

CORRECTIVE FEEDBACK ON WRITING ERRORS MADE BY STUDENTS

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ABSTRACT

Writing is a form of expression that requires logical reasoning to shape thoughts and ideas in text. Writing skills are language skills that are difficult and complex because it requires a wide of insight and extensive thinking. As second-language errors began to be perceived as a necessary and natural process of language learning, learners' errors and feedback to errors have been of great interest to language teachers and researchers (Diab, 2005, Wang, 2010 : Katayama : 2007). Lecturers' feedback is the most traditional and widely utilized way for responding to students' writing. Corrective feedback is an activity that is carried out to acquire information about common issues encountered by students' in writing English. It is carried out to detect, classify, interpret, or characterize the errors made by a person in writing English. This study aimed to describe the implementation of corrective feedback on writing errors made by students and students' achievement after having corrective feedback. The researcher took lecturer and 25 students' of English education program in Third semester at STKIP PGRI Sidoarjo as the subject of the study. The researcher gets the data of the research trough observation checklist and questionnaire. The result showed that both lecturer and students focus on correct word choice, punctuation, grammar, organization, spelling. Circling and giving code are used by the lectures as a mark of error correction. This study shows that the implementation of corrective feedback can motivate students to be more active and creative in writing skill. The questionnaire result shows by the percentage of students who strongly agree is 59%, agree is 23%, neutral is 10%, disagree is 8% and strongly disagree 0%. By using this technique, the students more aware of their error and won't repeat the same. Corrective feedback encouraged students' motivation in writing. This research concludes that corrective feedback is an appropriate approach to use in the teaching and learning process to improve students' writing skill.

Keywords :Writing, Writing Errors, Corrective Feedback

ABSTRAK

Menulis merupakan salah satu bentuk ekspresi yang membutuhkan penalaran logis untuk membentuk pikiran dan gagasan dalam teks. Keterampilan menulis merupakan keterampilan berbahasa yang sulit dan kompleks karena memerlukan wawasan yang luas dan pemikiran yang luas. Ketika kesalahan bahasa kedua mulai dianggap sebagai proses pembelajaran bahasa yang perlu dan alami, kesalahan pembelajar dan umpan balik kesalahan menjadi perhatian besar bagi guru dan peneliti bahasa (Diab, 2005, Wang, 2010: Katayama: 2007). Umpan balik dosen adalah cara yang paling tradisional dan banyak digunakan untuk menanggapi tulisan mahasiswa. Umpan balik korektif adalah kegiatan yang dilakukan untuk memperoleh informasi tentang masalah umum yang dihadapi siswa dalam menulis bahasa Inggris. Hal ini dilakukan untuk mendeteksi, mengklasifikasikan, menafsirkan, atau mengkarakterisasi kesalahan yang dibuat oleh seseorang dalam menulis bahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan penerapan umpan balik korektif terhadap kesalahan penulisan yang dilakukan siswa dan prestasi belajar siswa setelah mendapat umpan balik korektif. Peneliti mengambil dosen dan 25 mahasiswa program studi pendidikan bahasa Inggris semester III di STKIP PGRI Sidoarjo sebagai subjek penelitian. Peneliti mendapatkan data penelitian melalui observasi checklist dan kuesioner. Hasil penelitian menunjukkan bahwa baik dosen maupun mahasiswa fokus pada pemilihan kata, tanda baca, tata bahasa, organisasi, ejaan yang benar. Melingkari dan memberi kode digunakan oleh dosen sebagai tanda koreksi kesalahan. Penelitian ini menunjukkan bahwa penerapan umpan balik korektif dapat memotivasi siswa untuk lebih aktif dan kreatif dalam keterampilan menulis. Hasil angket menunjukkan persentase siswa yang sangat setuju sebesar 59%, setuju sebesar 23%, netral sebesar 10%, tidak setuju sebesar 8% dan sangat tidak setuju sebesar 0%. Dengan menggunakan teknik ini, siswa lebih sadar akan kesalahan mereka dan tidak akan mengulangi hal yang sama. Umpan balik korektif mendorong motivasi siswa dalam menulis. Penelitian ini menyimpulkan bahwa umpan balik korektif adalah pendekatan yang tepat untuk digunakan dalam proses belajar mengajar untuk meningkatkan keterampilan menulis siswa.

Keywords : Penulisan, Kesalahan Penulisan, Umpan Balik Korektif

INTRODUCTION

Learning to write is a challenge for non-native students, mastering grammar, having a rich vocabulary, and getting used to text organization are essential to produce acceptable writing. Besides that, another aspect that must be taken is ideas that need to be paid more attention to be accepted by readers. As Teachers' feedback is the most traditional and widely utilized way for responding to students' writing. Teachers are always viewed as the exclusive source of information, even when providing feedback and correction. As second-language errors began to be perceived as a necessary and natural process of language learning, learners' errors and feedback to errors have been of great interest to

language teachers and researchers (Diab, 2005, Wang, 2010 : Katayama : 2007). Teachers' feedback is the most traditional and widely utilized way for responding to students' writing. Teachers are always viewed as the exclusive source of information, even when providing feedback and correction. Jalaluddin, (2015) said that giving feedback is more helpful to correct students' language errors and to make them understand what kinds of errors are. Wijayanti, Bharati & Mujiyanto (2015) found that students often did grammatical errors. Giving feedback also can be employed by students through peer feedback. This technique showed that students were more active, showed positive behavior, emotional and cognitive engagement to learning activities (Astrid, Rukmini, Sofwan, & Fitriati, 2017; Burksaitiene, 2011).

The oral or spoken language differs greatly from the written language in terms of how we pronounce it. As result, students who have the core belief that the oral and written languages are the same struggle to learn. Error in writing could occurs whenever we are writing something. According to Mobini & Khisravi (2016), written corrective feedback is a teacher's input to a writer's composition in the form of information to be used for revision. Error corrective feedback is an activity that is carried out to acquire information about common issues encountered by him or her in speaking or writing English. It is carried out to detect, classify, interpret, or characterize the errors made by a person in speaking or writing English. Corrective feedback has been one of the most significant parts of English language teaching.

RESEARCH METHODOLOGY

In this study, the researcher uses descriptive qualitative method, which is a Method of research that seeks to describe and interpret objects in a manner consistent with reality. This method is used because the data analysis is carried out in descriptive form. Moreover, Endraswara (2011) gives the important features of qualitative research in investigating the literature, such as the researcher is the key of instrument that reads the literature thrifty, the research is done descriptively which elaborated in the form of words or pictures than numbers, and the process is more priority than result, because literature establishes interpretations

The source of data in this research is students' writing. The data are written corrective feedback in students' paragraph writing. In this study, the researcher chooses 25 students of third semester students in STKIP PGRI Sidoarjo who learn paragraph writing as the subject. Subject in a study are required to get the needed information.

FINDING AND DISCUSSIONS

In this part, the researcher describes the implementation of corrective feedback on writing errors made by students as the primary problem in this section. There were 25 students. The first observation was made on 10th of December 2021. The teaching and learning process is separated into three stages: pre-teaching, whilst teaching, and post teaching. In Pre-Teaching, the lecturer

greet students and check each student's attendance. The lecturer did brainstorming in order to motivate students to be more active and explain about the capitalization and punctuation, topic sentence, and also supporting sentence in writing. The lecturer explains the definition of corrective feedback, the advantages of corrective feedback, the procedures of error correction, types of corrective feedback, and the implementation of error correction in whilst teaching.

Table observation checklist the lecturer and students activities

No	Subjects	Pointers	Meeting 1		Meeting 2		Meeting 3	
			Yes	No	Yes	No	Yes	No
The Lectures Activities								
1.	Pre-Teaching	Lecturer checking students attendant and greeting.	✓		✓		✓	
		The lecturer motivates students to be more active in the class.	✓		✓		✓	
2.	Whilst teaching	The lecturer explains and gives example.	✓					
		The lecturer gives students time to process option.			✓			
		The lecturer asks students to do task.			✓		✓	
		The lecturer supports and guides students to complete their writing.			✓		✓	
3.	Post teaching	The lecturer reviews and gives feedback to the students.	✓		✓			
		Lecturer reminds to prepare the next meeting.	✓		✓		✓	
The Students' Activities								

1.	Pre-teaching	The students respond lecturer greetings and teacher attendant check.	✓		✓		✓	
		The students respond lecturer explanation.	✓		✓		✓	
		The students listen to the lecturer.	✓		✓		✓	
2.	Whilst teaching	The students pay attention to lecturer explanation.			✓			
		The students ask to the lecturer.			✓		✓	
		The students do the task given by the lecturer.			✓			
3.	Post teaching	The students listen to the lecturer review and correction.	✓		✓			
		The students pay attention to the mistakes of their task that lecturer corrected and fix.	✓		✓		✓	

The researcher describes the second difficulty of this research, students' writing achievement after having corrective feedback, in this section. The questionnaire is used to determine the outcome of the students' writing achievement after having corrective feedback on their writing. In the final observation, the researcher distributed a questionnaire with sixteen questions.

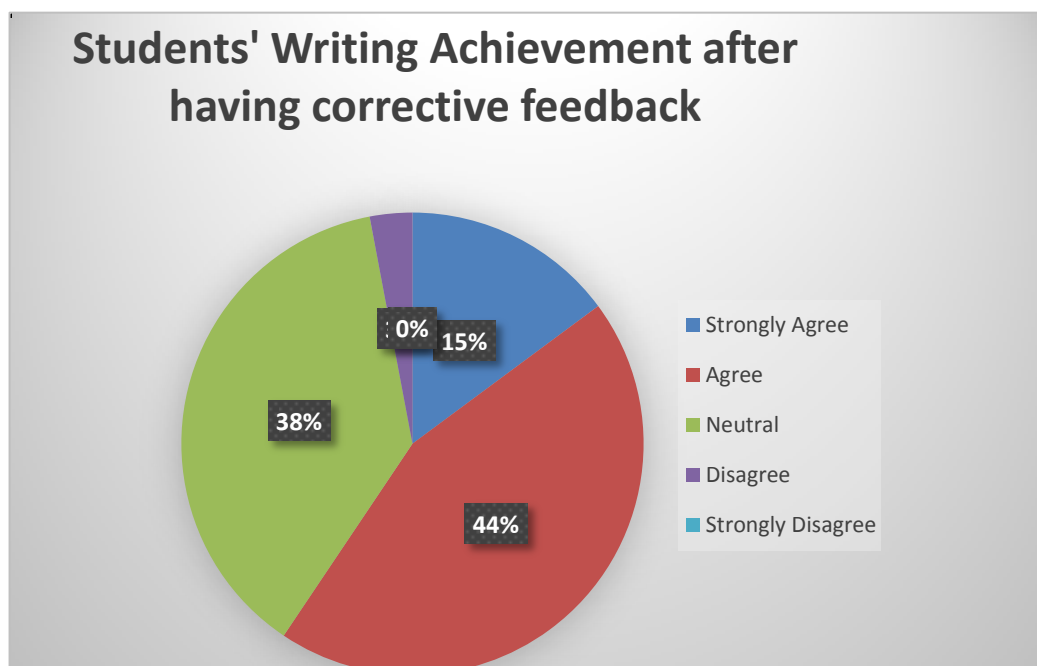
Table questionnaire answer students perceptions

No	Questions	SA	A	N	D	SD
1.	I like writing activities	(1)	(4)	(18)	(2)	(0)
2.	The assignment can activate and develop my language skills	(1)	(15)	(8)	(1)	(0)
3.	The assignment can improve my writing skill	(1)	(15)	(8)	(1)	(0)
4.	I think making errors is normal when I am learning a language	(10)	(10)	(4)	(1)	(0)
5.	I want to receive corrective feedback when I make mistakes	(4)	(14)	(7)	(0)	(0)
6.	I can understand the process of corrective feedback	(3)	(8)	(13)	(1)	(0)
7.	Corrective feedback gives a lot of information (grammatical, vocabularies, etc)	(11)	(8)	(6)	(0)	(0)
8.	Corrective feedback stimulates the students to write and learn more to improve their own writing	(4)	(13)	(7)	(1)	(0)
9.	I receive corrective feedback from my classmate	(5)	(7)	(13)	(0)	(0)
10.	Students can analyze and expose the strengths and the weakness of their partners' writing critically and objectively	(1)	(12)	(12)	(0)	(0)
11.	The students get opportunity to gain more knowledge	(8)	(11)	(6)	(0)	(0)
12.	Corrective feedback helps language learners	(3)	(14)	(7)	(1)	(0)

	avoid errors and revise their own writing						
13.	Students to be more active and carefully when they do writing	(3)	(15)	(7)	(1)	(0)	
14.	Corrective feedback helps learners aware of their own weaknesses	(2)	(15)	(8)	(0)	(0)	
15.	Corrective feedback makes students more confidence in doing writing	(2)	(10)	(12)	(1)	(0)	
16.	Students bring significant improvement of their writing	(0)	(9)	(16)	(0)	(0)	
TOTAL		F	59	180	152	9	0
		%	15%	45%	38%	3%	0%

After giving the questionnaire the researcher analyzed all of the questions one by one and then make conclusion from the questionnaire. The amount of the students who chosen an option for each question in percentage. The formula is:

$$\frac{\text{Number of student's answer}}{\text{Number of student}} \times 100\%$$



Based on the data shown above, it is clear that more than half of students support the use of corrective feedback to improve students' writing skills. It is strengthened by the entire number of students who strongly agree with the overall percentage of 59% and students who agree with the total percentage of 23%, indicating that more than half of students prefer writing with corrective feedback. Furthermore, according to the data, 10% of students respond neutrally, while 8% disagree with the implementation of corrective feedback on students' writing skills, implying that less than 50% of students disliked the implementation of corrective feedback on their writing skills. It is possible to conclude that the majority of students support corrective feedback on students' writing skills.

DISCUSSION

The researcher will explain the results of the observation checklist and questionnaire at STKIP PGRI SIDOARJO's English Education Study Programs 2021A in this section. The first issue was the implementation of corrective feedback on writing errors made by students. The teaching and learning process is separated into three stages: pre-teaching, whilst teaching, and post teaching. In Pre-Teaching, the lecturer greets students and checks each student's attendance. The lecturer did brainstorming in order to motivate students to be more active and explain about the capitalization and punctuation, topic sentence, and also supporting sentence in writing. The lecturer explains the definition of corrective feedback, the advantages of corrective feedback, the procedures of error correction, types of corrective feedback, and the implementation of error correction in whilst teaching. The lecturer reviews and provides feedback on the material during post-teaching. The lecturer reminds everyone to be ready for the next meeting.

After analyzing the observation checklist, the students complete the corrective feedback questionnaire. The researcher discovered through the questionnaire that corrective feedback encourages students to write and learn more in order to enhance their own writing. Students are more active and confidence when they get corrective feedback in their writing.

CONCLUSION

The implementation of corrective feedback on writing errors made by students' of English education study went very well. The students were engaged and followed the lecturer's instructions. In order to teach writing using corrective feedback, the lecturer goes through the following steps: lecturer did brain storming to encourage students, explaining the text that the students will generate, and then assigning students to make a text with the chosen topic. Students then write individual before receiving feedback from the lecturer. The lecturer provides feedback on the students' work as they gather it. The lecturer analyzes the errors that students make in their work and provides error repairs, remarks, and ideas. Circling and giving codes is used by the lecturer to indicate error corrections.

Corrective feedback is an appropriate approach to use in the teaching and learning process. So, it can be concluded that the students approve with the implementation of corrective feedback on students' writing skill by the percentage of students who strongly agree is 59%, agree is 23%, neutral is 10%, disagree is 8%, and strongly disagree 0%. It means that more than half of students preferred to receive corrective feedback on their writing, while less than half did not accept corrective feedback on their writing.

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