

THE USE OF INDIRECT CORRECTIVE FEEDBACK TO IMPROVE STUDENTS' WRITING ABILITY IN THE X GRADE STUDENTS OF SMK NURU HUDA MANGUNSARI LUMAJANG IN THE 2017/2018 ACADEMIC

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Abstracts

The purpose of this research is to know the improvement of teaching writing ability by using indirect corrective feedback at SMK Nurul Huda Mangunsari in the 2017/2018 Academic Year. The method of this research is classroom action research(CAR)which was done in two cycle that consisted of planning of action, implementing of action, observing of action and reflecting of the action in each cycle. The subject of this research is in tenth grade students of SMK Nurul Huda Mangunsari with 25 students. The research instruments used writing test and observation field note. Based on the result of data which was students' improve the writing ability. The research was done in two cycles. The second cycle is better than the first cycle.

Keywords: writing ability, indirect corrective feedback

Tujuan penelitian ini untuk mengetahui perbaikan mengajar tentang kemampuan menulis dengan menggunakan indirect corrective feedback di SMK Nurul Huda Mangunsari pada tahun 2017/2018. Metode pada penelitian ini menggunakan tindakan kelas yang mana telah selesai pada dua siklus yang terisi dengan rencana, mengimplementasikan, observasi dan refleksi pada setiap siklus. Subjek pada penelitian ini yaitu siswa kelas sepuluh di SMK Nurul Huda Mangunsari dengan 25 siswa. Dan instrumen pada penelitian ini menggunakan tes menulis dan observasi field note. Menurut hasil data yang telah di dapatkan yang mana siswa memperbaiki kemampuan menulis. Pada penelitian ini telah selesai pada siklus ke dua. Siklus kedua lebih baik dari siklus pertama.

Kata Kunci: kemampuan menulis, indirect corrective feedback

Introduction

Writing ability is an activity to express the idea in written form. Writing is the most difficult skill to learn by many people especially students. Writing is skill which is difficult skill to undertad by learner. It means that writing is difficult skill for learners to develop their idea on written form because it is not easy to express when she/he writes, the

writers have to practice in making good sentences that can be understood by reader(Richards and Renandya 2003:3030). According to Nunan(2003) in Samad a.al(2016:134) writing is the process to express the idea and opinion when writing paragraph and statement.

There are many kind of text type that has to be mastered by students especially on vocational high school. Kinds of text are

recount text, descriptive text at.al. This research is about descriptive text to improve students writing ability. According to Fardani (2005:40) said that descriptive text is a text which its topic sentences is develop by description basically employs sentences describing person, place or thing.

Based on preliminary study and observation at SMK Nurul Huda Mangunsari Lumajang, it was found that the tenth grade of SMK Nurul Huda Mangunsari has low writing ability.it was proven that only 46% score of 25 students' ≥ 75 which was the minimum score for all English skills set by English teacher. This score is based on the score of general English from English teacher. The tenth grade of students at SMK Nurul Huda has many mistakes on vocabularies, organization and also when write sentences by using grammatical well.

Based on the preliminary study above, there is technique to solve the problem at SMK Nurul Huda Mangunsari which is indirect corrective feedback technique helped the students writing ability. According Ferris and Robert (2001) in Khatib at.al (2014:32) indirect corrective feedback is teacher give mark and code in wrong sentences of students writing. . In other words, Lee(2014) in Samad at.al (2016: 135) indirect feedback refers the situations when the teacher marks the errors that have been made but the teacher does no write the correct form so that the learners diagnose and correct the error by themselves.

Indirect corrective feedback has some types on writing. Feedback on written work suggests by Harmer (2003: 109) the way we gave feedback on writing depended on the kind of writing task the students have undertaken, and effect we wish to create. Its means that the teacher gives feedback on written students depend on the text what is the students made.

Indirect corrective feedback has two techniques. First is responding: according to Harmer (2003:110) one way of considering feedback is to think of it as “responding” to students’ work rather than assessing or evaluating what they have done. Second technique is Coded feedback makes correction much neater due to the simple and systematical codes. In other hand by Harmer (2003:111) Some teachers use codes, and then they put these codes either in the body of the writing itself, or in a corresponding margin.

Research Method

This research is conducted with classroom action research (CAR) to improve students writing ability. According to Arikunto, 2010:130) Classroom Action Research itself is a research conducted by teacher to an activity that is intentionally planned, applied in a class and accurately observed the result. It means that classroom action research is conducted by teacher which has the activity been planned before and applied in class to get the result On the other hand Ary (2006: 514) Classroom Action

Research (CAR) is a process to improve education by incorporating change and involves educators working together to improve their own practice. It means that classroom action research is the process to improve education's students with involves educators working by themselves.

Based on the explanations above, it can be concluded that classroom action research is one of the strategies which can improve and increase the practice of learning teaching learning process. It can be achieved by doing reflection in order to diagnose condition and try it systematically as an alternative way to solve the problems which can give contribution to other teachers and students.

In improving the students' writing ability the researcher used action research which consists of four steps, they are as follow: (1) the planning of the action, (2) the implementation of the action, (3) observation of the action and (4) reflection of the action. The subject of this Classroom Action Research is the tenth grade students at SMK Nurul Huda Mangunsari Lumajang.

The criteria of success are used to find out whether the goal of the action is achieved. This research is supposed to be successful if the average score is ≥ 70 . The target minimum of writing competence is 70. However, if the requirement above could not be achieved in Cycle I, the action will be continued to Cycle 2. The research instrument used in this study are writing test and observation field note. writing is used to

collect the data. According to Arikunto (2010: 150) test is a set of question, exercise or other instruments which are used to measure skill, knowledge by the individual person or group. Writing test is used as media for students to get the information about student's writing ability after indirect corrective given on student's writing.

In addition, Hughes (2003:100) analytic method is a method of scoring, which requires a separate score for each aspect of writing skill. Analytic method was used because it provides feedback to the students on specific aspects of their writing, so the teacher has to know in what aspects his or her students have strengths and weaknesses. Observation is used to record the activities in learning process in the class. The researcher use field notes to write down the activities during the teaching and learning process. According to Ary (2010:435) that the researcher may make brief notes during the observation but then later expands his or her account of observation as field notes. Observation is focused on the indicators of the students' activities in teaching learning process of writing by indirect corrective feedback. The data will concern with the implementation of indirect corrective feedback techniques to teach SMK Nurul Huda Mangunsari Lumajang. The observation field note would be focused on the teacher and students' activities.

Result and Discussion

From the result writing test showed which is from 25 students only got score of students' writing test was 64 ($64 \leq 70$) in cycle 1. Students got a problem on writing test such as: (1) students still confused about descriptive text. (2) Students difficult to arrange the sentences by using grammatical well. (3) most of them did not bring dictionary. (4) Students still confused about organization and content. It can be concluded that cycle 1 was not successful. The data showed which is the students still confused to understand the material about descriptive text. From the reasons above, the action in the first cycle needs to be improved by giving more practice and clearly explaining. Beside that, the researcher planned some different activities between cycle 1 and cycle 2. In cycle 2 the researcher gave explanation more about descriptive text and asked the students to bring dictionary every learning teaching English. And the researcher also gave explanations about the symbol of indirect corrective feedback with practicing to correct the sentences which is given symbol by reseacher.

According to Fastha (2016: 110) indirect written corrective feedback requires the teacher only to mark without giving the correct form. In addition, Hyland (2003:178) which is

many students see their teacher feedback as crucial to their improvement as writer. It means that giving feedback from the teacher; the students can recognize and then revise their writing. They also will aware to make same error in further writing. In addition, another success of indirect written corrective feedback was stated by Ferris (2011) in Fastha (2016:110) indirect written corrective feedback does not force the students to reflective and analytical about their errors. It means that in indirect corrective feedback does not force the students to think and analysis their error on their writing. The researcher asks the students is required for leaning the process about their writing which is beneficial for leaning in their long life.

In cycle 2 the students' writing ability was improved. The mean score of the students' writing ability was 71.44, with 25 students got ≥ 70 and 5 students got ≤ 70 . The students had been achieved the minimum score of writing ability. It means that indirect corrective feedback technique is able to improve the students' writing ability.

By considering the result above, it could be said that indirect corrective feedback technique can improve students' writing

ability in descriptive text. The result of the action research in cycle 2 had verified by action hypothesis that the use of indirect corrective feedback can improve the tenth grade of descriptive text in writing ability at SMK Nurul Huda Mangunsari in the academic year 2017/2018.

Conclusion

Based on the result of improving students' writing ability by using indirect corrective feedback technique which were done in cycle 1 and cycle 2, the use of indirect corrective feedback technique could improve the tenth grade students' writing ability of SMK Nurul Huda Mangunsari in 2017/2018 academic year by giving the students symbol of indirect corrective feedback and asking the students to write descriptive text based on the themes that students choose it. The improvement can be seen from the students' writing test. And the suggestion which is considering the results of the research, some suggestions are given to the English teacher, the students and the other researcher. (1) for the English teacher Indirect corrective feedback technique can improve the students'

writing ability, so the English teacher suggested for applying this technique when teaching writing in the classroom. With indirect corrective feedback technique, the teacher will know the students weakness on their writing.(2) for the students Indirect corrective feedback is good technique. The students are able to motivate to learn English and from the error that has been made. The students will know their weakness and try to reduce their errors, so they will have good skill in writing.(3) Other researcher which is the implementation of indirect corrective feedback technique has improved the students' writing ability at tenth grade of SMK Nurul Huda Mangunsari. The researcher can use the same technique to make better students writing.

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