

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The research problem that would like to be answered in this research are, 1) How is the effectiveness of direct corrective feedback in improving students' writing ability on descriptive text?, and 2) How is students' response toward the use of direct corrective feedback in writing descriptive text? In order to answer the first research problem, the researcher provided the results of pre-test and post-test and then calculated them using *Gain Score* to find out how effective they are. To answer the second research problem, the researcher provided the result of questionnaire in percentage form and also displayed the interview transcripts with some students about using direct corrective feedback to their descriptive text product.

1. The Effectiveness of Using Direct Corrective Feedback to Improve Students' Writing Ability

In this part, the researcher will display the collected data from pre-test, treatments and also the post-test to find the answer of first research problem that the researcher want to know how the role of direct corrective feedback can improve students' writing ability especially on descriptive text.

a. Pre-Test Result

The X-3 class was given pretest by making a descriptive text. The topic of pretest was about their friend. As the researcher explain in chapter III, the total of the students in this class were 24. However, this pretest is just followed by 19 students in the class since 3 students were outside the class because has a vocal group training from the school for a competition and 2 students were sick. The researcher kept ask these 5 students to make a descriptive text in their homes for the creation of valid data in the end of research. The pretest was held on September 14th 2017. The pretest score is provided in the table below.

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a	No	Score	Frequency	Percentage (%)	Category
b	1	80 – 100	1	4.17	Very Good
l	2	66 - <80	1	4.17	Good
e	3	56 - <66	4	16.67	Fair
	4	46 - <56	4	16.67	Low
4	5	0 - <46	14	58.33	Very Low
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1. Pre-Test Score

Based on the table, it shows that only 1 student got the highest score in pre-test that is 83.8 by student 1 (see appendix 9) which are divided in

score of Content is 4, Organization is 3, Grammar is 4, Vocabulary is 3, and Mechanics is 2 (rubric by Brown: 2007). While the lowest score is 25 by student 19 which are divided in score of Content is 1, Organization is 1, Grammar is 1, Vocabulary is 1, and Mechanics is 1. Then the accumulated score of all students is 1075.4

To know the mean score of pre-test result, the researcher used formula as follow (Murdan, 2012 : 164).

$$\begin{aligned}
 M &= \frac{\Sigma X}{N} \\
 &= \frac{1075.4}{24} \\
 &= 44.81
 \end{aligned}$$

According to the calculation above, the pre-test mean score is 44.81

b. Treatments

1) Treatment 1

After the pre-test applied to the students, then the researcher started to treat them in the next English subject with direct corrective feedback. The first treatment was conducted on Saturday, September 16th 2017.

a. Pre-writing activities

The researcher started the lesson with greeting, checking attendance, spoke to students and gave the instruction about topic and what they will learn that day.

b. While-writing activities

This teaching learning process was only 45 minutes. Because of it, the researcher only give little explanation about descriptive paragraph. In this teaching learning process, the researcher still used people (describing one of family members) as the object of descriptive paragraph.

After get explanation, the students asked to make a descriptive paragraph about family members. The researcher gave them a paper that he brought from home.

While doing the assignment, the researcher looked around the class and asked them whether they have difficulties. Mostly, the students still felt difficult when making a sentence so the researcher try to help. The researcher directly corrected the mistake of students work on the paper or pointing the mistakes. After get the correction, most of students started to understand what they have to write.

c. Post-writing activities

The condition in the class was quiet interesting, but some students make a noise and walk around to see their friends writing so the researcher told them to ask the researcher when they have difficulties.

After finishing their writing, they were asked to collect it to the researcher and the researcher gave explanation about next meeting. At the end, the researcher closed the lesson and greets them.

2) Treatment 2

a. Pre-writing activities

Based on teaching learning process done by the researcher on September 18th 2017, the researcher began with greeting and checking their attendance. First, the researcher gave the result of their writing on first meeting and asked the students to look up on the correction and asked them to understand it. Then the researcher gave some interesting questions to the students related to the topic that would be discussed. The aim of this activity is to attract the students' attention. Then the researcher told the students about the topic they were going to learn and the objectives of the lesson. The topic was about describing animals.

b. While-writing activities

The researcher explained about describing animals. Different from describing people, the researcher used a picture to help their imagination. Starts from write the physical appearance category in the whiteboard such as body, feather, skin, etc. The researcher didn't use the presentation because lack of LCD Projector. The students were enthusiastic with the explanation. Some students ask the meaning of vocabulary that the researcher wrote.

After gave explanation, then the researcher wrote an example of describing animals on the whiteboard and asked them to write it down on their book notes.

After the students finish writing the example, then they were asked to make 5 groups to do the assignment. The researcher wanted to make different situation with work in group and because of their difficulties the researcher found in the first meeting. After 5 groups were built, then the researcher asked each group to pick one animal picture to describe and they started to write. While do the assignment, the researcher implemented direct corrective feedback with appointed the error they have made directly on their paper. They felt so helped with it. When they have finished, they were asked to collect their writing to the researcher.

c. Post-writing Activities

The researcher asked them whether they had clear about describing animal or not. They are quiet interested with the material that day. At the end, the researcher closed the lesson and greeted them.

3) Treatment 3

a. Pre-writing activities

Based on the teaching and learning process done by the researcher on September 23rd 2017, the researcher began with greeting and checking their attendance. First, the researcher gave the result of their writing on second

meeting and asked the students to look up on the correction and asked them to understand it.

b. While-writing Activity

In this third meeting, the researcher gave the students material about describing things. Because only 45 minutes, the researcher just gave an example on the whiteboard and asked them to write it down on their book. After they finish, the researcher asked them to make groups as in the previous meeting and gave each groups a picture of things and asked them to make a description about it.

In this assignment, the researcher found that the students began to not repeat their common error in writing description. The researcher just corrected and cross their error mostly in word diction. After finished, they collected it to the researcher.

c. Post-writing Activities

The researcher found the class situation were enthusiastic and the students were active when doing the assignment although some students still make a noisy. Before close the lesson, the researcher told them to learn how to make a good sentences and word diction at home. The researcher close the lesson by greeted them and out of the classroom.

4) Treatment 4

a. Pre-writing Activity

Based on the teaching and learning process done by the researcher on September 25th 2017, the researcher began with greeting and checking their attendance. First, the researcher gave the result of their writing on third meeting and asked the students to look up on the correction and asked them to understand it.

b. While-writing Activity

After checking the attendance, then the researcher told the students the lesson that day. The researcher gave questions about their selves. Some students answered their physical appearance and their character. The topic of fourth treatment was description about ourselves. The researcher asked them whether they remembered how to describe people or not. Then the researcher re explain a little about describing people. Most of them still remembered it. Because of that, the researcher directly asked them to make a descriptive paragraph about their selves. After the researcher gave the paper to them, they started to make the text.

Just like the third meeting, when the researcher looked around, they just made a few error on the text, only in word diction they still had difficulties. While the students do their assignment, the researcher told them to enrich their vocabulary to ease in word diction in making a sentence. After about 30 minutes, they had finished the assignment and collected it to the researcher.

c. Post-writing Activity

After the students collect their writing, the researcher told that this was the last treatment and in the next meeting, they had to do the post-test so the researcher told that they must be study seriously. The bell rang and the researcher close the lesson by greeting them.

c. Post-Test Result

Post-test was held to X-3 class of SMA Korpri Banjarmasin on Thursday, September 28th 2017 at 10 o'clock. There were 23 students who participated in this post-test since 1 student were sick. Same as the pre-test, the researcher also asked 1 student who were sick to make a descriptive text.

In the post-test, the researcher gave 4 public figure pictures for the topic. These public figures were Joko Widodo, Barrack Obama, Cristiano Ronaldo and Lionel Messi. The details of post-test result look at the table below.

Table 4.2. Post-Test Score

No	Score	Frequency	Percentage (%)	Category
1	80 – 100	7	29.17	Very Good
2	66 - <80	13	54.17	Good
3	56 - <66	4	16.67	Fair
4	46 - <56	0	0	Low
5	0 - <46	0	0	Very Low

The highest score in post-test is 92.5 by student 1 which are divided in score of Content is 4, Organization is 4, Grammar is 4, Vocabulary is 3, and Mechanics is 3. While the lowest score is 57.5 by student 20 which are divided in score of Content is 2, Organization is 2, Grammar is 2, Vocabulary is 3, and Mechanics is 3 (see appendix 10). Then the accumulated score of all students is 1790.7

Here are the display data of mean score in post-test result.

$$\begin{aligned}
 M &= \frac{\Sigma X}{N} \\
 &= \frac{1790.7}{24} \\
 &= 74.61
 \end{aligned}$$

So, the post-test mean is 74.61

From the data above, it can be seen that the students' mean score in pre-test is 44.81 that classified into very low category and the mean score in post-test is 74.61 that classified into good category. It means that students' achievement have increased 29.8 points.

d. Calculation Result Using *Gain Score*

To calculate the gain score, the researcher uses formula as follows:

$$\text{Gain score} : \langle g \rangle = \frac{x_{\text{post}} - x_{\text{pre}}}{G_{\text{max}} - x_{\text{pre}}}$$

$$= \frac{74.61 - 44.81}{100 - 44.81}$$

$$= \mathbf{0.54}$$

Table 4.3. The results of calculation using Gain Score

Class	Mean	<i>Gain Score</i>	Category
Pre-Test	44.808	0.54	Fair
Post-Test	74.613		

From the results obtained *Gain Score* 0.54. As we can see that the score of post-test was increased than the score of pre-test. Then it can be inferred that direct corrective feedback is fair effective in improving students' descriptive text.

2. Students' Response Toward Using of Direct Corrective Feedback

a. Questionnaire and Interview

The researcher uses questionnaire to know how the students' response toward the use of direct corrective feedback in their descriptive text writing. For that reason, the students were given a question form with 18 questions and reinforced with the interview for some students as the representation of all students.

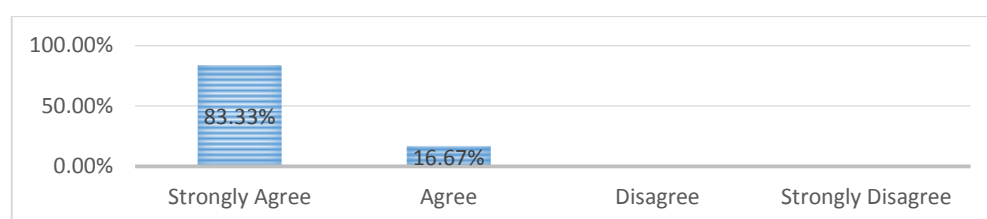
Table 4.4. The Raw Data of Questionnaire

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I prefer get feedback in writing descriptive texts to find out my shortcomings and advantages than just getting a score	(20) 83.33%	(4) 16.67%		
2	Feedback given by my teacher in writing descriptive text is objective	(11) 45.83%	(12) 50%	(1) 4.17%	
3	Feedback given by my teacher in writing descriptive text is clear	(13) 54.17%	(10) 41.67%	(1) 4.17%	
4	I understand the purpose of the feedback given by my teacher	(11) 45.83%	(8) 33.33%	(5) 20.83%	
5	I learned the use of sentence structure from the feedback my teacher delivered in writing descriptive text	(7) 29.17%	(11) 45.83%	(6) 25%	
6	I learned the use of a new vocabulary in the sentence of the feedback my teacher delivered	(7) 29.17%	(17) 70.83		
7	I always read the written corrections by the teacher	(13) 54.17%	(10) 41.67%	(1) 4.17%	
8	I would rather discuss my mistakes with the teacher while in class	(6) 25%	(12) 50%	(5) 20.83%	(1) 4.17%
9	The corrections given by the teacher helped me improve my writing descriptive text skills	(15) 62.5%	(7) 29.17%	(2) 8.33%	
10	I find it helpful to provide comments and suggestions about my use of English	(13) 54.17%	(10) 41.67%	(1) 4.17%	
11	The input my teacher gave me in writing motivated me to write better	(13) 54.17	(11) 45.83%		
12	After getting feedback in writing many times, I was able to correct my own writing when I made a mistake	(5) 20.83%	(18) 75%	(1) 4.17%	
13	I am happy when the teacher gives a direct written correction to my writing	(12) 50%	(10) 41.67%	(1) 4.17%	(1) 4.17%
14	I find it helpful in writing improvements when given the correct form of my error	(18) 75%	(6) 25%		

15	I understand better when my writing errors are corrected by being crossed out	(12) 50%	(11) 45.83	(1) 4.17%	
16	Adding and subtracting words in sentences makes me better understand the content of my writing	(8) 33.33%	(13) 54.17%	(3) 12.5%	
17	I prefer when teachers write corrections of my mistakes on paper	(13) 54.17	(10) 41.67%		(1) 4.17%
18	I feel that my writing skills are improved in this semester	(4) 16.67%	(17) 70.83%	(3) 12.5%	

The researcher will give the explanation about percentage result above with some transcripts of interview result with some students as the representation. The percentage of the students' responses by giving direct corrective feedback on their descriptive text can be seen in these following figures.

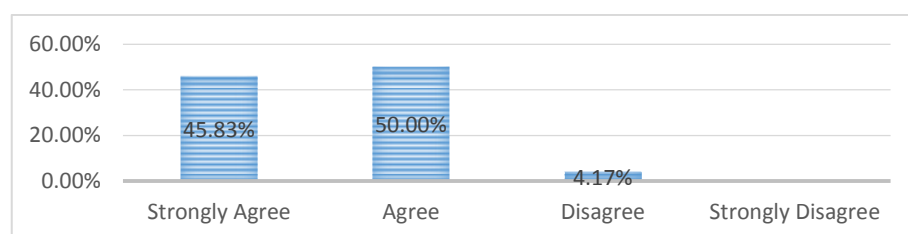
Figure 4.6 Chart of their feeling about getting corrective feedback



Based on the figure above, 20 students (83.33%) strongly agree, while 4 students (16.67%) felt agree that they like to receive direct corrective feedback rather than just given the score. They also expressed, “*kami merasa bahagia, karena biasanya tidak mendapat komentar. Apabila ada yang salah ya cuma dicoret (Annisa)* (we feel happy, because usually we

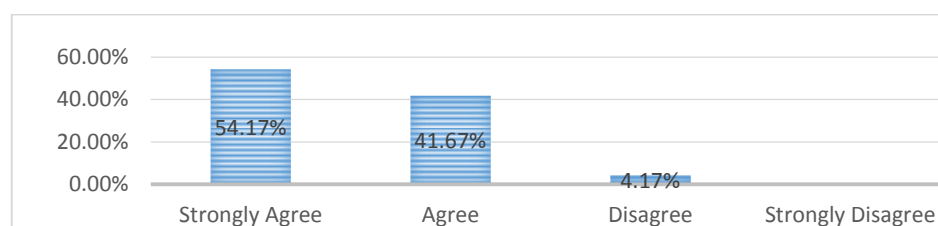
don't given any comments. If there is wrong, it just crossed)". This also in line with what Ferris and Roberts (2001) said that direct corrective feedback is probably better than indirect written corrective feedback with writers of low levels of language proficiency since it provides the learners with explicit guidance about how to correct their errors.

Figure 4.7 Chart showing that the researcher gives feedback objectively



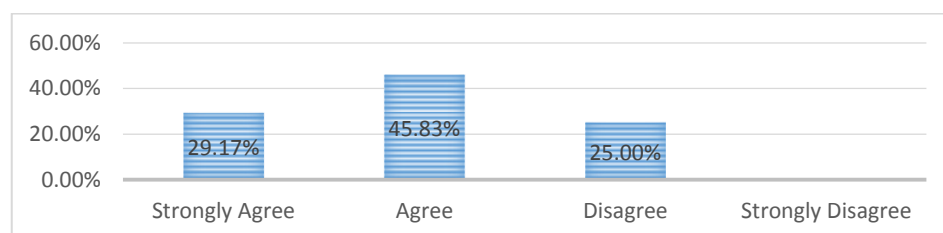
11 students (45.83%) choose strongly agree, 12 students (50%) agree and 1 student (4.17%) disagree. They expressed, "*apa adanya, pak. kalau salah ya salah dan jika benar ya dibenarkan dan juga jika salah langsung diperbaiki tanpa membedakan siapapun kami* (it is objective, sir. If it's wrong, then it's wrong and if it's right, it's right and if it's wrong it corrected directly without differentiate who we are)". The students don't feel differentiate in given direct corrective feedback and it shows that DCF is given objectively.

Figure 4.8 Chart showing that feedback given is clear



13 students (54.17%) choose strongly agree, 10 students (41.67%) choose agree and 1 student (4.17%) disagree with statement that feedback given was clear. They say, *“Saya kurang paham, pak (student 6) karena memakai bahasa inggris dan saya kesulitan untuk mengartikannya ke bahasa Indonesia dan sebaiknya koreksiannya itu juga pakai bahasa Indonesia, pak”* (I understood (student 4). I’m not, sir (student 6) because it used English and I feel difficult to translate it to Bahasa and it’s better when the correction also use Bahasa). As the student 6’s answer, the researcher must use Bahasa too in giving correction. Nevertheless, the other students add, *“tapi kalau seperti itu, kapan kita bisa belajar mengartikan bahasa inggrisnya?”* (but if it so, we won’t learn how to translate English to Bahasa). It can be concluded that the students felt clear with the DCF but still difficult to translate it.

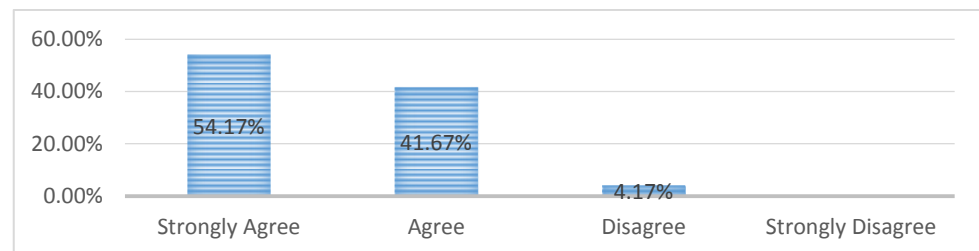
Figure 4.9 Chart of learn the sentence and new vocabulary of feedback



7 students (29.17%) strongly agree, 11 students (45.83%) choose agree and 6 students (25%) disagree with statement whether they learn the sentence from the feedback or not. They say, *“kadang kami juga mempelajari penggunaan kata dalam koreksian yang diberikan di kertas*

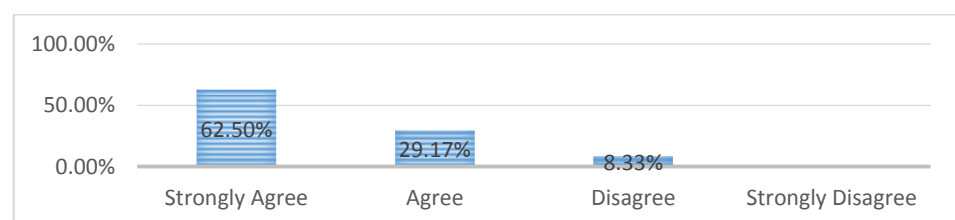
kami dan menambah kemampuan kami membuat kalimat serta memperkaya perbendaharaan kosakata” (Sometimes, we also learn about the structure of feedback because it also can improve our ability to make a good sentence and also enrich our vocabulary). It can be concluded that DCF also helpful to improves their setting the sentence.

Figure 4.10 Chart of always read the feedback



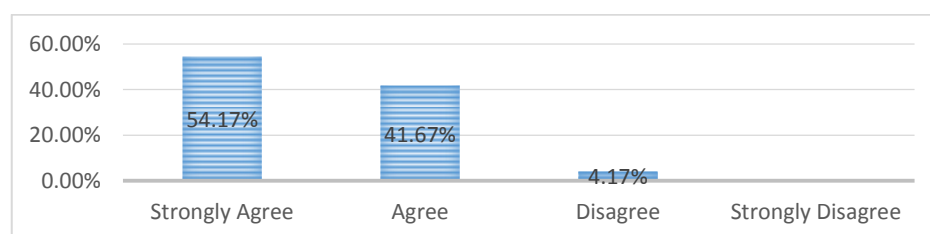
13 students (54.17%) choose strongly agree, 10 students (41.67%) agree and 1 student (4.17%) disagree that they always read the feedback given by the researcher. They say, “*kami selalu membaca koreksian agar kami tahu letak kesalahan kami dan kami bisa memperbaikinya*” (we always read the feedback in order to know where is the error and we could fix it). It clearly displayed that the students always read the feedback because it is helpful for them.

Figure 4.11 Chart of feedback improves their ability in making description



15 students (62.50%) choose strongly agree, 7 students (29.17%) agree and 2 students (8.33%) disagree that feedback can improve their ability in making descriptive text. *“sangat membantu karena kami tidak mengulangi kesalahan seperti itu lagi jadi kami tahu bagaimana bentuk yang benar”* (it is helpful because we won't repeat our error so we know how is the correct one). It means the students very helpful since they could identified their error and make it as guidance to make better writing in the next.

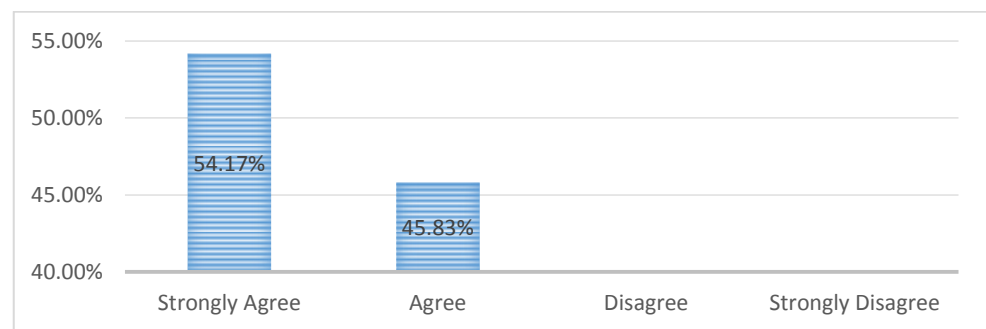
Figure 4.12 Chart of comments and suggestion is helpful



13 students (54.17%) choose strongly agree, 10 students (41.67%) agree and 1 student (4.17%) disagree with comments and suggestion is helpful for understanding their own writing. *“itu membantu kami. Misalkan ada yang kata yang tertinggal contohnya kata ‘is’ bisa tidak nyambung artinya. Dan juga supaya enak untuk dibaca dan diartikan”* (it is help us. When there is missing word for example ‘is’ then it doesn’t match with the translation. Also in order to easy to read and translating). Usually when the

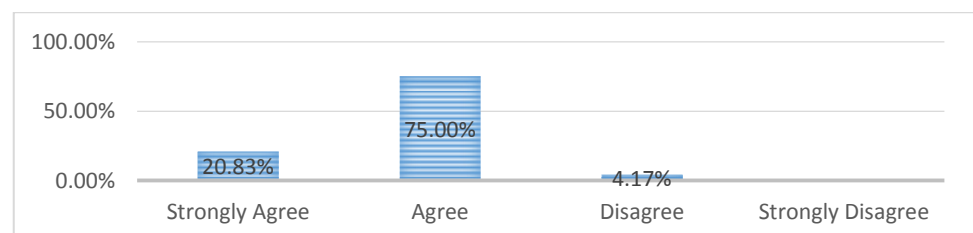
researcher ask about the translation of their own writing, they got confused because missing some words. So, with DCF it can help them to connect their sentence and easy to understand.

Figure 4.13 Chart of DCF motivates them to make better writing



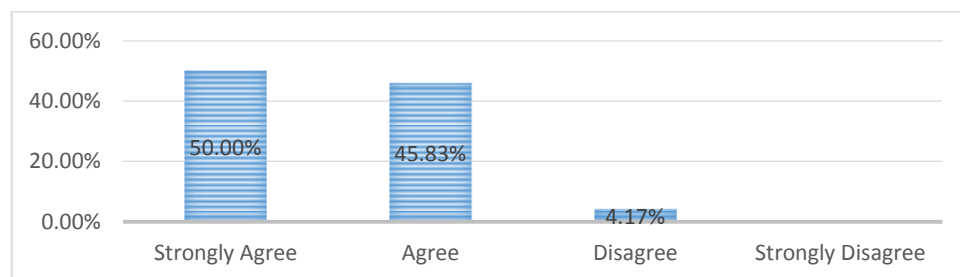
13 students (54.17%) strongly agree and 11 students (45.83%) agree with statement that feedback can motivate them to make better writing product in the future. “iya, kami termotivasi dan terpacu untuk ingin mengetahui apa arti dari koreksian tersebut sehingga nantinya kami bisa membuat yang lebih baik lagi” (yes, we are motivated and triggered to willingness to know means of the feedback so we can make better writing in the future). It explains clearly that DCF can motivate them to correct their own error so it is good to implemented.

Figure 4.14 Chart of students can correct error after get DCF



5 students (20.83%) strongly agree, 18 students (75%) agree and 1 student (4.17%) disagree that after given DCF many times, they could correct their error in process of writing descriptive text. *“kami mengikuti bentuk yang benar dari penulisan deskriptif sebelumnya sehingga saat kami menulis, kami bisa mengingat kesalahan dan tidak terulang lagi”* (we follow the correct form from writing descriptive before so when we write, we could remember the error and not repeat it again). From the transcript, we know that students already familiar with DCF given so it can be the hint to make better writing.

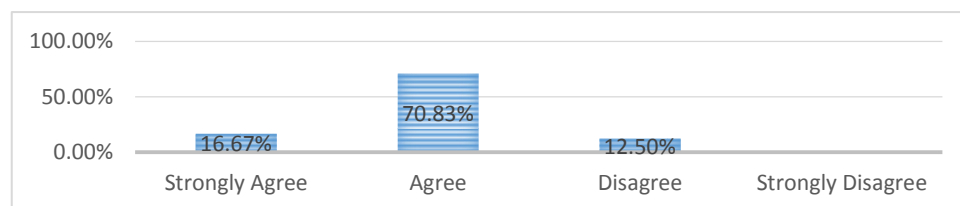
Figure 4.15 Chart of crossed word make them better to understand



12 students (50%) strongly agree, 11 students (45.83%) agree and 1 student (4.17%) disagree that they feel better understand when the error sentence or word is crossed and replaced with the correct ones. *“itu bisa meningkatkan kompetensi kami dalam hal memahami dan cara membuat kalimat yang benar”* (it can improve our competence in understanding and making a good set of sentences). With crossing and replacing the error word

or sentence, their awareness of error improved so they more understand where their error are.

Figure 4.16 Chart of their writing ability is improved this semester



4 students (16.67%) strongly agree, 17 students (70.83%) agree and 3 students (12.5%) disagree with statement that their writing ability is improved this semester. *“kami merasa cukup meningkat dalam hal menulis bahasa inggris namun masih belum merasa puas dengan apa yang sudah dicapai. Dan kami juga belajar memperbaiki dan tidak mengulangi kesalahan dalam menulis lagi”* (we feel improved enough in our English writing but we don’t satisfied yet with our achievement. We also learn to fix and not repeat the error in writing anymore). Giving direct corrective feedback also make them focused on their error so they could make better writing in the future.

In the last session of interview, the researcher also ask them to give critics and suggestion about giving direct corrective feedback. This is the transcript. *“selain menggunakan bahasa inggris, sebaiknya pemberian koreksian juga disertakan dengan bahasa Indonesia supaya kami cepat untuk memahaminya”* (besides using English, it’s better when you give the correction also included with Bahasa). From their suggestion, it can

concluded that they still feel difficult to translate the correction into Bahasa and it can be consideration for making a plan.

B. Discussion

After all data are displayed, then it must be analyzed based on the order of issues introduced earlier in this research. The discussion will be divided in two parts based on statement of problems in chapter I.

The researcher would discuss the result of the research in this part. The researcher was satisfied of the result as almost all the students showed improvement in their writing products. It indicated that applying direct corrective feedback from teacher can help them to improve their writing skill especially in descriptive text.

This research result is in line with the previous study written by Firdauzia (2016) entitled *Using Direct Written Corrective Feedback to*

Improve Eighth Grade Students' Spelling Accuracy, it was found that the students made fewer mistakes after receiving the direct written corrective feedback from the researcher.

The first problem statement is about the effectiveness of using direct corrective feedback in improving students' writing ability at tenth grade students of SMA Korpri Banjarmasin and the second is about the students' respond toward using direct corrective feedback in improving students' writing ability at tenth grade students of SMA Korpri Banjarmasin.

1. The Effectiveness of Direct Corrective Feedback

To know the improvement of students' writing ability, the researcher used pre-test and post-test result. According to the data the researcher provided in findings, it can be conclude that the researcher's direct corrective feedback improved the descriptive text writing since the error percentages decreased from treatment 1 until post-test.

Furthermore, students' writing in the post-test showed the most minimum error than in the previous treatment or in the pre-test. Each student did not make more than 5 errors. There were even some students who did not make any fundamental error in their writing after the students got direct corrective feedback equipped with comments and suggestions from the researcher.

The improvement could not only be seen from the score that students got but also from the behavior in the class during the implementation of the

researcher's direct corrective feedback. As stated by Ahmed (2012) that there are three main purposes of direct corrective feedback. The first one is to enable students to revise their own writing. The second is to assist students to acquire correct English. Then, the third is to provide learners to correct errors. In term of enabling the students to revise their writing, the researcher gave some minutes before the students submitting their writing.

Then, in term of assisting students to acquire correct English and provide learners to correct errors as stated by Ahmed (2012), the researcher gave direct corrective feedback by crossing the students' error and writing the correct form above the errors. The students looked happy to receive the correction. From the transcript of interview which could be seen in appendix 7, the students also stated that the use of direct corrective feedback made them happy. They said "*kami merasa bahagia, karena biasanya tidak mendapat komentar. Apabila ada yang salah ya cuma dicoret*" (we feel happy, because usually we don't given any comments. If there is wrong, it just crossed).

2. Students' Response Toward Direct Corrective Feedback

In line with statement number 1 in questionnaire, the students express their happiness in giving direct corrective feedback by the researcher. It also reinforced by one of students' statement in interview transcript that she feel happy when she got correction on her writing product.

Then, Bitchener and Knoch (2009) also stated that only direct corrective feedback provides the students with explicit information that is necessary for testing hypotheses about the target language. According to statement number 14 in questionnaire, 75% students choose 'very agree' with statement that direct corrective feedback is helpful to their writing task and the other choose 'agree'. It is represent that the students helped with direct corrective feedback which is the main purpose of giving the feedback to them.

The statement that 'the input my teacher gave me in writing motivated me to write better' got agree from 100% students. It is indicated that after given direct corrective feedback, they won't stop to write until they feel their writing was good. It is good for their selves because the motivation can improve their quality of writing.

Although direct corrective feedback has many advantages, but nonetheless there are still lacks. It can be seen from the result of interview that was done against some representative students. They stated that although direct corrective feedback give us many advantages, but we need more times to understand what the meaning of the comments and suggestions the researcher gave because it is in English. They also gave suggestion that it is better if the researcher also jotted down the meaning of comments and suggestion in Bahasa.

From the discussions presented by researcher above, the researcher tries to make it short. Although the effectiveness of direct corrective

feedback is only in fair category, but direct corrective feedback is the best feedback to given to the students because it could solving the problem of students' writing difficulties, motivated them, and also make them can revised their own descriptive text writing.