THE USE OF CORRECTIVE FEEDBACK
IN INCREASING STUDENTS' WRITING SKILL
OF MTS AL-FAJAR KANDAT

THESIS

State Islamic Institute of Kediri

in Partial Fulfillment of the Requirements

for the Degree of *Sarjana* in English Language Education

By:
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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
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MTS AL-FAJAR KANDAT

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in the English Study Program, State Islamic Institute of Kediri.

Kediri, October 5th 2019
The researcher,

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i

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iii

iii

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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1). Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam jangka waktu yang telah ditentukan dapat diajukan dalam sidang Munaqasah.

Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

<table>
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iv

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqasah yang dilaksakan pada tanggal 21 Mei 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

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v

v

MOTTO

Do the best and pray. God will take care of the rest.

<div align="right">— Anon</div>

DEDICATION

Thanks for My God, Allah SWT, and Nabi Muhammad SAW that gave me this amazing chance and experience so I can get more knowledge.

To me myself who got a chance to past this not-to-rough path. Thank you for standstill a little bit longer until the day of your effort.

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Ms. Endang Rahmawati, S. Pd as an English teacher of MTs Al-Fajar Kandat and also my little-friend Silvy Indriani, and all of the second-grader students

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First of all, all praises are to Allah SWT, the Most Merciful, the Most Beneficent for His Mercy and Blessing gave to the researcher during the study and in completing this thesis. Then, peace and salutation may be upon to the great messenger prophet Muhammad, who always brings us from the stupidity to the cleverness. This thesis is presented to the Department of English Language Education Faculty of Education and Teacher Training of IAIN Kediri.

In this good opportunity, the researcher would like to dedicate great gratitude to all people who have helped to finish this thesis. Therefore, the researcher gratitude to the following noble persons, are :

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7. All of the people at MTs Al-Fajar Kandat, Ms. Indah Indiastutik, S.Si as the Headmaster of MTs Al-Fajar Kandat

8. I would like to say thank you so much indeed for all who I cannot mentions the names.

The writer realizes that this thesis is far from perfect. The writer will receive any suggestions or critics that will help this research much better.

<div align="right">

Kediri, October 5th 2019

Researcher

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ABSTRACT

Writing is one of the important skills needed besides speaking, reading, and listening in language learning. For Indonesian language learners, learning to write in English is a challenging task to deal with than learning to speak, read, and listen. Good writing skill allows people to communicate their message with clarity and ease to a far larger audience than through face-to-face or long-distance communication. Direct written corrective feedback is one of corrective feedback which provides the correct form near the errors. The study aims to increase the students' writing skills using direct written corrective feedback at Islamic Junior High School Al-Fajar Kandat.

The research design of this study was Classroom Action Research (CAR) which is focused on increasing the students' writing skills. The subject of this study is second-grader students of Islamic Junior High School Al-Fajar Kandat in the academic year of 2018-2019. The researcher only need one class to conduct the research which is consists of 29 students. In direct written corrective feedback, the teacher asks students to write a descriptive text, and the teacher will give them a direct written corrective feedback on their paper. The researcher states the criteria of success is at least 76 based on the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* at the school.

The finding of this study shows that, in the pre-study, there were 14 students with a percentage of 45% who got a score of at least above 76, and 15 students with a percentage of 55% did not get the score above 76. Also, the mean score of the students in the preliminary study was 73.1. Meanwhile, in the cycle test, there were 29 students got success with a percentage of 100% and the mean score of the students on the cycle was 81.7. So, the result shows that 29 of the students are successfully achieved a score of at least 76 based on the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). It means that using direct written corrective feedback can increase students' writing skills.

TABLE OF CONTENT

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This chapter discusses six-terms of subchapters, they are the background of the study, the problem of study, the objective of the study, the significance of the study, and the scope and limitation of the study and the definition of key terms.

A. Background of the Study

Writing is one of the important skills needed besides speaking, reading and listening in language learning. For Indonesian language learners, learning to write in English is a challenging task to deal with than learning to speak, read and listen. Good writing skills allow people to communicate their message with clarity and ease to a far larger audience than through face-to-face or long-distance communication. Chitravelu, Sithamparam, and Choon (2005) said that writing is a very complex skill since writing is not only the subject to finish academic school. In daily public, writing uses to purpose, or utter our opinion in paper or something else which needs writing on it. The writer does not only know about what subject matters, mechanics, and writing process, but also need what makes the writer writing something.

It denotes that writing for foreign language learners needs responses and feedback from teachers. Moreover, junior high school students still lack understanding of the writing process, vocabulary, and grammar. They need more

attention to make their writing better. According to Turbil and Bean (2006), define that writing is worth learning if teachers appraise students' writing through sharing and giving feedback on content and form. Presenting meaningful feedback is wasting time seldom, but if it is done well, it can encourage students because they feel confident to write the next task.

In terms of teaching writing for language learners, teachers should consider what strategy for teaching language learners. In order to make the students understand well about the techniques used by the teacher, the teacher should have a good way to explain the material about writing. Moreover, to achieve what the teachers want, sometimes it looks difficult when the language learners have many lacks of basic writing, such as lack of vocabulary, grammar problems, and lack of motivation. That is not only from the learners, once in a while, but teachers also find it hard to motivate their learners to active in writing class because of the environment of the class or level differences of the learners.

In this case, after the teachers give the techniques of writing. The teachers should think about what corrective feedback that suits with the learners. Here are the types of written corrective feedback by Ellis (2009). The first is direct corrective feedback, Ferris and Roberts (2001) said that teachers provide a correct form, marking out an unnecessary word, phrase or morpheme, inserting a missing word, phrase or morpheme, and writing the correct form above or beside the error form. However, in a recent study, Sheen (2007) said that direct corrective feedback may be the effective corrective feedback of specific grammatical

features (low intermediate level). The second is indirect corrective feedback, according to Bitchener (2008), the teachers give students attention to an error using various strategies including, underlining errors, showing the number of errors, confirmation checks and request for clarification. And the last is metalinguistic feedback which identifies the nature of an error. According to Lalande (1980), metalinguistic feedback is the corrective feedback type that using editing codes or editing symbols. Another type of metalinguistic written corrective feedback is to provide students with a set of criteria in the form of a help sheet.

For this research, the researcher focus on doing direct corrective feedback in the class to know whether using direct written corrective feedback can increase students' writing skill. And based on the background above, this thesis is given the title "**The Use of Corrective Feedback in Increasing Students' Writing Skill of MTS Al-Fajar Kandat".**

B.   **Research Question**

Based on the background of the study above, the problem of the research formulated as follows:

"How can direct written corrective feedback increase students' writing skills?"

C.   **The Objective of the Study**

From the previous discussion in the background of the study, the objectives of this study are as follows:

"To increase students' writing skills by using direct written corrective feedback".

D.   The Significance of the Study

The purpose of this study is to motivate the students' writing skill also to know whether using direct corrective feedback can increase students' writing skill significantly by revising the errors on their writing and to make sure students' understand where are the errors also when is it will be corrected by themselves. So, they can think carefully when writing a paragraph after they get the written corrective feedback. This study is expected to give contributions to the teacher, students' and the next researcher.

1.   For the teacher

The researcher's finding of this study is expected to be useful to the teachers. Teacher roles are needed to help the students correct the errors in their writing. Besides, the students sometimes correct their writing by themselves by listening to the teacher's instructions. And the teachers would know what types of written corrective feedback that increase their students' writing skills intensively.

2.   For the students'

The researcher's finding of this study is expected to be useful to the students. Aside from teacher roles, the students' understanding also required to correct their writing and give the students' motivation to increase their writing skills after they get written corrective feedback based on their understanding. So, the students' can remember the correct of their writing in the next task.

3.   The next researcher

This study is expected to give information to the next researcher with point out better written corrective feedback that increases the students' writing skill on their next research.

E.   The Scope and Limitation of The Study

To make the research becomes more specific, the researcher decided a scope and limitation of the study. This research is focused on increasing students writing skills using written corrective feedback. Here, the researcher uses written corrective feedback of Rod Ellis's theory which has six types. They include direct corrective feedback, indirect corrective feedback (indicating and locating errors), metalinguistics corrective feedback (use of error codes or brief grammatical descriptions), the focus of the feedback (focused and unfocused), electronic feedback, and the last is reformulated corrective feedback. The limitation of this research is the second-grade students of Islamic Junior High School YPI Al-Fajar. In this case, the researcher only focuses on one type of written corrective feedback, namely direct corrective feedback.

F.   The Definition of Key Terms

To improve the reader's understanding and knowledge, so it is to explain more and clarified the terms used in the research as follows:

a.   Corrective Feedback

Responses to the utterances or writing of the subject. The responses that exist to give a correction to the utterances and writing when it is needed to correct

the wrong ones. There are loads of types of corrective feedback in oral or written text. Since there are so many types of corrective feedback, people tend to use corrective feedback that gives them much explanation about their wrong utterance or writing. So it makes it easy to justify something wrong on it.

b. Direct Corrective Feedback

An error correction which helps everyone notice the error grammatical or structure of a text that they arrange. Direct correction feedback is the way to giving a correction which directly given at that time and makes sure the subject who is given this correction will solely understand. Besides, not most of them will suit this way since every people has level differences in understanding the corrective feedback.

c. Writing Skill

The specific ability which helps everyone put their thoughts into words in a meaningful form and to mentally interact with the message to communicate with others. Writing skills will not be honed if people unwilling to practice more and repair their lack of everything, such as vocabulary, grammar, structure text and etc.

d. Descriptive Text

The researcher chooses descriptive text because it can describe person, place, thing or idea using concrete and vivid details. In other words, descriptive text can be interpreted as a type of written text which has a specific function to give a description of an object (living or non-living goods).

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It discusses the definition of writing, the elements of writing, the definition of corrective feedback, types of written corrective feedback, and the previous studies.

A.   Definition of Writing

Writing is another way to communicate with people using a written sentence. Another way to giving an opinion or thought of us in a different way besides speaking. According to Bram (2002) in Imelda (2008), writing means producing or reproducing oral messages into written language. It covers an active process to organize, formulate and develop the ideas on the paper so that readers can follow the writer's message. Besides, writing skill needs accurate and precise grammar, spelling punctuation, capitalization, and vocabulary.

According to Kroma (1988) utters that writing is an activity where the writer writes all their ideas, opinion and thoughts in their mind in the paper from words to a sentence, sentence to paragraph, and paragraph to an essay. The other experts also explained that writing is a complete process that allows students to explore (Ghaith, 2002).

According to Abisamra (2001), he presented that effective writing should cover the following matters; Firstly, effective writing is focused on the topic and does not out of the box. It has an organizational pattern that enables the reader to

follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices. Effective writing contains supporting ideas that are developing the writer's thought through the use of details, for example, vivid language, and mature word choice and follows the conventions of standard written English.

B.   The Elements of Writing

Jacobs (1981) and Heaton (1991) stated that there are five significant elements of writing as follows; the first is content, it must be paid attention well. In order to have a good content of a writing, the content should be well prepared, unified and complete. The terms also are known as unity and completeness, this becomes the characteristics of good writing. According to Oshima and Hogue (2006), the main idea should be explained clearly and developed well. Savage and Shafei (2007) stated that completeness is the supporting ideas which are developed fully by the use of particular information. And unity means every part of the sentence contributes to one principle.

The second one is organization. In this case, writing considers the way writers organize the ideas or the moral values of the writing. The purposes of using organizing in writing are to know the coherence, order of importance, general to specific, chronological order and spatial pattern that happens from the beginning to the end.

The next is vocabulary. The requirement of good writing always depends on the effective use of words. Words play an important role: to communicate and

to utter the meaning, to let the readers understand and feel. Effective use of words also deals with connotative or figurative language. They are all important nearly all forms of writing.

And then language use. Language use of writing consists of correct usages of grammar, such as verbs, nouns, and agreement. Obvious nouns and strong verbs give a reader space to imagine the description, adverbs, and participle form. There are many opportunities for errors in the use of verbs, and mistakes in an agreement are very common. Mistakes in written work are much serious and since we have a chance to reread and to correct what we have written.

And the last one is the mechanics. These parts are really important because they related to the meaning of what the writers write. The mechanics consist of capitalization, punctuation, and correct spelling. The use of favorable mechanics is writing will make the reader easy to understand the ideas stated in writing.

Writing is like driving, typing, and cooking and like any skill. It unconditionally works like what we think at that time or sometimes it organized already before we do that. It can be gained by learning and practicing. Writing skill is technical competence to do something well using physical and cognitive activity, in which the writer uses certain variables of linguistics aspects that consist of word, spelling, sentence structure, punctuation, in order to demonstrate ideas or knowledge in written form to makes people understand.

C.   Definition of Corrective Feedback

Responses to the utterances or writing of the subject. The responses that exist to give a correction to the utterances and writing when it is needed to correct the wrong ones. There are loads of types of corrective feedback in oral or written text. Since there are so many types of corrective feedback, people tend to use corrective feedback that gives them much explanation about their wrong utterance or writing. So it makes them easy to justify something wrong on it.

In general, corrective feedback can be defined as a piece of useful information given to students to respond to their writing tasks in order to improve their writing ability. According to Brookhart (2008), feedback could be described as teacher feedback on students' work. She suggests that feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot occur without practice. That explanation indicates that it is useful for teachers to give students more practices and teachers give more corrective feedback to students. Shute (2007) also said it tells the students what needs to be fixed or revised. There are some types of written corrective feedback by Ellis (2009).

D.   Types of Corrective Feedback

1. Direct Corrective Feedback

Direct Corrective Feedback is a type of corrective feedback which gives a note to the students' work. This type is really easy to make students understand on the surface because the teacher provides the correct form too in their paper. It can

be crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme and writing the correct form above or near to the erroneous form. Example of direct corrective feedback is retrieved from Rod Ellis, typology of corrective feedback types:

<div style="text-align:center">

a   a   the

A dog stole⁁bone from⁁butcher. He escaped with having⁁bone. When the dog was

over   a   a   saw a

going ~~through~~⁁bridge over ~~the~~ river he ~~found~~ dog in the river.

</div>

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2. Indirect Corrective Feedback

This type of corrective feedback is not given directly the correct form. It involves indicating and locating the students erroneous which the made. It can be done by underlining the wrong sentence or show the omissions in the student's text. Here is an example of indirect corrective feedback which is retrieved from Rod Ellis, a typology of corrective feedback types.

> A dog stole X bone from X butcher. He escaped with XhavingX X bone. When the
> dog was going XthroughX X bridge over XtheX river he found X dog in the river.
> X = missing word
> X __X = wrong word

3. Metalinguistics Corrective Feedback

The third type of written corrective feedback is metalinguistics corrective feedback. This kind of corrective feedback provides some form to the students in correcting their text. Usually, the teacher will use error codes to give them a correction in their erroneous. It consists of giving an abbreviated label beside the

wrong text. These are the example of metalinguistics corrective feedback which is retrieved from Rod Ellis, A typology of corrective feedback types.

Example 1

> art.   art.   WW art.
>
> A dog stole bone from butcher. He escaped with having bone. When the dog was
>
> prep.   art.   art.
>
> going through bridge over the river he found dog in the river.

Example 2

> (1)   (2)   (3)
>
> A dog stole bone from butcher. He escaped with having bone. When the dog was
>
> (4)   (5)   (6)
>
> going through bridge over the river he found dog in the river.
>
> (1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.
>
> (3)—you need 'the' before the noun when the person or thing has been mentioned previously.
>
> (4)—you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').

4. Focused and unfocused Corrective Feedback

The next written corrective feedback is focused and unfocused corrective feedback. For unfocused corrective feedback, the teachers can elect to correct all of the student's errors. The teachers tend to correct all the text and do not specify the error form in the students' work. On the other hand, focused corrective

feedback proves more effective as the learner is able to check out multiple corrections of a single error and they will understand why what they writing is wrong and to get the correct form.

5. Electronic Feedback

In this written corrective feedback, the teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.

6. Reformulation

This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.

E. Previous Studies

Some previous studies are researching written corrective feedback. The previous study focuses on direct corrective feedback in improving students writing ability. This study has a different subject of the study and applies the quasi-experimental research method. This study is conducted by Syamsir (2016). This study focuses on improving the students writing ability of the fourth-semester students in *Sekolah Tinggi Ilmu Keperawatan* (STIK) Stella Maris Makassar. This study used a quasi-experimental method with a non-equivalent control class design. The population of this study was the students in the academic year 2013/2014 which consists of 80 students divided into two classes (class A and class B). The data were collected using a writing test and the result of this study shows a significant difference between the student's scores who were taught

by using direct corrective feedback and only with usual interaction feedback. That is clearly shown that the score of students' post-test showed improvement. It is proved by the mean score of the experimental class that shows a higher score than the control class. The mean score of the control class in the post-test increased to 64.25 from 44.50 in the pre-test while the experimental class, the mean score was 79.20 from 45.47 in the pre-test.

The second previous study focuses on direct written corrective feedback toward EFL students' essay writing. This study is conducted by Zia and Alpino (2018) which used quasi-experimental as the research method. This research was conducted in one local University in Batam with 54 registered students'. The researcher using a cluster random sampling technique to divide the students' into two classes (control class and experiment class). In selecting the class, the researcher using a lottery. For the control class who has 29 students', the researcher does not apply any treatment related to their writing tasks. And for the experiment class, it has 25 students' and written corrective feedback is applied to improve their writing score. After the post-test was given to measure the score of both classes. The score shows a different significant between both classes. The maximum score for the control class is 69 and its minimum score is 60, which is the mean score is 65.24. And for experiment class, the maximum score is 82 while the minimum is 74 where the mean is 77.80, and it is higher than the control class. And the finding shows the hypothesis where the WCF gives a significant effect on EFL students' essay writing.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description and the discussion of the development methodology for the study. It is included in the research design, the setting, and subject of study, the research procedure, data collection, and data analysis.

A. Research Design

The research is designed to solve the problem dealing with the teaching and learning of writing on the second-grade year students of Islamic Junior High YPI Al-Fajar. The design of this study is classroom action research (CAR) which is focused on increasing the students' writing skills. There are many definitions of action research. According to Kemmis (1983) in McNiff (1992:2), action research is like self-reflective which needs a participants (teacher, students, for example) to finish the research in social (including educational) situation in order to increase the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation (and institutions) in which these practices are carried out.

Action research involves problem-posing, not just problem-solving. It is motivated by a quest to improve and understand the world by changing it and learning how to improve it from the effects of changing made. Gwynn Mettetal (2001) said that this research design is to help the teacher find out what is

happening in the classroom and to use that information to make wise decisions for the future.

As stated before that action research occurs through a dynamic and complementary process, which consists of four essential moments. According to Kemmis and McTaggart in Burn (1999:3), they are planning, action, observation, and reflection. Kemmis and Mc Taggart (1988) illustrate their view of the action research process in **Figure 3.1**.
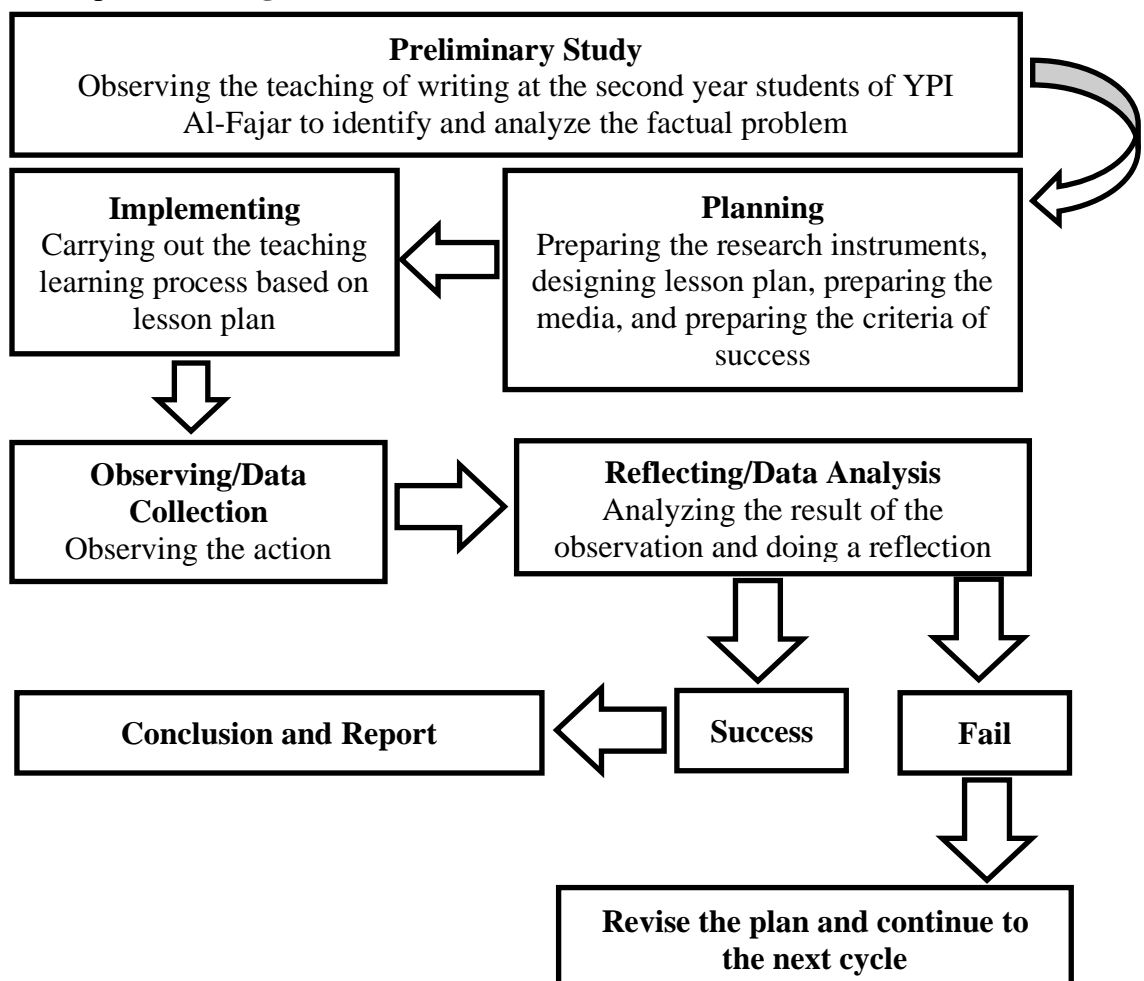
Preliminary Study
Observing the teaching of writing at the second year students of YPI Al-Fajar to identify and analyze the factual problem

Implementing
Carrying out the teaching learning process based on lesson plan

Planning
Preparing the research instruments, designing lesson plan, preparing the media, and preparing the criteria of success

Observing/Data Collection
Observing the action

Reflecting/Data Analysis
Analyzing the result of the observation and doing a reflection

Conclusion and Report

Success

Fail

Revise the plan and continue to the next cycle

Figure 3.1 The Research Procedure bt Stephen Kemmis and Taggart Mc.

B.   Setting and Subject of The Study

This study is conducted at Islamic Junior High School YPI Al-Fajar. The subject of this study is the second-grade students. This study needs one class only to conduct the technique. This class has chosen because based on the result of the last writing test shows that the class has scored under the criteria of success among the other classes. The total subject in this study is 29 students.

C.   Research Procedure

Classroom action research covers planning, implementing, observing and reflecting. The research applies the classroom action research model by Kemmis and Mc Taggart, as illustrated in figure 3.1. Before conducting this research, a preliminary study is necessary to do first to identify and analyze the real problem in the classroom that should be overcome.

1. Preliminary Study

Preliminary study is an activity to start an action research project, the researcher needs to decide the problem. In this research, the problems are identified after doing the pre-research and interviewing the English teachers. It refers to the students' writing skills which is still low and needs improvement. This preliminary study of the research is conducted by a researcher who interviewed the English teacher of Islamic Junior High School YPI Al-Fajar about the condition and how the teacher delivers the materials to the students.

The researcher gives a preliminary study to the students in the class as the subject to know their level differences in learning writing skills. The researcher

also asks about the last English score of the students. After getting some information and face the problem by the condition, the next step is designing the planning to go ahead in the cycle.

1. Planning the Action

In the planning, there are some activities conducted in this research. Those are preparing lesson plan, preparing instrument, and setting the criteria of success.

a. Preparing the Lesson Plan

Before going to the class, the researcher should make a lesson plan, it is better to see the curriculum to know the based competence that is informed to the students. The material chosen by the researcher is about the descriptive text that includes language features, structure text, social function and some written texts of descriptive. The sources are taken from English books and students' workbooks. See Appendix 1.

b. Planning Instruments

The instruments are test (writing a descriptive text), observation checklist and scoring rubric. In this following explanation, the researcher explains about test, observation checklist and scoring rubric.

1. Test

A test or evaluation is an activity to measured skill, knowledge or classification in many other topics. A test may be administered verbally, on paper, on a computer, or in a predetermined area that requires a test taker to demonstrate or perform a set of skills. A test may be administered formally or informally. An

example of an informal test would be a parent to their child and for a formal test would happen in teacher classroom or I.Q test in psychologist in a clinic.

2. Observation Checklist

An observation checklist is a list of questions an observer will need to answer when they are observing and assessing an individual's skills. The users of the observation checklist can easily monitor and assessment skills in real-time. It enables organizations to observe, record, and assess skills in the field and on the fly to determine and track employee competency.

3. Scoring Rubric

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. Because the criteria are public, a scoring rubric allows teachers and students alike to evaluate criteria, which can be complex and subjective. A scoring rubric can also provide a basis for self-evaluation, reflection, and peer review. It is aimed at the accurate and fair assessment, fostering understanding, and indicating a way to proceed with subsequent learning/teaching. And for this research, this study had two raters as collaboration for scoring the test (R1 as the researcher and R2 as the English teacher). The test, scoring rubric and the observation checklist is presented in the table. See Appendix 2, 3, 4 and 5.

c. Setting the Criteria of Succes

Criteria of success is a standardized criterion or minimum score that the students have to reach. If students get a score under the criteria, they will fail the

subjects. Usually, the score minimum as the criteria of success is different in each school based on some aspects. The criteria for the success of the research are designed to access the students' ability in writing. These criteria are set up to know whether the action is already successful or not. The criterion of getting success to get the score is at least 76 as the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal)* on the English subject of Islamic Junior High School YPI Al-Fajar. The researcher sets the criteria of success that the study is success if at least there are 75% of students who get the score at least 76 and the average score is at least 76.

2. Implementing the Action

After all the preparation and planning were done, it is time to come to the class and implements the lesson plan that the researcher made. The researcher does the teaching and learning process by implementing teaching techniques in increasing writing skills through direct written corrective feedback. In one cycle, the researcher takes 3 meetings in the first cycle.

3. Observing the Action

In this phase, the researcher collects the data which be done about any aspects that happen during the implementation phase of the action concerning the objectives of this study. The data were obtained from the observation checklist.

4. Reflecting the Action

This reflecting phase is used to analyze the success or failure factors in implementing indirect written corrective feedback in a cycle and then to determine

whether the researcher has to be finished or and reported or continue to the next cycle until the data reach the criteria of success.

D. Data Analysis

Data analysis is an effort that is done by the researcher and teacher. In this case, the researcher and the teacher focus on the writing descriptive text. So, the researcher more focuses on the students' writing scores. In knowing whether the students' writing ability improves or not, the researcher uses the steps which have done by the researcher in analyzing the result students' writing in descriptive text. The researcher uses the criterion of assessment consist of content, organization, grammar, vocabulary, and mechanics. In scoring assessment, the researcher uses a scoring rubric. The collaborator also gives the score for the students' in both tests. So, there are two raters in this study. After collecting the score, the researcher calculates the score and collaborator's score and divide it for getting the score. The formula is as follow:

$$\textbf{Score} = \frac{\textbf{the researcher score + the collaborator score}}{\textbf{2}}$$

Afterward, the result of the data analysis is compared to the criteria of success to know whether the criteria of success have been achieved or not. If the criteria of success have been already achieved within one cycle, the researcher stops the action.