulated the following hypotheses:

1. There is a significant improvement in students' writing achievement in recount text after they have been taught by implementing direct written corrective feedback.
2. Language use is the aspect of writing which improves the most after the implementation of direct feedback written corrective feedback.

All the above are what this chapter covers, such as theories of writing, aspects of writing, teaching writing, text, recount text, written corrective feedback, the purpose of written corrective feedback, direct corrective feedback, theoretical assumption, and hypothesis.

III.   RESEARCH METHODS

This chapter discusses the research design, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, hypothesis testing, and schedule of the research.

3.1 Research Design

This research was an experimental study that was intended to see the students' recount writing improvement after the implementation of direct written corrective feedback. The research design was one group pretest-posttest design because the researcher used only one class. The design was used to compare the students' writing ability elicited through a pretest and a posttest which both of those have the form of essay writing texts after treatments were given. According to Setiyadi (2018: 133), the research design is represented as follows:

T1 X T2

Notes:

T1 refers to the pretest that was given before the researcher teaches through direct corrective feedback in order to measure the students' competencies before they were given the treatment.

T2 refers to the post-test that was given after implementing direct corrective feedback and to measure how far the students improve after they got the treatment.

X refers to the treatments given by the researcher through direct corrective

feedback to improve students' writing

3.2 Population and Sample

The population of this research was the second-grade students in the second semester of SMPN 38 Bandar Lampung in the academic year of 2021/2022. There were ten classes. For the sample of this research, the researcher took one class as the experimental class, it was class VIII A that consists of 29 students which was chosen by using a lottery technique. There were four classes written on pieces of paper and the researcher took one out of four so that all the second-year classes in the school got the same chance to be the sample.

3.3 Data Collecting Technique

This research aims to gain data on the students' recount writing ability scores before the treatment and after the treatment. The data will be gained from:

1) Pretest

   The pretest was conducted to get data about how far the basic quality of students' writing achievement was before the students were given the treatment. The pretest was a writing test. The students were asked to create a short recount text about past experiences. For the test writing, the researcher asked the students to create a short paragraph focused on content paragraphs, especially in generic structure which consists of orientation, events, and reorientation. It was conducted in 60 minutes.

2) Posttest

   The post-test aimed to know the increase in students' writing achievement after the students getting treatment and to know the result of the treatment

whether it is effective or not. The test had the same form as the pretest in which the students created a short recount text about the experience and focused on content paragraphs, especially in generic structure and language features of recount text. It was conducted in 80 minutes.

3.4 Research Procedures

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

1. Selecting materials for treatment

   The materials were based on the 2013 Curriculum for the eighth-grade students in Junior High School, which was the curriculum used by the school. The material covered the goal of teaching recount text as the target of the ability.

2. Determining the population and selecting the sample

   In this stage, the researcher chosen SMPN 38 Bandar Lampung as the population of this research. The researcher took one class that was used in this research as the sample; it was VIII A as an experimental class.

3. Administering a pretest

   The pretest was conducted to measure students' preliminary ability before treatments. Here, the students in the experimental class was assigned to write a recount text. The students were given the topic and the time allocation is 60 minutes.

4. Conducting treatments

   After the researcher gave the pretest to the students, the experimental class was given treatments by applying direct written corrective feedback. Each treatment was be conducted in 80 minutes; it was based on the time allocation in the

syllabus of the second grade of SMPN 38. The treatment was conducted in four meetings. In those four meetings, the students were guided to write a recount text. The teacher provided direct written corrective on each worksheet that has been completed by students in the pre-test and each meeting, then at the next meeting in the post-activity students were asked to revise the worksheets of the previous meeting which have been given feedback by the teacher. After the treatments had been applied, the posttest was given to the students to evaluate their ability in writing a recount text after the implementation of direct written corrective feedback.

5. Administering a posttest

    In order to see the improvement of a student's writing achievement, the posttest was conducted in the experimental class after applying the treatments. The test was in the form of writing. The students were asked to develop their recount text writing. The posttest was conducted in 80 minutes.

6. Analyzing the test result (pretest and posttest)

    After scoring the pretest and posttest, the researcher analyzed the data by using the SPSS software program. It was to find out the means of the pretest and the posttest and how significant the improvement was.

There were five aspects to be tested for evaluating the students' writing results: content, organization, vocabulary, language use, and mechanics. In evaluating the students' writing scores the researcher analyzed the result of students' text writing to confirm that the treatment had given an impact on the students' achievement. The criteria of the scoring system were based on the rating sheet from Jacob et al (1981) because it provided a well-defined standard. Jacobs' scoring rubric

determines the assessment on five criteria, namely content (30%), organization (20%), vocabulary (20%), use of language (25%), and mechanics (5%). Jacobs' scoring rubric has the same criteria in each aspect, namely excellent to very good, good to average, fair to poor, and very poor. For the rating score, each aspect has a different range of values, namely content (10-30), organization (9-20), vocabulary (9-20), use of language (5-25), and mechanics (1-5). The table of Jacobs' scoring rubric could be seen in appendix 4.

3.5 Instrument

Pre-tests and post-tests served as research tools. The pretest was conducted at the beginning of the meeting before the students were treated and the students took the posttest after the students were treated.

3.6 Validity

According to Hatch and Farhady (1982:281), there are two basic types of validity; content validity and construct validity. In order to measure whether the test has good validity, those two types of validity are analyzed. Content validity is the degree to which a test measures an intended content area. This research test had content validity because the test was made based on the course objectives in the syllabus of the second-grade students at SMPN 38 Bandar Lampung. The type of text was recount text. The topics were representative of the writing materials of curriculum 2013.

Five aspects of writing were things that would be measured by the researcher since

this research focused on writing. So, it could be said that the test had been covered with construct validity. It could be said that the instrument of this research was valid because it has construct and content validity.

3.7 Reliability

Hatch and Farhady (1982:243) establish that the reliability of a test could be defined as the extent to which a test produces consistent results when administered under similar conditions. If the test results were consistent, the test could be considered reliable. In order to ensure the reliability of the score and avoid the subjectivity of the research, the researcher used inter-rater reliability. Inter-rater reliability was used when the score on the test was independently estimated by two raters. In this case, the first rater was the researcher and the second was an English teacher in SMPN 38 Bandar Lampung. It was important to make sure that both raters used the same criteria for scoring. Hereby, the first and the second-rater used scoring criteria devised by Jacobs et al (1981: 90).

To measure how reliable the scoring was, this study used *Rank – order Correlation.* with the formula:

$$R = \frac{1 - 6\,(\sum d2)}{N.\,(n2 - 1)}$$

Notes:

R refers to the reliability of the test

N refers to the number of students

D refers to the difference in rank correlation (mean score from the pretest and the posttest)

1 – 6 refers to the constant number

After finding the coefficient between raters, the researcher then analyzed the coefficient of reliability with the standard of reliability, as follows:

Very low reliability   (ranges from 0.00 – 0.19)

Low reliability   (ranges from 0.20 – 0.39)

Average reliability   (ranges from 0.40 – 0.59)

High reliability   (ranges from 0.60 – 0.79)

Very high reliability   (ranges from 0.80 – 0.100)

Based on the standard of reliability above, it can be concluded that writing tests are considered reliable if the tests reach the minimum range of 0.60-0.79 (high reliability) (Arikunto, 1998: 260).

After calculating the result of students' recount writing, the data were calculated by the researcher by using formula above (see appendices 9 and 10). The result of the reliability could be seen in the following table:

Table 3.2.The result of reliability

	Pre Test	Post Test
Reliability	0.97	0.96

3.8 Data Analysis

The data in this research were in the form of scores. In order to get the results of this research, the data were analyzed by using some steps as follows:

1. Scoring the students' writing worksheets of the pre-test and the post-test.

2. Finding the mean of the pre-test and post-test by using this formula:

$$Md = \frac{\sum d}{N}$$

Md refers to mean

$\sum d$ refers to the total score of students N refers to the number of students

3. Concluding to answer the first research question. The conclusion was developed from the result of statistical computerization that was repeated measure T-test in SPSS.

4. And to answer the second research question, the researcher analyzed the gain score made by students on each aspect of writing.

   - Finding the means of each writing aspect both in pretest and posttest.

   - Analyzing the significant improvement of each aspect of writing by comparing the means of the pretest and posttest.

- Computing the data to SPSS.

- Drawing conclusion by comparing the *N-gain score* of each writing aspect.

All the above are what this chapter contains, such as research design, population and sample, data collecting technique, research procedures, instrument, validity, reliability, and data analysis.

V. CONCLUSION AND SUGGESTIONS

This chapter offers the conclusion of the research findings and suggestions for English teachers who are willing to teach writing achievement as well as for further researches in the same area.

5.1 Conclusion

Based on the results of the research that has been discussed in the previous chapter, the researcher concludes the findings in this study as follows:

On the whole, there is an improvement of students' writing achievement after they have been taught by using the teacher's direct corrective feedback. It can be seen from the computation which shows that the significance value is 0.000. It means that H0 is rejected and H1 is accepted since 0.00<0.05. It was proved by the increase of the students' mean score in the posttest which was higher than in the pretest. The students' mean score was 60.91 and the mean score in the posttest was 76.39. Obviously, the gain was 15.48 points.

Specifically, the results of this research reveal that all aspects of writing improved in implementing direct written corrective feedback. However, language use was the aspect of writing that is mostly improved by teacher's feedback technique. The data reveal that all of the writing aspects increase, particularly in the language use. The mean of this aspect inclines from 14.1 in the pre-test to 3,53 in the post-test with the gain of 4,83. It is because most of the students were able to use appropriate tenses and structure in their writing.

5.2 Suggestions

Based on the conclusions that have been presented, the researcher proposes several suggestions that could be considered in teaching writing achievement.

5.2.1   Suggestions for English Teacher

1.   Teaching writing is not an easy work since lots of students think that writing is the most difficult skill to be learned. Consequently, teachers will face many obstacles during the teaching and learning process. Therefore, they should be clever in choosing the appropriate techniques that can both change the students' attitude towards writing and improve the students' writing skill. One of the ways they can use is through the teacher's direct corrective feedback. Teachers should also give the simple examples of good writing to students as the model they can imitate.

5.2.2   Suggestions for Further Researchers

1.   It is suggested that further researchers could investigate the effect of direct written feedback on in other kinds of writing composition, such as procedure, descriptive, or hortatory exposition writing.

2.   Even though there is an increase, the students' writing results still contain errors. Therefore, the researcher suggests for future research to explore the difficulties experienced by students in writing using direct written feedback as the technique.

3.   This research was conducted by using direct written corrective techniques in junior high school. Thus, further researcher can conduct

this technique for different levels of students; i.e. for senior high school or university level.

Those are the conclusions of this study. In addition, those are the suggestions for both English teachers and further researchers by implementing direct written corrective feedback techniques.

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