

**DIRECT AND INDIRECT CORRECTIVE FEEDBACK AND STUDENTS'  
DEVELOPMENT IN PARAGRAPH WRITING AT THE SECOND  
SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM  
OF MUHAMMADIYAH UNIVERSITY OF KOTABUMI  
ACADEMIC YEAR 2018/2019**

**A RESEARCH PAPER**

**BY  
HANIN AFRIANI SARY  
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STUDY PROGRAM OF ENGLISH EDUCATION**



**FACULTY OF ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH KOTABUMI UNIVERSITY  
LAMPUNG UTARA  
2021**



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**Presented to Muhammadiyah Kotabumi University in Partial Fulfillment of  
the Requirements for Undergraduate Degree in Study Program of English  
Education**

**By**

**HANIN AFRIANI SARY  
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TEACHER TRAINING AND EDUCATION  
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LAMPUNG UTARA  
2021**

## APPROVAL

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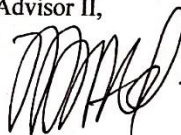
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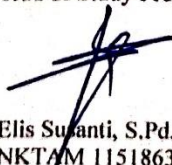
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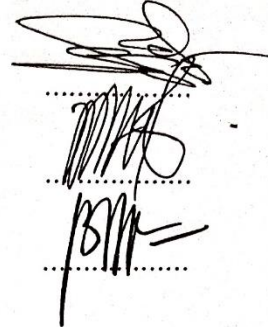
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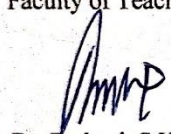
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## **MOTTO**

Allah never said the road would be easy. But He said "I will be with those who are patience".

So be patient. Verily, the promise of Allah is true. (Q.S Ar-rum:60).

Allah has a more perfect plan for your life than you could ever imagine, simply because Allah loves you.

(Hanin Afriani Sary)

## DEDICATION

This research paper is dedication to:

My beloved mother Weni Soleha & my beloved father Agus Wahib Sya'roni, who always support me, always motivate me to be a successful woman, be a good mother to my son, be a good wife to my husband and always pray for the best of me.

My beloved husband Haidar Shalahuddin and my beloved son Hammam Al-Farizi, for their endless love, and as one of my source of spirit to finish my research paper.

My beloved parent-in-law abi Tri Purwo Handoyo & ummi EkoYuliati who always remember me to finish my research paper, for the support and prayers.

My little sister Najwa Diana Fatin who always ask me "when I graduate?", thanks for the motivating question.

All of my lecturers who have taught me, gave me a lot of knowledge and supports have given me life lessons.

My best friend Mutia Tanjung who always helped me to finish my research paper.

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All of my beautiful and handsome friends in English Education Study Program 2015 especially in class A for their caring, laughter and memories given to me. I miss you so much.

## DECLARATION

I, here with, declare that:

Students' Name : Hanin Afriani Sary  
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Study Program : English Education Study Program  
Research Title : Direct and Indirect Corrective Feedback and Students' Development in Paragraph Writing at the Second Semester of English Education Study Program of Muhammadiyah University of Kotabumi Academic Year 2018/2019.

This research paper is honestly my own writing and I have never done any plagiarism or taken other people's thinking or writing which contradict with the code of ethics in scientific writing.

By having stated this declaration, I am ready to take the consequences if someday it is found that there is plagiarism or obstruction on the code of ethics on this scientific writing or there is a claim that can be proven by other people on the authenticity of this research paper.

Kotabumi, January 11<sup>th</sup> 2021



Hanin Afriani Sary  
NPM 1588203016

## ABSTRACT

Sary, Hanin Afriani. 2020. *Direct and Indirect Corrective Feedback and Students' Development in Paragraph Writing at the Second Semester of English Education Study Program of Muhammadiyah University of Kotabumi*. A research paper, English Education Study Program, Teacher Training and Education Faculty of University of Muhammadiyah of Kotabumi. Advisor (1) Sigit Suharjono, S.Pd., M.Pd. (2) RulikSetiani, S.S., M.Pd.

Direct and Indirect corrective feedback are the most common ways of written feedback used by lecturer to correct the mistakes of the students and improve students' language accuracy in their written tasks. The aim of this research was to find out the types of corrective feedback used by lecturer and students' development in writing after got the corrective feedback from the lecturer. This research employed qualitative research that examined 10 students in second semester from English education study program. The design of this research was descriptive research. The instrument used was students' writing tasks and interview guideline. The kind of interview that was used is semi-structured interview. The result of this research showed that lecturer used two types of corrective feedback; direct and indirect corrective feedbacks. It found that direct corrective feedback is more dominant than indirect corrective feedback as shown 74% for direct corrective feedback used and 26% for indirect corrective feedback. Moreover, it also found that there are some developments from the ten students in their second written text after given corrective feedback. In addition, giving some corrective feedback on students' writing can develop students' writing ability and motivates them to revise and do better in their writing.

**Keywords:** *Writing Development, Corrective Feedback, Direct Feedback, Indirect Feedback.*

## ABSTRACT

Sary, Hanin Afriani. 2020. *Direct and Indirect Corrective Feedback and Students' Development in Paragraph Writing at the Second Semester Student of English Education Study Program of Muhammadiyah University of Kotabumi*. A research paper, English Education Study Program, Teacher Training and Education Faculty of University of Muhammadiyah of Kotabumi. Advisor (1) Sigit Suharjono, S.Pd., M.Pd. (2) RulikSetiani, S.S., M.Pd.

Umpan balik korektif langsung dan tidak langsung adalah cara paling umum dari umpan balik tertulis yang digunakan oleh dosen untuk memperbaiki kesalahan siswa dan meningkatkan keakuratan bahasa siswa dalam tugas tertulis mereka. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis umpan balik korektif yang digunakan dosen dan perkembangan mahasiswa secara tertulis setelah mendapat umpan balik dari dosen. Penelitian ini menggunakan penelitian kualitatif yang meneliti 10 mahasiswa semester dua dari program studi pendidikan bahasa Inggris. Desain penelitian ini adalah penelitian deskriptif. Instrumen yang digunakan adalah tugas menulis siswa dan pedoman wawancara. Jenis wawancara yang digunakan adalah wawancara semi terstruktur. Hasil penelitian menunjukkan bahwa dosen menggunakan dua jenis umpan balik korektif; umpan balik korektif langsung dan tidak langsung. Ditemukan bahwa umpan balik korektif langsung lebih dominan daripada umpan balik korektif tidak langsung seperti yang ditunjukkan 74% untuk umpan balik korektif langsung yang digunakan dan 36% untuk umpan balik korektif tidak langsung. Selain itu, ditemukan pula beberapa perkembangan dari kesepuluh siswa tersebut pada teks tertulis kedua mereka setelah diberikan umpan balik korektif. Selain itu, memberikan umpan balik korektif pada tulisan siswa dapat mengembangkan keterampilan menulis siswa dan memotivasi mereka untuk merevisi dan melakukan yang terbaik dalam menulis.

**Kata kunci:** Pengembangan Penulisan, Umpan Balik Korektif, Umpan Balik Langsung, Umpan Balik Tidak Langsung.

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Writing of this research paper is done by the researcher with all patience, tenacity and hard work. Those efforts cannot be passed without any motivation, support and help from other people. In this occasion, the researcher would like to say thanks to Mr. Sigit Suharjono, S.Pd., M.Pd. and Mrs. Rulik Setiani, S.S., M.Pd. as the first and second advisor who have given lot of guidance and suggestion for this research paper patiently. Also, gratitude goes to Dr. Sumarno, M.Pd. as the Rector of University of Muhammadiyah of Kotabumi and Mrs. Elis Susanti, M.Pd. as the Head of English Education Study Program of University of Muhammadiyah of Kotabumi, lecturer of writing class and ten students of second semester of English Education Study Program as the respondents of this research.

The last, the researcher has done her best to complete this research paper. However, the researcher welcomes any constructive criticism. Furthermore, the researcher hopes this research paper can be useful for our education world.

Kotabumi, December 4<sup>st</sup> 2020.

Researcher

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