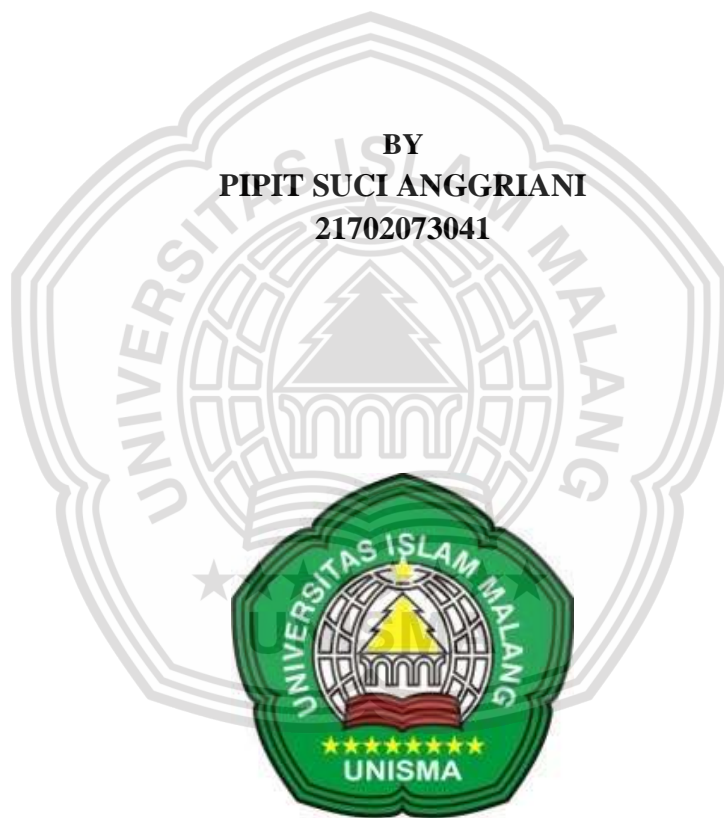




**THE EFFECT OF DIRECT AND INDIRECT WRITTEN  
CORRECTIVE FEEDBACK ON WRITING PERFORMANCE OF  
STUDENTS IN INTENSIVE COURSE**

**A THESIS**

**BY  
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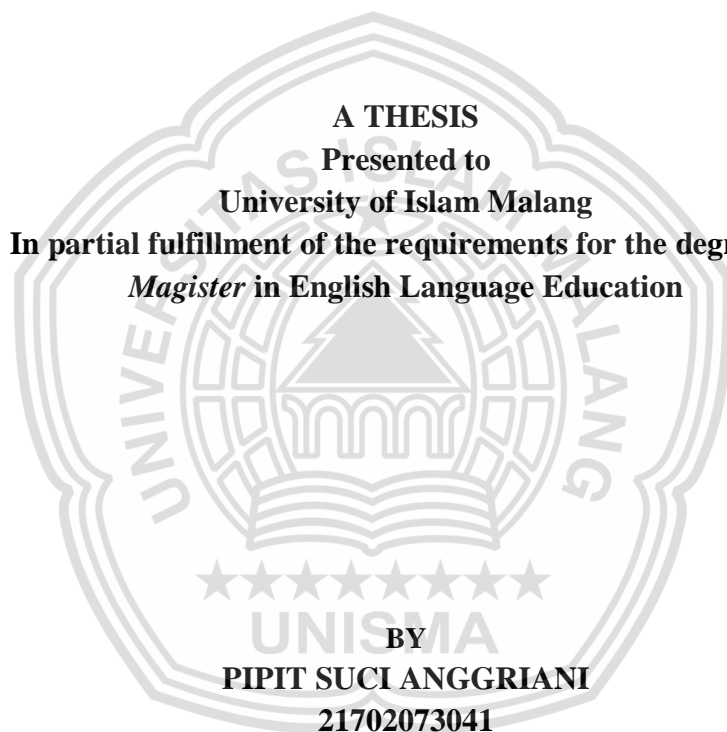


**UNIVERSITY OF ISLAM MALANG  
GRADUATE PROGRAM  
ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
JULY 2020**



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CORRECTIVE FEEDBACK ON WRITING PERFORMANCE OF  
STUDENTS IN INTENSIVE COURSE**

**A THESIS  
Presented to  
University of Islam Malang  
In partial fulfillment of the requirements for the degree of  
*Magister* in English Language Education**



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## ABSTRACT

Anggriani, P., S. 2020. *The Effect of Direct and Indirect Written Corrective Feedback on Writing Performance of Students in Intensive Course*. Thesis, English Education Department, Postgraduate Program, Islamic University of Malang, Advisor: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D.

**Key Words:** writing performance, direct feedback, indirect feedback.

The effectiveness of direct and indirect written corrective feedback has long been debated among the teachers and researchers. The previous studies have also been conducted and found the different results that have not been settled. It still becomes a big question, therefore it makes the researcher conduct the same study in the different level, in informal education. This study aims are to find out which written corrective feedback is more effective in improving writing performance of the students and to prove the previous studies about the effectiveness of both written corrective feedback.

The design of this study was a true experimental research. 21 students in intensive course participated in this study. They were divided into two groups. 10 students are in experimental group given direct written corrective feedback and 11 students in control group given indirect written corrective feedback. In analyzing the data the researcher used descriptive analysis and comparative analysis by using paired sample T-test.

The findings revealed that direct written corrective feedback and indirect written corrective feedback have the significant difference on writing performance of the students. Those feedbacks give a positive effect to the students but when talking about which written corrective feedback is more effective in improving writing performance, the answer is direct written corrective feedback.

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the research, problem statement, objective of the research, hypothesis, significance of the research, and scope of the research.

#### 1.1 Background of the Research

There are four skills in English that we have to know. They are listening, speaking, reading and writing. Writing becomes one of the most difficult skills in English because this skill means that the learner has to make a product of language similar to speaking. In writing, the learners express their idea, feeling, argument, and purposes of the writing itself. Some products of language in writing are a letter, email, poem, paper, thesis, project and etc. Writing is an essential skill to be understood completely by the language learners because it reinforces structures and vocabularies they have learnt. It happens because most of us use our writing skill for applying job or scholarship, making a journal or thesis as the requirement to get the degree. Having a good ability in writing will make us easy in many ways of those.

Despite its importance, writing is not easy to be mastered; especially for the English foreign language learning therefore it is possible for them to make errors. Giving feedback is the way to assist them in learning writing According to

Boylan (2018) in her book, writing is a process consisting of prewriting, drafting, revising, editing/proofreading and publishing.

Bitchener and Ferris (2012) classified written corrective feedback direct written corrective feedback and indirect written corrective feedback. Direct written corrective feedback occurs when teachers mark the error and provide explicit correction whereas indirect written corrective feedback is when the teacher identifies the error but does not straightforwardly correct them.

However, the effectiveness of written corrective feedback especially direct and indirect written corrective feedback has been controversy among the researchers for years. They found different results that have not been settled. It still becomes a big question.. Razali and Jufri (2014) in her study to 30 students at University of Malaysia Utara found the results from their study show teacher written feedback holds an influence on students' revision. However the results also show teacher written feedback does not necessarily lead to successful revisions. Sharifa (2019) also found although the results show no significant difference between the immediate post-test and the pre-test, the results of students in the immediate post-test in the comparative are interesting.

By contrast, several studies by Farjadnasab and Khodashenas (2017), Elham (2014), Goksoy (2016), and Latifah, Suwarno, Diani (2017) show a positive correlation between students' writing accuracy and teachers' feedback. It cannot be

concluded yet whether giving corrective feedback can help the students in writing or not. Hence, the purpose of this study was to see the effectiveness of giving feedback.

Therefore, teachers and researchers always endeavor to use better ways for instructing writing, including feedback. Mostly English foreign learners think that writing is not essential whereas it is essential to be mastered. Many Indonesians fail in English test because they cannot write correctly. They do not know if having a good writing skill reflects or measures that someone has a good ability in English. Some universities abroad give the requirement to the scholarship applicants that their IELTS score specially writing score is minimally 6.5. Though their speaking band score is 7.5 but their writing is 6.0. They will reject them. It is because writing will be the essential skill for the students studying abroad. They will have to make a daily or weekly project, make a paper and it needs a good ability in writing.

Pare as one of the popular places for studying English in Indonesia where Most of the tutors teach writing class by using direct written corrective feedback. It is because they do not know if in teaching writing there are five types of methods can be used. Therefore the researcher decided to investigate two of those types to find out which written corrective feedback is more effective to be applied in writing class in Indonesia especially for the students in non-formal education like courses in Pare, Kampung Inggris.

Those types are written direct corrective feedback and indirect corrective feedback. It has so long been controversial among the researchers that direct and indirect written corrective feedback becomes the trending in debating about which

types is better to use in teaching the English foreign learner especially in students Pare.

Truscott (1996) claimed that error correction is not useful and even harmful like what he said that corrective feedback only leads to “fake learning”, some researchers then come up with their findings in reaction to this claim. Sheen (2010) proved that feedback provision on students’ writing is still required because it is able to improve students’ writing. Specifically, Riani (2016) stated direct and indirect written feedback is believed to contribute in improving students’ writing ability.

Some of the researchers found that direct and indirect written corrective feedback are useful by different reasons. Ferris (2011) said that direct feedback was helpful in short term revision but indirect feedback for a long term revision. Jamalinesari (2015) found his study that direct feedback was more effective than indirect feedback. The students can find error on their writing quickly. While Eslami (2014) said that implementation of indirect method of error correction will necessarily call for sufficient linguistic knowledge possessed by students to self-correct errors and also getting used to self-edit their own text.

Besides that, the findings from another researcher Salimi and Ahmadpour (2015) showed direct written corrective feedback is more significant long term effect as compared to indirect written corrective feedback. Utami (2012) found teachers’ direct feedback improved the students writing skill in a short period and also teachers’ direct feedback need a long time in the class with a low proficiency level.



Sena (2016), for example found that indirect feedback helped students more than direct feedback did on vocabulary and spelling errors. However, direct feedback given to other fields was proven to be more effective on student corrections. Other findings were confirmed by a more recent study conducted by Baleghizadeh & Dadashi (2011) who found that indirect feedback provision was more effective than direct feedback provision in improving students' written work. All of these findings have disapproved the argument saying that direct written feedback is probably more effective than indirect feedback. This argument is strengthened by Ferris (2011) who claimed that direct correction of error by the teacher led to more correct revisions (88%) than indirect feedback (77%).

Based on the explanation above, the researcher has the initiative to investigate the effect of written direct and indirect corrective feedback in teaching English writing and present a thesis entitled **“The effect of direct and indirect written corrective feedback on writing performance of students in intensive course”**. This study focused on direct and indirect written corrective feedback, because the subjects of this study are IELTS intensive students of Titik Nol English course, who are considered to be ready to identify errors by themselves without any guidance from the teacher.

Intensive course here is not the name of the course and it is not the intensive preparation before doing the real test. What the researcher means here is the intensive time and participants. The total students as the participants were 21 students and they were divided into two groups. Each group consisted of 11 and 10 students. They

were called limited participants in doing the study. The participants are the students who had studied writing for two or three months. They had been in the advance level where they studied English five times a day. Each class is 90 minutes. Therefore they had studied all the skill needed in IELTS especially grammar and writing. The intensive time means the time used was limited. It took only two weeks to give the treatment to the students during the writing class.

### **1.2 Research Question**

Based on the fact stated in the background above, the researcher formulates the research question as follow:

“Do the students who are given direct written corrective feedback achieve significantly better writing performance than those who are given indirect written corrective feedback?”

### **1.3 Objective of Research**

Based on the problem statement above, the objective of this research is to investigate the effectiveness of direct and indirect written corrective feedback on students' writing performance.

### **1.4 Hypothesis**

The hypothesis of this research is:

The students who are given direct written corrective feedback show significantly better writing performance than who are given indirect written corrective feedback.

### **1.5 Significance of Research**

The results of this research are expected to be used theoretically and practically. Theoretically, the results of this study are expected to be used to verify and support the previous theory that direct and indirect written corrective feedback can be applied in improving the writing performance of the students.

Practically, it is expected that the results of this study are useful for English teachers about teaching writing by using direct and indirect written corrective feedback as the method to improve the writing performance of the students

### **1.6 Scope of the Research**

The scope of the research was restricted to writing performance. The investigation on the students' writings is not limited to in the errors made by the students only, but the other aspects of writing were taken care of, too such as the grammatical errors, the content of their writing, the idea and vocabulary .

### **1.7 Operational Definition of the Key Terms**



The terms used in this research were writing performance, direct written corrective feedback, and indirect written corrective feedback.

Writing performance in this research is the ability of students in writing an essay. Writing performance that the teacher can assess is the content, idea, punctuation, grammar, diction, spelling and vocabulary. Those are correlated to the criteria in writing IELTS in task 1 and task 2.

Direct written corrective feedback in this research is the written corrective feedback given to the students by giving the circle to the students' errors in writing and providing the right correction.

Indirect written corrective feedback in this research is written corrective feedback given to the students by giving the circle without providing the correct form, but letting the students identify the error and correct it by themselves.

## CHAPTER VI

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. Each is presented below:

#### 6.1 Conclusion

The research question to be answered in this research was “Do the students who are given direct written corrective feedback achieve significantly better writing performance than who are given indirect written corrective feedback of Intensive course”.

Regarding to the research questions, it was found that the students who were given direct written corrective feedback achieve significantly better writing performance than those who were given indirect written corrective feedback.

#### 6.2 Suggestion

Having conducted the research, the researcher proposes some suggestions for the English teachers, and other researchers. The suggestions are presented as follow:

**To The English Teacher or Tutor**, the results of the study show that both direct and indirect written corrective feedback improves the writing performance of the students in the intensive course. It is suggested to the English teacher or tutor to be able to apply and explore more deeply about the using of written corrective feedback in improving the writing performance of students.

**To Other Researchers**, written corrective feedback is one of the ways to the students to learn writing. By using it the students are able to improve their writing performance. It is suggested to the other researchers to conduct the further research in finding out the short-term and long-term effect of written corrective feedback in the non-formal education





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