A STUDY ON DIRECT CORRECTIVE FEEDBACK IN IMPROVING STUDENTS' WRITING PERFORMANCE AND MOTIVATION AT MTS YP KH SYAMSUDDIN PONOROGO

THESIS

Presented to

State Institute of Islamic Studies Ponorogo

in Partial Fulfilment of the Requirement

for the Degree of Sarjana in English Education

By:

NOVIKA AGUSTININGSIH

NIM: 210916024

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

JANUARY 2021

ABSTRACT

AGUSTININGSIH, NOVIKA. 2021. *A Study on Direct Corrective Feedback in Improving Students' Writing Performance and Motivation at MTs YP KH SyamsuddinPonorogo.*Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo (IAIN). Advisor FentyAndriani, M.Pd.

Keywords: *Direct, Corrective, Feedback, Writing, Performance, and Motivation.*

Writing calls on the ability to create words and ideas out of one's self. Basic level of writing skill is writing simple sentence. Students still faced difficulties in writing simple sentence. Correctness in writing is highly valued and main concerned of many foreign language writing teacher because it helps students to produce accurate writings. Providing corrective feedback is an essential part of language learning because it influences students' learning and achievement. Feedback helps both teachers and students to meet their goals in teaching and learning. There are direct and indirect corrective feedback. This research is to foster students' motivation to improve students' writing performance by implementing direct corrective feedback. Direct error correction identifies both the error and the target form. Feedback and motivation are two perceptions that control the students' English as foreign language improvement and progress in learning.

The purposes of this research were to analyse the implementation of direct corrective feedback to improve students' writing performance and motivation in MTs YP KH SyamsuddinPonorogo and to analyse the students' responses toward the implementation of direct corrective feedback in improving writing performanceat seventh grade of MTs YP KH SyamsuddinPonorogo.

This research applied qualitative research and used descriptive qualitative design. This research took one class of seven grade of MTs YP KH SyamsuddinPonorogo. The sample was 35 students of 7C. The researcher took the data from observation, interview, questionnaire and documentation. To analyse the data, the researcher used data analysis technique proposed by Miles and Huberman. The steps were data reduction, data display, and conclusion drawing. To check the validity of the research, the researcher used data triangulation.

The results of this research showed that the implementation of direct corrective feedback in improving students' writing performance and motivation in writing teaching learning process was divided into two ways, which were by oral and written. During the learning process the teacher was implemented the direct corrective feedback when the students were given exercise, when the students worked on assignment, and when the students had finishedtheir writing assignment. There was also such improvement on students' motivation. The students' responses toward the implementation of direct corrective feedback in improving the students' writing performance was positive. It was noted that the students felt happier when they went some positive direct corrective feedbacks. The students were motivated by the teachers' direct corrective feedback. They also became more careful while doing their assignment and they were not afraid to ask the teacher when they had difficulties. Direct corrective feedback gave a lot of influence to enhance the students writing performance and motivation. In conclusion, the implementation of direct corrective feedback made students easier to understand and be comfortable in the learning process.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

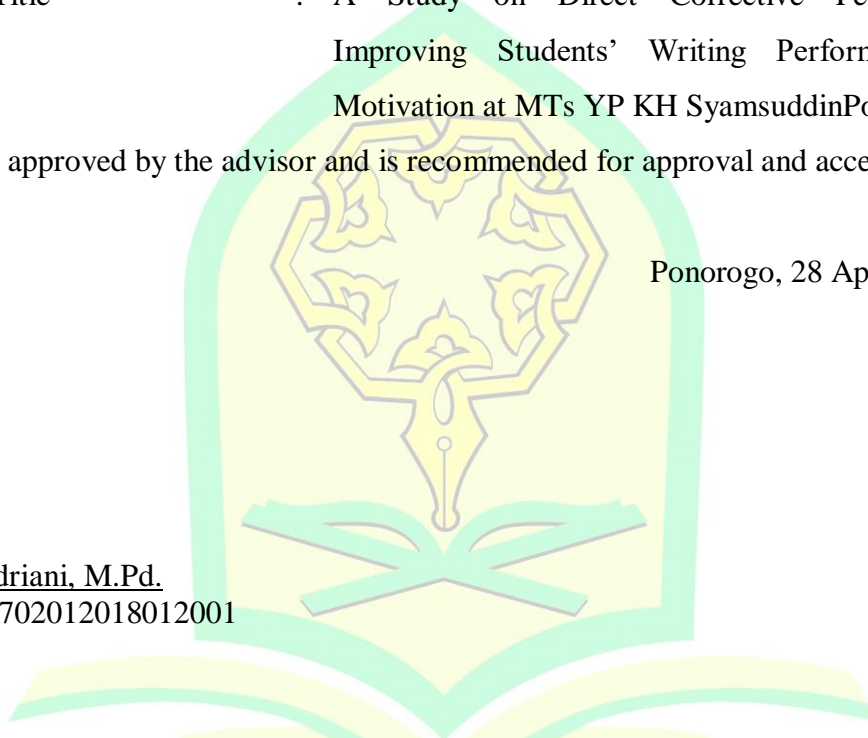|		
Name	:	NovikaAgustiningsih
Student Number	:	210916024
Faculty	:	Tarbiyah and Teachers Training
Department	:	English Education
Title	:	A Study on Direct Corrective Feedback in Improving Students' Writing Performance and Motivation at MTs YP KH SyamsuddinPonorogo

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor   Ponorogo, 28 April 2021

FentyAndriani, M.Pd.
NIP. 198702012018012001

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M.Pd
NIP. 19830327201101200

ii

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name : Novika Agustiningsih

Student Number : 210916024

Faculty : Tarbiyah and Teacher Training

Department : English Education

Title : A Study on Direct Corrective Feedback in Improving Students' Writing Performance and Motivation at MTs YP KH Syamsuddin Ponorogo

Has been approved by the board examiners on:

Day : Monday

Date : May 10, 2021

And has been accepted as the requirement for the degree the sarjana in English Education on:

Day : Tuesday

Date : May 27, 2021
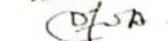
Ponorogo, May 28, 2021

Certified by

Dean of Tarbiyah and Teachers Training
State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir, Lc., M.Ag.
NIP. 196807051999031001

Board of Examiners

1. Chairman : Dr. Dhinuk Puspita Kirana, M.Pd ( )
2. Examiner I : Wiwin Widyawati, M.Hum ( )
3. Examiner II : Fenty Andriani, M.Pd ( )

SURAT PERNYATAAN PUBLIKASI

Yang bertandatangandibawahini:

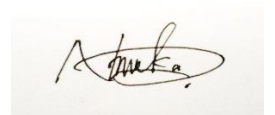|		
Nama	:	NovikaAgustinigsih
Nim	:	210916024
Fakultas	:	TarbiyahdanilmuKeguruan
ProgamStudi	:	A Study on Direct Corrective Feedback in Improving Studens' Writing Performance and Moivation at MTs YP KH SyamsuddinPonorogo

Menyatakanbahwanaskahskripsiatau thesis telahdiperiksadandisahkanolehdosenpembimbing. Selanjutnyasayabersedianaskahtersebutdipublikasikanolehperpustakaan IAIN Ponorogo yang dapatdiakses di thesis.iainponorogo.ac.id adapunisidarikeseluruhantulisantersebutsepenuhnyamenjaditanggungjawabdaripenulis.
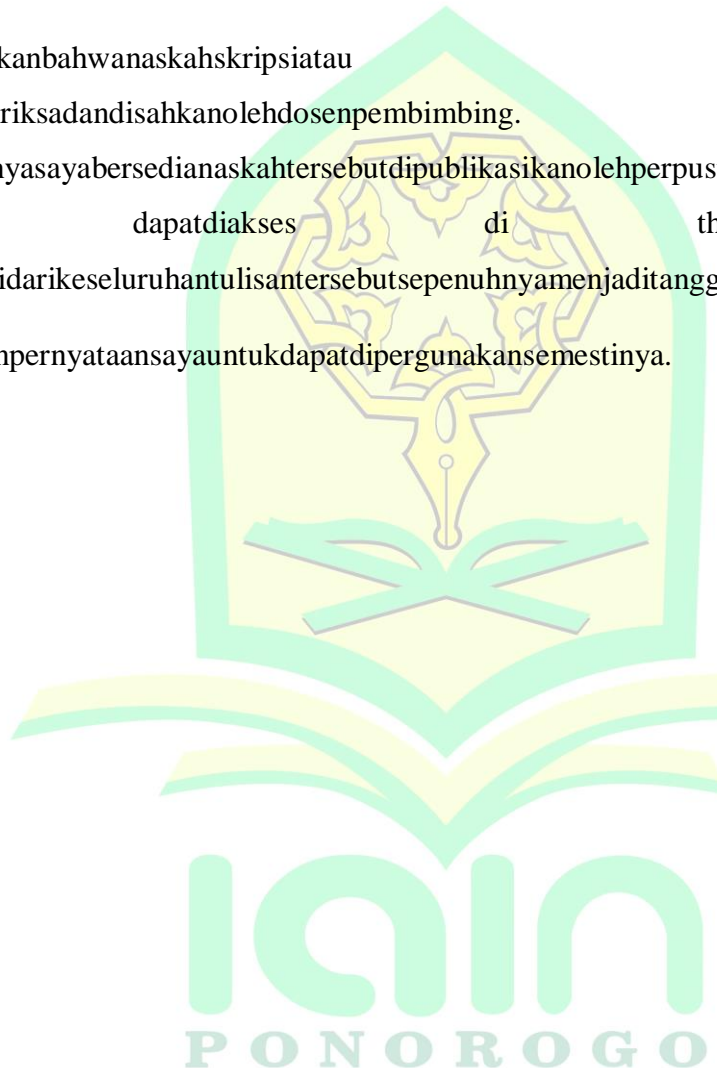
Demikianpernyataansayauntukdapatdipergunakansemestinya.

Magetan, 04 Juni 2021

Penulis

NovikaAgustiningsih

SURAT PERNYATAAN KEASLIAN TULISAN

Sayayangbertandatangandibawah ini:

Nama	:	Novika Agustiningsih
NIM	:	210916024
Jurusan	:	Tadris Bahasa Inggris
Fakultas	:	TarbiyahdanIlmuKeguruan
JudulSkripsi	:	A Study on Direct Corrective Feedback in Improving Students' Writing Performance and Motivation at MTs YP KH SyamsuddinPonorogo

Dengan ini, menyatakan bahwa skripsi yang saya tulis ini adalah benar-benarmerupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan ataupikiranoranglainyangsaya aku sebagaihasiltulisan ataupemikiransayasendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan,makasayabersedia menerimasanksi atas perbuatan tersebut.

Ponorogo, 28 April 2021

Yang Membuat Pernyataan

Novika Agustiningsih

v

TABLE OF CONTENT

CHAPTER I: INTRODUCTION

CHAPTER II: PREVIOUS RESEARCH FINDINGS AND THEOTETICAL FRAME WORK

BIBLIOGRAPHY

APPENDICES

CURRICULUME VITAE

SURAT PERNYATAAN KEASLIAN TULISAN

SURAT IJIN PENELITIAN

SURAT TELAH MELAKSANAKAN PENELIIAN

LIST OF TABLES

x

LIST OF APPENDICES

No	Appendices
1	Observation Transcripts
2	Interview Transcript
3	Questionnaire Transcript
4	Documentation Transcript

CHAPTER I

INTRODUCTION

This chapter is introduction which discusses background of the study, statement of the problem, objective of the study, significance of the study, research focus, and organization of thesis.

A. Background of the Study

English is an international language. For Indonesian students, it is considered as a foreign language and very important to be taughtin every level of education. Students are obligated to master English forcertain extent. This is aimed for preparing them to adjust to today's global notion in which English is used as a means of oral and written communication. Oral communication is transferring of information from sender to receiver by means of verbal and visual aid. Oral communication is more effective when communication needs a human touch, establishing a direct relationship, maintaining secrets, reaching mutual understanding and avoiding complexities with oral consent. Next to oral communication, written communication is the oldest known form of communication. Any form of communication which is written and documented from the sender to the receiver is known as written communication. Written communication is more effective when the sender wants to convey complex information, written communication serves better than oral communication.[1]

In learning English, learners need to master four skills. Those are listening, speaking, reading, and writing. Listening and reading skills are regarded as receptive skills, while speaking and writing skills are considered to be productive

---

[1]R. Prabavathi and P. C. Nagasubramani, "Effective Oral and Written Communication," *Journal of Applied and Advanced Research*, Volume 3, No 1, 2018, 30-31.

skills.[2] Among those four skills, writing is one of the most powerful tools which is used for conveying and demonstrating what students know. It helps the students to communicate effectively in and out of their schools. When children are not taught how to write effectively, significant barriers in education, employment, and other life pursuits may occur.[3] According to Peter Elbow, writing calls on two skills that are so different that they usually conflict with each other: creating and criticising. In other words, writing calls on the ability to create words and ideas out of one's self but it also calls on the ability criticize them in order to decide which one to use.[4]

Writing is regarded as the most exacting skill for EFL learner to be mastered. The difficulty lies not only on generating and organizing ideas, but also on translating the ideas into readable text. One major theme in pedagogical research on writing is the nature of the composing process and writing.[5] Writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element.[6] The teacher becomes important element in teaching writing to make the process of study is interesting. The suitable strategy or technique used by the teachers will make the students interested in writing activity.

There are so many factors influencing the process of teaching writing. In order to make the teaching writing is successful, the teacher should use suitable technique. Writing simple sentence is the basic level of writing skill. Unfortunately, based on the preliminary observation in MTs YP KH SyamsuddinPonorogo, the ability of MTs students in writing was still far from expectation. Writing simple sentence was a difficult thing for most of students. They had very poor performance

---

[2]Jeremy Harmer, *The Practice of English Language*,(New York: Longman, 1989), 16.
[3] Katie Lancaster, *Using Graphic Organizer to Teach Writing* (Charleston: Eastern Illinois University Press, 2013), 3.
[4]Peter Elbow, *Writing with Power* (New York: Oxford University Press, 1998), 7.
[5]H. Douglas Brown, *Teaching by Principles Interactive Approach to Language Pedagogy* (San Francisco State University: Addison Westy Longman, 2001), 335.
[6]J.B. Heaton, *Writing English Language Test* (London and New York: Longman, 2001), 135.

in arranging sentences in logical order and fair in forming a good paragraph structure. The reality shows that in composing grammatical and comprehensible sentences, the students faced many difficulties to choose the appropriate words and correct grammatical sentences. It happened because writing performance requires the knowledge of the rule of sentences, good command of vocabulary and the knowledge of mechanics. They were afraid of making mistakes in their writing. Shortly, they were afraid to fail in producing a good piece of English work of writing. They were not confident in their writing but they did not encourage themselves to develop their writing performance. Hence, they had never practiced the skill unless the teacher asked them. Word order, vocabularies even spelling words were three confusing things. For the result, most of students got dissatisfying score. It is the fact that learning a skill is nothing without practice, including writing skill. It means that the students need to practice a lot to have good writing skill.[7]

The skills involved in writing are highly complex ranging from higher level skills of planning and organizing to lower skills of spelling, pronunciation, word choice, and so on. As it is in many educational settings, teaching writing is examination-oriented, with accuracy as the most important criterion of evaluating students. Thus, correctness in writing is highly valued in these settings and main concerned of many L2 writing teachers to help students to produce accurate writings. One of highly debatable attempts done by teachers is providing corrective feedback (CF).[8]

Feedback is an essential part of language learning because it influences students' learning and achievement. Thus, feedback helps both teachers and

---

[7]Observation in MTs YP KH SyamsuddinDurisawoPonorogo, 2019.
[8]ElhamAlmasi, "The Effect of Direct vs. Indirect Corrective Feedback on Iranian EFL Learners' Writing Accuracy,"Journal of *Applied Linguistics and Language Research,* Volume 3, issue 1, 2016, 74.

students to meet their goals in learning and teaching. There are some studies that examined the relative effectiveness of varying feedback types, with the dichotomy between direct and indirect corrective feedback. Direct error correction identifies both the error and the target form.[9]In this research, feedback aimed to foster students' motivation to improve their writing performance. In effect, motivation is important in foreign language learning because it is the crucial force which determines a learner's engagement in task, how energy s/he concentrates and how long his/her perseverance in learning. Most of teachers and writers in the field of psychology of learning agree that motivation is a prerequisite for success in language learning. Thus, feedback and motivation are two perceptions that control the EFL students' improvement and progress in learning.[10]

Based on researcher's experience and observation, many students need teacher's feedback. Feedback can improve students' writing performance; it may cause positive and negative effect for the students and teachers. It can be positive when the students learn the teacher's feedback and never make mistake again. If the students learn the teacher's feedback, it improves their writing performance. On the contrary, if they do not learn the teacher's feedback, it gives negative effect.

Giving corrective feedback is one of the important techniques in helping the student writers improve their writing pieces, it helps the students to improve their writing. If the mistakes are ignored in the early stages without given any feedback, it will be more difficult to deal with them later on. Therefore, it should be given because it is helpful for learners. If the teacher corrects the mistakes of the students' writing, it will help the students learn the mistakes on their writing. Learning their

---

[9]C.G. Van Beuningen, N.H. de Jong and F. Kuiken, "The Effect of Direct and Indirect Corrective Feedback on L2 Learners' Written Accuracy." (Amsterdam).

[10]Amroune Leyla, "The Effectiveness of Corrective Feedback on Motivation to improve Students Writing Performance", 2016, 2.

teacher's feedback will help the students avoid those mistakes in the future. This is one of the positive effects of the teacher's feedback.

Related to the explanation above, the researcher conducted a research entitled A STUDY ON DIRECT CORRECTIVE FEEDBACK IN IMPROVING STUDENTS' WRITING PERFORMANCE AND MOTIVATION AT MTS YP KH SYAMSUDDIN PONOROGO. This study is intended to give information about giving direct corrective feedback in improving students' writing performance and motivation. It focused on the implementation of direct corrective feedback in improving students' writing performance and motivation; and the students' responses toward the implementation of direct corrective feedback in improving writing performance. The researcher hopes that through this study, more information about the topic can be served and applied. Then, in the future more strategies can be found to solve students' problems in writing.

B. **Research Focus**

This study has some limitations. Firstly, this study focused on the seventh graders of MTs YP KH SyamsuddinPonorogo in academic year 2019/2020 as the research population. Secondly, the researcher focused on how the implementation of direct corrective feedback in improving students' writing performance and motivation. Lastly, the researcher focused on the responses toward the implementation of direct corrective feedback in improving the students' writing performance and motivation.

C. **Statement of the Problem**

From the research focus, the problem statements of this research are formulated as follow:

1. How is the implementation of direct corrective feedback in improving students' writing performance and motivation at seventh grade of MTs YP KH SyamsuddinPonorogo?

2. How are the students' responses toward the implementation of direct corrective feedback in improving writing performance at seventh grade of MTs YP KH SyamsuddinPonorogo?

D. Objective of the Study

Concerning with the problem statements, this study has some objectives described as follow:

1. To analyse the implementation of direct corrective feedback improve students' writing performance and students' motivation in MTs YP KH SyamsuddinPonorogo.

2. To know the students' responses toward the implementation of direct corrective feedback in improving writing performance at seventh grade of MTs YP KH SyamsuddinPonorogo.

E. Significance of the Study

By conducting this study, it is expected to give useful information and contribution for educational environment, theoretically and practically.

1. Theoretical Significances

Related to the theoretical significance, the researcher hopes that this research will give a valuable contribution for developing theory especially in giving direct corrective feedback on students' writing. This research, in other

hand, is expected to enrich the knowledge and references about direct corrective feedback.

2. Practical Significances

   a. English teacher

      This research will provide English Teachers with a clear description of direct feedback correction in writing, especially how the students perceive and interpret the feedback given. Hopefully, after knowing the result of this research, the teacher will improve their techniques in giving feedback. As a result, their feedback can more effectively improve the students' writing.

   b. Students

      Investigating the impact of teachers' direct corrective feedback on learners' motivation in writing performance can be effective in increasing students' motivation and important in foreign language learning context because without motivation, learning is difficult to be achieved.

   c. The other researchers

      The researcher hopes that this study can inspire other researchers to organize the same research about teacher's direct corrective feedback or other topics related to feedback to enrich the existing study.

F. Organization of the Study

To make easier in writing the thesis, the thesis is divided into six chapters as follow:

The first chapter is introduction which contains background of the study, statement of the problem, objective of the study, significance of the study, research focus, and organization of thesis.

The second chapter is previous research finding and theoretical background. This chapter discusses previous research findings and theoretical background which are related with this topic.

The third chapter is research methodology which contains research design, population and sample, instrument of data collection, techniques of data collection, and technique of data analysis.

The fourth chapter is findings. This chapter discusses general data description and specific data description.

The fifth is discussion. In this chapter the researcher discusses the result of the research based on the statement of the problems.

The sixth chapter is about conclusion and recommendation. It has a purpose to give the conclusion of the research and recommendation related to this research.
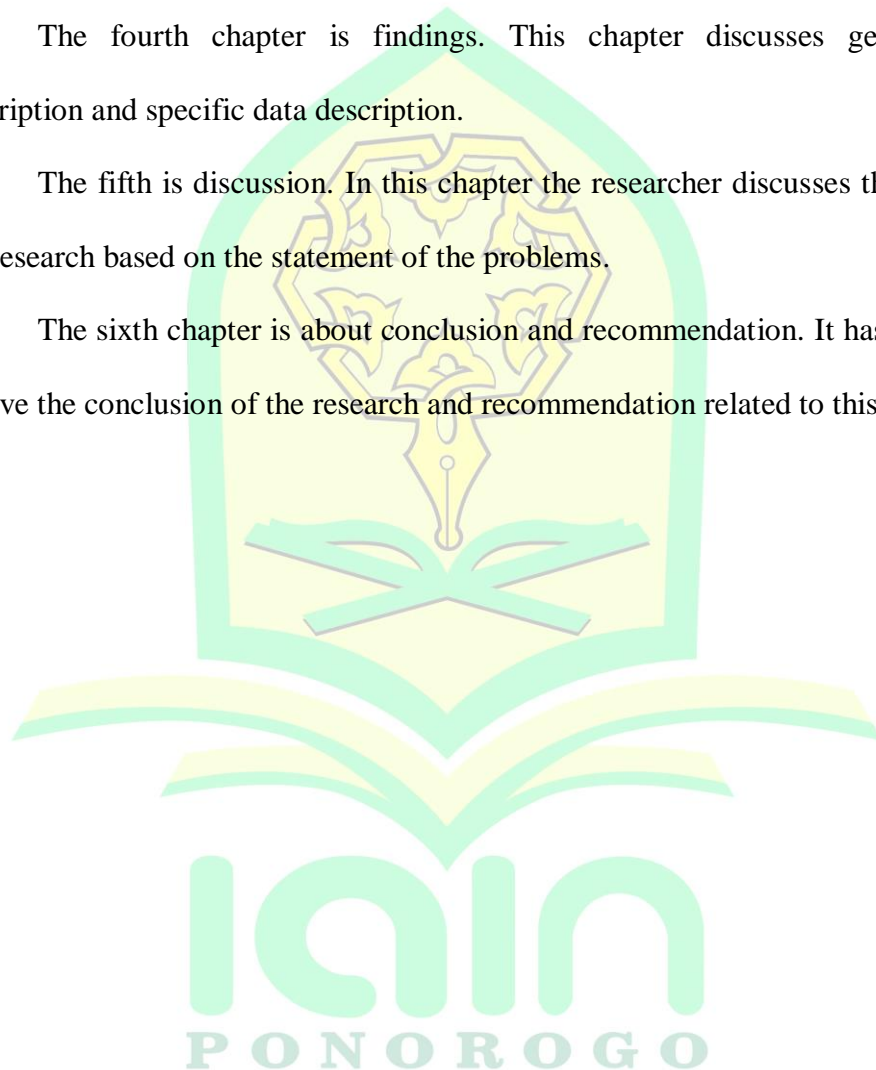
CHAPTER II

PREVIOUS RESEARCH FINDING AND THEORETICAL BACKGROUND

There are two parts discussed in this chapter. They are previous research finding and theoretical background. In the previous research finding, the researcher relates the theory to the study. In the theoretical background, the researcher discusses some theories and research studies which are related with the topics.

A. Previous Research Finding

There are some previous researches related to the topic. They helped the researcher to finish this research. In this part, the researcher has discussed several previous researches as the guidance to do this thesis.

The first previous research was conducted by *Amroune Layla* with the title *"The Effectiveness of Corrective Feedback on Motivation to Improve Students Writing Performance"*.This study attempted to explore the effect of teachers' corrective feedback on EFL students' motivation to improve their written performance. The findings indicated that the majority of the students have a positive attitude towards their teachers' feedback because it has proven to be successful to improve their written performance. Moreover, the surveyed teachers agreed that corrective feedback was an interactional and informative strategy that effectively promoted the students' motivation, level and performance in writing; hence, it should be immediate, focused and clear. Thus, teacher of all levels and modules should be aware about the advantages of feedback and the best way to implement it. The result of the present research validated the hypotheses set up for this research, that is to say, the teachers'

corrective feedback has a positive impact on EFL learners motivation and written performance.[11]

The second previous research arranged by *ArieRahmawatiHadiyanti* in 2013. The research was about *"An Analysis of Teachers' Written Feedback in Writing among the Grade VII Students of SMP Negeri 5 Sleman in the Academic Year 2012/2013"*. Based on the analysis of the students' writing, it is figured out that the teacher mostly gave feedback in a direct way. Also, the teacher's written feedback more focused on the surface level, especially grammar. Based on the third research question, the result showed (1) teacher's written feedback was objective; (2) teacher's written feedback was clear; (3) teacher's written feedback was assisting; (4) teacher's written feedback was encouraging; and (5) teacher's written feedback was proportional.[12]

The third research entitled *Teacher's Feedback on students' Writing at Seventh Grade Students of SMPN 1 MlarakPonorogo in Academic Year 2017/2018* comes from AlfinaQomariyah (*English Education Department, Faculty of Tarbiyah and teacher Training, State Institute of Islamic Studies Ponorogo*). The purpose of this research was to investigate the teacher's feedback on students' writing at SeventhGrade Students of SMPN 1 MlarakPonorogo in academic year 2017/2018. The research used qualitative research. The design for this approach was case study. It was conducted at SMPN 1 MlarakPonorogo. The techniques of collecting data were observation, interview, questionnaire, and documentation. In analysing data collection, the researcher applied steps of qualitative data covering, data reduction, data display and conclusion. The validity of data was used was triangulation technique.

---

[11]Amroune Leyla, "The Effectiveness of Corrective Feedback on Motivation to improve Students Writing Performance."

[12]ArieRahmawatiHidayanti, "An Analysis of Teachers' Written Feedback in Writing Among the Grade VII Students of SMP Negeri 5 Sleman in the Academic Year of 2012/2013", 2013.

The results of the research showed that the kinds of teacher's feedback on students' writing were feedback during and after learning, oral and written feedback, informal feedback and formal feedback, evaluation and descriptive feedback. The progress of students after being given feedback could be seen from the learning process in the classroom, the response to the material, and the ratio of final grades in first and second semester. Feedback gave a lot of influence to enhance the language skills of students.[13]

Those previous researches above have such similarity and difference with this research. The similarity is all of them discuss the teachers' feedback in students' writing skill and motivation. The differencedeals with the focus of feedback content. The focus on the first research wason the corrective feedback of English Foreign Language students' motivation to improve their written performance, the focus of the second research was on the type and students' perceptions on the teachers' written feedback, and the third dealt with kinds of teacher's feedback on students' writing.In this research, the researcher used descriptive qualitative research method. It was focussed on the implementation of direct corrective feedback in improving students' writing performance and motivation. Moreover, this research was conducted in MTs YP KH SyamsuddinPonorogo with the specification of kind of direct corrective feedback applied.

B. Theoretical Background

This part of the chapter covers some theories and research studies which are related with the topic. Those are writing, teaching writing, direct corrective feedback, and motivation.

---

[13]AlfinaQomariyah, "Teacher's Feedback on Students' Writing at Seventh Grade of SMPN 1 MlarakPonorogo in Academic Year 2017/2018."(Thesis, IAIN Ponorogo, Ponorogo, 2018).

1. Writing

As can be seen that writing skill is one of the most important aspects in English language acquisition. This part covers definition of writing, purposes of writing, types of writing, micro and macro skill of writing, and writing process.

a. Definition of Writing

Writing is one the language skills. In English, writing skill is much complex enough and sometimes difficult to teach. Writing skills are complex and sometimes hidden to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment of the mental elements. Writing skill is a process decidedly not to say that it should be turned into a formulaic set of steps. According to Nunan, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[14] Moreover, Peter Elbow stated that writing calls on two skills that are so different that they usually conflict with each other: creating and criticising. In other words, writing calls on the ability to create words and ideas out of one's self, but it also calls on the ability criticize them in order to decide which one to use.[15] Writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the addition dependency of a system of signs or symbols, usually in the form of a formal alphabet.

b. Purposes of Writing

---

[14]David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 88.

[15]Peter Elbow, *Writing with Power* (New York: Oxford University Press, 1998), 7.

In learning writing, the students have to explore their ideas and also develop their main idea. This activity is done because they have a certain purpose. The researcher thinks that to be an interesting work, writing must have a purpose.

According to Penny Ur in his book "A Course in Language Teaching" stated that the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of writing. On the other hand, the writer needs also to pay attention to formal aspects; neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.[16]

c. Types of Writing

There are four types of writing performance. The first one is Imitative. To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

The second type is Intensive (controlled). Beyond the fundamentals of intensive writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importances in determining correctness and appropriateness,

---

[16]Penny Ur, *A course in Language Teaching* (Cambridge University Press), 163.

but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

The third type is Responsive. Here, assessment takes learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choices among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

The fourth type is Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.[17]

---

[17]H. Douglas Brown. *Language Assessment Principles and Classroom Practises* (California: Longman, 2003), 220.

d. Micro and Macro Skills of Writing

Brown points out some micro and macro skills of writing. The micro refers to producing the basic skill of writing, such as forming letter, words or simple sentences. The micro skills are:

1) Producing grapheme and orthographic pattern of English

2) Producing writing at an efficient rate of speed to suit the purpose

3) Producing the acceptable core of words and using appropriate word order patterns

4) Use acceptable grammatical system (e.g., tense, agreement, pluralisation, pattern and rules

5) Express a particular meaning in different grammatical forms

6) Use cohesive device in written discourse

Besides, the macro skills refer to producing a text at or beyond the discourse level that is producing a meaningful text. The macro skills of writing are:

1) Use the rhetorical forms and conventions of written discourse

2) Appropriately accomplish the communicative functions of written texts according to form and purpose

3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, give information, generalization, and exemplification

4) Distinguish between literal and implied meanings when writing.

5) Correctly convey culturally specific references in the context of the written text.

6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.[18]

e. Writing Process

Thewriting steps are very similar to those followed by many teachers throughout the world teaching process writing to native and non-native speakers. The steps are presented below:

1.) Prewrite

In this important first step, children are given an opportunity to prepare to write and to collect their thought and ideas. If done properly, it can ease children into writing without any hesitation or worry.[19] It means that the students have to plan the purpose what they are going to write.

2.) Write

Children write down all of their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quick and flow together.[20] Students must be confident in writing.

3.) Revise

---

[18]Ibid, 221.

[19]Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: MC Graw-Hill, 2005), 102.

[20]Ibid, 102.

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

4.) Edit

Learners (with the help of their teachers, caregivers, or classmates) proofread their work to make sure that there are not any content errors or grammatical or spelling errors.[21] The students need feedback from others to make sure they are on the right track.

5.) Publish

The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or a computer so that it can be displayed or shared.[22]

2. Teaching Writing

Teaching writing is a very complex process. To make it easier to understand, teaching writing in this part covers definition of teaching writing, principles for teaching writing and strategies of teaching writing.

a. Definition of Teaching Writing

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teaching is showing or helping someone how to do something, giving instructions guiding in the study of something providing with knowledge causing to know or understand.[23]

According to Calkins, Marten, Segraves, Thacker, and Youngin in Katie Lancaster, teaching writing is a very complex process. Research suggested that children be taught and become comfortable with the fact

---

[21]Ibid, 102.

[22]Ibid, 102.

[23]H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Longman, 2000), 8.

that writing involves taking risks and making mistakes. Kissel stated that writing often encourages students to 'step out of the box' and think like a writer. This is often difficult for young writers to do. Effective writing teachers must reinforce the idea that learning involves practice: practice provides opportunities for growth. Children need to be exposed to writing in a developmentally appropriates environment so that the writing process becomes valued, purposeful, pleasant, and productive.[24]

b. Principles for Teaching Writing

According to Nation, there are some principles for teaching writing that must be taken into account by teacher during teaching writing.

1.) Meaning-focused input

In meaning focused input, it is believed that a successful writing process is if the writers are well prepared for what they are going to write. Learners should bring their experience and knowledge during writing. Before they do writing, learners will choose a topic.

2.) Meaning-focused output

Learners will be expected to do lots of writing genres in order to do practices for many aspect in the writing skills. The aim of writing is to convey a message to reader, so the learners must be taken into account the communicative purposes during the writing process. Writing should interest the learners. Learners use writing for increasing their language knowledge. Learners can use technology in order to develop the writing skills. Writing instructions should be

---

[24] Katie Lancaster, *Using Graphic Organizers to Teach Writing, 4-5.*

based on careful needs of writing, what they can do now, and what they want to do.

3.) Language focused learning

In language focused learning, a learning process focuses on the micro skill of language, and the parts of writing processes.

4.) Fluency development

In fluency development, learners should increase their speed so that they can write very simple material at a reasonable speed.[25]

c. Strategies of Teaching Writing

Harmer stated that the students should pay attention not only in what they are going to write but also how they are going to write. According to Harmer, there are some strategies in teaching writing:

1.) Get students to plan writing

In this stage, the teachers need to encourage students to think about what they are going to write by planning the content and sequence of what they will put down on paper. In this case, there are two ways to get the students' plan. They are brainstorming and guided task. Brainstorming is where the students in pairs or groups come up with as many ideas as they can through discussion. In other hand, the guide tasks is where the teacher or the course book includes a number of activities which lead students to plan for a forthcoming task. In these stage, the teacher also can encourage students to think about the purpose of their writing and for whom they are writing.[26]

2.) Encourage students to draft, reflect, and revise

---

[25]Nation, *Teaching ESL/EFL Reading and writing* (New York: Routledge Publishers, 2009), 93-94.

[26]Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Ltd, 2004), 11.

In this stage, the students treated that their first draft as first attempts and not as finished product. They are still need to reflect and revise them. One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. They will respond to each other ideas, making suggestion, and contribute to the success of the finish product.[27]

3.) Respond to students' writing

There are three ways in respond the students' writing. First, teachers are responding to work-in progress. It is applied when teachers is talking to the students in group while the other are still working on their own. Second way is reformulating. The teachers write their own version of a good writing. It will crucial for students as comparison with their works. And the last way is peer response. It will be really pleasant for them because they can discuss together. It means that the each student will get suggestion as what they need.[28]

3. Direct Corrective Feedback

As can be seen that direct corrective feedback is a strategy of providing feedback to students to help them correct their errors by providing the correct form of the target language. In this part the researcher provides some theories related with direct corrective feedback, such as definition of feedback, function of feedback, kind of feedback, and direct corrective feedback itself.

a. Definition of Feedback

In educational research, the concept of feedback considered as an important tool to enhance learning specially promote students'

---

[27]Ibid, 11-12.
[28]Ibid, 12.

motivation to learn more. Numerous studies have emphasized on the nature of feedback on the output of positive and negative promotion in learning process. Likewise, feedback can be defined from various perspectives from writing process. Hattie and Timplerley point out that feedback is an information provided by an agent with respect to one's rendition or understanding. However, feedback also infields the consequence of performance. Hattie and Timperlay explained further that a teacher or parent can provide correct information, a book can provide information to clarify an idea parent can provide encouragement and learner can look up the answer evaluate correctness of responses.[29]

The given information on the learners writing performance of the teacher is called "feedback". In which that the feedback is sometimes known as "knowledge of results". According to Salvin cited in Khalil defines feedback as an information on the result of one's effort.[30] This means that feedback refers to the used procedure to inform the learners, whether their responses are wrong or right through written comments. A further detailed definition of feedback was given by Ur that feedback is information that is given to the learner about his/her performance. Some examples in language teaching: the words: "yes, right!" said to a learner who has answered the question; a grade of 70% on an exam; a raised eye bow in response to a mistake in grammar; comment written in the fringe of an essay.[31]

These two definitions offer two main significant points. First, the goal of the given information on pupils' written production is to enhance

---

[29]John Hattie and Helen Timperley, The Power of Feedback, *Journal of Educational Research, Volume 77, number 1,* (2007), 81.

[30]Khelil M. et al., *Effective Feedback on Secondary School Pupils' Writing*, 2008, 22.

[31]Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 1996), 242.

their writing. Second, feedback can be shaped in two forms: verbal or non-verbal.

1.) Verbal Feedback

This type of feedback includes the all facial expression such as: eye bow, the voice (stress and intonation), body posture, and gesture. This kind of assessment is usually misinterpreted by the learners. It is usually given to the students immediately after the language error is made it can contain much less information about errors made and about the content.

2.) Non-verbal Feedback

Unlike the verbal feedback which is based on the body and facial gestures, the non-verbal feedback includes the paralinguistic cues, non-verbal feedback can be read several times. It can be written or spoken.

b. Functions of Feedback

The feedback has various functions. According to Long in Khalil cited in Amroune Layla there are three functions of feedback on writing performance:

1.) Informational Feedback

The information that the learners get about their performance can help them to know the gap between what he/she has realized and what he/she is able to do, and this can promote learning.

2.) Reinforcement Feedback

Skinner, in his behaviourist theory of learning emphasis the role of the positive reinforcement (reward) and the negative reinforcement (punishment) in strengthening or weakening EFL learners' behaviours. Feedback has a highly motivational effect if it is positive and carried in an effective way.

3.) Incentive Feedback

When the feedback plays the role of motivator, this means that it functions as a kind of incentive. Psychologists believe that learning a target language requires an intensive kind of motivation.

c. Kind of feedback

There are two kinds of feedback. The first one is Oral Feedback. It is mostly considered to happen between a teacher and students.[32] Oral feedback usually during a task. It is sometimes underestimated because it is less formal, but it can be very powerful and effective tool as it can be provided easily in the "teachable moment" and in timely way.[33]

The second one is written feedback. Written feedback tends to be given after task. Written feedback is sometimes considered as optimal because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind. Written feedback involves feedback given to students' written work.[34]

Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps.

---

[32]SanjaHadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden* (Sweden: Linnaeus University, 2016), 6-7.

[33] Department of Education and Communities, Strong Start, Great Teacher – Phase 3: Type of Feedback (Public School New South Wales, 2015), 1.

[34]SanjaHadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden* (Sweden: Linnaeus University, 2016), 10.

d. Direct Corrective Feedback

1.) Definition of Direct Corrective Feedback

Feedback encompasses not only correcting students, but also offering them an assessments of how well they have done, whether during a drill or after a longer language production exercise. The way the teachers assess and correct students will depend not only upon the kind of mistakes being made (and the reasons for them), but also on the type of activity the students are talking part in.[35] Hattie and Timplerley state that feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.[36]

Ellis in Safitzal said that when a feedback is given to correct students' error, it is called corrective feedback.[37] Corrective feedback also known as error correction or grammar correction is a crucial meaning adopted by teachers to treat learners' errors in second language.[38]Bitchener and Ellis in ElhamAlmasi stated that regardless of recent research findings that found evidence in support of written corrective feedback, some questions still remain to be investigated whether corrective feedbacks more specially direct or indirect can

---

[35]Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman, 2001), 99.

[36]John Hattie and Helen Timperley, "The Power of Feedback", *Journal of Educational Research, Volume 77, number 1,* (2007),81.

[37]SafitzalFajarRahmawati, "The Effectiveness of Corrective Feedback Strategy to Students' Speaking Skill of the Eight Grade Students at SMPN 2 JetisPonorogo in Academic Year 2018/2019", 2019, 15.

[38]Jin Chen, Jianghao Lin and Lin Jiang, "Corrective Feedback in SLA: Theoritical Relevance and Empirical Research,"*Journal of English Language Teaching,* Volume 9, Number 11, 2016, 85.

enhance students' writing. It is mention that direct corrective feedback might have more effect on students' writing.[39]

Ferris in Elham stated that direct corrective feedback is a strategy of providing feedback to students to help them correct their errors by providing the correct linguistics form or linguistics structure of the target language. In addition Bitchener and Ferris in Elham stated that direct feedback is usually given by teachers, upon noticing a grammatical mistakes, by providing correct answer or the expected response above or near the linguistics or grammatical error.

Ferris and Roberts in Farahman also stated that teachers and students prefer direct corrective feedback. They suggest that it is more helpful to writers because it (1) reduces the type of confusion that they may experience if they fail to understand or remember the feedback they have been given (for example, the meaning of error codes used by teachers); (2) provides them with information to help them resolve more complex errors (for example, syntactic structure and idiomatic usage); (3) offers more explicit feedback on hypotheses that may have been made; and (4) is more immediate.[40] Additionally, Bitchener and Knoch in Catherine suggested that only direct corrective feedback offers learners the kind of explicit information that is needed for testing hypotheses about the target language.[41]

---

[39]ElhamAlmasi, ElhamAlmasi, *The Effect of Direct vs. Indirect Crrective Feedback on Iranian EFL Learners' Writing Accuracy*, 75.

[40]FarahmanFarrokhi, "The Effects of Direct written Corrective Feedback on Improvement of Grammatical Accuracy of High-proficient L2 Learners", *World Journal of Education*, Volume 2, Number 2, 2012, 50-51.

[41]Catherine Van Beuningen, "Corrective Feedback in L2 Writing: Theoretical Perspectives, Empirical Insights, and Future Directions", *International Journal of Education Studies*, Volume 10, Number 2, 2010, 1-27.

2.) Steps of direct corrective feedback

Ellis and Ferris in ElhamAlamsi Stated that direct corrective feedback may be done in various ways such as by:

a) Striking out an incorrect word, phrase, or morpheme.

b) Providing the correct linguistic form above or near the erroneous form, usually above it or in the margin.[42]

3.) The Advantages and Disadvantages of Direct Corrective Feedback

Direct corrective feedback aims to help students edit their writing and improve their performance in future tasks. Ferris argued that it is useful in treating errors of prepositions and other issues of idiomatic lexis. She also claimed that it is useful in the final stages of the writing process to help students focus on the remaining errors in their texts and refer to them in future tasks.

The other advantage of direct corrective feedback is providing explicit information about the correct form. Lee in ElhamAlmasi added that direct feedback may be appropriate for beginner students, or in a situation when errors are 'untreatable' that are not susceptible to self-correction such as sentence structure and word choice, and when teachers want to direct students' attention to error patterns that require student correction.[43]

Hirvela and Elsari in Ahmed argue that direct teacher feedback is one of the last effective methods of giving feedback to students. They believe that this type leaves no work for learners to do and no chance for them to think about the errors. Rewriting teacher's

---

[42]Ibid, 76.
[43]Ibid, 77.

correction is a passive action that does not teach students how to recognize or correct on their own. Therefore, it does not lead to long-term learning because it requires minimal processing on the part of the learner.[44]

4. Motivation

As can be seen, that motivation is one of theory which is related to the topic of this research. This part covers definition of motivation, kind of motivation, characteristics of motivated student, measure of motivation, and indicator of motivation.

a. Definition of motivation

One of the most complicated problems of foreign language learning and teaching has been done to define and apply the construct of motivation in the classroom. Motivation is the extent to which someone makes choice about (a) goals to pursue and (b) the effort someone will devote to that pursuit.[45] In addition, Ford in Lim stated that the concept of motivation is defined as the organized pattern of a person's goal, beliefs, and emotions that the person is striving for. Woldkowski adds that motivation is a force to arouse, give direction to, continue, and choose a particular behaviour.[46]

b. Kind of motivation

Students' motivation naturally has to do with students' desire to participate in the learning process. But it also concerns on the reasons or goals that underlie their involvement or non-involvement in academic

---

[44] Ahmad H. Seiffedin and Samah M. F. E, "The Impact of Direct-Indirect Corrective E-Feedback on EFL Students' Writing Accuracy",*Journal of Theory and Practice in Language Studies,* Vol. 7, No. 3, (2017), 168.

[45] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language* Pedagogy (San Francisco: Longman), 2000, 72-73.

[46]Dao H. Lim, *Cross Culture Differences in Online Learning Motivation* (Tennnessee), 2004, 863.

activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. There are two kinds of motivation:

1) Intrinsic motivation

According to Edward Deci defined intrinsic motivation is intrinsically motivated activities are ones for which there is no apparent reward expect the activity itself.[47] The intrinsic motivation is motive that has been active without stimulus from the outside, because everyone has a motivation to do something. If someone has an intrinsic motivation in their self, they can do activities without needing motivation from outside.

2) Extrinsic motivation

Extrinsic motivation is something which drives from the influence of some kinds of external incentive, as district from the wish to learn from its own sake or interest in tasks.[48] Extrinsically motivated behaviours, on the other hand, are carried out in anticipation of a reward from outside and beyond itself.[49]

c. Characteristics of Motivated Student

The most successful students are not necessarily those to whom a language comes very easily. However they are those who display certain characteristic, most of them clearly associated with motivation. Some of these are:

---

[47]H Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San Francisco: Longman), 2000, 76.

[48]Penny Ur, *A Course in Language Teaching* (United Kingdom: Cambridge University press), 1996,

[49]H Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San Francisco: Longman), 2000, 76.

1.) Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.

2.) Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

3.) Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

4.) High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

5.) Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.

6.) Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

7.) Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.[50]

d. Measure of Motivation

According to Hanafiah, there are some measurements that can be used to know the motivation. Those are:

1.) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.

---

[50]Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 1996), 275.

2.) Questionnaire is to know the persistence and loyalty.

3.) Free compose is to understand information about the vision and aspirations.

4.) Achievement test is to get the information about the achievement of the students' academic.

5.) Scale is to understand information about attitude.[51]

e. Indicators of Motivation

According to Pertiwi, there are several indicators of motivation that can be known in the following:

1) Duration of the activities.

2) Frequency of the activities.

3) The persistence to achieve the goals.

4) The resilience and the ability when the students face obstacles in their activities.

5) The devotion and the sacrifice to reach the goals.

6) The steps of the appreciation (plans, goals, and objectives) that will be achieved in the activities.

7) The levels of qualification outcomes that they are achieved in the activities.

8) The attitude directions toward the activity objectives in like/dislike form.[52]

Pearson states in Pertiwi that the levels of students' motivation can be determined as follows:

---

[51]NanangHanafiah, *KonsepStraegiPembelajaran* (Bandung: RafikaAdiatama), 2010, 28.

[52]DwiAji Dian Pertiwi, *PengaruhMinatdanMotivasi BacaTerhadapKemampuanMeresepsi Cerpen,36-37.*

1) Task selection. The task selection with free answers indicates that the students have motivation.

2) Effort. The effort for the difficult task indicates that the students have motivation.

3) Persistence. The resilience to work for long time especially when the students face obstacles indicates that they have high motivation.

4) Appreciation. The selection, efforts, and persistence it can be increase of the task appreciation.

In this research the researcher used one of the measurements above, which is questionnaire. In the questionnaire, there are four options. That are strongly agree, agree, disagree and stronglydisagree.
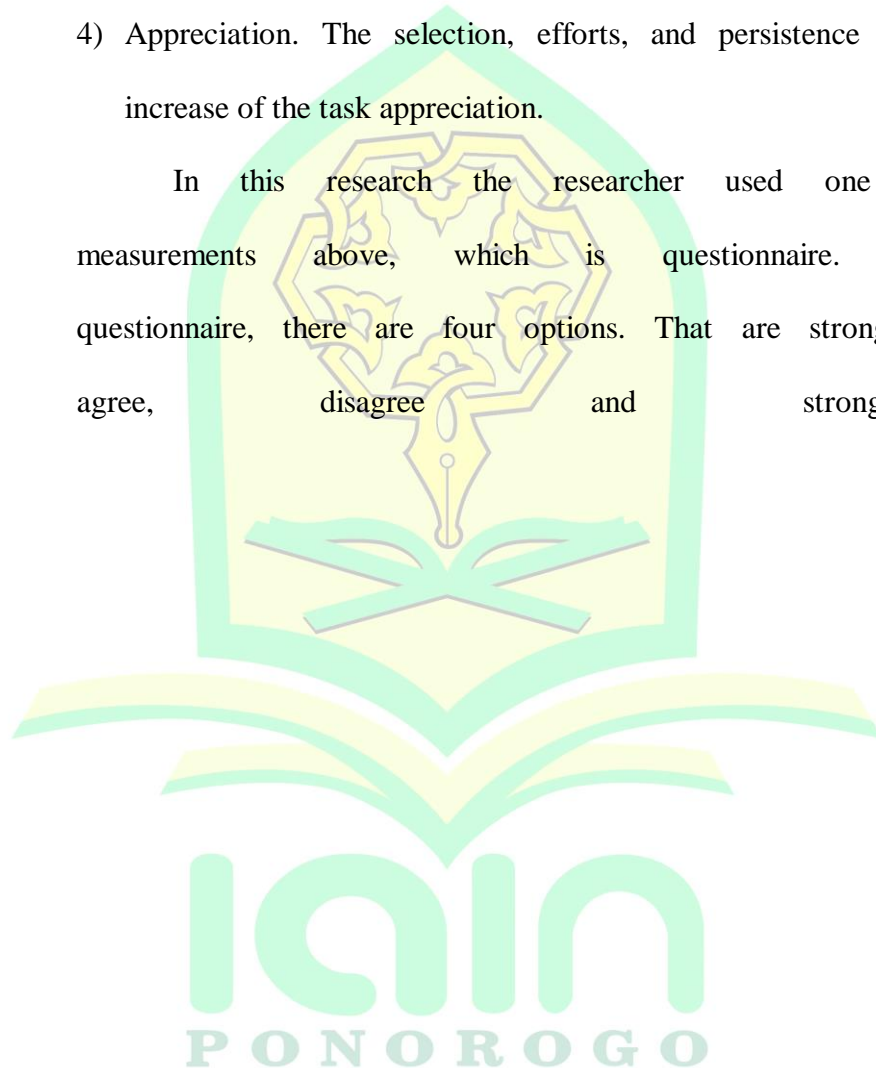
CHAPTER III

RESEARCH METHODOLOGY

This chapter is research method which contains of research design, population and sample, instrument of data collection, techniques of data collection, and technique of data analysis.

A. Research Approach and Design

A research design is simply the framework or plan for the research that is used as a guide in collecting and analysing the data.[53] Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money.[54]

To conduct this research, the researcher used qualitative research method. According to Richard and Schmidt, qualitative research is any research that uses procedures that make use of non-numerical data, such as interviews, case studies, or participant observation.[55] Furthermore, according to Angrosino in Mohammad Adnan Latief stated that qualitative research is a process of inquiry aimed at understanding human behaviour by building complex, holistic picture of the social and cultural settings in which such behaviour occurs. It does so by analysing words rather than numbers, and by reporting the detailed views of people who have been studied. Such inquiry is conducted in settings where people naturally interact, as opposed to specially designed laboratories or clinical/experimental settings. Qualitative research seeks to understand the what,

---

[53]Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Technique* (Bridge Center: Romania, 2015), 18.
[54]C.R. Kothari, *Research Methodology Methods and Techniques* (Jaipur: New Age International Publishers, 2004), 32.
[55]Richards, et al., *Language Teaching and Applied Linguistics* (Edinburg Gate: Pearson Education Limited, 2002), 435.

how, when, and where of an event or an action in order to establish its meaning, concepts, and definitions, characteristics, metaphors, symbols, and descriptions.[56]

There are many different types of qualitative research. In this research, the researcher useddescriptive qualitative research. Descriptive qualitative research is concerning with qualitative phenomenon including surveys and fact-finding enquires in which a specific situation is studied.[57] The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Through it, the researcher arrived at a detailed description and understanding of the entity.

The descriptive qualitative uses multiple techniques to collect the data. In this research, the researcher used observation, interview, questionnaire and documentation. The observation used to collect the data about how the teacher implemented the direct corrective feedback, while the interviewand questionnaire used to collect the data about the extent to which direct corrective feedback can improve students' writing performance and motivation. After collecting the data, the researcher analysed it through three techniques. They were data reduction, data display, and conclusion drawing. Furthermore, the data results of observation, interview, questionnaire and documentation were triangulated to check the data validity.

---

[56]Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: UM Press, 2013), 75-76.

[57]C. R. Kothari, Research and Methodology: Method and Techniques (New Delhi: New Age International, 2004), 37.

B. Researcher's Role

There are two types of observational research. They are participant observation and non-participant observation.[58] The researcher's role has something to do with both the physical as well as the psychological or emotional distance between the observer and the observed. In this research, the researcher was a non-participant observer. The researcher did not get involved in the subject's activities. The collection of the data had been analysed, interpreted, and reported by the researcher as a result.

C. Research Setting

Based on the research observation in MTs YP KH SyamsuddinPonorogo on November 2019, the researcher found that the English teacher of the seventh grade students used to teach her students by using such innovative and effective strategy. Then, direct corrective feedback strategy was applied to improve students' writing performance and motivation; and to solve the students' problem in writing. That was why this research was conducted in MTs YP KH SyamsuddinPonorogoin academic year of 2019/2020. Based on the observation mentioned, although the students of seventh grade had some problems in writing skill but they were excited and interested in studying English through the innovative and effective strategies that were applied by their teacher.

---

[58]Ranjit Kumar, *Research Methodology* (London: Sage Publications Inc., 2011) 134.

D. Data and Data Sources

1. Primary Data Source

The primary data is data that has been observed, experienced, or recorded close to the event. This source is the nearest one can get to the truth.[59] The primary data in this research was the students and English teacher of the seventh grade and the headmaster of MTs YP KH SyamsuddinPonorogo. There are several basic methods to collect primary data: asking questions, conducting interviews, observing, immersing oneself in a situational, doing experiment, and manipulating models.[60] In this research, the researcher used observation and interview as her basic methods to collect primary data.

2. Secondary Data Source

The secondary data was data that had been interpreted and recordedin written sources.[61]Data of this research was taken from written materials namely books, theses, and journals related to the topic.

E. Data Collecting Technique

The use of the right technique in collecting data is important to take the data objectives. Technique of data collection is all of ways that are used by researcher to get data in research. The techniques of collecting data in this research were:

1. Observation

Observation is used as a technical term in research with its specific meaning. In everyday language, observation usually refers to the use of our

---

[59] Nicholas Walliman, *Research Methods: The Basics* (London and New York: Routledge, 2011), 69.

[60]Ibid, 92.

[61]Ibid, 69.

visual sense to record and make sense of information. In research, observation refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data.[62]

Patton in Louis stated that observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. The researcher was given the opportunity to look at what is taking place *in situ* rather than at second hand. This enables researcher to understand the context of programmes, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews), and to access personal knowledge. Because observed incidents are less predictable there is a certain freshness to this form of data collection that is often denied in other forms, e.g. a questionnaire or a test.[63]

In this research, the researcher paid attention, watched, and listened carefully. The researcher observed how the teacher gave direct corrective feedback to improve students' motivation in writing performance and the students' responses towards the implementation of direct corrective feedback in improving students' writing performance. On the other hand, the researcher concerned on the physical surrounding, physical appearance, behaviour and the context in which events occurred.

2. Interview

According to Monette et al. in Ranjit Kumar, an interview involves an interviewer readings question to respondents and recording their

---

[62]Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, 77.
[63]Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education*, 305.

answer.[64] In this research, the researcher applied the structured interview. Structured interview are fully controlled by the interviewer. It means that the researcher have a set of guidelines which must be clearly observed by the researcher.The nature of questions asked by the researcher are very short, and the subject are expected to respond in a similar fashion, with short and straightforward answer.[65]

The researcher asked some predetermined questions, using the same wording and order of questions as specified in the interview schedule. The interview schedule was the list of questions that were asked face to face to the respondents. It was used as a research tool or instrument for collecting data. The respondents were the teacher and some vices of students. The questions were about the implementation of direct corrective feedback in improving the students' writing performance and motivation; and the students' responses toward the implementation of direct corrective feedback in improving students' writing performance.

3. Questionnaire

A questionnaire is an instrument in which respondents provide written response to questions or mark items that indicates their response. The questionnaires implemented in this research were closed questions. It was aimed at gaining the students' motivation on the teachers' direct correctivefeedback. Closed questions prescribe the range of responses from which the respondent may choose.[66]

4. Documentation

---

[64]Ranjit Kumar, *Research Methodology*, 137-138.
[65]EssaAdhabi and Christina BlashAnozie, "Literature Review for the Type of Interview in Qualitative Research", *International Journal of Education*, Volume 9, number 3, 2017, 89.
[66]Ibid, 248.

A valuable source of information in qualitative research can be documents. During the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspaper, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).[67]

In this research, the researcher got data in documentation such as historical of MTs YP KH SyamduddinDurisawo, vision, mission, goal, geographical location, organization structure, condition of the teachers, staffs and students, facilities and infrastructure.

F. Data Analysis Technique

In this research, the data was served in the form of words and picture which was organized and analysed after the researcher collected them. According to Miles and Huberman, there are three techniques of analysis data in qualitative methods:

1. Data Reduction

   Data reduction is a process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified.[68] In this research, the researcher analysed data through data reduction technique. The researcher selected, summarized and simplified the data that the researcher got from observation, interview, and documentation.

---

[67]John W. Cresswell, *Research Design Quallitative, Quantitative, and Mix Methods Approaches* (New York: Sage Publication), 2009, 181.
    [68] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (New Delhi: Sage Publication, 1994), 10-11.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Displays helps us to understand what is happening and to do something either analyse further or action based on that understanding.[69] In this research, the researcher organized and presented the data that had been chosen. The data display collection of information allowed researcher to organize the preparation of data collection and take action.

3. Conclusion Drawing

Based on Miles and Huberman, the third stream of analysis activity is conclusion drawing. In this research, the researcher made a conclusion of the analysis which provided the information needed to be focused on the subsequent data display. The first conclusion was written based on data reduction and data display. The conclusion can be changed if there is a new finding with stronger evidences.[70] In this research, the researcher described and interpreted the data that had been reduced and displayed in order to answer the research questions.

G. Checking Validity of Findings

Validity is an important key for effective research. If a piece of research is invalid then it is worthless. Validity is a requirement for qualitative research. In qualitative data validity might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, the extent of

---

[69]Ibid, 11.
[70]Ibid, 11.

triangulation and the disinterestedness or objectivity of the researcher.[71] On the other hand, Creswell and Miller in Creswell stated that validity is one of the strengths of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.[72]There are some types of triangulation. In this research the researcher used data triangulation. Data triangulation is the analysis and use of data from three or more sources obtained by different methods.[73]In this research, the researcher triangulated the data that was taken from the observation, interview, questionnaire and documentation.

H. Research Procedures

There are some procedures that the researcher must carry out in this research, including planning, applying, and reporting.

1. Planning

   This procedure included arranging the research plan, choosing the research location, choosing and using information, preparing instruments for observation and collecting the data, preparing the research design to obtain the data at MTs YP KH SyamsuddinPonorogo.

2. Applying

   The procedures included:

---

[71]Louis, *Research Methods in* Education, 105.

[72]John W Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approach* (Los Angeles: Sage Publication, 191, 2009.

[73] Norman Denzin, *An Introduction to Triangulation* (Geneva: UNAIDS 20, 1978), 14.

a. The process of observation at the seventh grade of MTs YP KH SyamsuddinPonorogo.

b. The process of distributing the questionnaire at MTs YP KH SyamsuddinPonorogo.

c. The process of interviewing.

d. Analysing data after the data had been collected, the researcher turned to the task of analysing the data. The analysis of data requires a number of closely related operations in the data reduction, data display and drawing conclusion.

e. Making conclusion and suggestion from the result all of data that the researcher gets.

3. Reporting

In the last activity, researcher reported the result in form of thesis writing.
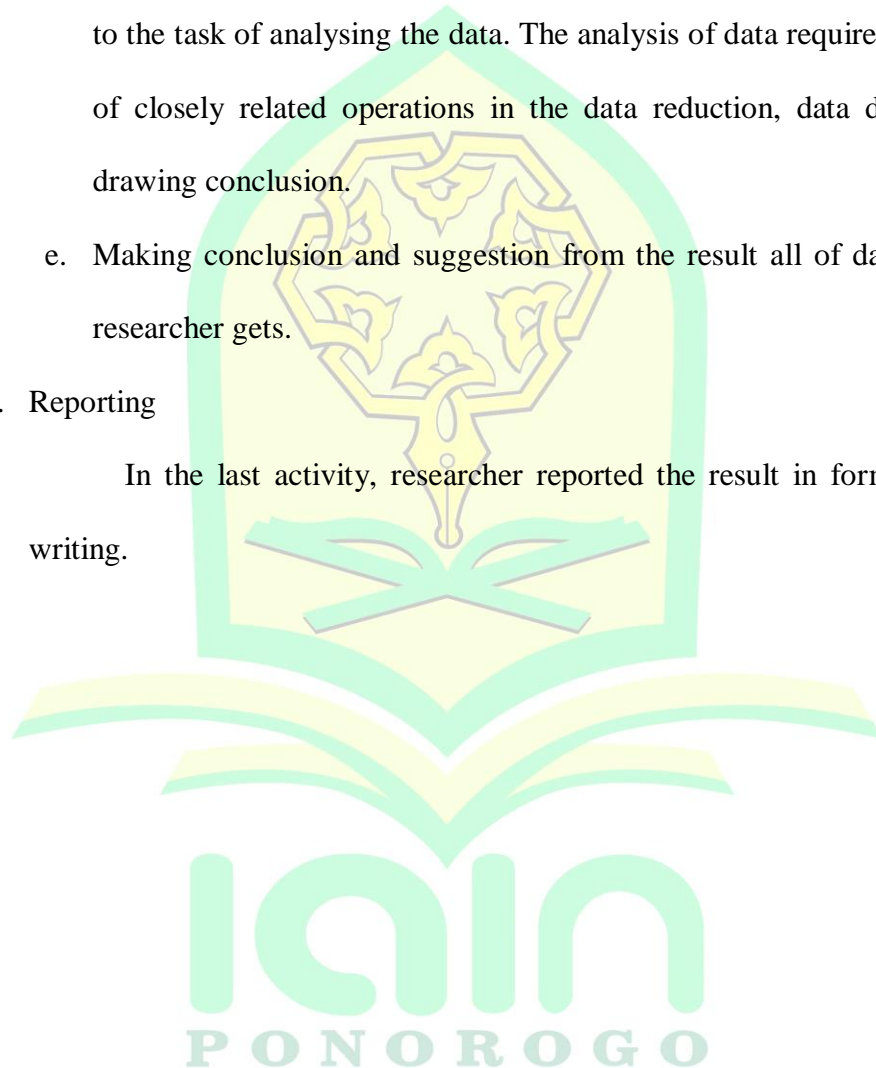
BAB IV

RESEARCH FINDING

This chapter discusses general data description and specific data description. General data description presents data regarding general location, vision, mission, and the goal of MTs YP KH SyamsuddinPonorogo. While, specific data presents data the implementation of direct corrective feedback and data the students' responses toward the implementation of direct corrective feedback.

A. **General Data Description**

1. General Location of MTs YP KH SyamsuddinPonorogo.

    This research was conducted at MTs YP KH SyamsuddinDurisawoPonorogo in Academic year 2019/2020. The school is located at Lawu street IV number 4, DurisawoNologatenPonorogo. In this school has used Curriculum 2013 (K-13) for seventh, eighth and ninth grades.

2. Vision, Mission and Goal of MTs YP KH SyamsuddinPonorogo.

    a. Vision

    The students have religious characteristic, ilmiah-diniyyah skill, competent and become the professional people based on the role of the life.

    b. Mission

    1) Making the students as a candidate of religion knowledge.

    2) Making the students as a candidate of scholar religion.

    3) Making the students as a candidate that have the competent and become the professional and religion people.

c. Goal

The goal of this school is to make the students will become the moslem and taqwa people, have good character, master of knowledge, technology and to be able to act their selves in the social and religion lives.

B. Specific Data Description

For collecting the specific data, the researcher conducted the observation twice on February 10th and 14th 2020 and interview once on February 24th 2020. The specific data which had been collected were analysis through data reduction, data display and conclusion drawing techniques. In English class, many students had difficulties to master the language skill especially in writing. The students understood what the teacher meant but they were not able to write well. The students needed help to tell what their errors are then were given feedback. The teacher used direct corrective feedback to improve students' writing.

1. The Data about the Implementation of Direct Corrective Feedback in Improving Students' Writing Performance and Motivation

The data about the implementation of direct corrective feedback in improving students' writing performance and motivation was obtained from observation, interview and documentation.

a. Observation

The first observation was conducted on Monday, 10rd of February 2020 at 7C/07.10 am until 08.30 am at MTs YP KH Syamdussin, Durisawo, Ponorogo. On the observation the researcher observed the

implementation of teacher's direct corrective feedback while Miss. Mahbubahwas carrying out English material in her class.

Before the teacher started the teaching and learning process, she told the material to be learned at that day. The material was about Simple Present in describing a thing for Junior High School. The teacher used Students' Worksheet to support the learning process. She taught Simple Present (S + V(s/es) + O) and gave some exercises that should be answered by some volunteers. Yet, some students still gave wrong sentences and the teacher gave a little brainstorming in order to recall the material that had been learnt before, especially in the usage of infinitive verb for 3rd singularperson. The following is the dialogue between teacher and students:

> "Miss Mahbubah: Susan play basketball on Monday. Is it correct that "Susan" using "play"? Did you forget that "Susan" is third singularperson? What should the right answer be?"
> "Students: The right answer is "plays" Miss."
> "Miss Mahbubah: If it is 'play', so it must be added with "s" or "es"?"
> "Students: "S" Miss"
> "Miss Mahbubah: Okay, good job!"[74]

The teacher gave little exercise for the students, she chose one student to write down the answer in whiteboard. The student wrote in the whiteboard:

> "The swimming pool opens (open) at 7 a.m. and closes (close) at 5 p.m. every day."[75]

Those sentences were called as simple present. The student gave right answer. The teacher gave applause and praise such:

> "Good job Fajar, Actually you can do it! (BagusFajar, sebenarnyakamubisalho)"

---

[74]See the appendix number 01/O/10-II/2020 observation transcript.
[75]See the appendix number 02/D/10-II/2020 document transcript.

At the end of the lesson, she gave same assignment for students as homework before closing the learning. Besides, she also gave little feedback to motivate the students.

> "Miss. Mahbubah: For next meeting please learn LKS page 23."
> "Students: Yes Miss."
> "Miss Mahbubah: Hopefully the material that we learn today could be useful for all of you."
> "Students: Aameen.
> "Miss Mahbubah: WassalamualaikumWr. Wb."
> "Students: WaalaikumsalamWr. Wb."

The second observation was conducted on Saturday, 14th of February 2020 at 7C/08.30 am untill 09.50 am at MTs YP KH Syamsuddin, Durisawo, Ponorogo. The teacher explained the detailed and specific information to improve the students' learning especially in writing, so that the students were not confused in doing the task.

> "Mis. Mahbubah: You should describe about "Father" and "Mother" on LKS task 2 page 23 and 24. In this task you should tell what he/she is, what he/she does, and where he/she does the activity.
> "Students: Yes, Miss…"
> "Miss. Mahbubah: In compiling descriptive sentences, we use every day sentences. You can do it if you use everyday sentences, because you have learned it. Do you understand?"
> "Students: What about the use of "s" and "es" Miss?
> "Miss. Mahbubah: Oh yeah, don't forget about the use of "s" and "es" in third singularperson"
> "Students: Yes, Miss…"[76]

b. Interview

According to the subject, most of students still faced some problems in learning English, especially in writing English. The teacher gave direct corrective feedback to help students to improve their writing performance and motivation.

---

[76]See the appendix number 02/O/15-II/2020 observation transcript

According to the teacher,

> "In my opinion, direct corrective feedback is an input or appreciation given to students who have done something, so that the students feel motivated and feel themselves valued by what they do."[77]

Miss. Mahbubah stated that,

> "Yes, it (direct corrective feedback) is very important, because of that way the students will know better where the error lies and know what solution should be done. I think this method will be more remembered by the students in the long term."[78]

Related to the teacher's statement above, direct corrective feedback is needed in language learning. Students need guide to tell what the exactly error of their writing is. The teacher should be patient in teaching English, especially English writing. The success of students' writing process mostly depends on the teacher because teacher is a guide on students' learning process. It can be seen in the interview below.

As reported that:

> "Miss. Mahbubah is Fun Miss, if Miss Mahbubah teaches us she likes to make jokes, she is friendly, and gentle. If she explains, the material is also easy to be understood."[79]

As interview with one student:

> "She teaches patiently, clearly, in detailed and likes to advise that her students are stubborn. If the other English teacher usually only explained and told us to read so it is not detailed as Miss. Mahbubah's explanation, she also often gives us some feedbacks, then I preferred how Miss Mahbubah teaches us."[80]

Based on the interview above, the teacher was very kind so that the students felt comfort and enjoyed the learning. The teacher often gave positive feedback to students. The students felt happy while they

---

[77]See the appendix number 01/I/24-II/2020 interview transcript.
[78]Ibid.
[79]See the appendix number 02/I/24-II/2020 interview transcript.
[80]See the appendix number 03/I/24-II/2020 interview transcript.

were given direct corrective feedback by the teacher, and they accepted

every teacher's feedback.

Based on the interview with one student, she stated that:

> "I am glad to be told by Miss. Mahbubah, anyway I took a lot of lessons from her."[81]

> "Because of the direct corrective feedback, it makes the explanation easier for me to be understood and be comfortable in the learning process."[82]

Based on the interview above, the students also felt glad because

the teacher provided direct corrective feedback. The direct corrective

feedback made the students know their mistakes because they were

shown how they should write.

c. Documentation

It was conducted on Saturday, 15th February, 2020 at 7C / 08.30

a.m. until 09.50 a.m. at MTs YP KH SyamsuddinPonorogo. The

schedule was a daily test. The students had been explained the material

about how to describe thing and person in the last meeting. The students

did the task as well as possible. The task was about describing people

using sentences, in task 2 page 23 and 24. The students were asked to

answer on the sheet of paper. After the students finished the task, the

worksheet of the students directly corrected that day.

When students carried out the task, the teacher checked around

the class ensure the students did the task by themselves. Visiting and

checking the students' worksheet one by one. While the teacher checking

around, there were some dialogues between the teacher and students, as

follow:

---

[81]See the appendix number 02/I/24-II/2020 interview transcript.
[82]Ibid.

"Miss. Mahbubah: Naila are there any difficulties?
"Naila: Yes Miss. Please check my worksheet, is there any mistake?"
"Miss. Mahbubah: Nay in the first sentence "My father seller." After subject, what should it be?
"Naila: I forgot Miss."
"Miss. Mahbubah: Didn't you learn last night? After subject is to be, isn't it?"
"Naila: Yes Miss."
"Miss. Mahbubah: So, what should it be?
"Naila: May father is Seller, Miss."
"Miss. Mahbubah: Yeah, you are right. Please remember about that Naila!"

The teacher visited another student to make sure she was on the right track.

"Miss. Mahbubah: Aulia you are wrong. Mother is a girl, not a boy. If a girl, use "He/She"?"
"Aulia: "She" Miss."
"Miss. Mahbubah: Please check it again yeah…"

The teacher said to all students to use the right pronoun He/She.

After doing a task, the teacher asked the students one by one to come forward and bring their worksheet to be directly corrected.

Sample corrections of students' worksheet:

Text 1: Father (DesintaAtikaDewi's worksheet)
My Father was a farmer. every morning she went to the fields. Activities that dad did plant the seeds of new rice cops and polowing field. At noon, my father rested from hir work late in the afternoon. My father came home from the fields.

Text 1: Father (teacher's feedback)
My Father is a farmer. Every morning hegoes to the fields. Activities that dad doesis plant the seeds of new rice cops and polowing field. At noon, my father restes from his work late in the afternoon. My father comes home from the fields.[83]

While the teacher checking around, there were some dialogues between the teacher and student, those are below:

"Miss. Mahbubah: Desinta this task is about describing people, so the tenses should be in simple present tense."

---

[83]See the appendix number 03/D/10-II/2020 document transcript.

"Desinta: Yes Miss."

"Miss. Mahbubah: The first sentence what should be used in this sentence? After "My father" use is/am/are?"

"Desinta: Use is Miss."

"Miss. Mahbubah: So, how is the correct answer Desinta?"

"Desinta: My father is a farmer, Miss."

"Miss. Mahbubah: Next sentence, why don't you use capital letter in the first letter for "every" and what is the right pronoun for "my father"? My father is boy or girl?"

"Desinta: Yes Miss. I am in hurry. My father is a boy Miss."

"Miss. Mahbubah: So, what is the right pronoun?"

"Desinta: "He" Miss."

"Miss. Mahbubah: Yes, right. And for the other is on "verb", because this is simple present tense the verb should be verb 1, like in the verb "did" and "came". The verb should use "does" and "comes"."

"Desinta: Yes Miss."

"Miss. Mahbubah: Remember that after He/She/It use s/es."

"Desinta: Yes, Miss."

Task 2: My Mother (FajarFatimatul Nia's worksheet)

My mother's name is nanikernawati. He to work as member of PudingPio. He always Go At morning. And he always spiritand give up. After ill asthma fill and he always tirtd.

Task 2: My Mother (Teacher feedback)

My mother's name is NanikErnawati. She to work as member of PudingPio. She always goesat morning. And she always spiritand nevergive up. After ill asthma fill and she always tired.[84]

The following is the dialogue between teacher and student:

"Miss. Mahbubah: Nia... why don't you use capital letter for name of the person? You should remember that name of person should use capital letter in the first letter."

"Nia: Hehehe. I forgot Miss."

"Miss. Mahbubah: Next sentence, my mother is boy or girl Nia?"

"Nia: My mother is a girl Miss."

"Miss. Mahbubah: So, how is the correct pronoun Nia? He/she?"

"Nia: She, Miss."

"Miss. Mahbubah:So, you should change all these wrong pronouns Nia."

"Nia: Yes Miss."

"Miss. Mahbubah: And Nia please remember, when you write in English you must be careful, because if there is any wrong even one letter it could be wrong like in the word of "tired"."

"Desinta: Yes Miss. I will be more careful next time."

"Miss. Mahbubah: You have to study again yeah Nia…"

"Desinta: Yes Miss. Thank you."

---

[84]Ibid.

2. **The Data about the Students' Responses Toward the Implementation of Direct Corrective Feedback in Improving the Students' Writing Performance and Motivation**

The data dealing with the students' responses toward the implementation of direct corrective feedback in improving writing performance and motivation was got from questionnaire and interview.

a. Questionnaire

The questionnaire was distributed on Monday, February, 10[th]2020 at MTs YP KH SyamsuddinPonorogo. The students were given a sheet that contained some questions which were related with direct corrective feedback in improving students' writing. The result of the questionnaire is shown in the following table:

Table 4.1 The Results of Questionnaire

No	Question	Result	Conclusion
1	Which stage of the writing process is the most difficult for you?	The highest rank of answer related to this questionwas "brainstorming". The next obstacle experienced by students related to writing process was "generating the initial draft" and followed by "revising" as the last problems on writing process.	It means that most of students feel that brainstorming is the most difficult thing in writing process.
2	Does your teacher of written expression correct your errors?	The answer for this question was totally yes.	The teacher always gives the correction errors.
3	How often does your teacher give his or her corrective feedback?	Most of answers related to this question were "sometimes" and followed by "always" for the last answer. No one chose "never" for this question.	The teacher sometimes gives his or her corrective feedback.

4	Do you have difficulties in revising the papers after receiving the feedback?	Most of answers related to this question were "no".	Some students feel no difficulties in revising the papers after receiving the errors correction
5	From the question no. 4, if you have difficulties, do you think it is because :	Most of answers related to this question were "you cannot correct all the grammatical mistakes that the teacher points out" then followed by "you cannot revise the content of ideas, and for last was "the teachers' written corrective feedback is not helpful".	The grammatical is the most difficult problem in writing process. Many of students think that grammatical is hard to be learnt
6	Your teacher's feedback helps you to improve your writing	Most of answers about this question were "agree" and followed by "strong agree" and "don't know" for the last answer.	Most of them agree for the teacher's feedback can improve their writing process. It means their responses for the feedback is really good
7	Do you like to be corrected by your teacher of written expression?	Most of answers related to this question were "yes"	All of them like to be corrected to know where their problems in writing process are in
8	What do you do when you get your paper back?	Most of students answered this question "ask your classmate for help" when they get their paper back, they would ask their classmate to help and followed by "ask for an explanation" and "make correction by yourself" for the next answer.	When they get their paper back, they'll ask their classmate to help the errors correct, meanwhile little bit of them choose for asking the teacher for the explanation
9	How do you feel when you are corrected?	Most of answers related to this question were "demotivated". Just a little bit of them chose	Most of the students demotivated when they had errors correction. Little

		for "discouraged" and "frustrated"	bit of them discouraged and frustrated
10	How do you like to have your written errors corrected by the teacher?	Most of answers related to this question were "by marking all the errors" and followed by "by marking no errors and respond only the ideas and content" and "by making only few of errors of the major errors" for the last answer	Most of the students chose mark all the errors to get the error's correction from their teacher.
11	How does your teacher react to your errors?	Most of answers related to this question were "by underlining the errors/crossing the errors"	The teacher gives the errors correction by underlining or crossing the error, so the students can find it early and correct it
12	Do you keep making the same errors after being corrected?	Some students gave their answer "no", but most of them answered "yes" for this question	After having errors correction, most of them understand which the right answer is so they dont keep making the same error
13	What is really motivated you to increase your level in writing?	Some of student's answer were "teachers' errors' correction" and followed by "The student's motivation for increasing their level in writing was "teachers' discussion" and "teachers' praise".	The students' motivation for increasing their level in writing is the teacher's errors correction.
14	Do you think that the teacher's errors correction influences your motivation?	Most of students answered this question by "yes"	It means that the teacher's correction can influence the students' writing motivation. This question has a relation with question number 13.

15	Why does the direct corrective feedback motivate you in writing?	Most of the students answered "because it can increase deeper understanding in writing" for this question, followed by "because it can be freeer to express thoughts in writing" and "because it can increase accuracy in writing" for the last answer.	It means that the effect of direct corrective feedback can increase the ability and student's motivation in writing process

Overall, the result of questionnaire showed that some students demotivated when they were corrected. But when the teacher gave the right explanation, underlined or crossed the errors to make the students find the errors, they became more motivated. In other words, it reinforcedthe answer of questionnaire number 13 that the teacher's errors correction could increase the students' motivation in writing process.[85]

b. Interview

The following presents the interview result about the kind of direct corrective feedback strategy that was applied by the teacher in teaching in VII grade of MTs YP KH SyamsuddinPonorogo.

As stated by the teacher:

"Direct corrective feedback that I often give is by oral when they do something in the learning process. I see the results and then give input, for example (wow, it is good for you, just need to improve it again, it should be like this, or like this). Sometimes also when students work in front of the class (write in whiteboard) I give applause or other awards such as "excellent, good job, etc." that's all the children are happy. I also gave direct corrective feedback to students' worksheet, I gave input to the criteria that were already in writing by marking the circle in the wrong section and then write how it should be right, so they know what is right."[86]

---

[85]See the appendix number 01/Q/10-II2020 questionnaire transcript
[86]See the appendix number 01/I/24-II/2020 interview transcript.

Based on the interview above, the teacher gave direct corrective feedback through various ways: oral, written and body language. Oral direct corrective feedback was given to students when the learning process, while the students doing something. Written feedback was given to students when students finished their work on their task. Written feedback was given based on criteria that were already in writing by marking the circle in the wrong section and then the teacher write how it should be right. But the teacher also gave direct feedback when the students work on the board. This feedback was in the form applause or other awards such as excellent, good job, etc.

> As in the interview with one student:
> "Usually we are told to go forward to write, if there are wrong vocabularies and then it is corrected by Miss. Mahbubah. But sometimes not directly, if I made a mistake in my task, Miss. Mahbubah told me to scrutinize first or look in the dictionary, then if there is not, then she told me what is right."[87]

The teacher gave feedback while students were being asked to go to the front of the class to write down their work. At this time the teacher would gave feedback if there were some errors in students work directly.

> As in the interview with other students:
> "When it is finished writing the task Miss. Mahbubah corrects the wrong directly Miss."[88]

Based on the interview above, the teacher gave the students direct corrective feedback after the students finished their work and gave correction on the wrong part directly.

The following interview deals with students' motivation after being given direct corrective feedback:

---

[87]See the appendix number 02/I/24-II/2020 interview transcript.
[88]See the appendix number 03/I/24-II/2020 interview transcript.

"The response is various, I usually give positive feedback so they are happier with the feedback. There are also students who are not too attentive so when they encounter a lot of scribbles they respond (oh it turns out to be all wrong, it is difficult, etc.). After I correct, since there are many mistakes then I call them and explain again individually so that they do not feel embarrassed in front of the other students."

"Yes right, students are more excited when working on and being given feedback. They become cared for when doing their assignments and they are not afraid to ask the teacher when they have difficulties."[89]

To figure out the students' motivation, the researcher conducted an interview to the teacher and some students. Based on the interview, it was noted that the student felt happier when they got some positive direct corrective feedbacks. There were also students who were not too attentive so when they encountered a lot of scribbles they responded "oh it turns out to be all wrong, it is difficult, etc." However, the students were motivated by the teachers' direct corrective feedback and more excited when working on and being given feedback. They also became careful when doing their assignments and they were not afraid to ask the teacher when they had difficulties.

As in the interview with one student:

"Because of the direct corrective feedback, it makes me easier to understand and be comfortable in the learning process."

Based on the interview above, the student said that she was motivated with the teacher's direct corrective feedback. She said that through the direct corrective feedback, it was easier for her to understand the lesson.

Another interview with student about his motivation after being given direct corrective feedback is down below:

---

[89]See the appendix number 01/I/24-II/2020 interview transcript.

"Yes, the example is no longer confusing how to write in English and interpret it."

Overall, based on the interview data above, the students were highly motivated if the teacher applied direct corrective feedback. They were no longer confused how to write in English and interpreted it because the teacher provided the correct structure and written expression of the target language.

CHAPTER V

RESEARCH DISCUSION

This chapter presents the data discussion about the researcher's idea related to patterns, categories, the position of the findings against the previous findings of the interpretation, and an explanation of the findings revealed from the field.

A. The Implementation of Direct Corrective Feedback in Improving Students' Writing Performance and Motivation

For Indonesian students, English is considered as a foreign language and very important to be taughtin every level of education. In learning English, learners need to master four skills. Those are listening, speaking, reading, and writing. Listening and reading skills are regarded as receptive skills, while speaking and writing skills are considered to be productive skills.[90] Among those four skills, writing is one of the most powerful tools which is used for conveying and demonstrating what students know.

Writing calls on two skills that are so different that they usually conflict with each other: creating and criticising. In other words, writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability criticize them in order to decide which one to use.[91]In teaching writing process, students would take some risks and made some mistakes, so that the teacher needed to provide feedback. Feedback is an information provided by an agent with respect to one's rendition or understanding.[92] A further detailed definition

---

[90]Jeremy Harmer, *The Practice of English Language* (New York: Longman, 1989), 16.

[91]Peter Elbow, *Writing with Power* (New York: Oxford University Press, 1998), 7.

[92]John Hattie and Helen Timperley, "The Power of Feedback",Journal of *Educational Research, Volume 77, number 1, 2007,* 81.

of feedback was given by Ur that feedback is information that is given to the learner about his/her performance.[93]

Based on researcher observation and interview, when the teacher gave writing assignment to describe people, the teacher gave direct corrective feedback. The teacher implemented the direct corrective feedback during the learning process. First, when the students were given exercise. Second, when the students were working on assignment. Last, when the students had finished their writing assignment.

There was also such improvement on students' motivation. Motivation is the extent to which you make choice about (a) goals to pursue and (b) the effort you will devote to that pursuit.[94]

According to the observation and interview, the researcher found that the teacher gave direct corrective feedback in two types: oral direct corrective feedback and written direct corrective feedback. Oral feedback is mostly considered to happen between a teacher and students.[95] Oral feedback is usually done during a task. It is sometimes underestimated because it is less formal, but it can be very powerful and effective tool as it can be provided easily in the "teachable moment" and in timely way.[96] Oral feedback made the learning situation more responsive. The students with some problems of expressing their feeling because of affraid for being wrong or asking some materials they didn't understand before, by implementating direct corrective feedback, they were

---

[93]Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 1996), 242.

[94] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language* Pedagogy (San Francisco: Longman), 2000, 72-73.

[95]SanjaHadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden* (Sweden: Linnaeus University, 2016), 6-7.

[96] Department of Education and Communities, Strong Start, Great Teacher – Phase 3: Type of Feedback (Public School New South Wales, 2015), 1.

more confident for it. They started giving a positive feedback which was good for them in understanding the lesson and the correct structure on writing.

In contrast, written feedback tends to be given after task. Written feedback is sometimes considered as optimal because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind. Written feedback involves feedback given to students' written work.[97] Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps.

Through the implementation of direct corrective feedback, it can be seen that students' motivation was high. The experts believe that the characteristics of motivated students are below:

1. Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.

2. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

3. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

4. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

5. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

6. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

---

[97]SanjaHadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden* (Sweden: Linnaeus University, 2016), 10.

7. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.[98]

The result of the assignment about providing direct corrective feedback in students' writing performance during on characteristic of motivated students is that there is increase of students' motivation. Most of them give their answer about how excited they are when the teacher showed the errors corrected by underlining and correcting the errors. That feedback can improve writing skills for the students. Direct corrective feedback is the solution to reduce the type of confusion. Most of the students confuse about the way to understanding or remembering the feedback they got. Besides, direct corrective feedback helped them to get more information to resolve more complex errors.

B. The Analysis of the Students' Response toward the Implementation of Direct Corrective Feedback in Improving Students' Writing Performance and Motivation

According to the indicators of students' responses which were applied in questionnaire that conducted on February 10th 2020, the result of the students' responses toward the implementation of direct corrective feedback in improving students' writing performance at MTs YP KH SyamsuddinPonorogo can be showed in the following table below.

Table 4.2 The Results of Questionnaire According to Indicators of Motivation

No.	Indicator	Result
1	Duration	The writing process that was conducted by the teacher is classified into high. But,

---

[98]Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 1996), 275.

		the students still found the difficulties then the teacher gave the corrective feedback to correct the students' errors.
2	Frequency	The teacher is classified into often giving the direct correction feedback by underlining errors and correcting them that made the students improve their motivation and ability to correct their writing task.
3	Persistence	The students had high persistence to achieve their goals. It showed that the students agreed when their task corrected by teacher and they would correct their mistakes by themselves based on the teacher's correction.
4	Resilience and ability	The students agreed and they would correct their errors based on the teacher's correction. It showed that students had the resilience and ability to correct their errors.
5	Devotion and sacrifice	The students had devotion and sacrifice to correct their errors based on the teacher's correction.
6	The steps of appreciation	The teacher gave errors correction to the students' task and asked them to correct by themselves. It indicated that the teacher oriented to the goals.
7	The levels of qualification outcomes	After the direct correction feedback given to the students, there were students who had no difficulties. But, there were students who still had difficulties.
8	The attitude directions	The students agreed and motivated to correct their mistakes after the teacher gave the correction result to them. Then, the students asked the explanation to the teacher about their mistakes.

According to the table above, the writing process that was conducted by teacher is classified into high. But, the students still found the difficulties then the teacher gave the corrective feedback to correct the students' errors. By giving direct corrective feedback, the students had high persistence to achieve

their goals. The students also agreed and motivated to correct their mistakes after the teacher gave the correction.

Direct corrective feedback given to the students who had some difficulties, it can reduced the type of confusion that they might experience when they failed to understand or remembered the feedback that has been given by the teacher. Direct corrective feedback enables learners to instantly internalize the correct form as provided by the teacher. It also offers more explicit feedback on hypothesis that may have been made.

Based on the indicator result above, the correlation to the index motivation can be seen in table below.

Table 4.3 The Correlation between Indicators Motivation and Index Motivation

No.	Index	Motivational Relationship
1	Task selection	Based on the result of questioner task, the students tried to do their task optimally and never frustrated if their task were corrected by the teacher.
2	Effort	The students agreed and pleased to correct their errors by themselves according to teacher's correction.
3	Persistence	The students were motivated to improve themselves after their task were corrected by the teacher.
4	Appreciation	The teacher gave the positive direct correction feedback and gave true answer on the error marks then support them to do better after the correction.

Based on the result of the table above, the direct corrective feedback gave stimulus to improve the motivation to the students in writing English at seventh grade of MTs YP KH SyamsuddinPonorogo. Direct corrective feedback offered more explicit feedback on hypothesis that has been made. Direct corrective feedback that consisted of an indication of the error and the corresponding correct linguistic form increased the students' motivation in learning of writing. It was also enable the learners to internalize the correct form as provided by their teacher.

CHAPTER VI
CLOSING

This chapter explains the conclusion and recommendations. It has a purpose to give the conclusion of the research and recommendation for anything that related with this research.

A. Conclusion

Direct corrective feedback has an important power in teaching and learning process. Direct corrective feedback is justification about reactions to a product, a person performance of a task in the purpose of improvement. In this context, direct corrective feedback is a fundamental element of a process approach to writing. Direct corrective feedback gives a lot of influence to enhance the students writing performance and motivation. Referring to the finding and discussion in the previous chapter, it can be concluded that:

The implementation of direct corrective feedback in improving students' writing performance and motivation in writing teaching learning process was divided into two ways, which were by oral and written. During the learning process the teacher implemented the direct corrective feedback when the students were given exercise, when the students working on assignment, and when the students had finishedtheir writing assignment. There were also such improvements on students' motivation. The students were exited and felt glad because the teacher provided direct corrective feedback. Direct corrective feedback made the students know their mistakes because they were shown how they should write.

The students' responses toward the implementation of direct corrective feedback in improving the students' writing performance were positive. It was

noted that the students felt happier when they went some positive direct corrective feedbacks. The students were motivated by the teacher's direct corrective feedback. They also became more careful when doing their assignment and they were not afraid to ask the teacher when they had difficulties. Through the implementation of direct corrective feedback it was easier for the students to understand the lesson.

B. Recommendation

1. For the English Teacher

   Feedback is good to improve the students' writing performance and motivation. The researcher concludes that the implementation direct corrective feedback is one way to fix the students' problem in fulfilling target language. The researcher suggests the teacher in teaching learning process the teacher should be patient to give direct corrective feedback in confronting students' problem. A good teacher should give positive feedback, so that the students' motivation will increase. A good teacher should also be able to analyse what problem faced by students is.

2. For the Students

   With the convenience provided direct corrective feedback, students should be enthusiast in learning writing. Students should be more interesting in learning writing and not afraid to making mistakes.

3. For the School

   It is hoped that MTs YP KH SyamsuddinPonorogo can give support for students who struggle in English lesson, for example by giving extracurricular about English, especially in writing skill. As we know

writing is the important English skill. When we can write English, of course we can read and understand the English well.

BIBLIOGRAPHY

Adhabi, Essa and Christina BlashAnozie. "Literature Review for the Type of Interview in Qualitative Research".*International Journal of Education*, Volume 9, number 3. 2017. 89.

Almasi,Elham."The Effect of Direct vs. Indirect Corrective Feedback on Iranian EFL Learners' Writing Accuracy." Journal of *Applied Linguistics and Language Research,* Volume 3, issue 1, 2016, 74.

---------. *The Ifect of Direct vs. Indirect Crrective Feedback on Iranian EFL Learners' Writing Accuracy*.

Beuningen,C.G. Van N.H. de Jong and F. Kuiken, "The Effect of Dirrect and Indirect Corrective Feedback on L2 Learners' Written Acuracy" (Amsterdam).

Brown, H Douglas.*Teaching by Principle an Interactive Approach to Language Pedagogy*. San Francisco: Longman.

---------. *Language Assessment Principles and Classroom Practises*. California: Longman, 2003.

---------.*Principles of Language Learning and Teaching*. San Francisco: Longman, 2000.

Chen,Jin. Jianghao Lin and Lin Jiang."Corrective Feedback in SLA: Theoritical Relevance and Empirical Research."*Journal of English Language Teaching,* Volume 9, Number 11, 2016, 85.

Cresswell, John W. *Research Design Quallitative, Quantitative, and Mix Methods Approaches*. New York: Sage Publication. 2009.

Denzin, Norman. *An Introduction to Triangulation*. Geneva: UNAIDS 20. 1978.

Department of Education and Communities. Strong Start, Great Teacher – Phase 3: Type of Feedback. Public School New South Wales, 2015.

Elbow, Peter. *Writing with Power*. New York: Oxford University Press, 1998.

Farrokhi, Farahman. "The Effects of Direct written Corrective Feedback on Improvement of Grammatical Accuracy of High-proficient L2 Learners". *World Journal of Education*, Volume 2, Number 2. 2012. 50-51.

Hadzic,Sanja.*Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden*. Sweden: Linnaeus University, 2016.

Hanafiah, Nanang. *KonsepStraegiPembelajaran*. Bandung: RafikaAdiatama. 2010.

Harmer, Jeremy. *How to Teach Writing*. England: Pearson Education Ltd, 2004.

--------. *The Practice of English Language Teaching*. Cambridge: Longman, 2001.

---------. *The Practice of English Language*. New York: Longman, 1989.

Hattie, John and Helen Timperley. "The Power of Feedback".Journal of *Educational Research, Volume 77, number 1,* 2007.

Heaton,J.B. *Writing English Language Test*. London and New York: Longman, 2001.

Hidayanti, ArieRahmawati. "An Analysis of Teachers' Written Feedback in Writing Among the Grade VII Students of SMP Negeri 5 Sleman in the Academic Year of 2012/2013." 2013.

John Hattie and Helen Timperley, The Power of Feedback, *Journal of Educational Research, Volume 77, number 1.* 2007. 81.

Kothari,C.R. *Research Methodology Methods and Techniques*. Jaipur: New Age International Publishers, 2004.

Kumar,Ranjit. *Research Methodology*. London: Sage Publications Inc., 2011.

Lancaster, Katie. *Using Graphic Organizer to Teach Writing*. Charleston: Eastern Illinois University Press, 2013.

Latief,Mohammad Adnan. *Research Methods on Language Learning an Introduction*. Malang: UM Press, 2013.

Leyla,Amroune. "The Effectiveness of Corrective Feedback on Motivation to improve Students Writing Performance." 2016, 2.

Lim, Dao H. *Cross Culture Differences in Online Learning Motivation* (Tennnessee), 2004. 863.

Linse, Caroline T. *Practical English Language Teaching: Young Learners*. New York: MC Graw-Hill, 2005.

M. Khelil. et al.*Effective Feedback on Secondary School Pupils' Writing*. 2008.

Miles, Matthew B. and A. Michael Huberman. *Qualitative Data Analysis*. New Delhi: Sage Publication, 1994.

Nation.*Teaching ESL/EFL Reading and writing*. New York: Routledge Publishers, 2009.

Nunan, David. *Practical English Language Teaching*. New York: McGraw Hill, 2003.

Pandey, Prabhat and Meenu Mishra Pandey. *Research Methodology: Tools and Technique.* Bridge Center: Romania, 2015.

Penny Ur. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press, 1996.

Pertiwi, DwiAji Dian.*PengaruhMinatdanMotivasi Baca TerhadapKemampuanMeresepsiCerpen. 36-37.*

Prabavathi, R. and P. C. Nagasubramani. "Effective Oral and Wrriten Communication," Journal of *Applied and Advanced Research*, Volume 3, No 1, 2018, 30-31.

Qomariyah,Alfina. "Teacher's Feedback on Students' Writing at Seventh Grade of SMPN 1 MlarakPonorogo in Academic Year 2017/2018."Thesis, IAIN Ponorogo, Ponorogo, 2018.

Rahmawati, SafitzalFajar. "The Effectiveness of Corrective Feedback Strategy to Students' Speaking Skill of the Eight Grade Students at SMPN 2 JetisPonorogo in Academic Year 2018/2019." 2019.

Richards, et al. *Language Teaching and Applied Linguistics*. Edinburg Gate: Pearson Education Limited, 2002.

Seiffedin, Ahmad H andSamah M. F. E."The Impact of Direct-Indirect Corrective E-Feedback on EFL Students' Writing Accuracy". *Journal of Theory and Practice in Language Studies,* Vol. 7, No. 3. 2017. 168.

Ur, Penny. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press, 1996.

Van Beuningen, Catherine. "Corrective Feedback in L2 Writing: Theoretical Perspectives, Empirical Insights, and Future Directions". *International Journal of Education Studies*, Volume 10, Number 2. 2010. 1-27.

Van den Bergh, Linda Keuvelaar. *Teacher Feedback during Active Learning: The Development and Evaluations of a Professional Development Programme*. Eindhoven: Einhoven University of Technology, 2013.

Walliman, Nicholas. *Research Methods: The Basics*. London and New York: Routledge, 2011.