

**THE EFFECT OF CORRECTIVE FEEDBACKS USED BY THE
TEACHER TO THE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AND STUDENTS' PERCEPTION
TOWARDS THAT CORRECTIVE FEEDBACKS AT
MA PERSADA ULAKAN PADANG PARIAMAN**

THESIS



By

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*This thesis is submitted as partial fulfillment of the requirements
to obtain a degree in Master of Education*

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ABSTRAK

Asis Warni. 2019. Pengaruh Umpan Balik Korektif yang digunakan oleh Guru terhadap Kemampuan Siswa dalam Menulis Teks Deskriptif dan Persepsi Siswa Terhadap Umpan Balik Korektif Tersebut di MA Persada Ulakan, Padang Pariaman, Tesis. Pascasarjana Universitas Negeri Padang.

Tujuan melakukan penelitian ini adalah untuk mempelajari pengaruh umpan balik korektif yang diberikan oleh guru terhadap kemampuan siswa dalam menulis teks deskriptif dan persepsi siswa terhadap umpan balik korektif tersebut. Penelitian ini menggunakan desain penelitian campuran yang melibatkan kombinasi kuantitatif dan kualitatif untuk mengumpulkan dan menganalisis data. Populasi penelitian ini adalah siswa kelas X MA Persada Ulakan, Padang Pariaman, Sumatera Barat. Sampel penelitian ini dipilih dengan menggunakan teknik pemilihan sampel secara acak. Instrumen pengumpulan data adalah tes dan non-tes. Instrumen tes berupa tes menulis yang mencakup pre-test dan post-test, dan instrumen non-tes adalah daftar ceklis siswa. Analisis data hasil penelitian menunjukkan bahwa t -hitung (7,517) lebih besar dari hasil t -tabel (2,080) dengan menggunakan tingkat signifikansi 0,05 dan derajat kebebasan (df) 21. Ini terkait dengan penggunaan umpan balik korektif dalam menulis teks deskriptif. Selanjutnya, persepsi siswa terhadap umpan balik korektif, 59,09% siswa mengatakan bahwa umpan balik korektif jenis langsung dapat membantu mereka untuk memecahkan masalah dan memperbaiki kesalahan mereka, 54,55% siswa juga mengatakan bahwa mereka dapat mengetahui dan memahami kesalahan mereka tentang tanda baca, ejaan, dan kapitalisasi melalui umpan balik korektif tidak langsung. Selanjutnya, setengah atau 50% dari sampel mengatakan bahwa umpan balik korektif tidak langsung membantu mereka menulis topik dan detail yang baik. Sebagai kesimpulan, umpan balik korektif meningkatkan kemampuan siswa dalam menulis teks deskriptif dan siswa memiliki persepsi positif tentang umpan balik korektif tersebut.



ABSTRACT

Asis Warni. 2019. The Effect of Corrective Feedbacks Used by the Teachers to the Students' Ability in Writing Descriptive Text and the Students' Perception Towards that Corrective Feedbacks at MA Persada Ulakan, Padang Pariaman, Thesis. Graduate Program of University Negeri Padang.

The objective of conducting this research was to find out the effect of the corrective feedback used by the teacher to the students' ability in writing descriptive text and the students' perception towards the corrective feedbacks. This research employed a mix-method research design that involved a combination of quantitative and qualitative approach to collect and analyze the data. The population of this research was the tenth grade students of MA Persada Ulakan, Padang Pariaman, West Sumatera. The sample of this research was selected by using random sampling technique. The instruments of data collections were test and non-test instruments. The test instrument was a writing test that covers pre-test and post-test, and a non-test instrument was a students' checklist. The result of data analysis showed that t-counted (7.517) was greater than the result of t-table (2.080) by applying 0.05 level of significance and degree of freedom (df) 21. It means that the use of corrective feedbacks could significantly improve the ability of the students in writing descriptive text. Next, the students' perception towards the corrective feedback, 59,09% students said that direct corrective feedback help them to understand what to do to correct their errors, 54,55% of the students also said that they can notice and understand their errors about punctuation, spelling, and capitalization through indirect corrective feedback. Furthermore, half or 50% of the sample told that indirect corrective feedback encourage them to write in a good topic and details. In conclusion, the corrective feedbacks improve student's ability in writing descriptive text and the students have positive perception about the corrective feedbacks.

PERSETUJUAN AKHIR TESIS

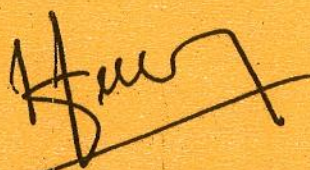
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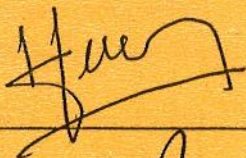
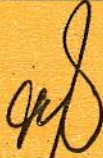

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis dengan judul The Effect of Corrective Feedbacks Used by the Teacher to the Students' Ability in Writing Descriptive Text and the Students' Perception toward that Corrective Feedback at MA Perseda Ulakan, Padang Pariaman, adalah asli dan belum pernah diajukan untuk memperoleh gelar akademik baik di Universitas Negeri Padang maupun perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing dan Tim Penguji.
3. Didalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip pendapat secara tertulis dengan jelas dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran, maka saya bersedia menerima sanksi akademik dan sanksi lainnya sesuai dengan norma serta ketentuan hukum yang berlaku.

Padang, Desember 2019

Saya yang menyatakan,



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CHAPTER I

INTRODUCTION

1.1. Background of the problems

The debate about correction of the students' mistake and error has become one of the topics of the teaching field. There are a number of language scholars have debated on the corrective feedback in teaching English as a second language to the learners (Ferris,1999; Ellis 1990; Truscott, 1996). Explaining the same errors repeatedly may be intimidating to every language teacher. On the other hand, learners deserve to receive corrective feedback from the teachers on the errors they have done and eventually learn to lessen the frequent errors based corrective feedback from the teachers (Ferris, 1999).

Although, there is different opinion about the corrective feedback on the students' writing, some teachers keep doing the correction in their classroom. They believe that the correction is important to help the students to learn about the mistakes and have opportunity to avoid the same mistakes on the next activity or their works. Although majority of the language teachers would be in a dilemma of choosing the correct corrective feedback for students' writing. They are giving either direct or indirect corrective feedback on students' composition texts. Hence, some teachers would diligently give explicit feedback as explicit as they could, but some would rather do it implicitly.

On the side of the students, some of them believe that they need more explicit input from the teachers on the corrective feedback given by the teachers

rather than underlining and circling. This happens because the students sometimes do not have knowledge about the errors so that they need guides from the teacher to correct it. Besides that, corrective feedback has to be given to both content and form on the students' writing. Ashwell (2000) investigates that corrective feedback to content and forms effectively improves the students' performance and ability in writing.

Hence, many studies have investigated the relative contributions of implementing various corrective feedback types and strategies and have suggested that providing learners with a variety of corrective feedback can help them acquire correct forms. There is no one way that can always work, but rather different learners need different types of feedback. Other factors such as language anxiety might affect language acquisition because anxiety can impede learners' ability to process input and to form the target language (Allwright & Bailey, 1991; MacIntyre & Gardner, 1994).

Generally, most of the students get problems on their writing tasks due to the form and the content and some of the teachers have done corrections on the students' works but sometimes the students misunderstand them and often come back to see the teachers for some clarifications about that such as underlying or circling found on their writing tasks. Based on this, the writer is interested to conduct a research about the contributions of corrective feedback used by the teacher. In this research, the researcher focused on teaching writing by using corrective feedback to descriptive text. The research also investigates the students' perception to the corrective feedback given to them.

It is important to conduct this research because in senior high school, writing is one of the skills that have to be learned by the students. It is based on the English syllabus for high schools. The syllabus states that writing became one of competences that should be mastered by the students. Besides that, writing is also important in helping the learners to learn, it strengthen the language structures and vocabulary that learners acquire during the learning process. In addition, teaching writing is very important because through writing, students are intended to be able to put their ideas and learn to express it in a meaningful context.

In teaching writing, the teachers must select materials and techniques to facilitate and help the learners to write because writing correctly and perfectly is not easy job to do. It requires ability and certain knowledge about the structure, vocabulary and organization of the text. So that, for some students writing is very difficult and hard to do. They often make mistake and error in their writing tasks. Commonly, the problems about the writing relate to the principles of the writing itself. Some of them are the problems about the grammar such as not having appropriate tense, verb and preposition. Other problems are about mechanical and rhetorical principle of the organization likes lack of coherence and unity.

During the teaching and learning process, teachers usually take attention on all of the students' problems in writing tasks. It is important rules of the teacher to correct and check the students work in order to help them understand and revise their works. The way of the teachers' correction and feedback is very important for some students because they often do not know about their mistakes

and errors. Through the help of the teachers, they can learn about their own mistakes and do self-correction about their works. This process indirectly helps the students to improve their ability in writing.

Descriptive text was chosen because this text is taught at the tenth grade of senior high school and it is good for the students to change their point of view about writing. In addition, this also based on the syllabus and ideas that the descriptive text is the basic for other texts. Knapp and Watkins (2005:95) state that describing in descriptive text also used extensively in many text types, such as informational reports, descriptive recount, and opening paragraphs in most explanation texts.

In addition to the effect of corrective feedback, there is a perception of the students towards it. Students' perception is an important element in the learning process. Students' perception can be positive or negative. When the students have a positive perception about the teaching and learning process, they will have good interest in joining and being concerned with the teaching and learning. With the positive perception, students will not do mistakes again and help the students improve their writing proficiency so that they are able to produce their composition with minimum errors and maximum clarity.

Positive perception will also make teachers' corrective feedback effective in improving students' writing but if perception is negative, acceptance of message from teachers' written feedback will be disturbed, students would repeat the mistakes and they cannot improve their writing. Moreover, as stated in the

syllabus and curriculum, the students are expected to be able to write some kinds of texts one of them is descriptive text for grade X of Senior High School.

In fact, the reality is contradicting between the goal of the curriculum and the result. Students still find problem and cannot write the text based on the criteria of a good text especially descriptive text. Seeing this phenomenon, a research is needed to be conducted. So that, the researcher is intended to conduct a research about the contributions of Corrective Feedbacks to the students ability in writing as well as the students' Perception to the corrective feedback. Thus, the research is entitled "The Effect of Corrective Feedbacks Used by the Teacher to the Students Ability in Writing Descriptive Text and the Students' Perceptions toward the Corrective Feedbacks at MA Persada Ulakan Padang Pariaman".

1.2. Identification of the problems

Based on the background, the writing problem that often faces by the students can be classified became two categories that are problems about contents and the forms of text. The contents deal with the grammatical and rhetorical such as the appropriateness of tenses, prepositions and the rhetorical includes the unity and coherence of ideas. On the others sides, the form involve the genre and generic structures of the text.

Thus, it is important to do the corrective feedbacks on the students writing especially in writing descriptive text. So that, there will be a self-conciseness or self-correction of the students about their writing works based on the corrective feedback given to them. Furthermore, corrective feedbacks from the teacher seem

appropriate for students' writing because it gives students more options and guidance to consider when they revise their writing.

In addition, the students' perception about the corrective feedback is also important to encourage the students with the writing activity. It is based on the assumption that a good perception of the students will lead to the improvement of the students' writing. The more positive perceptions given by the students, the better is the result of their writing. The students' perception is important for the teachers to know the students responses to the corrective feedback given to them.

1.3. Limitation of the Problem

Based on the identification of the problems above, the problem in this research will be focused on the effect of different types of corrective feedback given by the teachers to the student's ability in writing descriptive text and the students' perceptions about the corrective feedback given to them. The types of corrective feedback that will be used in this research are based on the theory proposed by Ferris (2002).

There are six types of corrective feedback offered by Ferris (2002) but in this research the type is limited into three types. The researcher chose the type of corrective feedback randomly through the use of lottery. The names of the type's corrective feedback are written down in a piece of paper and next the paper is rolled and mixed in a box. Then the researcher takes three of them. The name of the types of corrective feedback on the three papers is taken as the experiment for

the types of corrective feedback used by the teacher. They are direct, indirect, and metalinguistic corrective feedbacks.

On the students' perception, the aspects are limited on the perception about the corrective feedbacks that has given to the students. The main questions of perception are relating to the basic skills of the writing such the content, organization, grammar, mechanic and vocabulary. The students answers ten questions about their perception based on what they feel and get during the treatment of the corrective feedback in writing the descriptive text.

1.4. Formulation of the Problems

The problem of this research is formulated in the following question: What are the effect of corrective feedbacks Used by the Teacher to the Students' Ability in Writing Descriptive Text and how are the students' perceptions towards the corrective feedback given by the teacher at MA Persada Ulakan Padang Pariaman?

1.5. The Research Questions

This research, accordingly seeks to answer the following research questions:

1. What are the effect of the corrective feedback given by the teacher to the students' ability in writing descriptive texts?
2. How are the students' perceptions toward the corrective feedback given by the teacher?

1.6. The Hypothesis of the Research

The hypothesis of this research is formulated in these following questions:

The Hypothesis: The Corrective Feedbacks Used by the Teacher Give Significant effect to the Students' Ability in Writing Descriptive Text at MA Persada Ulakan Padang Pariaman.

The Null Hypothesis: The Corrective Feedbacks Used by the Teacher does not Give Significant effect to the Students' Ability in Writing Descriptive Text at at MA Persada Ulakan Padang Pariaman.

1.7. The Purpose of the Research

The study of this corrective feedback has purpose find out the effect of corrective feedback used by the teachers to the students ability in writing descriptive text and the students' perception toward the corrective feedback given by the teacher at MA Persada Ulakan Padang Pariaman. In other words, through this research, the researcher is intended to analyze the effect of corrective feedbacks applied by the teachers to the students' ability in writing descriptive text and also the students' perception about that corrective feedback.

1.8. Significance of the Research

The finding of this research is expected to have both theoretical and practical significant. Theoretically, this research is intended to give significant information about corrective feedback and its effect to the students' writing ability especially in writing descriptive text. Besides that, this research is also expected to

give an extended understanding of teaching English especially in teaching writing. Practically, this research can be taken as a comparative analysis of for the further researchers who conduct the related studies. For the English teacher, the research can be used or applied in teaching especially in teaching writing to descriptive text.

In addition, this study is also helped to be useful information for the teachers to identify the best type of corrective feedback to be applied in correcting the students writing especially in writing descriptive text. For the researcher herself, the result of this research is hoped can give more information, knowledge and experiences.

1.9. Definition of the Key Terms

In order to avoid misunderstanding in defining some of the key terms used in this research, the following definitions are provided to give a better understanding to the readers:

Corrective feedback can be defined as “any indication to the learners that their use of the target language is incorrect” (Schachter, J,1991), and since it does not always provide the correct form, it will force learners to make use of their own language knowledge.

Writing is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.(Blackwell, 1999).

Descriptive text according to Oshima and Hogue (1997:50) is a text that appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds.

Kreitner and Kinicki (1992: 126), states that perception is a mental and cognitive process that enables people to interpret and understand their surroundings. Next, Markowitz and Orgel (1969:126) argue that perception is a global response to a stimulus or a set of stimuli.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

5.1. Conclusion

Based on the discussion in the previous chapter, the researcher concludes and drew the conclusions of this research result. The implementation of different types of corrective feedback by the teacher in teaching writing of descriptive text was significantly improving the students' ability in writing. The activities enabled students to comprehend the material through the corrective feedback given to them. When the students got treatment, they were given assignments. The students worked to finish the exercise of making the descriptive text.

Next, they had to revise and made the correction of their writings based on the corrective feedback provided on their writing. After that, they arranged their work into more a good writing based on the indicators and the generic structure. After several meetings, the students were able to make a descriptive text in a more good quality of writing. Most of the students can write better writing including organizing ideas, using appropriate vocabulary, correct grammatical sentences, spelling, punctuations and mechanics.

On the other hand, about the perception of the students, the students have positive perception towards the corrective feedback. If the students have positive perception, it can improve their writing achievements. They expect their writing was given feedback by their teacher. The students never have negative effect of the corrective feedback. It indicates that the feedback was not make them feel insulted or ashamed. The students realize that the

corrective feedback will help them to improve their ability. Teachers' corrective feedback did not disturb the process of writing. The teacher just corrected the inaccurate parts without changing the main idea of their writing.

In brief, it can be concluded that the implementation of different types of corrective feedback by the teacher can improve the students' ability in writing descriptive text at grade X of MA Persada Ulakan and the students also have a positive perceptions towards the corrective feedback.

5.2. Implication

The result of the research findings shown that different types of corrective feedback used by teacher can improve students' ability in writing descriptive text for grade X of MA Persada Ulakan at the academic year of 2017/2018. They can develop and revise their writing by themselves based on the corrective feedback given to their writing.

They got better understanding about the generic structure, the language features and the organization of descriptive text. The implementation of different types of corrective feedback used by the teacher gave them motivation and wider knowledge about writing descriptive text. In line with the conclusion, this research implies the use of corrective feedback can encourage the students to improve their writing skill. It can be seen that many students feels that corrective feedback help them to increase their skill in write a good composition of writing besides that they also have a positive perception towards that corrective feedbacks.

5.3. Suggestions

Finally in this chapter, the researcher would like to give some suggestions related to this research. Hopefully, the suggestions will be useful for those who are willing to improve the ability in writing including English teachers, students, and other researchers.

For the teachers who teach, they can use corrective feedback as an alternative method of teaching writing especially writing descriptive text. Through this method, the teacher can motivate the students to be aware of their weaknesses and able to improve and revise their writing independently by themselves based on the corrective feedback given to them.

The researcher suggests the students to study English harder and try to use the knowledge that they have got through the corrective feedback their writing activities and to solve their problems in writing. Next, the researcher hopes that the students will be active in composing writing such as send their writing to school magazine as training media to improve their writing ability and self-confidence.

For other researchers, the result of this study can be used as additional reference for further research conducted in the future to create a better teaching and learning process about corrective feedback. It can be applied to improve students' writing ability. Besides that, the researcher hoped that other studies can improve the weaknesses of found in this research and identified the better technique in applying this corrective feedback.