

**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
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NPM 1588203016
STUDY PROGRAM OF ENGLISH EDUCATION**



**FACULTY OF ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH KOTABUMI UNIVERSITY
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A RESEARCH PAPER

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

By

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APPROVAL

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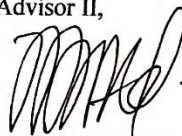
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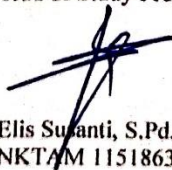
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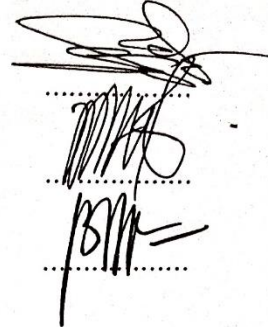
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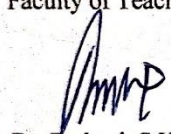
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MOTTO

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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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 11th 2021



Hanin Afriani Sary
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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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The researcher thanks to Allah who has given blessing and mercy so that the researcher is able to finish her research paper. This research paper is partial fulfillment of requirements for undergraduate degree in English Education Study Program of University of Muhammadiyah Kotabumi, entitled *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*.

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 4st 2020.

Researcher

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CHAPTER I INTRODUCTION

1.1 Background of the Problem

Writing as one of the language skills occupied a place in most English course. Writing is an activity to express idea in words and efficiently, so that the readers understand what the writer wants to convey through written form. In writing, paragraph is an important in writing skill. One of skills in learning English is writing, it can be started by writing sentence which continued by writing paragraph. Paragraph itself is a basic unit of organization,so to make a good paragraph the writer must be able to organize ideas, construct the structure of sentences, use punctuation, vocabulary and spelling well.

In writing, sometimes students make errors. It is teacher's duty to correct the students' writing. Correction from the teacher have purpose to make the students improve the writing skill and to minimize the students' errors in the next writing. Giving correction can be done by orally or written. Correction in written form called as feedback. In this case, the teacher gives mark on place of the students' error.

Feedback is one of the powerful influences on learning and achievement. In writing, Corrective Feedback can be done in every stage of studies. Corrective Feedback is a method for lecturer to correct students' writing in teaching learning process especially in paragraph writing class. Corrective Feedback will give information about the errors of the students' writing by Direct or Indirect corrective feedback. Furthermore, it can encourage the students to improve the students' writing paragraph.

There are some types of Corrective Feedback frequently used by the lecturer in teaching learning process such as Direct Corrective Feedback and Indirect Corrective Feedback. Direct Corrective Feedback is the lecturer gives some comments or notice on the students' writing by noticing the errors and mistakes directly while Indirect Corrective Feedback is the lecturer gives correction in the students' error without correcting them directly. It means that the lecturer just notice by using symbols or sign. Many benefits that can get from using Direct and Indirect Corrective Feedback in learning and teaching process such as can improve grammatical structure, engage the students in cognitive problem-solving, mechanical accuracy etc. But, the fact after the students have got feedback, the students still have difficulty to develop their writing.

In English education study program at Muhammadiyah University of Katabumi, students are taught basic writing subject namely paragraph writing. It is started from the second semester. In paragraph writing, the students will learn about the basic of writing, like how to construct kinds of sentence, such as simple sentence, compound sentence, complex sentence, and compound-complex sentence. In this course, the students are asked by the lecturer to make descriptive and narrative paragraph with free topic. Then, the students submit the writing to the lecturer to be corrected. In every error in the writing, the lecturer gives Corrective Feedback by using sign and comments. After that, the students are asked to revise the writing. The correction from the lecturer makes the students easier to understand their mistake in writing.

The researcher conducted an interview with a lecturer of paragraph writing subject at Muhammadiyah University of Kotabumi on Tuesday, 16th April 2019.

The lecturer said that in teaching learning paragraph writing, lecturer used two kinds of feedback there are Indirect Corrective Feedback and Direct Corrective Feedback. In process of teaching learning paragraph writing, the lecturer often found some mistakes that students made in their writing product, such as grammatical errors, punctuations, mechanical systems and spelling. Those were mistake often done when students write. In paragraph writing class the lecturer often used Direct Corrective Feedback, because the teacher said that Direct Corrective Feedback is more effective and can make students more understand what their mistake.

The researcher also conducted an interview with a second semester student of Muhammadiyah University of Kotabumi. The students said that if corrective feedback is help them to improve their writing skill. The correction from the lecturer make the student does not make similar mistake again. The student also feel helped with the correction from the lecturer. It helps the student in revising the writing. The correction from the lecturer make the student is not confused to find the place of the error in their writing.

Based on the problem that has been described previously, the researcher assumes that most of the students still make many mistake in writing, therefore corrective feedback is important given to the students to improve their writing ability. Therefore, the researcher is interested in conducting a researcher entitled “Direct And Indirect Corrective Feedback and Students’ Development in Paragraph Writing At The Second Semester Students of English Education Study Program of Muhammadiyah University of Kotabumi” to describe what types of Direct and Indirect Corrective Feedback and students’ development in paragraph writing.

1.2 Focus of the Problem

Based on the background of the problem mentioned above, this research focused on students' direct and indirect corrective feedback and their development in paragraph writing at the second semester of english education study program of kotabumi of Muhammadiyah University of Kotabumi Academic Year 2018/2019

1.3 Formulation of the Problems

In line with the focus of the problem, the problem is formulated in the following questions:

- a. What types of Corrective Feedback does the lecturer provide in students' writing?
- b. How is the students' development in paragraph writing at second semester students?
- c. What is the dominant of Corrective Feedback does the lecturer provide in students' writing?

1.4 Objectives of the Research

The objectives of this research are to find out:

- a. To describe the types of Corrective Feedback does the lecturer provide in students' writing.
- b. To investigate the students' development in paragraph writing class after they receive Corrective Feedback.
- c. To know the dominant of Corrective feedback does the lecturer provide in students' writing.

1.5 Usage of the Research

The result of this research is expected to be useful to some parties:

a. For the lecturers

For the lecturer will know the students' need in paragraph writing class and give a variation in teaching learning paragraph writing.

b. For the students

For the students this research will help them to correct their writing.

d. Other researcher

This research result could be as an additional reference for further researcher who are interested in conducting the research with the same interest