



**THE USE OF INDIRECT CORRECTIVE FEEDBACK TO ELIMINATE
GRAMMATICAL ERROR IN STUDENTS' WRITING AT TENTH GRADE OF
SMKN 1 PADANG PANJANG**

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ABSTRACT

This study aimed to find out the effect of using indirect corrective to eliminate grammatical errors in students' writing. This research was conducted at SMKN 1 Padang Panjang because most of students still encounter problems in mastering writing text especially grammatical aspect. Most of the students' writing was founded many of grammatical error. Then, the students still did not get the appropriate feedback of the teacher toward their errors. And, the teacher also did not give the specific feedback or treatment to help the students in reducing the error. This research used pre-experiment research. The researcher used one group pre-test post-test design. To determine sample, the researcher used purposive sampling technique. The data was got from the pre-test and post-test in experimental class. To analyze the data, the researcher used the normality test and homogeneity test by using SPSS Statistics20 and to test the hypothesis the researcher used t-test formula and consulted the result into t-table with level of significant $\alpha=0.05$. From the result and accounting the post-test of experiment class, it was found that using indirect corrective feedback in eliminate grammatical error had better result than without indirect corrective feedback. It can be seen by comparing the $t_{obtained}$ (2) that higher than the t_{table} (1.706). So, it can be concluded that there is a significant effect of using Indirect Corrective Feedback to Eliminate Grammatical Error in Students' Writing.

Keywords: Writing, Grammatical Error, Indirect Corrective Feedback



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1. INTRODUCTION

Writing is a way to express ideas, feelings, opinions through written such as words, sentences, paragraphs, essay, book, comic, etc. According to Reflinda (2016) writing is a way of communication to convey a message, ideas, thoughts, impression, and feeling in written form. In line Reflinda, Ur (1996) said that, the purpose of writing is the expression of ideas, the conveying of a message to the reader. Writing is a skill that really complex for students to master in learning English. It consists of vocabulary, grammar, coherence, component, etc.

Related to Syahrul and Syafitri (2018), in learning English as a foreign language, writing is one of language skill that students learn besides listening, reading, and speaking.

Grammar is one of the components that really important in this skill without grammar written cannot understand and not have meaning. Related Roza (2018), Grammar is lexico grammatical resource for making meaning. In the process of making meaning, grammar changes in both form and meaning to ensure appropriate use in different situation. Moreover, Kardena (2019) said that grammatical competence which is also named as linguistics competence includes the knowledge related to lexicon, syntax, and semantics, which can be applied to produce an effective communication. Grammar tends to be a foundation of writing. Meanwhile, grammar is a difficult aspect to understand actually for students because English as a foreign language. The difficulty of the grammar can be seen by the error in the students' writing result. Error is a part of writing process. As a learning process, grammatical errors need a feedback to improve the writing ability. Feedback will give an important contribution in the writing process to get the best of writing products.

One of the feedbacks that appropriate to the writing process is Writing Corrective Feedback (WCF). Indirect corrective feedback is one of WCF types usually used by the teacher to give corrective feedback toward the student writing process. It is appropriate feedback to eliminate the grammatical error. Indirect corrective feedback is a response toward student errors in the writing process by using marks or underline at the error words. Indirect corrective to be effective feedback to improve consciousness in revising the error besides students also can be learned without teachers' direct correction.

Based on the preliminary research at the SMKN 1 Padang Panjang, there found some problems related to grammatical error: First, students have a low ability in grammar aspect. They were difficult to remember the rules and formulas of grammar when they try to write. It is related to the students' statement in interview section. She said, "*it is difficult to grammar, because there are many formulas that we have to remember, sometimes we have to reverse the arrangement when writing*". And it is also supported by the students' grammatical errors in their writing, like: "His name Heru", "His my friend's Heru". Second, the students did not get effective feedback from the teacher. They rarely get feedback toward their writing, especially on their grammatical errors. The teachers usually just give a sign to the task and correcting some error words as the feedback in writing without explaining the error. Based on the interview section, the students said that, "*after completing training or writing a writing assignment, usually my teacher asks to gather and usually only initial and grades are given, there is no checking, if there are usually only a few words marked by my teacher*". Third, the

teachers did not give specific feedback toward students' writing. Sometimes the teachers just gave direct feedback to correct the students' grammatical error and there was no response from the students toward the teachers' feedback and automatically there was not gave impact to students to reduce and repair their errors.

So, the teacher needs a feedback or treatment that can be helps the students to eliminate or to reduce grammatical errors. Indirect corrective feedback is a feedback that can teacher applies in writing process to eliminate students' grammatical error in writing text.

The researcher comes upon with indirect corrective feedback to eliminate students' grammatical errors in writing text. The researcher proposed a feedback as an activity in helping the students which was called indirect corrective feedback. This feedback is useful students in reducing grammatical errors because indirect corrective feedback could support students' awareness to find the correct form of the errors and help students to be autonomous learner in critical thinking. In addition, Purnawarman said in Anisa Journal (2015) that indirect feedback is one of the strategies used to address grammatical errors in students' writing. Therefore, based on the result of the preliminary research above it is important to do the research of The Use of Indirect Corrective feedback to Eliminate Grammatical Error in Students' Writing at Tenth Grade of SMKN 1 Padang Panjang to solve the problems above.

2. METHOD

Research Design

This research applied a pre-experimental research by using one-group pre-test post-test design. There was only experimental group that involved in this research. Experiment is always done to see a treatment. In this research, the writer used one class. It was the first Accounting class as the experiment group. This class would be given treatment by using indirect corrective feedback. Furthermore, this class was given the pre-test, a treatment, and post-test.

Population and Sample

The population of this research was the ten grade of SMKN 1 Padang Panjang. The total number of population was 247 students which involving nine classes. The sample of this research was taken by purposive sampling. There were 27 students at the same level that was taken as sample. The researcher took one class as the sample. It was the first Accounting class. This class was given pre-test and post-test. Then, this experimental group was given a

treatment to see the effect of indirect corrective feedback in eliminating students' grammatical error in writing descriptive text.

Technique for Collecting the Data

Instrument is a technique that is used to collect data. The instrument that use in this research was a writing test. This test was conducted in order to identify the effect of using indirect corrective feedback to eliminate grammatical errors in students' writing. There were two kinds of the test that were used in this research, they were pre-test and post-test. The form of test is writing test. It consists of direction of the test to ask student to write one paragraph about their idol or favorite figure in their life in five sentences minimal. The length of the test is 30 minutes. And the grammatical that founded in students writing would be classify in to types of error; omission, addition, misinformation and mis-ordering. This test had been tried out on the first Accounting class of SMKN 1 Padang Panjang. The test was created by considering the validity and reliability test.

Technique of the Data Collection

In line with the research design above, the researcher used the test to collect the data in this research. Test is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker. It means that, the researcher used the test in order to measure the students' grammatical error in writing text.

Technique of Data Analysis

Analysis of the data is a process to analyze and interpret the data to get the result of the research. To analyze the data, this research used the comparative technique. This research analyzed and compared the score of experiment class. This technique is useful to prove statistically, whether there is significant difference between the students' score of the experiment class before treatment (pre-test) and after treatment (post-test). Related to Arikunto (2013), the differences of pre-test and post-test is $O_2 - O_1$, it is assumed as the effect of the treatment. So, this research used the comparison of the post-test and pre-test score result. The experimental class was analyzed whether there is a significant effect or not of the students' grammatical error in writing by using indirect corrective feedback by comparing the mean score before and after the treatment of the class. To test the hypothesis, to include the significant difference between the mean score of pre-test and post-test, it was compared between t obtained to the value of t in the table at the degree freedom $\alpha = 0.05$. To find out

whether the value of t obtained indicated a significant difference, this research was consulted the t -test result into t -table by considering the requirement $t_o \geq t_{-tab}$, it means H_a is accepted and H_0 is rejected. $t_o \leq t_{tab}$, it means H_a is rejected and H_0 is accepted.

3. FINDINGS AND DISCUSSION

Findings

The finding of the research was the use of indirect corrective feedback had a significant effect to eliminate grammatical error in students' writing at tenth grade of SMKN 1 Padang Panjang. The finding consists of three parts, they are: description of the data, analysis of the data and testing the hypothesis.

Description of the Data

The data of this research was got based on the research that had been done by the researcher at the tenth grade of SMKN 1 Padang Panjang. The score of the grammatical errors in students' writing was collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research. 27 students were involved in the pre-test and post-test in the experimental class.

Table: The Comparison of the Test Result

N	Pre-test Score (X)	Post-test Score (Y)	D = X - Y	D² = (X - Y)²
1	25	30	-5	25
2	40	25	15	225
3	33	43	-10	100
4	20	20	0	0
5	18	55	-37	1369
6	33	48	-15	225
7	63	35	28	784
8	35	43	-8	64
9	53	58	-5	25
10	20	25	-5	25
11	40	43	-3	9
12	35	20	15	225

13	40	23	17	289
14	15	68	-53	2809
15	15	45	-30	900
16	15	60	-45	2025
17	25	28	-3	9
18	30	20	10	100
19	33	25	8	64
20	25	18	7	49
21	35	20	15	225
22	23	40	-17	289
23	25	38	-13	169
24	38	58	-20	400
25	28	63	-35	1225
26	30	33	-3	9
27	25	38	-13	169
N= 27	$\sum X = 817$	$\sum Y = 1022$	$\sum D = 205$	$\sum D^2 = 11807$

This table shows that the result of $\sum D = 205$ and $\sum D^2 = 11807$.

Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental class. The pre-test shows that the experimental class was equal at the beginning of the research because it was normal and homogen. The researcher used the SPSS application to find out whether the data were distributed normally or not and also to obtain whether the data of the class was homogen or not.

Table : Normality Test of Pre-test in Experiment Class

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
pre	27	30.26	11.230	15	63

One-Sample Kolmogorov-Smirnov Test

		pre
N		27
Normal Parameters ^{a,b}	Mean	30.26
	Std. Deviation	11.230
Most Extreme Differences	Absolute	.125
	Positive	.125
	Negative	-.087
Kolmogorov-Smirnov Z		.648
Asymp. Sig. (2-tailed)		.795

a. Test distribution is Normal.

b. Calculated from data.

The table above show the samples was distributed **normally** because the value of sig was higher than 0.05, it was $0.795 > 0.05$.

Table : Normality Test of Post-test in Experiment Class

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
post	27	37.85	15.129	18	68

One-Sample Kolmogorov-Smirnov Test

		post
N		27
Normal Parameters ^{a,b}	Mean	37.85
	Std. Deviation	15.129
Most Extreme Differences	Absolute	.136
	Positive	.136
	Negative	-.095
Kolmogorov-Smirnov Z		.704
Asymp. Sig. (2-tailed)		.704

- a. Test distribution is Normal.
- b. Calculated from data.

The table above shows the samples were distributed **normally** because the value of sig was higher than 0.05, it was $0.704 > 0.05$.

Table : Homogeneity of the Pre-test Score of the Experiment Class

Test of Homogeneity of Variances

Results

Levene Statistic	df1	df2	Sig.
3.432	1	41	.071

The table above shows that the sig was bigger than 0.05, it was $0.071 > 0.05$. It can be concluded that the samples are **homogeneous**.

Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using the t-test of both classes, the hypothesis was tested. The hypothesis in this research, is there a significant difference of using indirect corrective feedback to eliminate grammatical errors in students' writing?. To find whether H_a is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t-table. If the value of the $t_{obtained}$ is bigger than the value of the t-table the descriptive H_a is accepted. However, if the value of $t_{obtained}$ is the same or less than the value of t-table, the null hypothesis (H_0) is accepted. From the the result of the calculation, it is obtained the value of the $t_{observation}$ (t_0) of pre-test and post-test scores of the experimental class, the mean score of the post-test (\bar{X}) is 37.85. It is greater than the mean score of the pre-test (\bar{X}), 30.26.

Through comparing the $t_{obtained}$ (2) and t_{table} (1,706), it was found that the $t_{obtained}$ is higher than the t_{table} . From the data, it means that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the $t_{obtained}$ was higher than the t_{table} . So, it can be concluded that there isa significant effect of using Indirect Corrective Feedback to Eliminate Grammatical Error in Students' Writing.

Discussion

Grammatical error often finds at writing process such as tenses wrong, diction, the use of verbs, preposition, and article. The grammatical error is happening in the writing process as a part of the learning process. As a learning process, grammatical errors need a feedback to improve the writing ability. Feedback will give an important contribution in the writing process to get the best of writing products. Merrill said in Pujiawati (2018) journal that feedback has been long acknowledged as the most essential form of learner guidance. It provides them with information about what is good and what needs to be improved in their revisions and in the final product of their writing. In short, feedback is needed to improve students' ability in the writing process to get the writing product or written that suitable with the writing principle. One of feedback that can be used is indirect corrective feedback.

Based on the result from the data analysis, it can be seen that H_a was accepted for the hypothesis. It means that H_0 was rejected. This was explanation about the testing hypothesis above. The result of testing hypothesis, the researcher found that using indirect corrective feedback towards students' grammatical error gave significant effect on students' grammatical errors. It can be showed from the mean score of pre-test and post-test in experimental class. The mean score of pre-test of experimental class was 30.26 and the mean score of post-test was 37.85. It means that the mean score of post-test of experimental class was higher than the mean score of pre-test of experimental class. The t-test result is showed that the t-obtained was 2 higher than the t-table 1.706. The differences of both test; pre-test and post-test was caused by the treatment that given. The fact showed that the indirect corrective feedback had a significant effect in eliminating the students' grammatical errors. So, the students' grammatical competence can be improved. It can be seen from the students' grammatical error which is showed the significant changes in the pre-test and post-test.

In conclusion, using the indirect corrective feedback could be help students to eliminate their grammatical errors and increase grammatical competence. It is supported by Lee in Baleghizadeh and Dadashi (20110) that after compared EFL college students' writing in Hong-Kong and found that students who received indirect feedback performed better than the group with no feedback in self editing In line with Lee, Pujiawati (2018) indicated that the number of grammatical errors of all participants decreased after they received the Indirect Corrective Feedback from the lecturer. It can be concluded that indirect corrective feedback can be help students to eliminate grammatical errors.

4. CONCLUSIONS

Based on the finding and the discussion in the previous chapters the researcher concludes this research that the researcher's focus on Using Indirect Corrective Feedback to Eliminate Grammatical Errors in Students' Writing.

There is a significant effect of using Indirect Corrective Feedback to eliminate students' grammatical error in writing. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 30.26 which has been increase in the post-test, in which students' mean score is 37.85. In applying the t-test formula it is found that hypothesis (H_a) of this research could be accepted that using indirect corrective feedback was given significant effect towards students' grammatical error in writing. It found that the value of t-test 2 is higher than the value of t-table which is 1.706. Moreover the mean score of post-test experimental group is higher than the mean score of post-test of control group. In short, it can be concluded that Indirect Corrective Feedback is an appropriate Feedback to eliminate students' grammatical errors.

Based on the finding of the research, the researcher would like to purpose some suggestion as follow: It is hoped that the English teachers in this school is recommended to apply the indirect corrective feedback to eliminate students' grammatical errors in writing text because since it can be help the students to increase grammatical competence. The teachers are hoped to use indirect corrective feedback to help students in eliminating grammatical errors in writing subject.

The teacher should practice another feedback or treatment that can help students' to eliminate grammatical errors based on the students' situation and students' ability. There are many feedbacks that can be used by the teachers, maybe direct corrective feedback first. Since this research is only beginning research, further research is expected to find another feedback or another technique that can help students to eliminate the students' grammatical errors.

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