

**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  
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**Abstrak:** Umpan balik 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.

**Abstract:** 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

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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.

## I. INTRODUCTION

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, 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. In English education study program at Muhammadiyah University of Kotabumi, 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. 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.

## **II. THEORY REVIEW**

### **2.1 Concept of Writing**

Writing is skill to express ideas, thoughts, and feelings to other people in written form in order that make understand the meaning. According to Nunan (2013:88), writing is the process of thinking to invent ideas, thinking how about to express idea, and organizing idea into statement and paragraph that will be clear to reader. Then, Harmer (2004:31) states that writing is an activity to produce language by using the idea, feeling, and opinion into written form. From the explanation above, it can be concluded writing is activity to express or transfer ideas, feeling or thinking in written form, make them visible and concrete on the piece of paper that can be the tool communicate with the other people.

### **2.2 Process of Writing**

According to Oshima and Hague (1999:15), there are six processes of writing, such as:

1. Prewriting: Prewriting process will choose narrowing the topic and brainstorming.
2. Planning: Planning is process to involves what is it going to write.
3. Writing: In this process the author develops or outlines the ideas that have been made in the previous planning.
4. Revising: Revising is fixing the mistakes made, the steps that can be done, among others: re-read what was written, then if the error found both in the form of spelling mistakes, sentence structure and semantic terms, then it can be repaired from the error.
5. Rewriting: If it is found the problem then fix again and if not then it will continue to be discovered next is final writing.
6. Final Writing: The students have to through those steps of writing in order to produce good writing.

## **2.3 Improving Writing**

In improving writing, the teacher have to consider the ways of giving feedback on the various parts of writing process. The techniques in giving feedback to the students on their hand writing affected by some factors that have to consider by the lecturer. According to Nasution (2009:139), there are several factors that can improve students' writing such as source of feedback, mode of feedback, size of audience, focus of the feedback, and form of the feedback.

## **2.4 Concept of Paragraph**

A paragraph is group of sentences that are organized and related with one topic. Paragraph is written to help the readers obtain the information of writing. A paragraph is made from few sentences that discuss about one single topic. Talking a topic sentence is a sentence that tells the reader what the contents paragraph is about. Paragraph also helps the readers to comprehend the information within the main idea and relate it to the other paragraph.

## **2.5 Types of Paragraphs**

In paragraph writing there are some topics that the students will learn along the learning process. According to Wilcox in Javed, Juan, and Nazli (2013:132) there are four types of paragraph writing that students need to know they are narrative, expository, persuasive and the last descriptive. Every kinds of writing have different content and purpose. In narrative there are fiction, non-fiction and poetry. In expository there are problem and solution, cause and effect, definition and classification and how to or process. In persuasive there are reason and emotion. The last in descriptive there are person, object and place. From several kinds of paragraph writing above, the researcher used students' document writing which they are descriptive and narrative paragraph to see the students' development in paragraph writing ability.

## **2.6 Problems in Writing Paragraph**

Writing is activity that means the students explain the idea into written form. In writing, the students sometimes have problems. According to Alfaki (2015:44—45), there are some problem that commonly occurred in writing such as, grammatical

problems, choice word problem, and cognitive problems.

1. Grammatical problems
2. Choosing word problems
3. Cognitive problem

## 2.7 Concept of Corrective Feedback

Feedback generally is the specific information from the teacher that giving provide to the students related with the task or learning process. Writing Corrective Feedback is one of the powerful influences on learning and achievement. Seruni and Hikmah (2014:231) explains that feedback is information that forms descriptions and communication programmatic using certain techniques. Merrill in Pujiawati (2018:43) describes that feedback is how the teacher gives information about what is good and what needs to be improved in the revision and in the final product of the students' writing. From those statements, it can be implied that feedback is skill of teaching that will help the students to improve the students' writing and they are able to produce it with minimal errors and maximum clarity.

## 2.8 Types of Corrective Feedbacks

According to Lyster and Ranta in Langit and Dursin (2016:49) errors by students will be corrected by lecturer clasified into three types, namely (1) phonological, (2) lexical, and (3) grammatical. There are six types of Corrective Feedback according to Ellis (2008:98), Corrective Feedback is divided into six types, there are:

1. *Direct Corrective Feedback* is the correct form provided by the teacher to the students.
2. *Indirect Corrective Feedback* is the teacher indicates the error that has occurred but does not provide the correction.
3. *Metalinguistic Corrective Feedback* is the teacher provides some kind of metalinguistic clue related with the nature of error.
4. *Focused and unfocused Corrective Feedback* are the teacher correct all or the most of the students' error or the teacher correct the specific types of students' error.
5. *Electronic feedback* is the teacher correct the students' error with provides a hyperlink to concordance file.

## **2.9 Direct and Indirect Corrective Feedback**

### **2.9.1 Concept of Direct Corrective Feedback**

Direct Corrective Feedback is a strategy used by lecturer to correct students' writing error with indicating error directly. In Direct Corrective Feedback, the lecturer gives some comments on the students' writing by oral and written. If lecturer gives comments with oral comments, the lecturer speaks in the front of classroom. Meanwhile, written feedback means the lecturer gives comments in written form and the lecturer gives notice in students' writing.

### **2.9.2 Concept of Indirect Corrective Feedback**

Ferris (2011:24) explains that Indirect written Corrective Feedback is the lecture provides feedback by forcing students to think more critically about the mistakes, which will be useful later to their learning. From the theories above it can be concluded that, Indirect Corrective Feedback is a strategy used by lecturer to students' writing indicating errors by symbol or correcting those indirectly.

### **2.9.3 The Benefits of Using Corrective Feedback**

Some benefit in applying Corrective Feedback according to Shirotha (2016:103), they are:

1. Diagnosing errors in students' writing
2. Effective tool in scaffolding the students' knowledge in writing.
3. Improvement in grammatical structure and mechanical accuracy.

## **III. METHOD**

### **3.1 Research Method**

Based on research problem and the objective of the research, the research method is categorized as qualitative research.

### **3.2 Data Source**

In this research, the researcher took the data 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 re-

searcher obtained the data from interview with the lecturer and the students.

### 3.3 Plan of Testing Validity Reliability of the Data

In this research, the researcher used triangulation to validate the data.

## IV. RESULT AND DISCUSSIONS

### 4.1. Discussion

Based on the research result, there is only direct corrective feedback were given by the lecturer. The lecturer did not give indirect corrective feedback for written text. There are 4 direct corrective feedbacks from the lecturer. The researcher could not make conclusion about the student's development writing because there is only one text that got corrective feedback from the lecturer.

#### TOTAL PROVISION OF CORRECTIVE FEEDBACK BY LECTURER

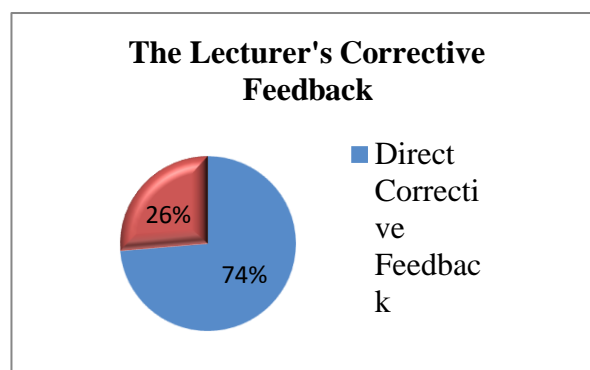
Direct Corrective Feedback	Indirect Corrective feedback	Total
42	15	57

Based on the table above, total of corrective feedback is 57. The researcher

found that direct corrective feedback is the most used by the lecturer with total of direct corrective feedback are 42. While, the total of indirect corrective feedback are 15.

Beside, the researcher has drawn the result of corrective feedback from the lecturer into this following pie-chart as follows:

#### PIE CHART OF THE LECTURER'S CORRECTIVE FEEDBACK PROVISION



The pie chart above is the percentage of direct corrective feedback and indirect corrective feedback that took from written text from second student English Education Study Program at Muhammadiyah University of Kotabumi which was calculated from 10 students. The percentage of direct corrective feedback is 74% and the percentage of indirect corrective feedback is 26%. From the explanation above, the researcher concluded that direct corrective feedback is dominant type of corrective feedback that used by the lecturer.

Additionally, in order to know more about corrective feedback from students, researcher did the interview with ten students and got the result to be analyzed as follows. In First question, students were asked about did they get corrective feedback on their writing from the lecturer and all of ten students answered 'yes' because they got corrective feedback from their lecturer. Second question, students were asked about what kind of corrective feedback they got from their lecturer and ten students chose direct corrective feedback on from their lecturer. In third question, researcher asked students did they revise their writing after given corrective feedback and the answers are various. Seven of ten students answered that they revise their writing after given the corrective feedback while Student 4 and Student 8 answered that they did not revise their writing after given the feedback from lecturer. In fourth question, students were asked about how their feeling when lecturer gives corrective feedback on their writing and all ten students answered the same. They felt motivated when the lecturer gave them corrective feedback on their writing.

In fifth question, students were asked about any improvement they got on their writing after given corrective feedback and they were all answered 'Yes' because they

felt some improvement. Then in sixth question, they were asked about what aspect that they usually made mistake, from five choices mostly for seven students answered that they usually made mistake in grammar, while Student 8 and Student 10 said they made mistake in the vocabulary, then for Student 7 answered that the content was the aspect which made mistake. In seventh question, students were asked about their motivation to revise their mistakes quickly after got the corrective feedback from the lecturer. Mostly seven students answered 'Yes' but Students 1, 4, and 8 answered 'No' because they did not revise the mistakes after got the corrective feedback from lecturer.

In eighth question, students were asked their opinion about the useful of corrective feedback for students' writing and all ten students agreed that corrective feedback is useful for students' writing. In the ninth question, students were asked about aspects in corrective feedback which beneficial in the term of their writing. For Student 3, 4, 5, 6, and 7 stated that corrective feedback benefit for their grammar aspect, for student 8 and student 10 they answered vocabulary as the aspect which beneficial for their writing, then for student 1 chose content as the aspect of corrective feedback's benefit while Student 2 and Student 9 answered that



all aspects of in corrective feedback are beneficial for their writing. Lastly in the tenth question, students were asked about the easiness of lecturer's corrections and for all ten students were agreed that lecturer's corrections are easy to be understood.

Besides, the researcher also conducted interview with the lecturer who gave corrective feedback for the students' writing. Based on the interview result, the researcher found that the lecturer was given correction in all aspect of writing such as grammar, punctuation/mechanics, content, spelling and vocabulary. 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 using of suitable vocabulary/diction, and the way of using punctuation/mechanics, grammar, spelling and capitalization correctly. The lecturer also felt the students' gave positive respond when the lecturer gave corrective feedback on the writing. Moreover the lecturer thought that giving corrective feedback is needed to apply in writing course.

Based on the interview with ten students and the lecturer, researcher

concluded that corrective feedbacks both direct and indirect are beneficial for students' writing. It can improve their grammar, vocabulary, punctuations, also the contents of their writing. Moreover, corrective feedback could make students feel more motivated to write and revise their mistakes in their writing so they could get better and better.

## V. CONCLUSION

Based on the research findings, the researcher found that there are two kinds of corrective feedback provided by the lecturer in the students' written text such as Direct Corrective Feedback 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. While Indirect 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.

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