

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the discussion of the result of the data analysis presented in chapter IV. It covers the summary of the research procedures and the discussion of the interpretation of the research findings as well as its relation with the previous and/or existing theory.

#### **A. Summary of the Research Procedures**

This research tried to investigate the main effect and the interaction among independent variables on the dependent variable. The independent variables consisted of active variable; indirect corrective feedback, and attribute variable; high and low level of grammatical sensitivity. Then, the dependent variable was the students' writing accuracy. This current research was then employed quasi-factorial research design.

The population of the study was the students of eleventh grade of SMA Mamba'us Sholihin Blitar. There were 59 samples taken from two intact classes. The first class, XI IA 2 consisted of 30 students, was the experimental group, and the second class, XI IS 2 consisted of 29 students, was assigned as the control group. The data in the form of students' writing accuracy score and level of grammatical sensitivity were derived from these two groups of experiment. Then, a series of independent T-test and Two-way ANOVA statistical computation procedures were employed to analyze the data.

Before carrying out the study, the researcher was taken official permission from the headmaster of SMA Mamba'us Sholihin. The researcher was also had a meeting to the English teacher to discuss the materials and procedures in implementing indirect corrective feedback in the classroom.

## **B. Discussion of the Research Finding**

### **1. The Effectiveness of the Indirect Corrective Feedback in Writing Accuracy**

Before conducting the research, the researcher conducted a pretest to both groups; experimental and control. It revealed that the mean score of the pretest of experimental group was 67.93, while the mean score of control group was 66.97. The experimental group got 0.96 a very slight higher points than the control group. The slight difference shows that both groups are equal on their characteristics performance.

After the treatment, the researcher conducted posttest to both experimental and control groups. It revealed that the mean score of the experimental group was 70.80, and control group got 68.41. The experimental group got 2.39 points higher than the mean score of the control group.

The result of the first hypothesis testing showed that there was a significant difference in the students' writing accuracy taught by using indirect corrective feedback compared to those taught using direct corrective feedback. The students taught by using indirect corrective feedback had better mean score than those taught by using direct corrective feedback. It meant that

indirect corrective feedback was effective to improve the students' writing accuracy.

The findings of the research supported the result of the existing and previous studies. It matches with the findings of a study conducted by Dilara & Mirici (2007) which revealed that corrective feedback did have positive impact on students' writing. The findings were also in line to the result of the number of previous studies (Ashwell, 2000; Chandler, 2003; Ferris, 2006) that all have reported the positive effect of indirect corrective feedback as had been put by Ferris (2010).

Further, the study by Goksoy *et.al.*,(2016) which investigated the effect of indirect corrective feedback on students' writing accuracy is also in the same path with the result of current study. The findings demonstrated that most of the students gained improvement in their writing accuracy after being taught using indirect corrective feedback.

The study by Aridah (2016) which investigated the effectiveness of direct and indirect corrective feedback in EFL writing performance is in a par with the result of the current study. The study yielded that indirect corrective feedback improved the students' writing performance and the current study found the same.

This study also supports the finding found by Sermsook *et.al.*, (2017) that indirect corrective feedback were very beneficial for the students' grammar improvement. It also strengthened the result of study by Fluminhan &

Murgo (2017) which found that corrective feedback was a crucial tool in an educational process as it played a central role in learning foreign language.

Further, the study by Shirota (2016) that shown indirect corrective feedback was able to give statistically significance difference on students' writing score was also being supported by the result of the current study. There was the evidence showing the effectiveness of indirect corrective feedback on the students' writing accuracy.

However, the result of the study was in contrast with the result found by Ferris and Roberts (2001) which found that there was no significant different between the groups which received indirect corrective feedback than the group which received direct corrective feedback. A study by Septiana *et.al* (2014) also found that indirect feedback didn't have any significant effect on students of university level writing accuracy. Students who received indirect corrective feedback had no significant different mean score than the students who experiencing direct corrective feedback.

Moreover, the result of the study was also in contrast with the result of a study conducted by Nematzedeh & Siahpoosh (2017) which investigated the effectiveness of different types of teacher corrective feedback (direct and indirect corrective feedback) on students' writing performance in an EFL context. The study found that there was not a statistically significant difference between indirect and direct group.

Moreover, the result of the study by Suh (2014) at Seoul National University involving 43 Korean EFL leaners was also in contrast with the

result of current study. Results indicated that indirect corrective feedback was not effective in improving learners' subsequent accuracy in using a complex syntactic structure in a short term period.

Likewise, the study of Eslami (2014) which investigated the effect of indirect corrective feedback techniques on EFL students' writing is also in contrast with the result of current finding. It found the empirical fact that the group with direct corrective feedback could outperform the group with indirect corrective feedback. Meanwhile, current study revealed that the students taught using indirect corrective feedback got higher mean score than those taught using direct corrective feedback. The experimental group with indirect corrective feedback could reach 2.39 points higher than the control group using direct corrective feedback.

To conclude, indirect corrective feedback was effective to improve the students writing accuracy. The students taught using indirect corrective feedback was also found to be able to outperform the students with direct ones.

With a view to supports by theories and empirical evidence, there are several factors that are assumed to cause the effectiveness of indirect corrective feedback in improving students' writing accuracy. First, according to Beuningen & Kuiken (2008), indirect corrective feedback is beneficial and has strong significant short-term effect for the students' writing accuracy improvement. It is showed by the empirical data found in the study that after six meetings of the treatment, the students could achieve better on their writing accuracy score.

It probably caused also by the indirect corrective feedback which enables the students to do self-repair on their grammatical error. It is in agreement with the study found by Erlam (2013) which revealed that students' could do self-repair better when they experiencing indirect corrective feedback. The ability of the students in doing self-repair is due to the information given by the teachers. The information is also becoming the language input given to the students so that the students can learn new vocabularies and proper structures in the text context (Latifah, *et.al.*, 2014).

Next, the students could gain better score on their writing accuracy because they had better autonomy in learning. It is as what have been found by Westmacott (2017) which yielded great finding that students given indirect corrective feedback were having strong autonomy in learning when they were being given a chance to repair or correct the errors they made. It was eventually built their awareness to the errors and they could do better when they produced the next writing. Lalande (1982) also reported that the indirect corrective feedback was able to foster the deeper processing of internalized knowledge. Which is why, the students taught by using indirect corrective feedback can work better on understanding the language features.

Last, indirect corrective feedback could give strong motivation to students (Latifah, *et.al.*, 2014). Students are giving the indications on the location of the error on their writing by underlining, highlighting, or circling without providing the correct one. The students given indication are having chance to check their own product. The indication given will push the students

to find out the correct ones (Eslami, 2014). It gives the students an experience and enables them to call for sufficient linguistic knowledge so that in a long term run, they can produce better writing.

To sum, the students with indirect corrective feedback are able to perform better on their writing accuracy due to the chance they have. It allows them to do self-repair on their errors. The indication on the error given by the teacher motivates the students to learn better. It eventually pushes the students' autonomy in learning. The input given by teacher allows the students to have learning experience so that it resulted on good language uptake in which the students are able to perform better on their writing accuracy.

## **2. Effect of the Indirect Corrective Feedback on Writing Accuracy of Students' across Different Level of Grammatical Sensitivity**

In the meantime, it was aimed to find out whether there is a relationship between grammatical sensitivity; high and low, and the learners' writing accuracy. Current study included the level of grammatical sensitivity of the students. It is believed that the level of the students' grammatical sensitivity affects the students' accuracy on their writing performance.

From the result of hypothesis testing, it revealed that there was significant different on the students' writing accuracy score viewed from their different level of grammatical sensitivity. The students with high level of grammatical sensitivity got higher mean score than those with low level of grammatical sensitivity. There was 3.95 points difference.

The result of the study was actually supporting the result of a study by Hyland and Hyland (2001). They found that indirect corrective feedback can lead the students with high level of proficiency. Similarly, a study by Ferris and Robert (2001) yielded the same result that indirect corrective feedback assisted the students to do self-correction and it was very effective for advanced level students (Noroozizadeh, 2009).

Likewise, the result of current study was in a par with the research result of a previous study conducted by Septiana (2014). It yielded the same fact with the result of the current study. It showed that grammatical sensitivity level was giving significant effect on writing accuracy of the students with high level of grammatical sensitivity level. Meanwhile, for the students with low level of grammatical sensitivity, the indirect corrective feedback was not able to give significant effect on students' writing accuracy.

Furthermore, the result of the current study was actually completing the result of a study conducted by Kurniawan *et.al.*, (2010). It was investigating the correlation between grammatical mastery and students' writing skill on the tenth grade students of Labschool Untad Palu. The study came upon significance correlation between the students' grammar mastery and writing skill. Students with high level of grammar mastery could perform better writing skill. Meanwhile, students with lower grammar mastery got lower score on their writing.

Moreover, the result of the study was also in harmony with the result found by Jimmi (2017) which revealed strong correlation between students'



grammatical mastery with the students' writing skill. Students with highest score in grammar test could show better writing than those who has lowest score in grammar mastery. Further, study by Septiana *et.al.*, (2014) supported the finding of current study. It revealed that the university students with high level of grammatical sensitivity could gain better writing accuracy performance.

To sum, grammatical sensitivity level had significant effect on the writing accuracy of the students. It was proved by the empirical fact that the students with high level of grammatical sensitivity got higher mean score than those with low level of grammatical sensitivity. Therefore, in a word it can be declared that grammatical sensitivity was able to give a significant effect in the writing accuracy of the students.

The effectiveness of the grammatical sensitivity on students' writing accuracy might be caused by a reason. Grammatical sensitivity as part of the language aptitude is one of the factors influencing the success of teaching learning process (Caroll, 1964). Moreover, grammatical sensitivity is one of the internal factors in determining the success of learning.

Grammatical sensitivity is considered as the main factor to cause the students' performance (Caroll, 1964). The students' grammatical sensitivity will affect the students' critical thinking on the use of the structures in forming the sentences (Wen, 2011). Likewise, the students with high level of grammatical sensitivity could learn the foreign language with better ease, more quickly, and with apparently better results than the lower ones. The error

indications given by the teacher on their piece of writing could be easily understood by the students who have better grammatical sensitivity. They could do better in making the correction and they could revise their error in their new piece of writing product.

To conclude, the level of grammatical sensitivity of the students affects the students' accuracy on their writing. They who have high level of grammatical sensitivity can learn more quickly and achieve better due to their sensitiveness toward the structure in the sentences.

### **3. Interaction Between the Indirect Corrective Feedback and the Grammatical Sensitivity Level**

As aforementioned previously, current study also tried to see whether or not there is an interaction between the technique of indirect corrective feedback and the students' level of grammatical sensitivity. The interaction in question represents the combined effect of factors on the dependent measure, in this case was the score on writing accuracy. When an interaction effect is present, the impact of one factor depends on the level of the other factor. An interaction effect is a change in the simple main effect of one variable over levels of the second.

However, the result of the hypothesis testing showed that there was no interaction between indirect corrective feedback and the level of grammatical sensitivity. It is at the same agreement with the result showed in the study by Septiana *et.,al.* (2014) which investigated the effectiveness of indirect

corrective feedback on the students across different level of grammatical sensitivity. The study had no enough evidence to reject the null hypothesis stating that there is no interaction between corrective feedback and the students' level of grammatical sensitivity. In other words, there was no interaction between the indirect corrective feedback strategy and the different level of grammatical sensitivity.

To sum, the effect of the teaching strategy using indirect corrective feedback has no interaction with the effect of the difference level of grammatical sensitivity. The effect of the indirect corrective feedback doesn't depend on the effect of the different level of grammatical sensitivity of the students.