CORRECTIVE FEEDBACK AND THE DEVELOPMENT IN WRITING A PARAGRAPH AT THE SECOND SEMESTER STUDENTS OF MUHAMMADIYAH KOTABUMI UNIVERSITY

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ABSTRACT: Corrective feedback is the most common ways of written feedback that usually used by lecturer to correct the mistakes of the students' writing and improve students' language accuracy in their writing tasks. Giving correction can be done by orally or written. It will inform about the errors of thestudents' writing especially a paragraph by Direct or Indirecrt corrective feedback. Furthermore, it also can encourage the students to improve their writing paragraph. The aims of the research are to investigate the types of corrective feedback that the lecturer provided in students' writing a paragraph, to investigate the students' development in writing a paragraph after receiving corrective feedback, and to investigate the dominant of corrective feedback that the lecturer provided in students' writing. This research employed qualitative research that examined 10 students in second semester of Muhammadiyah Kotabumi University. The instrument used was students' writing a paragraph. The result of this research showed that lecturer used both direct and indirecrt corrective feedbacks. It found that direct corrective feedback is more dominant than indirect corrective feedback. Moreover, it was also found that there were some improvements in their second written text after corrective feedback was given. In addition, giving some corrective feedbacks on students' writing paragraph could develop students' writing ability and motivate them revise and do better in their writing.

Keywords: *corrective feedback, direct and indirect, paragraph writing*

UMPAN BALIK KOREKTIF DAN PERKEMBANGAN MENULIS PARAGRAF PADA MAHASISWA SEMESTER 2 UNIVERSITAS MUHAMMADIYAH KOTABUMI

ABSTRAK: Umpan balik korektif merupakan cara yang umum digunakan oleh dosen untuk memeriksa kesalahan menulis mahasiswa dan meningkatkan keakuratan tugas-tugas menulisnya. Pemberian umpan balik korektif dapat dilakukan dengan cara lisan dan tertulis. Hal ini akan memberikan informasi tentang kesalahan-kesalahan dalam menulis terutama dalam menulis sebuah paragraf baik dengan umpan balik korektif langsung maupun tak langsung. Selain itu juga dapat mendorong mahasiswa untuk meningkatkan menulisnya. Tujuan dari penelitian ini yaitu (1) mengetahui jenis umpan balik yang digunakan dosen, (2) mengetahui perkembangan menulis mahasiswa setelah dosen member umpan balik korektif, dan (3) mengetahui umpan balik yang dominan atau yang sering digunakan oleh dosen. Jenis penelitian ini yaitu penelitian kualitatif yang menguji 10 mahasiswa semester dua di Universitas Muhammadiyah Kotabumi. Instrumen yang digunakan yaitu hasil menulis paragraph mahasiswa. Hasil penelitian ini menunjukkan bahwa dosen menggunakan dua jenis umpan balik korektif yaitu umpan balik korektif langsung dan tak langsung. Umpan balik korektif langsung lebih dominan dibanding tak langsung yang menunjukkan 74% umpan balik langsung dan 26% untuk tak langsung. Selain itu juga ada peningkatan dari hasil menulis berikutnya setelah mereka mendapatkan umpan balik korektif. Pemberian umpan balik ini juga dapat meningkatkan kemampuan menulis dan memotivasi mereka untuk memperbaiki dan dapat menulis lebih baik lagi.

Kata Kunci: *umpan balik korektif, langsung dan tak langsung, menulis paragraf*

INTRODUCTION

Writing is skill to express ideas, thoughts, and feelings to other people in the form of written in order it makes understand the meaning. According to Nunan (2013, p.88), writing is the thinking process to deliver ideas, thinking about how to express the ideas, and organizing it into statement and paragraph that will be clear to the readers. Then, as stated by Harmer (2004, p.31) that writing is an activity to produce language by using the ideas, feelings, and opinions into written form. So that the readers understand what the writer wants to convey through written form. In writing, it can be started by writing sentence which continued by writing paragraph. Paragraph is an important in writing skill. It is a basic unit of organization. According to Owl in Wirantaka (2016, p.36) states that a paragraph is a series of related sentences that only consist of asingle main idea or opinion. Further, Oshima and Hogue (2006, p.16) paragraph is a basic unit of organization in writing. So to make a good paragraph the writer has to be able to organize ideas, construct the sentences structure, the use of punctuation, capitalization, vocabulary and spelling well.

In writing, sometimes students make errors. It is teacher's duty to correct the students' writing. Correction from the lecturerhasthe purpose to make the students improvement the writing skill and to minimize the students' errors in the next writing. Giving correction can be done orally or written. Correction in written form called as feedback.Brown (2001, p.335) states that giving feedback in the process of writing can help the students to improve their writing be good writing quality. Then, Ur (1996, p.242) states that giving feedback in process of writing is one of method of teacher to give information what the strengths and weaknesses on the students' writing. 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 one of the ways for lecturer to check students' writing during teaching writing especially in paragraph writing class. Corrective Feedback will give information about the errors of thestudents' writing by direct or indirecrt corrective feedback.Furthermore; it also can encourage the students to improve their writing paragraph.

There are some types of Corrective Feedback frequently used by the lecturer in teaching learning process such as Direct 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, According to Ellis in Shirotha (2016, p.108) Direct Corrective Feedback is a feedback that used by the lecturer to give feedback or correction on students' writings by noticing the error then correction the error directly while Indirect Corrective Feedback means that the lecturer gives correction in the students' writing error without correcting them directly or without giving comments around the error by the right one, but it just gives circle or sign around it . Ferris (2011, p.24) explains that Indirect written Corrective Feedback is the lecture provides feedback by forcing students to think more critically about the error, which will be useful later to their learning especially in writing a paragraph. Additionally, Lalande in Shirotha (2016, p.109) states that Indirect Corrective Feedback is feedback leads to guide learning and problem solving to reflect on their linguistic form. From the theories above it concludes that Indirect Corrective Feedback is a strategy used by the lecturer to students' writing indicating errors by symbol or correcting those indirectly. It means that the lecturer gives comments by using symbols or sign. There are many benefits that can get from using

Direct and Indirect Corrective Feedback in learning and teaching process such as can improve grammatical structure, and 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 their 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 undertand their mistakes 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 twokinds offeedbackthere 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 thatDirect Corrective Feedbackis more effective and can make students more understand what their mistake.

The researcher also conducted the interview with a second semester students 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 satisfied with the correction from the lecturer. It helps the student revise 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 mistakes in writing, therefore corrective feedback is important given to the students to improve their writing ability. Based on the previous explanation, the objectives of this research are first to investigate the types of corrective feedback does the lecturer provide in students' writing, second to investigate the students' development in paragraph writing class after they receive corrective feedback, the last to investigate the dominant of corrective feedback that the lecturer provided in students' writing a paragraph.

METHODOLOGY

The method of this research is categorized as qualitative research. Moleong (2018, p.5) states that qualitative research is a study that uses natural settings, with the intent of interpreting the phenomenon occurred and carried out by way of the various methods involved. In this research, the research analyzed the existing data. Based on the interview with the lecturer, it found that the lecturer applied Corrective Feedback in writing activity and the lecturer observed the students by using revision. Thus, the researcher took the data from students' writing and interview with the lecturer and the students. This research

aimed to describe the type of Direct and Indirect Corrective Feedback and the development in writing a paragraph at the second semester of Muhammadiyah Kotabumi University.

The researcher conducted the research at Muhammadiyah Kotabumi University which is located at Hasan Kepala Ratu street number 1052 Sindang Sari, Kotabumi, North Lampung. The researcher chose Muhammadiyah Kotabumi University to conduct the research for some reasons: 1) Some students in Muhammadiyah Kotabumi University still face the difficulties in writing skill, 2) Few research and finding about direct and indirect corrective feedback. 3) Muhammadiyah Kotabumi University has English Education Study Program and applied paragraph writing subject. 4) Muhammadiyah Kotabumi University is a good collage with good accreditation in North Lampung. The research data was taken from two sources such as documentation and interview. The researcher analyzed the documentation from the lecturer. The form of documentation was the students' writing. Furthermore, the researcher obtained the data from interview with the lecturer and the students. In this case, the researcher used three kinds of intruments such as the researcher itself, documentation, and interview.

In this research, the researcher used three kinds of intruments such as the researcher itself, documentation, and interview. According to Sugiyono (2016, p.102) research instrument is tools to measure nature phenomenon and social that is observed, furthermore, Sugiyono (2016, p.222) states that in qualitative research, the researcher as instrument and as tool of the research. In addition, Sugiyono (2016, p.222) mentions that the researcher as human instrument has the function to determine the research focus, choose the informan as data source, collect the data, asses the data quality, analyze the data, interpret the data, and make the conclusion. From the statement above, it can be concluded that the researcher is key of instrument in qualitative research and has the function to determine, collect, and analyzed the data then making the conclusion in the end.

According to Sugiyono (2016, p.244), data analysis is process of searching and arranging systematically interview transcripts, field notes, and documentation by organizing data into category, describing into units, arranging into pattern, choosing the important things to learn, and making conclusion in order that easily to understand for people. The data of this research was the students' writing that has been corrected by the lecturer and interview transcripts from the lecturer and the students. Miles and Huberman in Sugiyono (2016, p.4) stated that the qualitative data consist of four concurrent flows of the activity: data collection, data reduction, data display, drawing and conclusions. First phase was data collections, the researcher examined the students' writing that has been checked by the lecturer. Second phase, the researcher wrote the result of corrective feedback that has been given by the lecturer. Third phase, the researcher classified the types of corrective feedback and classified the correction that included into direct corrective feedback and included into indirect corrective feedback, and the last phase in drawing and conclusion, the researcher determined the dominant types of corrective feedback that given by the lecturer and made the conclusion.

FINDINGS AND DISCUSSION

In this part, the researcher explains the result of the research. The researcher took the data from the students' writing as documentation. The data was taken from second semester students of Muhammadiyah Kotabumi University. There were ten students from

class A as the respondents in this research. The researcher decided those ten respondents as their availability and agreement to do the interview and analyze their written text.

To get the result of the data, the researcher analyzed 10 data of the students' writing that has been given corrective feedback by the lecturer. There were 2 writing texts from each student that was analyzed by the researcher. The researcher found that there were two kinds of corrective feedback that used by the lecturer such as direct corrective feedback and indirect corrective feedback. Furthermore, the researcher also calculated the total of both corrective feedbacks. The detailed of corrective feedback can be seen in table 1 below:

Table 1. The Lecturer's Corrective Feedback

Student Number	1st Written		2nd Written	
	Direct	Indirect	Direct	Indirect
1	1	1	3	-
2	3	1	4	2
3	4	-	2	-
4	4	2	3	-
5	4	1	3	1
6	1	-	-	2
7	3	-	-	-
8	-	-	-	5
9	-	-	-	-
10	-	-	4	-
Total	23	5	19	10

Based on the table above, the most students who got direct corrective feedback was student's number 5. Then, the most students who got indirect corrective feedback was student's number 8. Meanwhile the most students who got both of those corrective feedbacks was student's number 4. The lecturer gave corrective feedback individually and kinds of corrective feedback are direct corrective feedback and indirect corrective feedback. Additionally, the lecturer felt after giving corrective feedback the students' writing are better than before. The improvement of the students' writing can be seen from the use of suitable vocabulary or diction, and the way of using punctuation, grammar, spelling, and capitalization appropriately. The lecturer also felt the students' gave positive respond when the lecturer gave corrective feedback on their writing. Moreover the lecturer thought that giving corrective feedback is needed to apply in writing course. In line with the previous research conducted by Sari (2019) stated that teacher's corrective feedback is beneficial for students, it can assist students' development of writing by correct their grammatical, vocabulary, organization, content, and mechanical error.

CONCLUSION

Based on the research findings, the researcher found that there are two types of corrective feedback provided by the lecturer in the students' written text such as Direct and Indirect Corrective Feedback. Direct Corrective Feedback is when lecturer corrects the error by giving mark and writes the appropriate word or correct forms near the mark given.WhileIndirect Corrective Feedback is when lecturer indicates the error that has occurred but does not provide the correction and lecturer only notice the mistakes by giving marks like circle or underline and this require the learners to correct and diagnose their own errors. From students' writing and interviews it can be seen that the most

dominant kind of corrective feedback used was direct corrective feedback. It can be seen from the total of direct corrective feedback that given from the lecturer were 42 (74%) and total of indirect corrective feedback were 15 (26%). Moreover, the researcher found that there was development in the students' next writing after given corrective feedback from the lecturer. It can be seen from the result of second written text. In second text compared with first text, almost all of the students did not make same error. Corrective Feedback made students more motivated to revise the writing quickly and improve their writing skill in every aspects such as grammar, punctuations, content, vocabulary, etc. Moreover, Corrective Feedbacks from the lecturer are easy to be understood. Thus, the students will be easy to revise the writing. It also suggested for the lecturer give corrective feedback especially direct corrective feedback during checks students' writing because it can help the students to develop their writing skill and the students will revise their writing easily and prevent them to make error for next writing. Furthermore, this result of this research can be used as reference for the other researchers who will conduct a research on the same case, so that the result of the research can be more accurate and tend to vary. Other researchers in the further studies need to be done related to the other types of corrective feedback.

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