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THE TEACHERS' CORRECTIVE FEEDBACK ON STUDENTS' WRITING SKILLS AT THE ELEVENTH GRADE OF SMA PERSADA BANDAR LAMPUNG

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui apakah umpan balik korektif guru efektif terhadap kemampuan menulis siswa kelas sebelas SMA Persada Bandar Lampung, dan untuk mendeskripsikan bagaimana persepsi siswa setelah mengalami umpan balik korektif guru pada siswa kelas sepuluh SMA Persada Bandar Lampung. Metode campuran dengan desain sekuensial eksploratif digunakan dalam penelitian ini. Penelitian ini dilakukan pada siswa kelas sebelas SMA Persada Bandar Lampung, dan menggunakan kelompok eksperimen dan kelompok kontrol yang terdiri dari 18 siswa di setiap kelompok untuk data kuantitatif, 36 siswa di kedua kelompok untuk data kualitatif kuesioner, dan 4 responden untuk data kualitatif dalam wawancara. Pengumpulan data dilakukan dengan tes, kuesioner, dan wawancara. Hasil penelitian menunjukkan bahwa penggunaan umpan balik korektif guru efektif terhadap kemampuan menulis siswa kelas sebelas SMA Persada Bandar Lampung. Hal ini dibuktikan dengan nilai siswa pada hasil posttest kelompok eksperimen yang menunjukkan hasil signifikan (.000<0.05).

Kata Kunci: *Umpan Balik Korektif Guru, Keterampilan Menulis, Persepsi Siswa, Pengajaran Menulis, Metode Campuran, Penelitian Eksperimental, Pembelajaran Bahasa Inggris, Umpan Balik Korektif, Ketepatan Menulis, Motivasi Siswa*

ABSTRACT

The objectives of the research was to find out whether the teacher corrective feedback is effective on students' writing skill at the eleventh grade students of SMA Persada Bandar Lampung, and to describe how the students' perceptions after experiencing teacher corrective feedback at the tenth grade students of SMA Persada Bandar Lampung. Mixed-method that was an explanatory sequential design was used in conducting this research. This research was done in the eleventh grade students of SMA Persada Bandar Lampung, and using an experimental group and control group consisting of 18 students in each group for the quantitative data, 36 students in both group for the qualitative data questionnaires, and 4 respondents for the qualitative data in interview. Data gathering was done by test, questionnaires and interview. The results of the research showed that using the teacher corrective feedback was effective on students' writing skill at eleventh grade students of SMA Persada Bandar Lampung. It was proven by the students' scores in the posttest result of experimental group showed a significant result (,000<0.05).

Keywords: *Teacher Corrective Feedback, Writing Skill, Students' Perception, Writing Instruction, Mixed-Method, Experimental Research, English Learning, Corrective Feedback, Writing Accuracy, Students' Motivation*

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INTRODUCTION

Writing is one of the ways to communicate without speaking (Mihalicek & Wilson, 2012). Writing also requires a thinking process. Brown (2001) explains that writing involves planning and revising before producing the final product. Therefore, writers should organize and revise their ideas repeatedly to make the writing understandable for readers. Writing is not only a way to learn grammar and vocabulary, but also a skill itself (Weigle, 2012). This means that writing ability can be improved

through appropriate techniques, one of which is written feedback from teachers to help students recognize and correct their errors.

Writing is considered one of the most difficult language skills because it involves many components such as content, organization, vocabulary, grammar, punctuation, spelling, and mechanics. Students often face difficulties in expressing ideas clearly in written form. Therefore, teachers need to select appropriate approaches and learning media to create effective writing instruction. One technique that can support writing learning is feedback. Hattie and Timperley (2012) define feedback as information provided regarding aspects of someone's performance. In writing learning, feedback can be understood as teachers' responses in the form of oral or written comments intended to help students improve their writing performance.

Corrective feedback has an important role in teaching writing. Previous studies showed that written corrective feedback can improve students' writing accuracy and critical thinking. Farrah (2012) found that peer feedback enhanced students' critical thinking skill, writing accuracy, motivation, and perception toward writing. In addition, several studies from different contexts also emphasized the importance of effective feedback. Koen et al. (2012), in a study at the University of Free State in South Africa, stated that feedback becomes meaningful when students understand and apply it in learning. Kekic and Kelemework (2014) suggested that teachers should equip themselves with relevant theories in providing feedback. Furthermore, Appartaim et al. (2018) explained that teachers need to make their written feedback clear because unclear feedback may be misunderstood by students.

Based on the researcher's observation during internship at SMA Persada Bandar Lampung, many students had low interest and ability in learning English, especially in writing. Students still had difficulties in word form, word use, and sentence meaning. Their writing often contained errors in punctuation, grammar, and paragraph organization. In addition, the teacher usually only gave scores without comments or feedback, causing students to not understand their mistakes or how to improve their writing. As a result, students' writing skills did not significantly improve.

Considering these problems, teacher corrective feedback was considered an appropriate technique to help students improve their writing skills. Through corrective feedback, students can identify their mistakes, evaluate their writing, and develop better writing performance. Therefore, the researcher conducted a study entitled "The Effect of Teacher's Corrective Feedback on Students' Writing Skills at the Eleventh Grade of SMA Persada Bandar Lampung."

Based on the research background above, this research objectives are: (1) To find out whether there is any signifficant effect of teacher's corrective feedback on students' writing skill at elevnth grade students of SMA Persada Bandar Lampung. (2) To explore how are the students' perceptions after experiencing the teacher's corrective feedback at eleventh grade students of SMA Persada Bandar Lampung.

METHOD

This research employed a mixed-method approach using an explanatory sequential design. According to Creswell and Plano Clark (2001) cited in Creswell (2012), mixed-method is a research procedure for collecting, analyzing, and combining quantitative and qualitative methods in a study to gain a better understanding of the research problem. The explanatory sequential design begins with quantitative data collection and analysis, followed by qualitative data collection to explain and elaborate the quantitative findings more deeply (Creswell, 2012). In the quantitative phase, the researcher applied a true-experimental design involving an experimental group and a control group. Creswell (2012) states that in true-experimental design, participants have the same opportunity to be selected into groups randomly. The quantitative data were collected through pre-test and post-test and analyzed statistically, while the qualitative data used descriptive qualitative analysis through interviews to obtain deeper explanations regarding the findings.

The research was conducted at SMA Persada Bandar Lampung during the second semester of the 2022/2023 academic year. The population consisted of 36 eleventh grade students from two classes. This research used total sampling. According to Sugiyono (2013), total sampling is a sampling technique in which the number of samples is the same as the population because the population is less than 100 students. For the quantitative phase, the students were divided into two groups: Class A

as the experimental group and Class B as the control group, each consisting of 18 students selected through simple random sampling. Sugiyono (2015) explains that simple random sampling is a technique in which each participant has an equal probability of being selected as a sample. For the qualitative phase, purposive sampling was used. Sugiyono (2013) states that purposive sampling is a sampling technique based on specific purposes or considerations. The selected students were chosen based on their willingness to participate and their highest and lowest improvement scores.

The instruments used in this research were pre-test, post-test, questionnaire, and interview. According to Sugiyono (2013), a research instrument is a tool used by researchers in collecting data. The pre-test was administered to measure students' initial writing ability before the treatment, while the post-test was conducted to measure students' writing ability after the treatment and compare the results. The tests were in essay form. Interviews were conducted after the post-test to obtain deeper information regarding students' learning experiences using teacher's corrective feedback. In addition, questionnaires were distributed to identify students' perceptions toward teacher's corrective feedback.

The data were collected through tests, questionnaires, and interviews. Both groups completed the pre-test before the treatment and the post-test after the treatment. The interview sessions were conducted with selected students using a recorder, and the results were transcribed into descriptive notes. Quantitative data were analyzed using descriptive analysis, normality test, homogeneity test, and independent t-test through SPSS version 25 with a significance level of 0.05. According to Dodiet (2021), the normality test is used to determine whether the data are normally distributed, while the homogeneity test is used to determine whether the variances of both groups are homogeneous. The independent t-test was used to compare the mean scores between the experimental and control groups. Meanwhile, qualitative data were analyzed using Miles and Huberman's (2014) model consisting of data reduction, data display, and conclusion drawing. Miles and Huberman (2014) explain that data reduction refers to selecting and simplifying data, data display refers to organizing information systematically, and conclusion drawing is the process of interpreting the findings.

RESULT AND DISCUSSION

Result

In the result of this research, the researcher divided this part into two parts. Firstly, there was quantitative result data, and secondly there was qualitative result data. This part was divided into two parts because the researcher needed to analyze both quantitative and qualitative data to answer two research questions. The quantitative data is needed to answer the first research questions about whether the use of teacher corrective feedback is effective or not towards students' writing skill. Moreover, the qualitative data is needed to analyze to answer the second research questions about the students' perception after implemented by using the teacher corrective feedback.

Quantitative Result Data

a. Data Description

This research used a true-experimental research design conducted at SMA Persada Bandar Lampung with eleventh grade students. The researcher applied random sampling to select two classes as the experimental group and control group. Class A was assigned as the experimental group and Class B as the control group. The total number of participants was 36 students, consisting of 18 students in each group.

The researcher collected the data through pre-test and post-test. The pre-test was administered to both groups before the treatment to measure the students' initial writing skills and identify their prior knowledge in writing. After the pre-test, the researcher conducted the treatment in both groups. The experimental group was taught using teacher corrective feedback, while the control group received regular teaching without the corrective feedback technique.

At the end of the treatment, the researcher administered the post-test to both groups. The post-test was used to measure the students' writing improvement after the treatment and to analyze the effectiveness of teacher corrective feedback on students' writing skills.

In describing the result of pre-test and post-test, the researcher provides descriptive statistic by using SPSS version 25 as follows:

Table 1. Descriptive Statistics

Descriptive Statistics						
Group		N	Minimum	Maximum	Mean	Std. Deviation
Control	Pretest	18	40	68	57.44	6.749
	Postest	18	56	70	64.33	4.615
	Valid N (listwise)	18				
Experimental	Pretest	18	40	68	56.00	6.508
	Postest	18	66	84	74.22	4.545
	Valid N (listwise)	18				

Based on table 1, it shows the result of pre-test and post-test in an experimental group with the amount of data (N) of 18 students. It could be seen that the lowest score in the pre-test is 40, and the highest score is 68. Meanwhile, after doing the treatment, the minimum score in the post-test is 66, and the maximum score is 84. These can be seen from the descriptive statistics of pre-test and post-test shows that the average score of the experimental group in pre-test is 56,00, and mean score of the post-test is 74,22. The mean score of the post-test is higher than the mean score in pre-test (74,22 > 56,00). It means that there is an increasing score after the students were given treatment by using teacher corrective feedback. Then, the result of pre-test and post-test in a control group with the amount of data (N) of 18 students. It could be seen that the lowest score in pre-test is 40, and the highest score is 68. Meanwhile, after doing treatment, the minimum score in post-test is 56, and the maximum score is 70. These can be seen from the descriptive statistics of pre-test and post-test shows that the average score of the control group in pre-test is in 57,44 , and mean score of the post-test is 64,33. The mean score of the post-test is higher than the mean score in pre-test (64,33>57,44). It means that there is an increasing score after the students were given treatment by using the conventional teaching.

b. Data Analysis

1. Normality Test

Normality test is used to know whether the data from both groups is in normal distribution or not. The significance of data using Shapiro-Wilk by the significance value 0,05. It can be seen the result of normality test in the following table:

Table 2 Normality Test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Control	.099	18	.200*	.953	18	.482
	Experimental	.213	18	.031	.940	18	.295
Postest	Control	.175	18	.148	.910	18	.087
	Experimental	.132	18	.200*	.964	18	.690
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on table 2 ,it can be seen that the result of the Normality test in the pre-test score of the experimental group is ,295 and from the post-test score of the experimental group is ,690. Both values from pre-test and post-test of the experimental group are higher than 0,05 that means the data in the experimental group are normal distribution. Meanwhile, the calculation of the normality test in the pretest score of the control group is ,482 and from the post-test of the control group is ,087. Both values from pre-test and post-test of the control group are higher than 0,05 that means the data in the control group are normal distribution.

2. Homogeneity Test

Table 3. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.286	1	34	.596
	Based on Median	.284	1	34	.597
	Based on Median and with adjusted df	.284	1	33.528	.598
	Based on trimmed mean	.268	1	34	.608
Postest	Based on Mean	.156	1	34	.695
	Based on Median	.157	1	34	.694
	Based on Median and with adjusted df	.157	1	33.241	.694
	Based on trimmed mean	.192	1	34	.664

Based on table 3, it shows that the significance value of pre-test score is ,596 ,and the significance value of post-test score is ,695. Therefore, the significance value in the pretest and post-test is higher than 0,05. It means the data of pre-test and post-test in both groups, experimental group and control group is homogeneous.

3. Hypothesis Test

After conducting normality and homogeneity tests, the researcher was testing the hypothesis. Therefore, the researcher used a t-test that is an independent t-test for testing hypotheses. Independent sample test is used to compare students' writing skill that is divided into two groups which were taught by using different techniques. There was an experimental group and a control group. The result of the calculation as follows:

Table 4. Independent Sample Test Result on Pre-test and Postest Score

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control	18	57.44	6.749	1.591
	Experimental	18	56.00	6.508	1.534
Postest	Control	18	64.33	4.615	1.088
	Experimental	18	74.22	4.545	1.071

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.286	.596	.654	34	.518	1.444	2.210	-3.047	5.936
	Equal variances not assumed			.654	33.955	.518	1.444	2.210	-3.047	5.936
Postest	Equal variances assumed	.156	.695	-6.478	34	.000	-9.889	1.527	-12.991	-6.787
	Equal variances not assumed			-6.478	33.992	.000	-9.889	1.527	-12.991	-6.786

Based on table 4, it shows the result of an independent sample t-test in the pre-test score analyzed using SPSS version 25. The researcher used Levene's test to test the homogeneity variance,

and the data is homogeneous. Therefore, the researcher used an independent sample test result in the equal variance assumed. The significance of the 2-tailed value is ,518. In other words, the resulting points of sig. (2-tailed) is higher than 0,05 or (,518 > 0,05). It means that there is no significant difference between the two groups before giving the treatment, and null hypothesis (H_0) is accepted. It can be concluded that the condition of students' writing skill in the experimental group and control group do not have different significantly which indicates that students in both groups have the same writing ability at the beginning of the study. Thus, each group consists of students who have the same writing ability before the treatment is given. It is normal because as we can see that both groups are at the same level.

Furthermore, the researcher analyzed the post-test score. It is intended to see the condition score of both groups after giving treatment. Based on table 4.4, it shows the result of an independent sample t-test in the post-test score. The researcher used Levene's test to test the homogeneity variance, and the data is homogeneous. Therefore, the researcher used an independent sample test result in the equal variance assumed. The significance of the 2-tailed value is ,000. In other words, the resulting points of sig. (2-tailed) is lower than 0,05 or (,000 > 0,05). It means that there is a significant difference between the two groups after giving the treatment, and an alternative hypothesis (H_a) is accepted.

It can be concluded that there is a significant difference in writing ability between the students who are taught by using teacher corrective feedback in the experimental group, and those who are taught by using conventional teaching in the control group. It means using the teacher corrective feedback has given a positive effect on students' writing skill because when researching happened, when the researcher had introduced the technique for the first time, the students looked like they were feeling enthusiasm in learning writing.

In addition, to see whether or not the use of the teacher corrective feedback technique is significantly effective at improving students' writing skill, an independent sample test is performed on improvement scores (post-test score – pre-test score) of both groups.

Table 5. Independent Sample Test Result on Students' Improvement Score

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Difference	Control	18	6.89	4.351	1.025
	Experimental	18	18.22	6.647	1.567

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Difference	Equal variances assumed	4.345	.045	-6.053	34	.000	-11.333	1.872	-15.139	-7.528
	Equal variances not assumed			-6.053	29.307	.000	-11.333	1.872	-15.161	-7.505

Based on table 5, it shows that the mean score of the experimental group (18,22) and the control group (6,89) with the mean difference of both groups is -11,333. It means that the mean score of the students' improvement score in the experimental group is only slightly higher than the students' improvement score in the control group. Therefore, there is a little improvement.

Based on the table of independent sample tests above, it shows that the significance level of Levene's test is ,045 lower than 0,05 which means the variance for both groups are not similar. It means that the information in the first tow of the t-test table is used with significance 2-tailed value of the difference score is ,000. In other words, the resulting points of sig. (2-tailed) is lower than 0,05 or (,000 < 0,05). It means that there is a significant difference in students' improvement score of writing ability between the experimental group and control group.

It can be concluded that the alternative hypothesis (H_a) is accepted which means there is a significant difference in improvement score on the students' writing skill who are taught by using teacher corrective feedback and those who are not. From the result of difference score data, it can be seen that the teacher corrective feedback is effective towards students' writing skill at the eleventh grade of SMA Persada Bandar Lampung.

Qualitative Result Data

Questionnaires

Table 6. Scale Respondents of Questionnaires

No	Statements	SA	A	D	SD
	The impact of teacher corrective feedback				
1	Teacher feedback affects my English writing skills regardless of grade and marks.	43,8%	40,6%	15,6%	-
2	Teacher's correction helps me to learn and improve my knowledge of subject-verb agreement.	78,1%	21,9%	-	-
3	I notice all the corrections made by my teacher.	15,6%	71,9%	12,5%	-
4	I understand what being corrected on my writing.	37,5%	62,5%	-	-
5	I learn from that error correction or underlined error done in my writing	34,4%	56,3%	-	-
6	I always pay close attention to the corrective feedback done in my writing	15,6%	75%	9,4%	-
7	I do not make the same errors once my teacher corrected them	12,5%	71,9%	12,5%	-
8	Corrective feedback is helpful to improve my writing now and in the future	37,5%	56,3%	-	-
9	Corrective feedback also improve my motivation in writing	15,6%	78,1%	-	-
10	I am happy whenever I get corrective feedback for my writing	25%	65,6%	-	-
11	I feel bad and confused when seeing too many errors corrected in my writing	19,4%	27,8%	50%	-
12	I feel corrective feedback from my teacher is not useful because my writing is not better than before.	-	38,9%	36,1%	22,2%

Based the table 6 above, It showed the effect felt from the students after experiencing teacher corrective feedback in the class. There are nine questions for asking the aspect of effect of teacher corrective feedback. The good effect of teacher corrective feedback can be seen from the question number 8. Most of 93,8% students chose agree that teacher corrective feedback is helpful to improve their writing now until in the future. The students also agreed that they are more motivated in English writing after experiencing the teacher corrective feedback. It cause that the students always notices the teacher corrective feedback on their writing. So, the students pay close attention to the teacher when giving feedback. Only some students did not feel the good effect of teacher corrective feedback. As the table showed, 12,5% of the respondent chose disagree. It means that the students did not understand and pay close attention to the teacher while giving feedback on their writing. The question number 11 and 12 showed around 50% respondents chose disagree which means the students feel bad and confused when seeing too many error correction on their writing so that it might make they think corrective feedback is not useful. Based on the percentage above, It can be concluded that teacher corrective feedback has positive effect so that the students can improve their writing skill.

Table 7. Scale Respondents of Questionnaires

	Students' expectation	SA	A	D	SD

1	I wish my teacher correct on my writing immediately while doing writing task	25%	65,6%	-	-
2	Teacher should provide feedback on my written work	28,1%	68,8%	-	-
3	Teachers should pay great attention to my grammatical errors while giving feedback	18,8%	71,9%	-	-
4	Teacher should provide feedback on grammatical errors that make meaning unclear.	21,9%	68,8%	-	-
5	I want my teacher to provide feedback on all the mistakes in my written work	21,9%	68,8%	-	-
6	The teacher should only underline or mark the mistakes and not correct them	-	34,4%	43,8%	18,8%
7	The teacher should underline or mark the mistakes and also write the correct form	12,5%	78,1%	-	-
8	for each mistakes I make, I want my teacher to give examples of the correct form	28,1%	65,6%	-	-
9	My teacher should not correct my grammatical errors		31,3%	50%	18,8%
10	I want my teacher to correct none of the mistakes on my written work	-	37,5%	34,4%	25%

The table 7 above showed the scale respondents of questionnaire from the aspect students' willingness. The students' willingness also showed good willingness. The question number ten showed that the respondents agreed which they wish their teacher correct on their writing task. The question number 9 showed around 90% respondents agree with it. It means that the students like if the teacher will give the corrective feedback on their writing task. It is also supported when I was doing the treatment, they looked like enthusiast and focus. The question number 5 showed that the respondents tend to choose disagree with the scale 62,2%. The scale means that the students disagree if the teacher did not do the corrective feedback on their writing and want them to revise it after receiving corrective feedback. However, all the respondent showed agree respond which means that the students tend to get teacher corrective feedback on their writing. Based on the percentage above, It can be conclude that the students actually need teacher corrective feedback on their writing.

Interview

In order to support the quantitative data result, the interview is also given to the participants in this research beside questionnaires. The interview is given to the fourth participants in the experimental group who got the higher and lower score in posttest. They are SE2,SE3,SE11,SE17. This table below showed the interview data.

Table 8. The Interview Data

No	Questions	Statements
	The impact of teacher corrective feedback	
1.	Do you feel that your teacher's comments and corrections are effective in helping you to improve your composition writing skill? Why ?	-Yes, miss. I feel that teacher corrective feedback is more effective in improving my writing skills in English, so I feel it is very helpful to correct mistakes when I write especially in English which really requires special attention so that I do not take the same mistakes again which would change the meaning of a sentence or text. (SE2) -Yes, I think it is effective because we know what mistakes that we wrote where and what needs to be revised in the future. (SE3)

		- I think it is effective. but sometimes it make me confused at all. (SE11) -Yes, of course. I strongly agree. Because it will make our writing better than before so that it is effective. (SE17)
2.	Do you enjoy after giving feedback on your written errors?Why?	**-**Yes, I was enjoyed because I felt helped earlier to correct my wrong writing so I will not repeat the same mistakes again in writing, especially in English. (SE2) -No, I do not. Actually, I was confused because it's like there are scribbles, like lines, then codes like that. (SE3) -Yes, I am happy, but I'm also confused, because I looked on my writing there are some code, lines, scratch like that. sometimes I'm still confused about what should I do.(SE11) - Yes, of course. I strongly enjoy. I feel helped for my writing.(SE17)
3.	What are the difference after you get corrective feedback and before you get corrective feedback?	-The difference is in the writing product. Before I get the corrective feedback, I just have the score but I do not know the mistakes onmy writing. Then, after I got the corrective feedback, I have been able to know the mistakes. (SE2) -I think the difference can be seen from the score. Before we got the corrective feedback, we got bad score. After we got the corrective feedback, we got the score better than before. (SE3) -in my opinion, my writing is better than before. It causes we have known which the correct and incorrect form.(SE11) -I think my writing is better than before. I became more knowledge.and also I feel that the teacher became care than before. So, I am happy. (SE17)
4.	Whether you become more motivated in English writing after receiving the influence of the teacher corrective feedback?	**-**Yes, of course. I became more motivated because my writing is better. (SE2) -no, I am not. I feel so so because sometimes I am confused. (SE3) -I feel so so but I got the positive effect of corrective feedback which make my writing better. (SE11) -No, I am not. But teacher corrective feedback is very useful to help us finding out the mistakes in our writing. (SE17)

5.	What do you think about your writing after implemented by corrective feedback?	- In my opinion, I feel that my writing in English is getting better. I do not have a same mistake again, especially if I write like a paragraph, I was to be more motivated to think critically to develop the paragraph or text, be better in grammar and none of mechanic mistakes anymore.(SE2) -I do not know about it because the teacher who grades for our writing. I think when I was corrected then I got good score, it means my writing is good and vice versa.(SE3) -I feel that I do not take too much mistakes in my writing.(SE11) -I think it is very necessary because my writing is better so that it can be read by everyone.(SE17)
6.	Whether your writing improved after being given corrective feedback?why?	- I do not know because it is according to score given. I feel like I was being helped by the correction mark so that I could fix it.(SE2) - In my opinion, my writing is as same as before. It is according to the score. if the score is not good, it means that does not affect anything.(SE3) - In my opinion, it is better than before. but sometimes the next day, if I was asked to write in English, I tend to forget at all so that I have been reminding again about my errors.(SE11) - Yes, I am. Because my writing is better than before.(SE17)
7.	What did you get after you had received the corrective feedback?	- I feel as usual. I can fix the mistake in my writing. (SE2) - I got my knowledge improved about what needs to be corrected from my writing mistakes. And also I get confused when I see that there are stratch, lines of code so that I was lazy sometimes to fix it.(SE3) -I got many lesson especially on grammar and I became more motivated in writing English. (SE11) -I got many knowlegdes such as how to use the verb and adjective into the right sentences than before but I still confused of the errors correction on my writing if it is not detail. (SE17)
	The students' expectation	

8.	Whether you need the corrective feedback on your writing everytime ? Why ?	- In my opinion, it is necessary. So we do not have many errors anymore.(SE2) -Yes, we need it but do not give the corrective feedback that make us confused like I said earlier. (SE3) -Yes, I need it. Every writing assignment in English is needed the correction by the teacher. Teacher is not only giving the score on their writing so that the students do not care about the mistakes. In addition, their writing is not good. (SE11) -Yes, of course. Because it is important to make our writing better.(SE17)
9.	Do you think teachers should respond to all written errors?Why?	- That is right. I totally agree. Because if we are only given a value, we do not know where the mistakes in our writing. (SE2) - Yes, it is necessary but a clearer correction. It is not only a code or lines or scratch that make us confused. (SE3) - yes, right. so that the students can correct what is wrong in their writing.(SE11) -yes, I do. Because it will give us the suggestion to make our writing better than before.(SE17)
10.	What corrective feedback strategies do u mostly take? Why?	- I would be happier if the teacher corrected it more clearly. For example, when I was given an example of the correct form of the errors.(SE2) - Yes, if I like if the teacher gives the correct form. for example, if I wrote the sentence incorrectly, then the teacher will tell me the correct example, so I can understand it better.(SE3) -The teacher give me the correct form so that I notice it.(SE11) -I like if the teacher give the detail explanation while just giving the marks on my writing.(SE17**)**

Based on table 8 above, it can be seen from the aspect of the impact of teacher corrective feedback that all students felt their writing became better after the teacher implemented the corrective feedback on their writing activity in the class.The students can revise their writing by noticing the errors correction given. There are some students who got confused of the corrective feedback such as marked sign correction on their writing. Also, most of them can only understand some meanings of marked sign given on their writing, but they need more detail explanation.. It causes that they never got the corrective feedback on their writing before. In addition, almost all of the students were

enthusiastic and happy about following the learning activity by using the teacher corrective feedback because it was a new learning process for them by using a new approach in writing activity at class.

It also can be seen from the aspect of students' expectation based on the data in the table 8 that the students wish the teacher should correct all of mistakes in their writing. The students want that the teacher is not only giving the score on their writing so that they will know the errors on their writing. And also the students became more enthusiast to revise their writing errors. They also wish when the teacher gives the corrective feedback on their writing is clear and not confusing them. Furthermore, the students will learn from the errors' correction given.

Discussion

The significant effect of teacher corrective feedback on students' writing skill at eleventh grade students of SMA Persada Bandar Lampung

From the analysis of quantitative data, at the first meeting, the researcher conducted the pre-test. Based on the calculation in Table 4.1 shows the mean score of the pre-test in the experimental group (56,00) is lower than the pre-test score in the control group (57,44), with the mean difference of both groups is 1,444. But the pre-test data score of t-test by independent sample t-test shows a significant difference in the result of the learning process between the experimental group and the control group, with p-value (,518) is higher than 0,05. It means that the score they got in the pre-test was not quite different. It can be concluded in the beginning study before the students gave the treatment, they have similar writing abilities. It is because the groups are from the same grade, and the researcher also combined science class and social class into both groups so that they have the same knowledge level of the English subject.

Meanwhile, the post-test that is given for the last meeting has different results of calculation. Based on the data in Table 4.6 shows the mean score of post-test in experimental group (74,22) is higher than the post-test score in control group (64,33), with mean difference of both groups is -9,889. The post-test score of the independent sample test shows that there is a significant difference of both groups in the resulting post-test score (p = ,000), which is lower than 0,05. Thus, based on the test and the results, it can be seen that the two groups have different writing skill competence after the treatment and study. It means that the use of the teacher corrective feedback has positively affected students' writing skill at eleventh grade of SMA Persada Bandar Lampung.

The students' perceptions of teacher corrective feedback on students writing skill at the eleventh grade students of SMA Persada Bandar Lampung

The data analysis from questionnaires and interviews showed the students' perceptions after experiencing teacher corrective feedback in learning writing. The discussion was divided into two aspects: the impact of teacher corrective feedback and the students' expectations toward it.

Based on the questionnaire data, most students felt that teacher corrective feedback helped improve their writing skills. About 80% of the students agreed that corrective feedback was useful in improving their writing. This result was also supported by the interview data. Some students stated that corrective feedback helped them recognize and avoid mistakes in grammar and sentence meaning, making their writing better than before.

The questionnaire results also showed that around 90% of students noticed and understood the corrections given by the teacher. However, the interview data revealed that some students still experienced confusion, especially when the teacher only used codes, marks, scratches, or lines without detailed explanations. Several students explained that they preferred the teacher to provide the correct form of the errors rather than only symbols or correction marks because detailed explanations helped them understand their mistakes more clearly.

Furthermore, the students stated that corrective feedback improved their grammar knowledge, vocabulary use, and sentence construction. Some students mentioned that they became more aware of verb and adjective usage in sentences after receiving feedback. However, although the students

acknowledged the benefits, several of them still felt confused when the corrections were not explained in detail.

The questionnaire also indicated mixed emotional responses. Around 50% of students felt happy after receiving teacher corrective feedback, while the other 50% felt lazy or less motivated because they found the correction symbols difficult to understand. Interview results supported this finding, as some students admitted that unclear correction marks made them confused and discouraged from revising their writing. They expected teachers to provide clearer explanations and examples of the correct forms.

In addition, almost 85% of students agreed that teacher corrective feedback motivated them to write in English. Nevertheless, interview data showed that some students still felt neutral because they were sometimes confused by the corrections. Even so, they admitted that corrective feedback gave positive effects and helped improve their writing ability.

Regarding students' expectations, almost 90% of students agreed that teachers should correct all errors in their writing. The interview results also showed that students believed corrective feedback was necessary because it helped them identify mistakes and improve their writing quality. Students emphasized that teachers should not only give scores, but also provide corrections and suggestions. However, they hoped the feedback would be more specific and clearer, especially by including the correct forms instead of only codes or marks.

Overall, the findings from tests, questionnaires, and interviews demonstrated that teacher corrective feedback had positive effects on students' writing skills. Students felt that corrective feedback helped them improve grammar, punctuation, spelling, capitalization, and content development. Although some students still experienced confusion and decreased motivation because of unclear correction symbols, they generally considered corrective feedback important and useful in helping them learn from their mistakes and produce better writing.

CONCLUSION

Writing is a complex activity because the little mistakes can make the writing poor. It must be taken the techniques to minimize the errors on the writing activity so that it will make our writing better. Many teachers try to find out new strategies in the teaching learning process to help overcome the students' difficulties. In the hope, it can make the students more excited in learning English, especially doing the writing activity in the class. However, based on analyzing entire results, the teacher corrective feedback is effective on students' writing skill in the eleventh grade students of SMA Persada Bandar Lampung. That can be seen from the calculation on the students' improvement score between the experimental group and control group which has improved a little on the mean score with the mean difference score is -11,333. Then, the data analyzed from an independent sample t-test on the improvement score shows that there is a significant differences of the students' improvement score on students writing skill between the experimental group and control group.

The quantitative data result is supported by most of the students' responses in the questionnaires and interview that there are positive impact happening in the students' learning process in learning writing by using the teacher corrective feedback. In the aspect of impact, most of the students' said that they feel happy whenever get the corrective feedback on their writing. However they get more being helped in doing the writing activity while learning writing by using the corrective feedback from teacher. In the aspect of students' expectation, the students' actually expect the teacher should correct the errors on their writing, so they find their mistakes easily to revise their writing. They can think more critically to develop their writing. Then, the students felt enthusiasm in learning writing by receiving the teacher corrective feedback because they need to revise their writing if there is the mistakes. However, the students felt uninterested because the error corrections given is unclear so that it make them still confused. And also they felt happy because they got better score on their writing than before receiving the corrective feedback so that they think their writing better. The students noticed the correct form of errors correction from the teacher to revise their writing. This indicates that learning writing by implementing teacher corrective feedback is effective and suitable for learning in the classroom.

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