

THE IMPLEMENTATION OF DIRECT CORRECTIVE FEEDBACK IN WRITING ESSAYS TO IMPROVE STUDENTS' GRAMMAR ABILITY

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ABSTRAK

Dalam bahasa Inggris, Tata bahasa merupakan studi mengenai kata-kata dan bagaimana kata-kata bekerja sama. Sebagian besar mahasiswa memerlukan bantuan untuk mengingat aturan tata bahasa karena mereka memerlukan lebih banyak pemahaman tentang kompleksitas aturan tata bahasa dalam bahasa Inggris. Tujuan penelitian ini yaitu untuk mengkaji penerapan penggunaan metode pengajaran koreksi langsung dari guru di mata kuliah Academic Writing. Peneliti menggunakan metode deskriptif kualitatif dengan teknik wawancara, observasi, dan dokumentasi untuk mendapatkan data dari dosen dan mahasiswa mengenai penggunaan tahapan penerapan metode umpan balik langsung. Penelitian ini melibatkan 26 mahasiswa semester 5 Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya tahun ajaran 2023/2024. Hasil dari penelitian ini yaitu dosen dapat menerapkan metode umpan balik langsung dengan benar. Selain itu, penggunaan pendekatan koreksi langsung dapat memudahkan siswa memahami tata bahasa Inggris saat menulis esai. Namun kelemahan metode ini adalah penerapannya dalam proses pembelajaran memerlukan waktu yang lama sehingga menghasilkan hasil yang kurang maksimal.

Kata Kunci: Perbaikan, Umpan Balik Langsung, Tata Bahasa

ABSTRACT

Grammar is the study of words and how words work together in English. Most students need help remembering grammar rules because they need to understand the complexity of grammar rules in English. This research has examined implementing direct corrective feedback methods in academic writing classes. Researchers obtained information from lecturers and learners about how the processes of applying the direct feedback approach were carried out using observation, interviews, and documentation procedures using the descriptive qualitative method. The research involved 26 students in the 5th semester of the English Education Study Program at IAIN Palangka Raya in the 2023/2024 academic year. This research results in the teacher correctly implementing the direct corrective feedback method. In addition, using a direct correction approach can make it easier for students to understand English grammar when writing essays. However, the disadvantage of this method is that the application in the learning process takes a long time, resulting in less-than-maximal results.

Keywords: Corrective, Direct Feedback, Grammar

I. INTRODUCTION

In English, Grammar is the study of words and how they work together, an invisible force that guides us as we put words into sentences. Anyone who communicates using a particular language, consciously or unconsciously, will be aware of the Grammar of that language (Kumar, 2013). Kumar (2013) gives a great example to highlight the importance of Grammar; it describes a writer who gave an excellent example to illustrate the use of grammar knowledge. The student realized his significant shortcomings in word choice, pronunciation, and English grammar.

When learning Grammar, students become accustomed to Writing. Writing has become one of the skills that are often used to hone students' English skills. Writing is the thinking process of forming ideas, expressing them through sentences in paragraphs, organizing ideas, and editing them into good Writing. Even so, according to Zacharias (2005), "For students who learn English as their second language, writing is included in a skill that is difficult to do because it requires a certain amount of L2 knowledge about rhetorical organization, the use of appropriate language or a certain lexicon that can communicate their ideas".

Academic Writing is also one of the subjects in the English curriculum at IAIN Palangka Raya. This course aims to teach correct Grammar. To overcome the above problems, teachers need to develop appropriate methods to create a comfortable learning environment when learning English. These, combined with the teacher's ability to teach according to the requirements of applying techniques, provide better explanations and training so that the methods are well understood and consolidated.

Writing is a compelling talent that includes cognitive functions (Jebriel et al., 2015) like goal-setting, idea creation, solving problems, and logical thinking (Fareed et al., 2016; Ginting, 2019). Additionally, thoughts that students

experience, such as enthusiasm for Writing, anxiousness, low self-efficacy, and bewilderment, are crucial to their learning growth (Driscoll & Powell, 2016). Furthermore, how a teacher instructs might influence students' attitudes and feelings when writing. Writing has emerged as the most crucial talent students need to possess in an academic setting (Freed et al., 2016; Tseng, 2019). Paris *et al.* (2021) said that providing students with their own mistakes is one approach that assists them in solving their problems. Providing corrective Feedback is an effective method because teachers can provide comprehensive Feedback to help students realize their mistakes.

According to Jill A. Boggs (2019), corrective correction or Feedback provides the correct linguistic form so that students receive attention regarding their incorrect work. According to Ellis (2008), corrective Feedback is divided into six types: direct corrective Feedback, indirect corrective Feedback, metalinguistic corrective Feedback, focused and unfocused Feedback, electronic Feedback, and reformulation. Direct correction feedback refers to the Feedback provided explicitly with the correct form for the students. It indicates that students fill out the form incorrectly, and the remedy is shown instead of the mistakes. When giving Feedback, the instructor may highlight an unnecessary word, phrase, or morpheme, add a word or morpheme that is missing, and offer the proper form above or next to the incorrect form (Paris *et al.*, 2017).

Previously, the researcher conducted a pre-observation with several students about the difficulties they faced when learning Grammar. The result was that almost all of the 5th-semester student population needed help understanding Grammar and differentiating between the use of the past and present tense. The other students also said there are too many rules and that they need help understanding or remembering them.

Ellis (2008) argued that direct corrective Feedback is beneficial as it offers learners explicit direction on revising their errors.

Dayat, Shinta, D., and Syahadati, E. (2015) said in their research that using direct correction to improve student grammar has a good impact or effect. According to Sarvenstani and Pishker (2015), after an eight-week experiment, direct correction feedback supports EFL students in advancing their understanding of English articles in Grammar. In conclusion, direct corrective Feedback is a strategy that can help beginner English students or EFL students overcome the difficulties of uncomplicated grammatical rules in their writing tasks. Additionally, it was recommended to use this type of Feedback to explain the grammatical issues that cannot be fixed, such as sentence structure, word choice, etc. However, this direct correction is beneficial; it must be implemented cautiously in written courses because it could be an adverse tool discouraging students from learning a language without the teacher's skilful use.

Based on the context above, the teacher is interested in learning how to apply teaching methods using direct correction from the teacher in the TBI IAIN Palangka Raya environment to help students overcome all the problems when learning English, especially in their writing essays and their understanding of Grammar. This study explains how direct corrective Feedback might enhance students' writing performance.

II. RESEARCH METHODOLOGY

The researcher used qualitative research to conduct this study. The research design used in this study is descriptive. Richard and Schmidt (2013) define qualitative research as any study that employs methods that rely on non-numerical data, including participant observation, case studies, or interviews. To determine the meaning, concepts, definitions, features, metaphors, symbols, and descriptions of an event or action, qualitative research aims to comprehend the what, how, when, and

where of the event or activity. The researcher uses the descriptive method to provide the most precise description or description of a situation without dealing with the subject under study. The advanced technique used is the observation technique, which directly observes the service pattern of the language centre and the implementation.

In this research, the researcher used total sampling. The population studied was IAIN Palangka Raya, 5th-semester students of 2023/2024 and a lecturer. The participants comprised 26 students in the academic writing class (5 male and 21 female) and one male lecturer in the academic writing course. Because of ethical concerns, the teacher's and student's privacy will be respected; therefore, no names will be mentioned in this research.

It is crucial to employ the appropriate technique when gathering data to achieve the data objectives. Every method employed by researchers to obtain data for their work is referred to as a data-collecting technique. The techniques used in this study to gather data were:

1. Observation

Observation is one of the first forms of gathering data; it must still fulfil several requirements for an observation to be considered scientific. The main benefit of observation is the chance to assess the degree of agreement between self-reported and observed data. Observation is a common way to confirm that individuals are acting as they believe they should be acting or as they report responding.

The researcher used Novika Agustiningsih: 2021 as the observation. The researcher conducted close observation, listening, and watching in this investigation. The researcher looked at how the teacher gave students direct teacher corrective feedback to improve their Grammar in writing essays and students' responses to the application of direct teacher corrective Feedback to improve their grammar ability.

The observation protocol shows how the researcher observes the teacher providing direct Feedback to improve students' grammar

knowledge and how the students respond to the implementation of direct Feedback to enhance students' grammar knowledge. Meanwhile, the researcher is interested in the physical environment, physical appearance, behaviour, and the context in which the event occurred.

2. Interview

An interview is the best way to reveal the standard view of emotionally charged or complex data. In-depth interviews are frequently combined with the participator observation technique in qualitative research. In addition to conducting observations, the researcher interacts with the participants in interviews.

In this research, the researcher applied the structured interview from Novika Agustiniingsih: 2021. The interviewer fully controls structured interviews. This means that the researcher has a set of guidelines for observation. The nature of the questions the researcher asks is concise, and the subjects are expected to respond similarly, with short and straightforward answers. In this study, during the interview with the subjects, the researcher used an interview sheet with some of the questions given to the students, and the interview was recorded. The questions were about teaching and learning using *direct teacher corrective feedback* in academic writing courses.

Table 1. Interview with lecture

No.	Questions
1.	What is your opinion as a Teacher on applying direct corrective Feedback to assist students in developing an improved knowledge of Grammar?
2.	How is this direct correction approach put into practice?
3.	How do learners react when you provide them with direct teacher feedback? Do they usually take Feedback well?
4.	Have students' skills changed significantly as a result of the Feedback?
5.	What challenges do you encounter

while providing students with Feedback?

Source: Novika Agustiniingsih: 2021.

Table 2. Interview with students

No.	Questions
1.	What do you think about using direct teacher feedback to improve your grammar comprehension?
2.	Does getting direct Feedback from your teacher help you understand and correct your grammar mistakes?
3.	Does your Feedback affect the use of Grammar better?

Source: Novika Agustiniingsih: 2021.

3. Documentation

Documentation is a standard method for gathering qualitative data, which involves examining or analyzing materials created about the topic by the subject or others. The purpose of this documentation is to supplement the information gained from observations and interviews with the assistance of records and documents. The researcher used teachers' lesson plans and students' assignments as data sources to analyze whether they were appropriate for classroom activities.

Data Analysis

According to Miles et al. (2018), there are three data analysis techniques in qualitative methods: data reduction, data visualization, and conclusion. In this study, the author analyzed data through data reduction techniques. The researcher selected, summarized, and simplified data from observations, interviews, and documents. The researcher then organizes and presents the selected and analyzed data. The researcher concluded the analysis that provided the necessary information to focus on subsequent data visualization. Next, the researcher describes and interprets the abridged and displayed data to answer the research questions.

III. RESULTS AND DISCUSSIONS

Research Findings

1. Observation

The first observation was conducted on Tuesday, 26th of September, 2023, at F2. 3B/15.00 pm until 16.45 pm at IAIN Palangka Raya. While

Mr. Luqman was teaching English Grammar content in his class, the researcher witnessed the implementation of the teacher's direct corrective Feedback.

The researcher saw Mr. Luqman's students using direct corrective comments while he taught English-related material in his class. The steps to provide the direct teacher corrective feedback method in learning Grammar at IAIN Palangka Raya, led by researchers in the field, are as follows:

1. The teacher explained first, and then the students paid attention. Afterwards, the teacher brainstormed about the previous week's learning by randomly pointing at the students.
2. After brainstorming, the teacher gave the students some exercises, such as writing an essay. They had about one hour to write the essay before they checked it together in class.
3. Then, after 1 hour of writing the essay, the teacher told the students to switch their work with their friends. After changing their paperwork, the teacher randomly pointed the students to the front class and asked the students the part where their friends made a mistake in their essays.
4. The teacher selected around 2-3 students to go to the front class and write the error grammar that their friends did in their essays. After that, the teacher also gave them the correction directly when the students selected by the teacher gave a wrong answer. The teacher gave another explanation and asked the students again to check if they understood.
5. After that, the teacher told the students to gather their essays at his desk, and he used this *direct corrective feedback* method to check the students' essays.
6. Before the teacher closed the course, he gave his students another essay task for the next meeting. So, in the next meeting, they will do the same things to ensure the students understand how to use Grammar properly.

After the lesson, he advised the students to check their writing tasks before they handed them to him. Mr. Luqman asked

some volunteers to explain which sentences had wrong Grammar and why they were wrong. After that, the teacher explained the details and specifics in their Writing so the students were clear when doing another task that would be given to them later.

2. Interview

The main purpose of the interview is to dialogue with the lecturer and give direct corrective Feedback to help students improve their writing performance and Grammar. The names of the informants have been changed to protect their identities.

Based on an interview with the teacher, he said that correcting student performance must aim to improve the learning system in their minds. So, it is not just about remedying; it must provide a trigger so students learn from the existing process. The teacher teaches two classes, and in each of these classes, he applies two methods: direct and indirect. In his opinion, he deliberately gives direct because there are many cases, such as the teacher directly giving corrections to the work done by students. He said there is indeed a good impact on some students, but not a few who feel pressured by being given direct corrections by the teacher.

In his opinion, students' skills changed significantly when he applied this method. Some students state that they understand the material that has been taught. However, I do not necessarily 100% understand what has been learned. Sometimes, the meaning of "understanding" for them is "understanding" here is an obligation, and the important thing is that the material is completed. Students also admit that they understand the material, but when asked again, they sometimes need clarification even though they previously said they understood.

Depending on each subject, most students still need help learning English, especially English Grammar, when writing. Teachers provide direct editing feedback to help students improve their Writing and Grammar.

The researcher also interviewed some students. According to the students, the teacher provided Feedback while they were asked to

stand before the class to write their papers. At that time, the teacher directly provided Feedback if there were errors in the students' work.

They are related to whether there is an influence on improving EFL students' grammar skills. The results of interviews with lecturers, which stated that there was an increase in students' grammar skills based on their characteristics, proved this again. If the students learn again at home, it can improve their Grammar, but if they do not, it is only temporary. They remember it, not in the long term.

Discussion

English is viewed as a foreign language by Indonesian students and should be taught at every educational level. According to Oktavianti *et al.* (2021), Writing is a critical component of English ability since it requires flawless Grammar and ideas or topics. Proficiency in Writing is incredibly beneficial for university students to complete their coursework, particularly in their final assignment.

According to common perception, Writing is not merely a representation of speech; speaking, Writing, and signing are all expressions of language users' knowledge, viewpoint, and communicative proficiency. Writing can refer to creating written texts and the written text itself. It consists of a noun and a verb. These connections are ever-changing, and readers and writers may come to understand any given rhetorical scenario in entirely different ways. As a result, the writer's job is more complicated than just creating an accurate portrayal of fact. The writer must also reconcile the personal interpretation of these writing aspects with the opinions of the readers. This process is accomplished through the way the content is put together.

From this study, the researcher discovered that the teacher provided oral and written direct corrective Feedback in two different ways based on the researcher's observation and interviews. Oral Feedback is usually given

while working on a task. Its reduced formality sometimes makes it underappreciated, but when used effectively and readily at the "teachable time," it may be a potent tool. The learning environment becomes more responsive to this kind of spoken Feedback. It causes students who struggle to communicate their emotions to become afraid of making mistakes or asking some questions about subjects that they previously did not understand. They can be more secure and provide positive comments when they receive this direct correction feedback from the teacher, which helps students to understand the material much better and write the proper Grammar.

According to the researcher's interview, the teacher provided direct corrective comments to students who were given writing assignments describing persons. Throughout the lesson, the instructor gave direct corrective comments initially when the students were assigned a task, secondly while the students were completing their assignment, and finally, after the students had completed their writing task. There was also an improvement in the students' grammar skills. The accuracy to which students comprehend nouns or pronouns is called Grammar in this study.

As we know, Grammar is one of the basic skills one needs to learn properly. For EFL students, learning grammar is not that easy; it is tough to remember and understand because of the rules in Grammar. When students receive direct teacher corrective Feedback after having specific difficulties, it could reduce the confusion they may feel when they cannot understand or remember the teacher's explanation. The students can also process the teacher's correction immediately after receiving the teacher's Feedback.

Several studies using direct Feedback on student errors have been conducted to determine its impact on student writing accuracy. According to Sary's (2021) research, students' subsequent writing ability improved after receiving editing feedback from the professor. This research is consistent with Ellis (2009), who states that direct Feedback involves immediately providing students with the correct

form. Research results show similarities in students' writing errors, including Grammar, spelling, word order, punctuation, repetition, prepositions, and capitalization.

According to Sarvenstani and Pishker (2015), after an eight-week trial, they found that direct correction feedback helps EFL students improve their comprehension of English phrases in Grammar. They also mention how providing students with direct and oral Feedback might help them better understand the targeted grammatical elements. They also conclude that using these two Feedback elements may help make those traits more memorable to the students. Thus, the researcher can determine that this method is a presentation strategy used within the parameters of a systematic and schematic teaching strategy to accomplish specific objectives. The objective is for learners to quickly, successfully, and effectively receive lessons to meet their learning objectives.

The result of the study is that there is an improvement in it, especially in the simple present and past tense. Most of them answered that when the teacher provided this direct corrective Feedback in the class, they felt more excited, and thanks to this method, they understood Grammar much better. Also, it improves their writing and grammar skills. Direct corrective Feedback is the way to prevent this kind of misunderstanding. The majority of students need help comprehending or retaining the criticism. This is consistent with a study by Sabarun (2021), in which most students (90%) felt satisfied when receiving direct Feedback from their teachers. The responses also showed that students appreciated teacher feedback and had a positive attitude towards written corrective Feedback. Student feedback indicated that they preferred live streaming.

Paris et al. (2017) suggested that having direct written corrective Feedback allowed learners to improve their grammatical accuracy when revising their drafts, as it helped to reduce and rewrite errors. Through targeted corrective Feedback, learners were able to notice the specific type of grammatical errors

they had made, and this successfully improved the accuracy of using target grammatical features in students' written texts, both in the short and long term.

Limitation of The Study

The limitation of this research is the lack of time to implement this method. Researchers found the need for more time to implement direct teacher corrective feedback in grammar teaching at IAIN Palangka Raya, which was a problem that hindered its implementation. Considering that academic writing learning only lasts 90 minutes, its application certainly requires more than that because apart from explaining the material, it tests students' understanding of the lesson and corrects grammatical errors. In addition, the inability to apply this method over a long time is another disadvantage.

For further research, the researcher suggests comparing the direct corrective feedback method with other teaching methods to determine the comparative effectiveness of the two methods in increasing students' understanding of learning grammar.

IV. CONCLUSION

In the teaching and learning process, direct corrective Feedback is quite effective. Providing direct corrective Feedback to students significantly improves their writing skills, especially when using simple present and past-tense Grammar correctly. Students feel more grateful and understand better how to write a good essay. When direct corrective criticism is used to help students improve their Grammar through writing assignments, students respond positively. In addition, they learn to be more careful when completing tasks and ask the teacher for help when they do not understand. Students also mentioned that it was easier to understand lessons when teachers used this direct teacher corrective Feedback.

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The recommendation for future research is to improve its limitations by increasing lesson time when implementing this method. This study recommends that teachers should be patient when addressing a student's issue during the teaching and learning process and provide straightforward, direct correction feedback. An effective teacher must be capable of identifying the problems that their students are facing. Getting immediate Feedback helps students by giving them suggestions for improving their work. Consequently, it would be preferable for teachers to provide corrective Feedback to help students develop their writing abilities.

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