Teacher's Corrective Feedback within Discovery Learning Strategy to Enhance Students' Writing Accuracy

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Abstract

Penelitian ini bertujuan i) untuk mengetahui apakah teacher's corrective feedback dalam discovery learning strategy dapat meningkatan keakuratan menulis siswa secara signifikan dan ii) untuk mengetahui peningkatan terbanyak pada aspek-aspek keakuratan menulis. Penelitian ini menggunakan desain One Group Pre-Test – Post-Test. Sejumlah 25 siswa kelas XI di SMAN 1 Kibang dilibatkan dalam penelitian ini. Data penelitian didapatkan melalui tes menulis. Hasil penelitian menunjukkan bahwa i) keakuratan menulis siswa mengalami peningkatan yang signifikan setelah penerapan teacher's corrective feedback dalam discovery learning strategy dengan significant value (p) = 0.000 (< 0.05) and t-value 18.160 (>2.060), ii) diantara ketiga aspek keakuratan menulis (tata bahasa, kosakata dan ejaan), peningkatan tertinggi terjaadi pada aspek tata bahasa.

This study was aimed i) to find out whether teacher's corrective feedback within discovery learning strategy significantly enhances student's writing accuracy and ii) to find out the highest enhancement on aspects of writing accuracy. The study used The One Group Pre-Test – Post-Test Design. A total of 25 students of the eleventh grade of SMAN 1 Kibang participated in the study. The data were collected through writing test. The results of this study revealed that i) there is a significant enhancement on the students' writing accuracy after the implementation of teacher's corrective feedback within discovery learning strategy with the significant value (p) = 0.000 (< 0.05) and t-value 18.160 (>2.060), ii) among the three aspects of writing accuracy (grammar, vocabulary and spelling), the highest enhancement occurred on grammar aspect.

Keywords: *Teacher's Corrective Feedback, Discovery Learning, Writing Accuracy*

INTRODUCTION

Language is an effective way of communication of our feelings (Javed, Juan, & Nazli, 2013). We can convey our feeling, our thought and our experience both written and orally. Thus in this modern era with the massive development of technology, where the communication is no more limited by time and space, where digital documentation and digital literacy gain its popularity, written form of communication becomes more essential than ever, as it is highlighted by Coulmas (2002) that today, more communication takes place in the written than in the oral mode. In line to this, Graham & Perin (2007) identified that the explosion of electronic and wireless communication in everyday life brings writing skills into play as never before. It means that the skill of writing is obviously important for us who still want to survive in this globalization era. A simplistic view of

writing assumed that written language is simply the graphic representation of spoken language (Brown, 2001). Moreover, Nunan (2003) defines writing as the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph. Graham & Perin, (2007) added that writing is not simply a way of transferring information from one person to another, one generation to the next. It is a process of learning and hence, of education. Writing not only offers ways of reclaiming the past, but also a critical skill for shaping the future (Coulmas, 2002).

Magrath et al., (2003) quoted "writing today is not a frill for the few, but an essential skill for the many". In support to this, Graham & Perin (2007) revealed that along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. It is true as what we can see in today's live such as at school or college, office and other work places demand us to certain level of writing skill. At school or college for instant, the students are obliged to make scientific writing varied from a report of study tour activity, a report of an internship program, to a script and thesis as a requirement to pass a certain level of education. In other context, at workplace for example, the employees are also called for a certain writing proficiency such as to make written documentation, text presentation, technical reports and electronic messages. Even, the writing ability of the employee affects the promotion decisions of their career.

From the discussion above, it is obvious that nowadays writing skill is not just an option, it is a necessity for all of us who wants to compete in this globalization era. Indeed, young people who do not have the ability to transform thoughts, experiences, and ideas into written words are in danger of losing touch with the joy of inquiry, the sense of intellectual curiosity, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity (Graham and Perin, 2007).

However, writing is still considered difficult (Harris and Friedlander, 2013; Ariyanti, 2016; Fareed, Almas, and Bilal, 2016). The difficulty is not only experienced by the student where English is used as a foreign or second language but also experienced by those who use English as their first language. Magrath et al., (2003) reported that the students cannot write well enough to meet the demands they face in higher education and the emerging work environment. In addition, Graham and Perin, (2007) claimed that American students today do not meet even basic writing standards. In Pakistan, the writing skills of the students are alarmingly weak and substandard (Dar and Khan, 2015). In Indonesia, Fatimah (2017) investigated the writing ability of the Indonesian universities students and concluded that university students and graduates were found to have low writing ability and do not have sufficient English writing skills. Furthermore, Ariyanti (2016) identified that it is quite difficult to master writing, especially for EFL students in Indonesia, since there are some differences between *Bahasa(Indonesia)* and English such as structural and grammatical terms and styles. This problem of course challenges the teachers as the profession that has direct contact with the students to find a method that could beneficially influences students' ability in writing.

The recent development of second or foreign language (L2) teaching is heading to the constructivism that focused more on the students' active participation to construct their own knowledge rather than being a passive receiver of the teacher explanation. Neeman and Barak (2013) implied that learning is not about knowledge delivery, but about a cognitive process of knowledge construction strongly affected by social, cultural and emotional factors. Thus this definition is as what is hold in the discovery

learning strategy, as it is stated by Mayer (2004) "as constructivism has become the dominant view of how students learn, it may seem obvious to equate active learning with active methods of instruction. Thus educators who wish to use constructivist method of instruction are often encouraged to focus on discovery learning – in which students are free to work in learning environment with little or no guidance".

Looking at the development of teaching method in Indonesia, nowadays the discovery learning get their popularity since it became one of the teaching learning strategies proposed by Indonesia newest curriculum – kurikulum 2013 – that has been applied gradually since 2013 and up to present with any revision to make it better. As a method proposed by Indonesian Curriculum, it has recently been widely used to improve students' competencies. However, discovery learning itself cannot avoid from getting any critics and its effectiveness is still being questioned. Many studies have been done to reveal the effectiveness of discovery learning method and the result still show the unstable position in which some researches revealed that discovery learning is beneficially to students (Lee, 2014; Ahour and Mostafaee, 2015; Abdelrahman Kamel, 2014; Trang Tao, 2009), and some others found that discovery learning doesn't work well (Alfieri, Brooks, Aldrich, and Tenenbaum, 2011; Jr and Kuhn, 2006; Kirschner, Sweller, and Clark, 2006; Klahr and Nigam, 2004).

In regard to writing, numerous studies have been undertaken to see its effectiveness (Mukharomah, 2015; Treadwell 2009; Arifani 2016; Nastiti & Azwandi, 2017). Almost all of the studies revealed that Discovery Learning had positive impact on the students' writing achievement. However, there is no perfect method in teaching, The research done by Kirschner et al., (2006) identified evident that discovery learning may have negative result when students acquire misconception or incomplete or disorganized knowledge. Moreover, Hai-jew (2008) revealed that discovery learning involves risks to learners of inaccuracies in learning, poor decision-making, untested ideas, inaccurate conclusions or naïve mental modeling.

Considering to the background elaborated above, here the researcher initiated to modify the discovery learning strategy by including teacher corrective feedback within the steps of teaching learning process. As it is summed up by Ellis (2009) that "feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy". By giving the feedback, it is hopefully that the risk or the negative result of the discovery learning will be able to be minimized. Further, Nunan in Ellis (2013) reported that the students he surveyed tended to value correction when it was provided by the teacher. Therefore, the present research attempts to answer the question "Does teacher's corrective feedback within discovery learning strategy significantly enhance student's writing accuracy? and "Which aspect of accuracy enhances most significant?"

This study is focused on students' writing accuracy as it was suggested in the general guideline proposed by Ellis (2009) that Focused corrective feedback is potentially more effective than unfocused corrective feedback. In line to this, Sheen, Y and Ellis, R (2011) concluded that unfocused CF is of limited pedagogical value and that much can be gained by focused CF where grammatical accuracy in L2 writing is concerned. Therefore, teachers should identify specific linguistic targets for correction in different lessons. It is because if the teacher corrects all mistakes that the students make it will possibly cause over-correction that event can harm the students. As it is implied by Harmer (1998) that if the teacher gives too much correction on the students' work, it will make the students get dispirited or

frustrated because they found their written works back and it's covered in red ink, underlinings and crossings-out. By this way over-correction can have a very demotivating effect on students. Further, Harmer (1998) suggested that one way of avoiding the 'over-correction' problem is for the teachers to tell their students that for a particular piece of work they are only going to correct mistakes of punctuation or spelling or grammar etc. According to him, it has two advantages: it makes students concentrate on that particular aspect, and it cuts down on the correction. In line to this, Ellis (2013) stated that the teacher guides warn against over-correction and propose that teachers should be selective in the errors they correct. Therefore, the writer will only focus on aspect of writing accuracy. According to Heaton (1991) one of the minimum criteria of writing for intermediate level are: accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication, so, the aspects of writing accuracy in this study are limited on grammar, vocabulary and spelling.

METHOD
This study used The One Group Pre-Test – Post-Test Design. By this way the result of the pre-test before treatment was compared with the result of the Post-Test after the treatment. The result of the comparisons gave data to conclude whether the treatment is effective or not. The data in this study were gained from twenty five students chosen randomly from the 6 classes of the eleventh grade of SMAN 1 Kibang, East Lampung through writing test.

RESULTS AND DISCUSSION
1. Students' Writing Enhancement
After the students' writing have been checked and scored, then the quantitative data in form of raw data of the students' score of writing accuracy in the pre-test and post-test were analyzed by using paired t-test. The significant level (α) which is used is 0.05. The result is performed in the following table:

Table 1. Paired sample test of writing

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest – Pretest	13.04360	3.59125	.71825	11.56121	14.52599	18.160	24	.000

The table above indicates that the mean (average) of the paired pre-test and post- test is 13.04360, the standard deviation is 3.59125, and the significant level (p) = 0.00 (< 0.05) and the t-value was 18.160. It appeared that the t-value was higher than the t-table (18.160 >2.060) it means the teacher corrective feedback in discovery learning strategy significantly enhanced the students writing accuracy since the significant level (p) <0.05 and the t-value is higher than the t-table.

The students' writing accuracy enhancement is supposed to be the result of learning activities experienced by the students during the application of discovery learning strategy with teacher corrective feedback in it. The students' understanding was built most by themselves through a sequence activities accommodated in the 8 steps of the modified learning strategy.

The first is stimulating step. Here the teacher motivated and directed the students' attention by showing some envelopes of letters. By this way the students were attracted to pay attention on what are going on and start to think of it. Then in groups that consist of 5 students, the students got their envelopes with the letters inside, read and observed together the letters given by the teacher that were designed as if it were written by their friend who wanted them to write the reply by telling their memorable experience. As it was suggested by Heaton (1991) that to provide the necessary stimulus and information required for writing, a good topic for a composition determines the register and style to be used in the writing task by presenting the students with a specific situation and context in

which to write. It's also in line with what suggested by Polard (2008) that students need to have a reason or purpose for writing, even if this reason is fictitious. It was done to attract the students' willingness to write. It is assumed that that if the students identify what for they are writing or who the intended reader is, they will add a sense of purpose to write that can motivate them to write.

The second step is questioning; teacher gave the students a chance to identify the problems relevant to the learning materials. Then, the students and the teacher together choose some most relevant problems to be solved in the teaching learning activity, such as:

"What is a recount text?"
"How is the generic structure of a recount text?"
"What tense mostly used in recount text?"
"How is the formulation of the tense?"

Through this step the students were faced with some questions to be answer or some problems to be solved, therefore they have already known what the activities they would do aimed for.

The third step is collecting the data; the students read, observe and discuss the content of the letter they got and also other sources to find relevant information as much as possible to answer the problem identified before. In order to save the time the teacher provides 2 letters telling the different experienced the first letter is about holiday and the second letter is about the writer's bed day. These letters were used as the models and the source for the student in collecting the data. It was done as an effort to cover the weaknesses of discovery learning that can also be time consuming. The students write all information they got and fill in the student's worksheet.

Here is one example of the students' group work activity on the worksheet. They read the letters given then identified the verb-2 used in the letters. Then, they wrote them in the worksheet and continue to find the form of verb-1, verb-3 and also the meaning. The first two words have been done as the example so that the students would not get confused in filling the worksheet.

NO	Verb 1	Verb 2	Verb 3	Meaning
1.	go	went	gone	pergi
2.	choose	chose	chosen	memilih
3.	prepare	prepared	prepared	mempersiapkan.
4.	Eat	ate	eaten	makan
5.	play	played	played	bermain
6.	sleep	slept	slept	tidur
7.	Get	Got	Got	mendapat
8.	make	made	made	membuat
9.	cook	cooked	cooked	memasak
10.	sing	sang	sung	menyanyi

Picture 1. Example of student's group work in finding the verbs.

By doing these activities, the students were treated to realize that the verbs used in recount text are mostly the Verb-2. They also could add their knowledge about verb form and also the words' meaning (vocabulary). Through these activities the students were actively try to find what they would write in the worksheet. They open the students' handbooks, dictionary and also internet.

The fourth step is analyzing the data; the students in their group analyzed the data and information they have got from reading, observing and grouping the sentences, then interpreting them. The following example shows the students' activities in analyzing the data they got. By interpreting the regularity of the sentences they write in the worksheet, they were able to formulate the structure of past tense. It was amazing as the students could discover the formulation of past tense by themselves. Although there were some mistakes encountered on the students' work, next the teacher would help the students to identify and correct their mistakes that of course it could be a positive input for the students. Here is the example of students' activity in this step:

1.	We	went	camping on the mountain
2.	we	prepared	everything before went to Palutungan
3.	I	was	almost hospitalized
4.	I	got	clarified
5.	I	loved	spicy foods so much
6.	The waterfall	was	called curug putri
7.	my stomachache	felt like it was	on fire
8.	we	tried	to go fishing
9.	we	made	memory by taking photos
10.	we	cleaned	the camping area
form	subject	v₂	keterangan ✓

Picture 2. Example of students' group work
in discovering the form.

The fifth step is verifying the data; the students check carefully to prove the answer of the problem. Based on the data interpretation and gained information, the students check whether the question is answered or not.

The sixth step is getting corrective feedback; the teacher came to the group checking the result of the students' discussion. If there were some mistakes or incorrect interpretation from the gained data, the teacher helped the students to find their mistake and ask them to correct by themselves. But, if they couldn't do it by themselves, the teacher did it for them.

The teacher corrective feedback given to the students here aimed to make sure that the students have made a correct interpretation so that they would not get what Krischner et. Al. (2006) called misconception or incomplete or disorganized knowledge and inaccurate conclusion (Hai-Jew, 2008) in learning English. It is also in accordance to what Ellis (2009) proposed, that feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. Through this process the students would get accurate knowledge and deeper understanding rather than being a passive receiver of information from teacher.

The seventh step is drawing the conclusions/ generalization; it is a process to draw the final conclusion based on the result of data analysis and the correction from the teacher. The teacher also gave some additional explanation needed, discussed some incorrect interpretations experienced by the students in the five group so that the students could also learn from other group mistakes and then asked some students to make their own sentences using the tense has been learned in order to complete the student understanding of the target material being learned.

The last step is application; the students practiced writing individually to apply the concept they get from the previous activities. In this turn the students were allowed to open dictionary, internet or other sources that could help them to produce better composition. In this chance the students get teacher corrective feedback once again. Below is an example of students' work when practice writing individually. At the revising step the teacher checked the students' composition and identified their error by underlining the word and gave a note there: Gr = Grammar, Vo = Vocabulary and Sp = Spelling. Then, the students got back their work and tried to correct their sentences based on the corrective feedback given by the teacher. And if they got difficulties the teacher was ready to guide and help them.
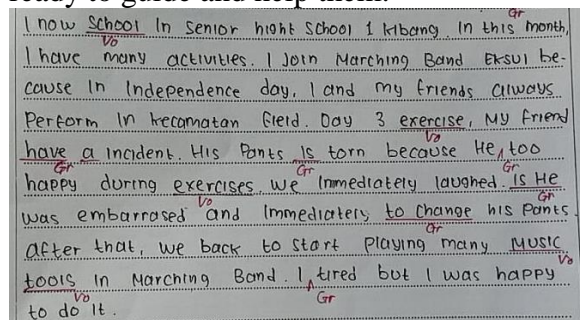
Picture 3. Example of teacher corrective
feedback
on student's individual work

On the example above can be seen that the student used some incorrect vocabularies such as: *"school"* instead of *"study"* and *"exercise"* instead of *"practice"* then *"music tools"* instead of *"musical instruments"*. The students also produced some errors in grammar, they are: "*He too happy*" it should be *"He was too happy"*, he wrote "*to change*" instead of "*changed*" and he missed "*was*" in "*I tired*". After the

students have identified their incorrect words or sentences hopefully they could think how to make them correct and if they couldn't do it, the teacher help them.

From the learning activities elaborated in the eight steps above can be seen that the students were actively involved in the process of discovering the concept, they learnt from their experience and built their knowledge by themselves. As it was outlined by Nastiti & Azwandi (2017) that by applying discovery learning, the students were being active in the class. They were actively found the information by themselves and obediently followed the teacher' instruction.

This finding gives a support to the study done by Tradewell (2009) who found that discovery learning positively impacted students writing achievement. Further, Arifani (2016) who had administered an action research at English Department University of Muhammadiyah Gresik Indonesia concluded that the implementation of discovery learning improved students' ability in writing research proposal. In addition, Nastiti & Azwandi (2017) found that there is a positive impact of the discovery learning based instruction. The writing composition showed good result in terms of content, organization, vocabulary, language use and mechanics. Mukharomah (2015) also took the similar conclusion that the students improve their descriptive text writing effectively by using discovery learning Model.

2. The Aspects of Writing Accuracy

In this study, the students' writing accuracy was measured from tree aspects of accuracy, they are: grammar, vocabulary and spelling. Therefore, to know the enhancement in each aspect of accuracy, the data from the pre-test and post-test were analyzed more specifically. Further, to reveal the significancy improvement of each aspect of writing accuracy, the data then analyzed more specifically. The result can be seen in the following table:

Table 2. Paired samples test of each aspect of writing accuracy.

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Posttest_ Grammar - Pretest_ Grammar	23.68000	6.52380	1.30476	20.98711	26.37289	18.149	24	.
Pair 2	Posttest_ Vocabulary -Pretest_ Vocabulary	12.33000	3.78437	.75687	10.76789	13.89211	16.291	24	.000
Pair 3	Posttest_ Spelling - Pretest_ Spelling	3.12000	2.63502	.52700	2.03232	4.20768	5.920	24	.000

The paired samples test above shows that the improvement in grammar is significant at the significant level (p) = 0.000 with the average improvement (mean) 23.68000, and the t-value = 18.160. The next aspect is vocabulary which significantly improved at the significant level (p) = 0.000 with the average improvement (mean) 12.33000 and t-value = 16.291. The last aspect is spelling with the significant level of improvement (p) = 0.000, the average improvement (mean) 3.12000 and t-value = 5.920.

From the data elaborated above, the three aspects of writing accuracy have the same significant level (p) = 0.000 (< 0.05) and the t-value 18.149, 16.291, 5.920 (>2.060). It means that the teacher corrective feedback in discovery learning strategy significantly enhanced all aspects of writing accuracy. The enhancement in each aspect of accuracy is said to be significant since the significant level (p) is less than 0.05 (p < 0.05) and the t-value is bigger than the t-table (t-value > t-table)

The significant improvement on the three aspects of accuracy due to the teaching learning process applied by the researcher that was designed to facilitate the students in developing the three aspects of writing accuracy. Start from the activities in group discussion where the students analyzed the models and finding other related information from books, dictionary, and

internet to discover the concept of the target material with the help of teacher corrective feedback to ensure that the students learn the correct concept of the target material. Then the students' understanding was strengthened with the individual activity to practice writing in which the student could check their grammar, vocabulary and spelling by opening the summary of the result of their group discussion and also the dictionary even the internet. Again, the students will get the corrective feedback from teacher in their writing to help them revising their mistakes.

This finding is in line to the previous research conducted by Nastiti & Azwandi (2017) which investigated the implementation of discovery learning to teach writing recount text indicated positive impact of the discovery learning based instruction. The writing composition showed good result in terms of content, organization, vocabulary, language use and mechanics. The study done by Tradewell (2009) also found that discovery learning positively impacted students writing achievement. Moreover, Arifani (2016) who had administered an action research at English Department University of Muhammadiyah Gresik Indonesia concluded that the implementation of discovery learning improved students' ability in writing research proposal.

However, if we look further at the average improvement (mean) in each aspect of writing accuracy, it can be found that actually they had a very different improvement. Grammar, in average increased about 23.68000 point, vocabulary increased about 12.33000 point and vocabulary increased 3.12000 point. The following chart may help to get clearer illustration on the improvement on each aspect of writing accuracy:
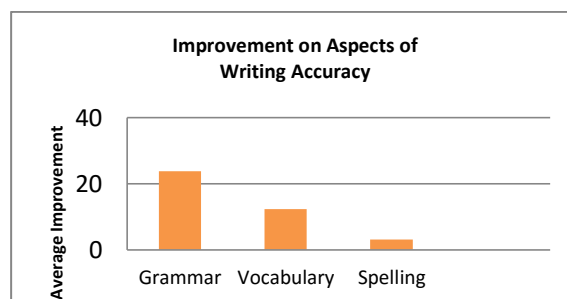

Diagram 1. Improvement on aspects of writing accuracy

This data reveals that the highest improvement is on grammar and then followed by vocabulary and the last is spelling.

The grammar shows the highest improvement, it is 23.68000. To explain this result, the researcher identified that actually many students have produced quite good sentences but they fail to produce grammatically correct sentences because many of them didn't know that in recount text they tell about the past experience, so the tenses used mostly should be past tense. Some other students know that it should be in past tense but they didn't know much about the Verb-2. Therefore they also produced grammatically incorrect sentences. So, when they have known their mistake they could correct their sentences. it is due to the learning activities that the students have experienced during the treatment is successful to facilitate the student in improving their grammar accuracy as in the learning process the students have actively involved in some activities such as identifying the verb-2 from the text, then grouping the verbal and nominal sentence of past tense and discovering their formula.

All was done by the students themselves with a little guidance from the teacher. It was as what is summed up by Polard (2008) that Discovery Learning guides students to learn for themselves rather than the teacher teaching the language point directly. In addition, through these activities, the students experienced a cognitive process to construct their knowledge as it was implied by Neeman and

Barak (2013) that learning is not about knowledge delivery, but about a cognitive process of knowledge construction. The success in enhancing grammar accuracy in this study gives support to the previous research conducted by Abdelrahman Kamel (2014), he summed up that discovery learning strategy succeeded in teaching grammatical rules in the development of skills beyond the knowledge of students. discovery learning strategy helped to recruit activities where students learn for themselves and apply what they know it in new situations;, which in turn led to achieving effective learning.

CONCLUSIONS

In accordance to the analysis of the data gained during the research, the result and discussion of the present study in the previous section, the researcher concluded that the discovery learning based strategy with teacher corrective feedback in it can be beneficial on the students' writing performance especially on its accuracy. The discovery process that quiet challenging may make the learning activity more memorable and meaningful while the teacher's corrective feedback can ensure the students that they have discovered the right pattern and concept, The implementation of teachers' corrective feedback in discovery learning strategies can successfully enhance the three aspects of writing accuracy with the highest enhancement is on grammar aspect. It is assumed that this learning strategy is more appropriate to be applied in teaching grammar. The activities to discover the rules engage the students in active and challenging learning activities that provide more impressive learning experience and result in a better understanding.

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