

**THE EFFECTS OF DIRECT WRITTEN CORRECTIVE  
FEEDBACK ON WRITING ACCURACY IN GRAMMAR  
AND SPELLING OF THE EIGHTH GRADE STUDENTS  
AT SMPN 42 PALEMBANG**

**A Thesis by**

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**Students Number : 06011381419064**

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**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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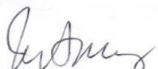
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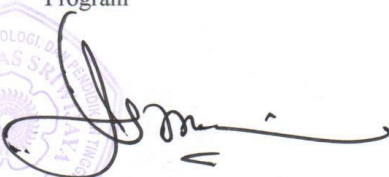


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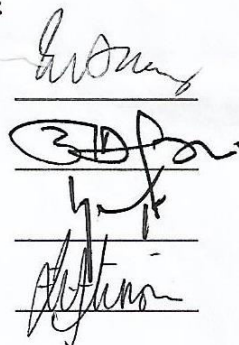
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## DECLARATION

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*This thesis is dedicated specially for my dearest parents, Mr. Imron Rais and Mrs. Yusnita, who have always showered me with ongoing affection, support, and prayers throughout my journey in accomplishing my undergraduate degree.*

Motto:

*“In the end, all of the hard work will pay off. The harder I work on something I am keen on, the greater I feel when I achieve it.”*

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# THE EFFECTS OF DIRECT WRITTEN CORRECTIVE FEEDBACK ON WRITING ACCURACY IN GRAMMAR AND SPELLING OF THE EIGHTH GRADE STUDENTS AT SMPN 42 PALEMBANG

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## ABSTRACT

When writing a text in English, students in Indonesia are often faced with written errors especially in grammar and spelling while English teachers often give students error correction which is unclear and confusing to students with low English proficiency. Thus, this study was aimed to find out: (1) whether or not there was a significant difference on students' writing accuracy in grammar and spelling between pretest and posttest of experimental group after receiving direct written corrective feedback, and (2) whether or not there was a difference on students' writing accuracy in grammar and spelling between the experimental group and the control group after experimental group was given direct written corrective feedback. Pretest-posttest non-equivalent control group design was applied in conducting the research. The samples of this research were 68 students of SMPN 42 Palembang selected by purposive sampling. During the treatment session, only the experimental group received the direct written corrective feedback. Then, a posttest was given to both groups. The results of *Paired Sample t Test* showed that direct written corrective feedback had significant effects on students' writing accuracy in grammar and spelling. Furthermore, *Independent Sample t-test* output indicated that experimental group made fewer errors than control group.

**Keywords:** Direct written corrective feedback, writing accuracy, personal recount text

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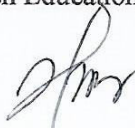
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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study

#### **1.1 Background of the Study**

English is the most popular language which is widely spoken in many countries. It is the language that generally can be understood by people around the world. There is no doubt that English has become a global language in the globalization world. English lets people with different cultures communicate to each other for assorted purposes such as science, technology, and education.

Writing is one of the four language skills that should be mastered by English learners. According to Hamp-Lyons and Heasley (2006) said writing is the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners. Myles (2002) stated:

The ability of writing is not naturally acquired; it is learned through a set of practices and experiences; It is the act of composing, though, which can create problems for students, especially for those writing in a second language (L2) in academic contexts. (para. 2)

Similarly, Brown (2001) suggested that writing is commonly judged as a challenging language skill for students to master among the four English skills. This is because the process of writing involves thinking, drafting, and revising. It requires students to generate ideas and transform them into understandable written text with appropriate grammar and logical meaning.

To produce a good writing, students have to consider the text organizing likewise to consolidate the rules of grammar, spelling, punctuation, and capitalization (Heaton, 1990). In Indonesia, English is taught as a foreign language. It is a compulsory subject in high schools. The compulsory of teaching and learning English in Indonesia is based on s. 36 of the National Education System Act 2003,

“The curriculum for basic and secondary education must include language. The learning materials for languages cover ... foreign languages, especially English language, can be used as a means in global dealing”. For writing skill, students are expected to be able to write many text genres mainly narrative, procedure, recount, descriptive, and report text.

However, limited time allocation, low English proficiency, and different language features of each text cause the students make many errors in their writing. A study about errors in EFL writing by junior high school students revealed that most of junior high school students produce errors in articles, tenses, non-finite verbs, plurality, punctuation, and preposition in composing English texts (Mustafa, Kirana, & Bahri, 2017).

The assumption that error is an effect that needed to be avoided has been especially supported by behaviorism, being considered as an obstacle to language learning. According to behaviorism, error is a symptom of ineffective teaching or evidence of fail; therefore, when an error occurs, it must be remedied with the correct forms. As a result, teachers have always acted repressively toward students' errors in writing.

In contrary, however, there are scholars who see errors from positive point of view. They argue that errors produced by learners are believed to be evidence of the learners' stages in their target language (TL) development. As Brown (2007) suggested that errors are the natural processes of trial-and-error on the part of learners, thus learners' errors should not be labeled as undesirable. Corder (1967 as cited in Brown 2007) remarked, “A learner's errors ... are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language” (p. 226).

Although making error is a natural part in learning, teacher cannot ignore the errors. Students are expected to be informed of their progress and the correction of mistakes. An investigation by Leki (1991) about ESL students' preferences regarding error correction in writing showed that the majority of the ESL students in

the study want their teachers to correct errors for them. The problem is how teachers perform with the corrective feedback. Often in real life, students learn that error correction given by the teacher is threatening and confusing. Teachers, for instance, may be using unfamiliar symbols, random marks or unorganized comments when providing written corrective feedback. This is in line with Hedgcock and Lefkowitz (1994 as cited in Lee, 2004) who found that both ESL and EFL students dislike the teachers' use of red pen. In other words, teacher should assist students' error analysis in written form neatly with appropriate corrective feedback relevant to students' needs.

Some studies have been done to find out the solution regarding to the EFL writing accuracy problem. According to Bitchener and Knoch (2008) written corrective feedback can help students to acquire target language mastery. Ducken (2014) mentioned written corrective feedback as a written feedback given by a teacher on a student writing in order to improve grammatical accuracy including spelling, capitalization, and punctuation as well as word order and word choice in terms of idiomatic usage.

There are many types of written corrective feedback, two of which are direct and indirect written corrective feedback. Ducken (2014) explained with direct written corrective feedback, teachers provide the correct form of the mistake. Meanwhile, indirect written corrective feedback, teachers only indicate that an error exists without providing the correction. Chandler (2003) said that direct written corrective feedback is useful because it reduces confusion since it provides students with explicit information to solve complex errors. Therefore, direct written corrective feedback may be more useful for learners at lower proficiency levels as they have relatively more limited linguistic knowledge. This is in line with Ferris and Roberts (2001) suggestion that direct CF is probably better than indirect correction feedback for writers of low-levels of proficiency.

The English teacher of eight grade students at SMP Negeri 42 Palembang revealed that there are some problems faced by students in English writing mainly, the lack of vocabulary, spelling, grammar and text organization. Limited time

allocation for English subject makes it difficult to give each student written corrections in their writings; although given ones in their writing compositions, students continually face the same problems. This is because the students' abilities to recognize written errors are low.

Thus, an effective written corrective feedback in correcting students' written error is necessary to improve students' writing accuracy. Therefore, the researcher chooses to employ direct written corrective feedback to assist students' writing accuracy in terms of grammar and spelling of eighth graders in SMPN 42 Palembang since they are the low-English-proficiency level students. They are still beginners in learning English as their vocabulary and grammatical mastery are still limited, so they may not know the correct form of the errors yet. Arising from the background above, this present study is aimed to find out the effects of direct written corrective feedback on eighth grade students' writing accuracy in grammar and spelling at SMPN 42 Palembang.

## **1.2 Research Questions of the Study**

This study is aimed to answer the following questions:

1. Is there a significant difference on students' writing accuracy in grammar and spelling between pretest and posttest of experimental group after receiving direct written corrective feedback?
2. Is there a significant difference in students' writing accuracy in grammar and spelling between the students who receive direct written corrective feedback and those who do not?

## **1.3 The Objectives of the Study**

Based on the problem above, the objectives of this study are:

1. To find out whether or not whether or not there was a significant difference on students' writing accuracy in grammar and spelling between pretest and posttest of experimental group after receiving direct written corrective feedback.

2. To find out whether or not there is a significant difference on students' writing accuracy in grammar and spelling accuracy between the students who receive direct written corrective feedback and those who do not.

#### **1.4 The Significances of the Study**

This study is hoped to give benefits for teachers, students, and researchers. First, for teachers this study results will provide them information to assess students' writing accuracy in term of grammar and punctuation through direct written corrective feedback. Second, for students, this research will help them to improve their writing accuracy in grammar and spelling as they get direct written corrective feedback from teachers. Third, for researchers who are interested in this topic, hopefully this study can be used as a study reference.

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