

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a means of communication that is used to transfer information, ideas and feelings from one person to another. The language indicates each of the nations. Writing is an essential part of the language. It is one of the most important skills that students of English as a Foreign Language (EFL) or English as a Second Language (ESL) need to develop to improve their efforts to learn the target language and elevate their second language. Furthermore, writing is primarily a reflective activity that necessitates adequate time to think about the specific issue as well as evaluate and categorize any prior information. To structure their ideas into a coherent discourse, authors need the right language. Students must rationally connect and develop their ideas, knowledge, or arguments.

Learning to write is a sequential process. In every writing classroom, the writing process should be a continuous cycle. Students should be engaged in prewriting, drafting, revising, editing, and publishing, and it is quite common for learners to make errors and for teachers to correct learners' errors. During that process, students must receive feedback from their teacher on what they are writing. Participants in his study stated that they carefully considered the teacher's comments and corrections, which could be interpreted as an indication that those students saw their teacher response as a great

help in gaining confidence themselves as good writers Alqurashi (2022:569). Furthermore, they stated that they paid more attention to teacher response on both surface-level and meaning level errors. This was possibly due to response effectiveness in assisting them in producing better writing with fewer errors. The participants also mentioned that all types of teacher responses were important to them, which could indicate positive attitudes toward such responses on their writing and their role in developing the necessary skills to improve their writing proficiency.

To develop students writing proficiency can be done by providing corrective feedback. The importance of feedback in students' learning is evident in language learning and language instruction, including writing in an English as a foreign language context. Writing practice and revisions on drafts help student writers produce a final piece of writing. During these processes, student writers frequently rely on feedback from a teacher, a peer, or themselves. Feedback from a source, or a combination of sources, provides students with information about what is good and what needs to be improved so that they can incorporate and use the feedback in their revisions and final product of their writing. Raikhapoor (2020), adds that many researchers and teachers believe that some form of grammatical correction is required when responding to student writing. As a teacher, the researcher believes and feels obligated to correct grammatical errors in the written work of their students. The students will see that their work is receiving attention from the teacher in this manner.

In response to the issue, some researchers have investigated the effect of

error correction on student writing. Scholars who investigated the effectiveness of corrective feedback on student writing came to varying conclusions. For example Fazilatfar et al. (2014:422) discovered in his previous study that correction had little or no effect on student writing ability and that written corrective feedback is actually ineffective and harmful for learners and teachers. He also claims that it causes stress and demotivation among students. The effect of teacher error correction on the accuracy of EFL students' writing was investigated, and it was discovered that there is no positive relationship between teacher error feedback and students' improvement in linguistic accuracy over time.

Despite the findings of the preceding study, a large number of studies have been conducted to investigate the effectiveness of corrective feedback on student writing. The majority of studies discovered that feedback is beneficial and effective in improving student writing, corrective feedback is beneficial in promoting greater grammatical accuracy. Bitchener, J. (2021) found that those who received written corrective feedback on the two functions outperformed the control group on all four post-tests in a ten-month study to investigate the effectiveness of written corrective feedback. Student reactions to teacher feedback and concluded that teachers must be aware of the impact of their feedback practices on student expectations and attitudes, which should be fed back to them to help them develop reflective and effective feedback practices. Chandler's cited in Ji (2015) expanded the study and discovered that for reducing long-term error, both direct correction and simple underlining of errors are significantly superior to describing the type of error, even with underlining.

Direct correction is the most effective method for producing accurate revisions, and students prefer it because it is the quickest and easiest method for them as well as the quickest method for teachers over multiple drafts. However, students believe that self-correction helps them learn more, and simple underlining of errors takes less teacher time on the first draft.

Based on the experience of the researcher while participating in teaching practices in the PPL program, the researcher found students mistakes in writing in vocabulary, grammar, punctuation, capitalization. To respond that, researchers found that teachers especially in English lessons, did not provide direct and indirect corrections to students writing, they just give students the writing score before finishing the draft. Therefore, there is no revision stage. By this way, the teachers think that they have fulfilled writing class as the last session to be presented based on the syllabus. For students, the correction that they get from their teacher is direct correction feedback on students' writing, but it does not give the students a chance to revise their writing before submitting a revised version to the teacher for their final draft, so they don't know where the mistakes are in their writing.

Sivaji (2014:78-79) He stated in his journal that the direct and indirect corrections from the teacher trigger the learners to become independent and responsible learners in the learning process. It means that the students must be responsible for their writing errors by solving the problems and make their written work better by finding the correct point of their writing, and giving some more benefits, such as improving students accuracy. Therefore, in this research the

researcher will use the techniques of direct and indirect corrective feedback to stimulate students in writing abilities, especially in recount texts, by knowing their mistakes. They need to learn from their previous mistakes so they do not repeat them. It implies that the students who are given direct and indirect corrective feedback will remember the errors that they have made in their written works because they will think critically about their mistakes and then find the solution by themselves. In their future writing, the students expected to be able to avoid their mistakes and make their writing results better. Therefore, in conducting this study, the researcher will investigate the effects of direct and indirect written corrective feedback on the writing of the eight grade students of SMP Negeri 37 Medan in the academic year 2023-2024.

1.2 The Problem of the Study

This study focuses on the types of errors made by students who receive direct and indirect corrective feedback on their subsequent writing. Based on the background above, the researcher use formulate the problem as follows:

"Does direct and indirect corrective feedback improve the quality of students' writing?"

1.3 The Objective of the Study

The objective of the study is to investigate the effects of direct and indirect corrective feedback on student writing quality.

1.4 The Scope of the Study

The effects of corrective feedback on eighth grade students writing at SMP Negeri 37 Medan in the academic year 2023-2024 limited the scope of the

research. This research is classified as applied linguistics. This study employs direct and indirect corrective feedback. In the case of direct corrective feedback, the teacher gives the student the correct form. While indirect coded corrective feedback involves indicating that the student made an error without actually correcting it, this is accomplished by underlining the location of errors and employing a code to indicate where the error occurred and what type of error it is. Students wrote different topics of recount text about their personal experiences in each activity.

1.5 The significance of the study

This research is expected to make a significant theoretical and practical contribution to the English language teaching and learning process, particularly in the teaching and learning of writing.

1.5.1 Theoretically

It is hoped that corrective feedback will help students avoid making the same mistakes and revise their writing, ultimately improving their writing.

1.5.2 Practically

1. For students : Students will have a meaningful learning process, particularly when learning to write.
2. For teachers : Giving necessary feedback corrections can assist diagnosing students' problematic areas, focusing some attention on the students' weaknesses.
3. For the writer : Can be references to another research

1.6 The Hypothesis of the Study

In order to answer the research question, the following hypothesis is proposed the null hypothesis (H_0) and alternative hypothesis (H_1) is will accepted.

(H_0) : Direct and Indirect Corrective Feedback Techniques significantly can affect on EFL the students writing skill at the eight grade of SMP 37 Medan.

(H_a) : Direct and Indirect Corrective Feedback Techniques does not significantly on EFL the students writing skill at the eight grade of SMP 37 Medan.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To conduct research, there are some theories that are needed to be explained through some concepts and terms applied in the thesis concerned. This study also uses some concerns and terms in the theoretical elaboration of concepts and terms that will be presented in the following part.

2.2 Language

Language is a communication for humans to communicate with one another. Language is used to express one's views and wishes to others. It is used to communicate messages to other people, and without it, people will struggle to express their ideas, thoughts, and wishes. Language is used to share ideas, thoughts, and opinions, with the exception that language is employed in education, research, and science, both spoken and written. Language is a system of arbitrary, audible symbols that allows all people in a given culture or others who have learned that culture's system to communicate. The language people speak is determined by where they live.

As English foreign language learners, Indonesian students face some challenges in mastering English. Junior high students must master all language skills, including writing. However, when it comes to constructing a sentence, a paragraph, or a text, most students struggle. Some difficulties may be encountered when writing text; students who rarely write in English frequently encounter

difficulties when their teacher requests that they write down their ideas, thoughts, or experiences. Students in the Merdeka Belajar curriculum must master various genres. When students try to write, it can be difficult for them to express their ideas because each genre has a specific purpose, language feature, and generic structure. Thus, the difficulties in writing text are typically encountered by writers or foreign language learners. Before they can share their thoughts, ideas, or experiences, they must first understand the text's main purpose.

According to Charles W. Kreidler (2004:1), "variation exists in every language." A language differs from one location to the next, from one era to the next, and from one occasion to the next. The discrepancies may be in the words used to communicate a meaning." Based on the statements above, the writer concluded that language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.

2.3 Writing

Writing is an important aspects of education. Writing is one of four skills (listening, speaking, reading, and writing). Writing always appears in the syllabus of teaching English. In field education, writing is evidence of successful learning, because there is feedback from the understanding of learning where writing results can be analyzed directly, and writing that students must learn. In addition, Raimes in Esra (2014) stated that writing could help students learn because it increased the material that has been taught, such as grammar, vocabulary and structure, and bring the students to express their ideas. However, the students still need guidance

from the teacher as a facilitator to develop their writing skills and create good writing skills.

Nunan in Tarjana, et al. (2018) states that writing is the process of thinking to find ideas, how to writing a good written, how to express feelings in writing, and how to arrange the ideas into sentences and paragraphs. According to Brown (2001) writing is a process of thinking in which the written language is the result of writers figuring out and what they thought. This means that sometimes the process of thinking takes a long time, and writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Additionally, Harmer in Cozma (2014) states that, “Writing is a process that we write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. Students who are writing within a certain genre consider a number of different factors, such as their knowledge of the topic, the convention and style of genre, and the context in which their writing will be read, and by them”. From Harmer, we know that writing is an important component learned by students in English.

Based on all the definitions above, it can include that writing is a process of expressing people’s thoughts and ideas to others in written form. It can be information, opinion, benefit, feeling, argument, explanation, and theories. In addition, writing not only writes text but it also a way to communicate with others. Writing is an act of communication between writers and readers through text. Writing is also plays an important role in education, which is why students are able to master in writing skills.

2.4 Writing Process

Writing ability requires process. Writing is never a one-step action, it is a process that involves several steps. When we write something for the first time, we already think about we are going to talk about, how to say, and have finished writing. We then read what we have written and made changes and corrections. We revised and wrote frequently, until we felt satisfied.

Harmer (2004) stated in his book argues that the writing process consists of four steps: (a) planning, (b) drafting, (c) editing (reflecting and revising), and (d) final version. The explanation as follows:

a. Planning

Before starting to write, writers try to classify what they are going to convey and decide what they are going to say. This means that, before starting to write, the writer must know what they want to write. The writer must also have a plan regarding the ideas and purpose of their writing.

b. Drafting

The drafting process was the first version of the writing. The writers organize their ideas, which, on their mind, will be amended later. As the writing process proceeds into editing, several drafts may be produced on the way to the final version. Thus, it can help the writer in writing because they can imagine and design what they want to write.

c. Editing (reflecting, revising)

When the writer is editing their draft, they usually read their work to check for errors. Reflecting and revising the manuscript will help editors provide

comments and suggestions. It will help the writer to make appropriate revisions.

d. Final version

This was the final activity in the writing process. The authors have reworked the written drafts and polished them for publication. Therefore, the writer is ready to send the written text to its intended audience.

2.5 Teaching Writing

Writing is an important language skill for students. It is a skill that must be taught and practiced. Therefore teaching writing is very important in English Education classes. Teaching writing is the activity to increase the students' learning of grammar and vocabulary. Teaching writing also helps student's to develop ideas that become sentences and paragraphs. Teaching writing to students is important because it can reinforce students' language acquisition, support their language and learning development, and help them master basic language skills (Harmer 2004). From the above statement, it can be inferred that teaching writing teaches students how to write effectively.

Teachers should consider some teaching writing principles in order to achieve the goals of the teaching and learning process. Nunan (2016) identifies four principles for teaching writing:

- a. Understand the student's reason for writing
- b. Provide many opportunities for students to write
- c. Make feedback helpful and meaningful
- d. Clarify for yourself, and for your students, how their writing will be evaluated.

Moreover, to be successful in teaching writing, teachers should use different

techniques to explain their materials. To teach writing, teachers do not simply come into the class, explain the material, or involve students in writing practices. It is important for English teachers to understand not only how to teach writing, but also how to motivate students to write. Teachers also need to develop materials that deliver and use media to facilitate teaching-learning activities. An appropriate method is also a very important tool for helping students write better.

2.6 The Importance of Writing

As mentioned previously, writing is an essential factor in language and the most important language skill. According to Harmer (2004) stated in his book, there are a lot of importance in learning writing. First, as in writing, students often have more time to think than in speaking activities. Second, they can review what they know and even use dictionaries, grammar books, or other reference material to help. Third, writing encourages students to focus on accurate language use, and because they think while writing, it can provoke language development as they solve the problems that writing brings to mind.

Lee et al., (2020) also confirmed the importance of writing, which provides an opportunity to maintain social relationships and share personal information. It also helps participants to develop skills that make them persuasive, critical, and analytical readers and writers. In addition, it is often useful for preparing other activities, giving students time to think about ideas rather than coming up with instant, fluid opinions, which many, especially at lower levels, find difficult and awkward.

2.7 Genre of Text in Writing

The genre approach to teaching writing has been used in various forms around the world, and most teachers have been concerned about using it in ESL classes. Genre as "abstract, socially recognized ways of using language for specific purposes." A genre, according to Harmer (2004), is a style of writing that members of the discourse community would immediately recognize. According to Namshi (2014), the genre approach to teaching writing is primarily concerned with teaching specific genres that students must master in order to succeed in specific situations. It means that a genre-based approach focuses on specific goals and intentions, relationships with readers, and information to convey, and the forms of a text are resources used to accomplish these. The goal of using a genre approach is to allow students to use appropriate registers that are important to them. Some types of written text were classified according to genre. For example, description, recount, procedure, report, exposition, and narrative. The writer chose recount text as the genre of writing in this study. Finally, the genre approach in writing focuses on a specific cultural and social context. Writing teachers must connect them in order for students to understand how and why linguistic conventions are used. In contexts, a specific genre is used to fulfill social functions. Then, language cannot be separated from its social and cultural context. As a result, the students are directed to create text content in a specific text type.

2.8 Recount Text

Recount text are texts that tell something in the past. Recount describes a sequence of events that occurred one after the other. Text recounted is written out

to create a report about an experience of a series of related events Sinthianuary (2014). Recount text serves a social purpose. The social function of recount text is to inform or entertain readers by recounting an event. According to Hyland cited in Pahamzah (2019), the purpose of recount text is to reconstruct past experiences and retell events in original sequences. Recount as a piece of writing that retells past events, usually in the order in which they occurred, and the purpose of a recount is to give the audience a description of what happened and when it happened." Furthermore, according to Jagannathan in (UNESCO 2021), "recount is used to retell events for the purpose of informing or entertaining." Because its main purpose is to recount events, it employs the past tense and focuses on a specific participant."

Based on the statements above, it can be concluded that recount text is a text which tell about story, experience, activity, and events about what happened in the past. The purpose of recount text is to inform or entertain the reader.

a. Generic Structure of Recount Text

According to Hyland cited in (Ismiyati 2018), the generic structure of recount text as explain below:

1. An orientation, tells who was involved, what happened, where the events took place, and when it happened. It means it discusses the text's background information.
2. A record of events, Tell us what happened and in what order. In chronological order, events are identified and described. Writers can express their emotions in this section.

3. A reorientation, It is a complete summary of the text that includes optional/closure of events/ending, concluding comments express a personal opinion about the events described.

In addition, Boardman in Saragih (2014) stated that the steps for constructing of written recount text are:

1. Orientation, is the first paragraph that provides background information about the setting and introduces the participants by saying who, what, where, and when they will appear.
2. A record of events, describe the sequence of events. Typically described in chronological order as event 1, event 2, event 3, and so on.
3. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
4. A reorientation, consist of summaries of the events. It recounts what happened at the end.

As a result, the recount text has three components. There are three of them: orientation, event, and reorientation. A typical recount text includes an opening paragraph that introduces the character and setting of the event, followed by a description of what happened during the event, and a final conclusion at the end of the story. The researcher will demonstrate a sample of recount text:

Table 2.1 The Example of Recount Text

Generic Structure	My First Experience to Ride Motorcycle
Orientation	My father bought an old motorcycle when I was ten years old. Honda Scoopy" was the name. I believe it was a small, light object that simple to ride. I convinced my father to teach me how to ride a " Honda Scoopy ". First, my father declined my request and promised th would reconsider. Even after two or three years, I still whimpered. Finally, my father relented and agreed to teach me.
Events	He started teaching me how to ride the motorcycle around a field in my village. My father patiently gave me some directions. I was overjoyed when I realized I could ride a motorcycle. " Yes, I can " I planned to test my riding ability one day later, when I was alone at home. So I bravely attempted it. Everything went smoothly at first, but when I was driving back to my house and had to pass through a narrow, slick street, I became nervous. I lost control and landed in the ditch.
Reorientation	After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

b. The Language Features of Recount Text

Based on Hyland (2009), the language features of recount text as follow:

1. Use of nouns and pronouns to identify people, animals, or objects. Fhatar, Rafhael, he, she, and so on.
2. Use of past action verbs to refer the events. For example, cooked, brought, told.
3. Use of the past tense to situate events in relation to the speaker's or writer's time. For example, we went to the zoo yesterday.
4. Use conjunctions and time connectives to sequence the event, such as next, second, that, then.
5. Use of adverb and adverbial phrases to indicate place and time. For example, in my house, three weeks ago, carefully.

6. Use of adjectives to describe nouns. For example beautiful, slow.

According to Boardman in Saragih (2014) in making of functional grammar, the significant common grammatical patterns of recount include: (a) focus on specific participant, (b) use of material process or action verb, (c) circumstance of time and place, (d) use past tense and focus on temporal sequence.

Furthermore, Anderson divided the language feature of recount text into four, they are: (a) proper nouns to identify those involve in the text, (b) descriptive words to give details about who, what, when, where, and how, (c) the use of the past tense to retell the events, and (d) words which show the order of events. In conclusion, the language feature of recount text consists of past tense to tell things happened, use of action verb, use of participant, time and place.

c. How to Teach Recount Text

Teaching recount text to junior high school students is similar to teaching writing to all students. Because a recount text tells a specific event that emphasizes sequences, the topic chosen can be based on the student's activity. The teaching of recount texts can be made easier through collaborative writing because it provides some steps, such as the wheel process of writing and activities based on the nature of the collaborative writing technique.

The first phase, according to Li and Zhang (2023), is a planning phase. It is used to generate preliminary ideas, read, and clarify instructions. Students describe a theme of a recount text that they intend to write to their pairs during the planning phase. Listen carefully, probe with a series of questions, and outline their friends' ideas. It assists students in completing their ideas because their pairs

provide them with useful materials. Furthermore, students are encouraged to think in terms of positive collaboration among partners, which means they are not thinking competitively or individually, but rather cooperatively in terms of group. The students are also autonomous or even independent in their choice of what to write about (topic) and how to write it. They apply imaginative ideas to create their compositions based on familiar experiences and settings. It helps them to have a clear goal for their independent writing on the next phase.

Second, during the drafting phase, students collaborate to write their first paragraph of the text. They write each composition to ensure that they both have clear beginning to their composition. Then they each write their own idea. It gives them responsibility for improving their writing skills when they elaborate on their ideas through writing. When students write their compositions in the form of recount texts, this phase also stimulates the development of their grammatical components.

Third, during the editing phase, students completed their writings and revised them by correcting capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also make revision suggestions and ensure that each composition is error-free. This phase contributes significantly to students' writing products because the feedback provided during this stage is extremely useful. They are immediately aware of any errors found in their compositions, which can assist them in developing a positive attitude toward their writing process. Furthermore, they can assess their own progress toward writing goals and evaluate the effectiveness of their own written products. As a result, they can work on

improving their writing skills.

Finally, in the final draft, the students rewrite their writing while taking into account any feedback from their peers. In this final phase, students are also taught that the process of writing a text is important and that it is not just about the final product. As a result of the combination of the nature of the writing process and collaborative writing, it is expected that students' writing skills on recount texts will improve significantly.

2.9 Corrective Feedback

2.9.1. Definition of Corrective Feedback

In general, Corrective feedback is the specific information that teachers provide to their students about the task or learning process Rahmawati (2017). The term feedback, as defined by scientists and engineers, refers to a situation in which two (or more) dynamical systems are linked together in such a way that each system influences the other and their dynamics are thus strongly coupled. Feedback is a powerful influence on learning and achievement, but it can have a positive or negative impact. Sharing feedback, especially critical feedback, is difficult enough for most of us. However, if we become a part of the problem, it can become even more agonizing. False criticism is dangerous. It has the potential to sap people's energy and undermine their spirits.

A critical question is how this feedback should appear. Corrective feedback is a type of feedback that is commonly used in the classroom: the teacher marking a student's error. There has recently been some debate in the academic community about the benefits of this type of feedback on learners'

written output.

Feedback, which is sometimes provided by the teacher, plays an important role in teaching technique. Thus, feedback is important for improving students' learning processes; teachers should provide appropriate feedback to students in order to achieve the goal of feedback itself. People nowadays believe that teachers view feedback as a formality to motivate students in their learning process. Indeed, some teachers did not understand how to provide effective feedback to increase students' recall text writing. Even though teachers believed that providing feedback was simple, it could not be concluded that it improved students' learning processes. Sometimes teachers are unaware that feedback is important for students.

2.9.2 Types of Corrective Feedback

Feedback is divided into two main parts by the way of it is delivered. Furthermore, a distinction has to be made between direct and indirect feedback, as the different effects of these two types of feedback is what is aimed to be investigated. While indirect corrective feedback only consists of an indication of an error (i.e by underlining the error or providing an error code), direct error correction identifies both the error and the target form. Therefore indirect correction of errors is left to the student to find and correct, while the teacher provides the correct form in direct error correction.

The direct and indirect corrective feedback are the most common methods used by the instructors to respond, comment and correct grammatical errors on students' written works. Direct corrective feedback is provided when the

teacher writes the correct form on the student's paper, while indirect feedback is provided when the teacher indicates the location of the error on the paper by underlining, highlighting or circling it without providing the correct form Lee cited in Rizqiya (2020).

2.9.3 Direct Feedback

Direct feedback is usually given by teachers, upon noticing a grammatical mistake, by providing the correct answer or the expected response above or near the linguistic or grammatical error. Direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct form is (i.e. are not capable of self-correcting the error).

2.9.4 Indirect Feedback

As one type of written corrective feedback, indirect feedback is thought to be more beneficial to students' writing development. Chandler's (2003) study found that indirect correction improves feedback and increases student engagement in learning. This means that indirect feedback can involve students from the writing process to the finishing process, while also saving the teacher's time. Furthermore, indirect feedback may have an effect on students' long-term memory and reduce the number of errors.

In (Rahmawati 2017), thought that indirect corrective feedback is provided when the teacher indicates the location of the error on the paper while providing the correct form. Furthermore, written or indirect feedback clearly increases students' awareness of their learning, allows them to easily recognize

mistakes, and eventually develops strategies for dealing with weak points themselves.

2.9.5 The Implication of Direct Corrective Feedback

The teacher's explicit written corrections in response to students' errors are referred to as direct feedback. Direct feedback requires students to simply transcribe the teachers' suggested corrections into their texts. Direct feedback can be defined as correcting all of the mistakes made by students by underlining all of the errors in spelling, structure, grammar, and so on and directly writing the correct answers above the underlined words. Direct feedback has the advantage of explicitly guiding learners on how to correct their errors. This is obviously desirable if learners do not know the correct form (i.e. are unable to self-correct the error). According to Ferris and Roberts cited in Rahmawati (2017), direct feedback is probably better than indirect feedback for low-level student writers. However, one disadvantage is that it requires minimal processing on the learner's part, and thus, while it may assist them in producing the correct form when revising their writing, it may not contribute to long-term learning.

2.9.6 The Implication of Indirect Corrective Feedback

Mahmud (2020) The written indirect corrective feedback indicates that teachers and students have preferred the use of indirect feedback (i.e., where errors are indicated and students are asked to self-correct) and have placed emphasis on the revision process. Indirect corrective feedback indicates that the student made an error but does not actually correct it.

In other words, indirect corrective feedback allowed teacher to give

students some correction on their written assignment. Teachers do indirect corrective feedback to make students aware of their mistakes in writing. Thus, they could revise and improve their writing through written feedback or indirect corrective feedback. Indirect feedback is applied by underlining student's writing errors so that students understand that there is a problem that should be 'fixed.' Teachers may use lines, circles or highlighting to indicate the location of errors. They also need to decide how explicit indirect feedback should be based on the goals they want to achieve by providing feedback. That is why students could be more understand when teacher give them indirect corrective feedback than oral feedback because students will remember the correction when teacher gave them a note or a cross line above their writing.

2.9.7 The Purpose of Direct Corrective Feedback

There are several benefits to using direct corrective feedback in the classroom. According to Ellis cited in Alduais (2016), it can teach students to pay attention to errors. Second, it can teach students to recognize various types of errors, which encourages students to rely less on teachers. Finally, it teaches students that they can learn from one another. Knowing the benefits of direct corrective feedback discussed above, it is clear that direct corrective feedback is extremely beneficial for students because they can learn directly from their mistakes.

2.9.8 The Purpose of Indirect Corrective Feedback

Feedback has no effect in a vacuum; for feedback to be effective, it must be addressed in a learning context. Thus, (Fitriani 2016) that the purpose of

indirect corrective feedback is to bridge the gap between what the student currently understands and what is hoped to be finally understood. A distinction must also be made between direct and indirect feedback, as the different effects of these two types of feedback are what is being investigated. Feedback on process informs students about how they approached the task, the relationship between what they did and the quality of their performance, and possible alternative strategies that would also be useful.

As a result, some successful learners are able to translate feedback about the task into feedback about the process. Students should also be able to explain why the right answer is correct.

2.10 Previous Study

Most studies compare indirect corrective assessment to direct corrective assessment. Meanwhile, another study has a topic about an analysis of direct and indirect evaluation with a positive effect. The following studies are the results:

The first study was conducted, Maleki and Eslami (2014) that analyzed the effects of written corrective feedback techniques on EFL students' control over grammatical construction of their written English. Their study involved 90 intermediate Iranian EFL students to be the participants. Thus, they were separated into three groups; then they randomly received direct, indirect or no correction feedback. They created three pieces of writing, pre-test, immediate post-test and delayed post-test. The results showed that the recipients of written feedback achieved more than those in the control group suggesting the effectiveness of both kinds of written corrective feedback. Therefore, the

provision of written corrective feedback should be regarded as a potentially valuable technique in instructing writing to EFL learners. The contribution of previous research to my research is the author uses\ previous research as a comparison and benchmark as well as facilitating researcher in compiling this research. This researcher sees the difference between the two theories Lyster and Ranta (1997) when input into a study, while my research only uses one of my theories from Lee (2004).

Study about corrective feedback from Jiang and Xiao (2015) that was 8-week study to investigate the differential effects of two written corrective feedback (CF) options on 92 low-intermediate EFL students' explicit and implicit knowledge of English articles and the extent to which language analytic ability might influence the effect of written CF. The acquisition of explicit knowledge was measured by an error correction test, and implicit knowledge was measured by a picture-cued writing test. It was found that both the DOC and the DMC benefited explicit and implicit knowledge, but no significant differences were reported in their effects on each type of knowledge. This study always showed that language analytic ability mediated the effectiveness of the DOC rather than that of the DMC. These findings are discussed from the perspective of cognitive psychology and implications and suggestions for further research are put forward. The previous research used Truscot's theory and, while my difference was using Lee's theory. The contribution of previous research to the writer research is that by looking at previous research the writer can understand that language analytical abilities mediate the effectiveness of direct only correction (DOC) compared to

direct metalinguistics correction (DMC).

Seifoori et al. (2020) were found that the feedback provided to the students' writing gave a significant impact and increased the students' level of motivation in writing. Consequently, the findings revealed that the students showed the great enthusiasm and motivation to write in English even though some of them were lack of vocabulary and proficiency in English language. The participants responded well to the direct feedback that was constructive and formative given by the instructors (researcher) throughout the camp. The meaningful feedback provided encouraged and motivated them to write and produce good writing. The differences Previous research with the writer research that is, previous research used Ellis's theory, while I used Lee's theory. The contribution of previous research to the writer research, previous research analyzing the feedback given to students' writing, had a significant impact and increased the level of students' motivation in writing. So that the research writer can use this research as a reference for conducting this research.

Aridah (2016), conducted a study *The Effectiveness Of Direct and Indirect Written and Corrective Feedback in EFL Writing Performance*. There were 63 English Department of Students Mulawarman University taken as the samples of the study. She divided them into three groups that were specifically two experimental groups and one and controlled group. Each group consisted of 21 students. The first experimental group was given Direct Corrective Feedback while the controlled group applied peer feedback The study used writing task to collect the data. The tasks were written with five different topics and different

methods that each of which was given at the end of the every cycle of writing process. The first writing assignment was an essay which was developed by using examples, then followed by giving comparison and contrast, classification, process and argumentation consecutively. The result of this study was off the feedbacks giving and effective impact in improving student's writing performance. However, based on the mean score among them, teacher written feedback still surpassed non-teacher written feedback. Contribution of previous research to the writer research, namely this previous research can help me in completing my research where previous research also analyses the effectiveness of direct and indirect corrective feedback but in previous studies using writing tasks to collect data while recount text to collect data in my research. Previous researchers used the theory of Truscot and Ellis while the writer research used Lee's theory in the writer research.

According to the previous related study above, the result found that corrective feedback is effective for students to increase their ability along their learning process. Thus, the previous research also proved that a good feedback can motivate students in writing English. Hence, this research will see the effect of direct and indirect corrective feedback on student's writing of recount text on eighth grade at SMP N 37 Medan.

2.11 Conceptual Framework

Writing is the important language skill to be learned. Although, writing is the complex skill among the four English skill for students, through writing people can communicate, particularly in the written form, their ideas, feeling, or

opinions about things to others. However, writing is not easy because there are a number of things that deserve some attention from the writers. To master and to be proficient in writing is not easy because the writers are required to generate and organize the ideas as well as make them into a readable. This research focused on writing recount text for students in Junior High School (SMP).

This research wants to find the effect of indirect feedback on student's writing of recount text. The researcher found teacher did not pay attention a lot in indirect and direct for students' writing. Therefore, through this research the researcher wants to show that direct and indirect feedback is effective for students to improve their learning. Indirect feedback is really important to motivate students and correct their work. The researcher believes that indirect feedback could bring a good effect for student's recount text. As a result, although writing recount text is not an easy matter, indirect corrective feedback may have been effective for eighth grade of SMP 37 Medan.

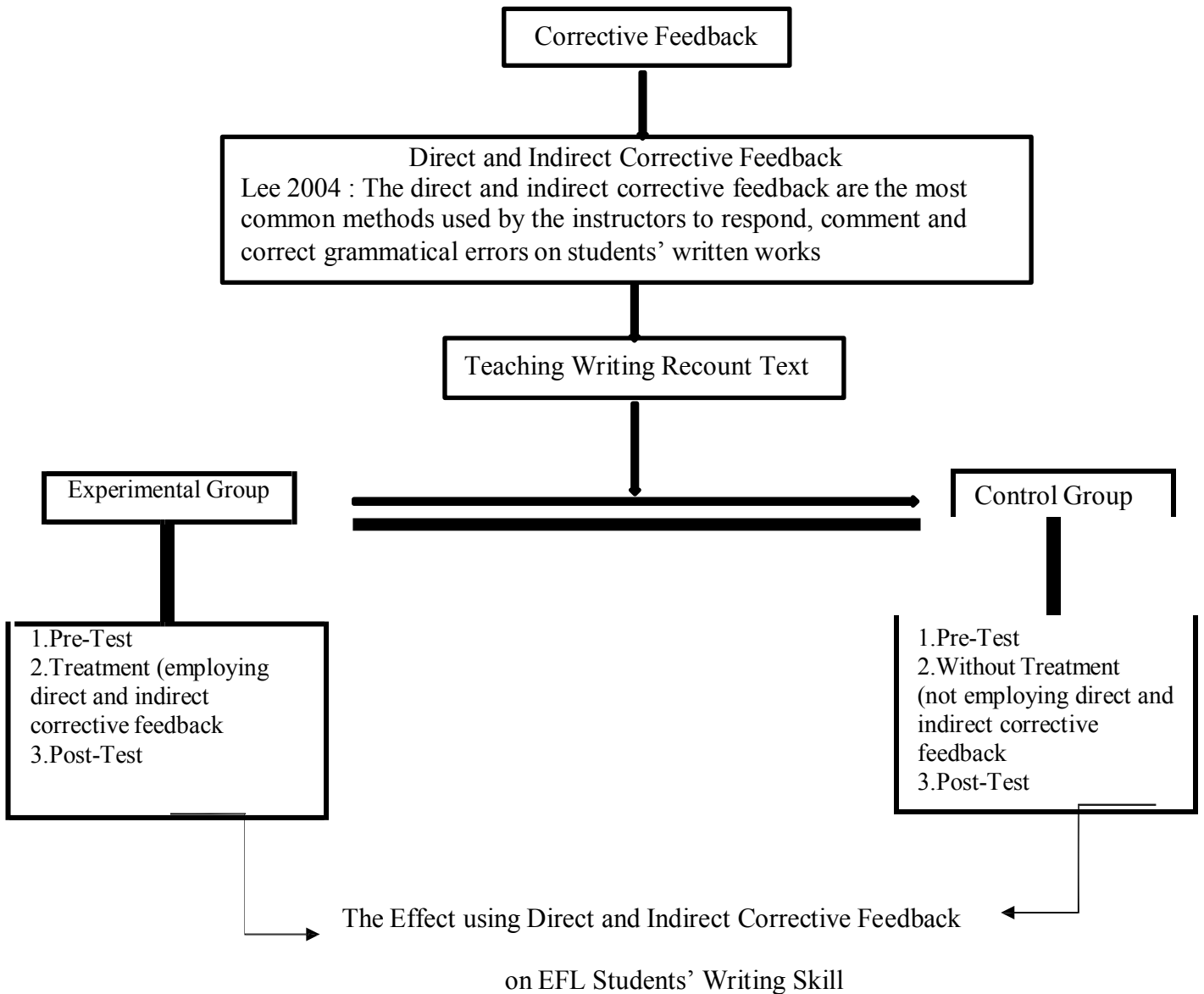


Figure 2.1 Conceptual framework The Effect using Direct and Indirect

Corrective Feedback on EFL Students' Writing Skill at 8th grade SMP 37 Medan

CHAPTER III
RESEARCH METHOD

3.1 Research Design

The research design for this study was quasi-experimental. There are two kinds of variables: independent and dependent variables. The independent variable was direct and indirect corrective feedback, while the dependent variable was the student's writing ability. In this case, the researcher was to determine whether the independent variable affects the dependent one or not.

Furthermore, to conduct the experimental research, there are two different groups: the experimental group, which receives treatment by indirect corrective feedback, is to teach or write recount text, and the control group, which does not receive special treatment. Then both of them were given a pre-test and a post-test with the same item.

Table 3.1 Research Design

Groups	Test	Treatment	Test
Experimental VIII A	Pre-test	Employing Direct/Indirect Corrective Feedback	Post-test
Control VIII B	Pre-test	Not employing Direct and indirect Feedback	Post-test

3.2 Population and Sample

The population and sample were quasi experimental. In this study the researcher explains each clearly as follows:

3.2.1 Population

According to Sugiyono (2017), Population is generalization of object or

subject that have certain characteristics and quality of their set by investigation to be learned and then drawn conclusion. The populations of the study is eight grade students of SMP NEGERI 37 MEDAN in the academic 2023-2024 that consists of VIII-A, VIII-B, VIII- C, VIII-D, VIII-E, VIII-F. It consists of six class and a total of 183 students.

3.2.2 Sample

According to Sugiyono (2017), a sample is part of the number and characteristics owned by the population. That is, a small group or subject of the total population, in such a way that the knowledge gained is representative of the total population (however defined) under study. The purposive sampling technique was used in this study; the researcher used 60 students as a sample. Thus, VIII-B, which consists of 30 students, becomes the experimental class, and VIII-A, which also consists of 30 students, becomes the control class.

Table 3.2 Total Students for Sampling

No	Class	Total Students
1	VIII A	30
2	VIII B	30

3.3 The Instrument of Collecting Data

This study used writing tests as an instrument by using pre- and post-tests in the experimental class and control class. There are two types of tests used to collect data. The students in the experimental and control classes used different methods. The students in the experimental class learn about writing in the recount test by using direct and indirect corrective feedback..

Meanwhile, the students in the control class learn about writing in the recount text without Direct and Indirect Corrective Feedback. The students are given the instruction to write a recount text based on their experience. The researcher used a pre-test to investigate the effects of direct and indirect corrective feedback on writing skills before treatment. And then the researcher used a post- test to evaluate how far students' writing skills had improved employing direct and indirect corrective feedback after treatment was applied.

3.4 The Technique of Collecting the Data

3.4.1 Pre-test

Before starting the experiment, the researcher was given the test. The abilities of the experimental and control classes are similar. The function of the pre-test is to assess the students' ability to write recount texts. Students were asked to write a recount text based on their experience.

3.4.2 Treatment/ Teaching

The researcher was given different treatment in teaching both classes. The experimental group received treatment by learning to write recount texts by using direct and indirect corrective feedback, while the students in the control group were not exposed to this treatment.

Table 3.3. The Activity of Teacher and Student in Experimental Class

Steps	Teacher Activity	Students Activity
1	The teacher entered the classroom and greeted the students.	Students respond and show their politeness
2	Teacher gives brainstorming around recount text	Students listened and discussed topic.

3	Teacher explained about the Direct and Indirect Corrective Feedback technique to the students.	Students paid attention to the teacher and listened to the explanation carefully.
4	The teacher asked the students' to write the recount text based on their experience and guided them to do that by using direct and indirect corrective feedback.	The students were doing the pre-test.
5	The students were asked to show their work to the teacher to get some comments and corrective feedback.	Students paid attention to the teacher's explanation and discussed their task.
6	The teacher asked students to collect their writing	The students delivered their tasks.

Table 3.4. Activity of Teacher and Student in Control Class

Steps	Teacher Activities	Student Activities
1	Teacher gives brainstorming around recount text.	Students answered the question.
2	Teacher explained about the recount text	Students paid attention to the teacher and listened to the explanation carefully.
3	The teacher asked the students to write a recount text based on their experience.	Students do the task
4	The teacher evaluated the students work.	Students received the results of their evaluation.

3.4.3 Post-test

After giving the treatment, the researcher gave the post-test to the students. The test was also the same as the pre-test, with a different topic. Thus, the score of the post-test was compared with the pre-test. Then, these two scores were used as numerical data to measure the effect of direct and indirect corrective feedback in teaching writing recount skills.

3.5 Scoring

According to Jacob in Weigle (2002), while scoring student writing paragraphs, the following five factors must be given particular attention: content,

organization, vocabulary, language use, and mechanics. The following table provides a more thorough description of the specific requirements;

Table 3.5 The Test Scoring Categories For Writing (Jacob in Weigle, 2002)

Component of Writing	Score	Level	Scale and Descriptor
Organization	20-18	Excellent to very good	Well organized, logical sequencing
	17-14	Good to average	Logical but incomplete sequencing
	13-10	Fair to poor	Lacks logical sequencing and Development
	9-7	Very poor	No organization, not enough to Evaluate
	30-27	Excellent to very good	Relevant to assigned topic
Content	26-22	Good to average	Mostly relevant to topic
	21-17	Fair to poor	Inadequate development topic
	16-13	Very poor	Not enough to evaluate
Vocabulary	20-18	Excellent to very good	Word from mastery, appropriate Register
	17-14	Good to average	Occasional errors of word form, choice, usage, but meaning confused not obscured
	13-10	Fair to pair	Frequent errors of word form, choice, usage and meaning confused or Obscured
	9-7	Very poor	Little knowledge of English Vocabulary word form or not enough to evaluate
Language use	25-22	Excellent to very good	Few errors of word order/function, articles preposition
	21-19	Good to average	Several errors of word order /function, Articles
	17-11	Fair to poor	Frequent errors of word order/function, articles, preposition
	10-5	Very poor	Dominated by errors of spelling, punctuation, capitalization.

Mechanic	5	Excellent to very good	Few errors or spelling, punctuation, capitalization
	4	Good to average	Occasional errors of spelling , punctuation, capitalization
	3	Fair to poor	Frequent errors or spelling , punctuation, capitalization
	2	Very poor	Dominated by errors of spelling, punctuation, capitalization

The rubric has five different rating categories of writing quality with an a 100 point scale. They are content (30 points), organization (20 points), vocabulary(20 points), language use (25 points), mechanics (5 points).

3.6 The Validity of the Test

Validity is the process of how the test establishes the representativeness of the items in a certain domain of the skills, tasks, knowledge and other aspects that are being measured. To fulfil the construct validity the researcher constructed the instrument consisting on some specific indicators. So in this case the validity of the test is to know whether the test measure the direct and indirect corrective feedback have an effect on student's writing skill.

3.7 The Reliability of the Test

The scoring of writing test is to find out whether the test is reliable or not. Reliability refers to the consistency of the measurement. Reliability is the ability to provide relatively fixed measurement results, the notion of reliability meaning that an instrument is said to be good , if the instrument can be trusted to be used as data collector Arikunto (2010).

$$r_i = \frac{k}{k-1} + \frac{M(k-1)}{k \sigma_i^2}$$

Where :

r_i : internal reliability of Instrument

k : The number of the test

M : The mean of total score

t : total of variance

σ_i^2 : total variance

The reliability test must meet a passing grade where this value can be said to be quite reliable.

Number Parameters	Reliability Category
0,8-1,0	Very high reliability
0,6-0,8	High reliability
0,4-0,6	Moderate reliability
0,2-0,4	Low reliability

3.8 Technique of Analyzing Data

The data analysis technique used in this hypothesis is the t-test. In this study, the t-test was used to determine differences in the achievement of eighth- grade students writing skills. The experimental class used direct and indirect corrective feedback techniques, while the control class did not. Before obtaining the T-test value, a prerequisite test for research analysis was carried out, namely the normality test and the homogeneity test.

1. The first one was an analytical framework created for analyzing students'

recount writings, and then the researcher calculated the students' writing scores based on the analytical scoring rubric. The error aspects investigated in the texts are presented:

Table 3.6. Error Code and Meaning

Error type	Symbol	Meaning
Verb	V	All errors in verb tense or form, including relevant subject-verb agreement.
Noun Ending	NE	All errors in plural and possessive ending
Spelling	Sp	Incorrect or misplaced use of word
Word Form	WF	Error is forming word
Word Order	WO	It occurs when there is incorrect use of the pattern of sentence, clause or phrase
Pronoun	Pr	There is lack of agreement between pronoun and antecedent or unclear use of pronoun reference. It relates to the use of pronoun as subject, object and possessive.
Missing word	Λ	Something has been left out and incorrect pattern without the word.
Unnecessary Word	X	Words or phrases that are useless or unnecessary in a sentence

2. Then the researcher conducted a normality test on the data obtained in the writing test. The normality test was carried out after the data was complete. This aims to determine whether the data in this study are normally distributed or not. The normality of the data was checked pre- and post-test in the experimental and control classes. For each text produced by students, this study marked the error by giving an error code, as indicated in Table 3.6. The number of errors in students' texts was counted manually. After this is done, the frequency of error for each student is presented in a table. To find out the results of normality in the control class and the experimental class, the researcher used Statistical

Package for Social Science (SPSS) version 23. Hypothesis Test for Normality of Data Distribution with a Confidence Level of 0.05 By Decision Making:

If the sign count value is $\geq 0,05$, the data is said to come from a normally distributed population.

If the sign count value is $\leq 0,05$, the data said not to come from a normally distributed population.

3. Then, the researcher was to conduct a homogeneity test. The researcher was testing the similarity of some parts of the sample, namely whether or not the sample variants were uniform or not taken from the same population, after carrying out the normality test. The homogeneity test is one of the requirements for an independent sample t-test.

The data used in this section is from post-test experimental and control classes. Similar to the normality test, in the homogeneity test, the researcher also uses SPSS version 23 to get the result of the homogeneity of the experimental and control classes. The data was analyzed using a T-test (pair sample t-test). The test was calculated using the test formula as follows:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}}$$

Where:

X1 : is average score / value of group 1 (experimental class)

X2 : is average score / value of group 2 (control class)

n_1 : is the number of group respondents (experimental class)

n_2 : is the number of group respondents (control class)

S_1 : is the group score variance 1(experimental class)

S_2 : is the group variance 2 (control class)