

THE USE OF CORRECTION CODES IN WRITING CLASS TO HELP TENTH GRADE STUDENTS DO SELF-CORRECTION

Putri Jefta

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya
jefta.edu@gmail.com

Him'mawan A.N. S.Pd., M.Pd.

Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Surabaya
himmawan_95@yahoo.co.id

Abstrak

Menulis merupakan salah satu ketrampilan yang harus dipelajari oleh siswa yang belajar bahasa Inggris. Latihan menulis menjadi hal yang sangat penting untuk diterapkan dikelas dimana bahasa Inggris digunakan sebagai bahasa kedua, selain untuk meningkatkan kualitas isi tulisan tetapi juga tata bahasa. Terlalu berlebihan dalam memberikan koreksi pada tulisan siswa akan membuat mereka frustrasi, namun bukan berarti koreksi itu tidak perlu. Koreksi dengan kode sebagai komentar tertulis menjadi hal yang efektif dalam membantu siswa meningkatkan kualitas tata bahasa mereka tanpa membuat frustrasi. Hal tersebut dapat memicu siswa untuk menggunakan pengetahuan tata bahasa yang telah dipelajari, serta membantu untuk peka terhadap apa yang telah ditulis. Lebih daripada itu, siswa dapat terbantu untuk lebih mandiri dengan melakukan koreksi pribadi, sehingga peran guru adalah fasilitator. Penelitian ini akan menjawab beberapa pertanyaan, yaitu: (1) Bagaimana penerapan koreksi dengan kode dalam pembelajaran menulis? (2) Bagaimana koreksi dengan kode dapat menolong siswa untuk melakukan koreksi pribadi? Dan (3) Bagaimana respon siswa terhadap koreksi dengan kode sebagai masukan bagi karya mereka? Penelitian ini merupakan penelitian berbentuk deskripsi dengan siswa SMAN 1 Krian sebagai subjeknya. Peneliti menggunakan lembar pengamatan, hasil tugas siswa dan wawancara sebagai alat penelitian. Sedangkan data-data diperoleh melalui pengamatan selama koreksi dengan kode diterapkan sebagai komentar tertulis, hasil tugas siswa dari menulis deskripsi serta respon yang disampaikan siswa. Hasil penelitian menunjukkan bahwa penerapan koreksi dengan kode di SMAN 1 Krian dapat berlangsung dengan baik dan mudah dipahami. Sebagian besar dari siswa menunjukkan peningkatan dalam tulisan mereka setelah diberi masukan. Lebih lagi, menurut para siswa koreksi dengan kode itu efektif dalam membantu meningkatkan kualitas tulisan mereka. Sebagai kesimpulan, koreksi dengan kode dapat menolong siswa dalam menemukan kesalahan mereka sendiri dan melakukan pembetulan pribadi melalui kode yang diberikan.

Kata Kunci: koreksi dengan kode, menulis, koreksi pribadi

Abstract

Writing is one of the skills which should be learned by students who are learning English. In the second language classroom, writing practise is very important to improve not only the quality of the content but also the grammatical structure. Over correcting students' work will make students frustrated but it does not mean correction is not important. Correction code as the written corrective feedback is effective to help student improve their quality in grammatical structure without making them frustrated. It can stimulate students to use the knowledge they have learned about language features and train them to be attentive for everything they have written. Moreover, it also helps student to be more independent by doing self-correction, so the role of the teacher will be as facilitator. This study would answer the research questions which had been stated. Those were: (1) How is the implementation of correction code in writing class? (2) How does correction code help students do self correction in writing class? And (3) How is students' response toward correction code as feedback for their writing? This research was descriptive qualitative with tenth grader students of SMAN 1 Krian as the subject. The researcher used observation sheet, students' writing task and interview as the instrument. The data were obtained from the observation during the implementation of correction codes as a written feedback, the students' writing descriptive task and students' responses. The result showed that the implementation of correction codes as a written feedback in teaching writing to the tenth graders of SMAN 1 Krian was understandable and went well. Most of the students have improved their writing after given feedback. Moreover, students thought that correction code is an effective feedback to help them improve their writing. In conclusion, correction

codes could help students discovered their mistakes from the given codes and do self correction correct their own mistakes.

Keywords: correction code, writing, self-correction

INTRODUCTION

English has existed in Indonesia as foreign language and has been taught in every level of education starting from kindergarten to university. Therefore, students have their own English level of proficiency. This level helps teacher to choose the appropriate teaching strategies and material in order to acquire the objective of the lesson.

In the intermediate to advanced level, students are able to compose, organize, or and analyze their work. Writing is one of the skills which require those abilities to maximize the basic knowledge of language to compose a good writing which enable readers to get the message. According to Blame (2011) "Writing is a cognitive process, in which the proficient writer not only uses skills, but also strategies to create a text that is meaningful for the reader".

Drawing upon the essence of writing, teachers often face a lot of obstacles in teaching writing. Sometimes students are careless in delivering their idea in their writing. Schwartz (2011) noted that some students do not realize that their writing is not understandable. They may have good ideas but they lack on their composition, or the opposite. In addition, students also have a tendency to figure out themselves having difficulties in writing.

Senior high school students of standardized school can be categorized as intermediate level because their English have been tested before the enrollment. Those students are taught the basic knowledge on composing sentences, but most of them still makes common mistake. Thereby, students need to be trained to maximize their basic knowledge and minimize the common mistake made. Based on Oxford dictionary, "train is giving somebody teaching, practice, or exercise".

It is important for the teacher to give feedback on students writing without discouraging them (Pulverness, Cambridge). Armhrein and Nassaji (1995) stated "marking too many errors can be discouraging to students". Therefore, there must be implemented a feedback which enable teachers and students work effectively. According to Pulverness, correction code is one of the feedbacks of giving written correction made by the teacher for writing class. An example error correction code is:

WT (code for the Wrong Tense)	:
I knew(WT) him for years	
Sp (code for the Spelling)	:
Seperate (Sp)	

Through correction symbol teacher gives feedback to students without judging all the mistakes but helping them to enhance their self-correction ability by thinking and finding their own mistake through the clues given. Based on the research done by Amrhein and Nassaji (1995), the students showed positive opinions about the usefulness of form-focused errors such as grammatical errors, punctuation errors, spelling errors, and vocabulary errors.

Students have various opinions and responses toward the implementation of correction code in their writing class. Lee (2005) pointed out "76.3% students expressed their preference for correction code but 75.7% wished their teachers to correct all errors". According to Lee (2005), students may have two minds: they believe that correction codes could help them do self-correction more effectively but on the other hand, practically they wished their teacher correct their mistakes. On the other hand, Marzouqi (2006) has noted through his action research that "the most important findings are that students' motivation increased; they improved their writing; and they were eager to write in order to reduce their mistakes".

Drawing upon the discussion above, the researcher would like to figure out the implementation of correction code in writing class. The problem to be investigated is: how does the use of correction code help students to do self-correction in writing? In this study, the discussion of the use of correction code in teaching writing will be focused on how is the implementation, the students' response toward it and the students' self-correction ability.

RESEARCH METHODOLOGY

The research methodology is used to describe how the researcher found the result of this study. The research methodology discusses the research design, subject of the study, data of the study, research instrument, data collection technique, and data analysis.

This research was designed based on descriptive qualitative research. It described the implementation of correction codes in the writing class to help tenth grade students do self-correction. The data were analyzed and described by the researcher in the form of words, phrases, or sentences. The purpose of this study was to describe the implementation of correction codes as a written

feedback in teaching writing and to know the students' writing composition toward the implementation of correction codes as the feedback as well as their responses.

The subject of the study was X-7 at SMAN 1 Krian with 31 students in the classroom. This research was conducted in the classroom where the teacher has implemented correction codes as a written feedback in teaching writing..

The researcher used observation sheet, students' writing task, and interview in order to collect the data. These data were expected to describe the result of the study in which correction code helps students do self correction in writing class. The result of observation sheet was used to know the process of the implementation of correction codes done by the teacher and students. The data was taken during the teaching process when correction codes as a written feedback was implemented. Then, the researcher took the students' writing task to know the result of correction codes which has implemented. The next step, the researcher interviewed the students to know their responses toward the correction that had been implemented in the second semester.

The research instrument was an equipment to obtain information about the data of the study. In this study, the researcher used observation sheet, students' writing task, and interview as instruments.

The researcher took a part as an observer. The data of observation sheet was collected when the teacher and the students did the activity in the class. It was taken when the teacher implemented correction codes as a written feedback in teaching writing. Then, the data of students' writing task were collected after the students finished their writing, before and after been given correction codes. While, the interview was done after the writing activity finished.

The result of this observation was analyzed descriptively. First, the researcher analyzed the data of observation sheet based on the teacher's and students' activities when they were using correction codes as a written feedback. Second, the researcher took the data of students' writing task and analyzed it descriptively. Third, the researcher made the script of the interview result and compared it with the result of students' task

RESULT AND DISCUSSION

In this part, the researcher describes the result and discussion of the observation which has been held. The result and discussion of the implementation of correction code in writing class to help tenth grade students of SMAN 1 Krian will be presented descriptively.

The Result of The First Observation

The first meeting was conducted on Saturday, 4 May 2013. It was held in X-7. There were thirty students there. The time allotment was 2x45 minutes, began at 10.00 am.

The students were very noisy when the teacher entered the classroom because they just had break. They were talking to each other and some of the students were still out of the classroom. After instructing the students to prepare themselves for the English subject, the teacher started the class by greeting the students and checking the attendance list.

During the class, the teacher used both English and Indonesian to enable the students to understand her explanations and instructions. First, she reviewed about descriptive text. She reminded the students its generic structures and characteristics.

Next, the teacher continued the lesson by giving brief explanation about the nature of descriptive writing and language features that can be used. After explaining the language features, she gave few exercises to the students and had them read the two examples of short descriptive text in students book

The teacher asked the student to read some description adjective on their book and asked whether they had difficulties. Then, the teacher asked the students to look at some pictures in their book and asked them to make short descriptive text based on the pictures. The pictures were about people's appearance. The students wrote simple descriptive. When the students had finished their writing, the teacher gave each student a paper which contains of codes and its description as well as the example of the use correction codes. She explained that she would ask some students to write their writing on the board and she would give comment about the writing whether it was good or need improvement and also how well their writing in using language features. After two students wrote their writing on the board, the teacher asked some students to give comments about their friends' writing before she also added.

Most of their writings were already based on the pictures, in other word they already able to describe physical appearance well. The students were happy for the compliment given by the teacher. After that, she gave some codes to students' writing and asked all of the students to think about the mistakes which had been given codes. She asked the writers to correct it first, but some mistake could not be corrected by themselves so they asked their friends' help. Most of the mistake which considered difficult for the students were: choice of words and uncompleted sentences.

The Result of The Second Observation

The second meeting was held on Wednesday, May 8th 2013. Like the previous meeting, the teacher opened the class by greeting the students and checking the attendance list. Then, she reminded the students about generic structures and linguistic features of descriptive text.

After having review, the teacher asked the student to think about their best friend. She gave time for about five minutes. Then she gave task to the students to write description about their best friends. Students must write down on the paper given by following the instruction on it. While the students were doing their writing, the teacher allowed the researcher to see how the students worked. Some of students were helping each other if they did not know some words, the other were just did it with high concentration. There were students who able to make long writing and some of them were just short which mostly dominated by boys.

An hour lesson just finished and the teacher asked students to submit their work. At the end of the lesson, the teacher said that she would check the work by giving codes so in the following meeting they could correct it. She reminded the students to bring the correction-codes paper which had given last meeting.

The Result of The Second Observation

The third meeting was held on Saturday, 11 May 2013. It was the last meeting. As usual, the teacher greeted the students and checked the attendance list. Then, the teacher gave brief review about the students work. The teacher said that most of students already able to write descriptive text but there were some students who couldn't elaborate their writing.

After giving review, the teacher returned the work to the students and asked them to check their works by reading the comment given by teacher and the codes. Moreover, the teacher asked the students to correct the mistakes which had its own clues (codes) and they must rewrite their work in the new paper given. The teacher only gave an hour lesson to do the task.

Students looked so serious in correcting their work and the teacher went to students' table to check as well as helped them if they faced difficulties. Most of the students were confused if they had to correct the grammar or the wrong words. Some students did correction independently and some were not shy to ask questions to their friends.

Having all the work finished, the teacher asked students to submit their work and she also said that in the next meeting it would be returned with given improvement comment.

The Result of Students' Writing Task

This part will report the data gained from the students' task. Based on the students writing which are still original, the researcher categorized that most of students could make descriptive writing even though there were some students who could not elaborate their writing.

Students' writings which have been given codes were given back to students in the third meeting. During the meeting, students were asked to read their writing and interpret the given codes. They could see the correction codes list and example given by the teacher to help them understand what kind of mistake they made. Most of the students were able to interpret their mistakes and correct it by themselves. There were some mistake that none of the students understand why it was wrong; therefore they asked their teacher. The teacher just guided students to understand why it was wrong but she encouraged her students to find the correct answer by looking at their dictionary. One of confusing mistakes is about skin complexion. Most of students write white or yellow for skin complexion. The teacher compared the wall with one skin, hence she told the students that yellow or white is used for color except skin complexion. From all students' writing, the most common mistakes were about their chosen words, tenses, and structure.

In writing descriptive, students always made common mistakes related to the chosen words. From the observation which was done by the researcher and the students' writing analysis, the researcher found that complexion description was the tricky. Most of students confused how to describe fair skin. They usually asked their teacher "Mam what is kulitnya putih?" or "what is kulitnya kekuningan?". They usually write white skin and yellow skin. Some of students already used the correct words because the teacher told them while she was going around to see the students work. Therefore, through correction codes which was applied in X-7 SMAN 1 Krian, the students became aware with this common mistakes.

In addition, tense was the second common mistakes which found in students writing. This mistake were made because of the lack carefulness. There were three students who shared that they never read their writing again after they finished, so they did not realized the incorrect tense. In writing descriptive, students used simple present but they trapped in she and he subject. Most f students did not add es/s in the verb. The teacher said that this mistake always found in every level because students are lack of carefulness.

The last top three common mistakes were structure. In the teacher list of codes, structure is differentiated with tense. As example, when students described their best friend's hobbies, they still using verb. It should be, reading, listening to music, playing not read, listen, or play. Those mistakes might be because they also lack of reading, so they have less knowledge about it.

The common mistakes above were corrected by the students and it could be seen in the rewriting result. Based on the result of correction code, the students were able to correct their own mistakes by themselves. Some students were did a great job in correcting their work but the rest of students did not correct their work completely, especially with the code ^ (missing word). From the analysis, the researcher thought that the code was irrelevant because there were too many students left that code.

As the result, correction codes proved that it helps students to discover their own mistake and correct it. They showed improvement in their writing. It shows that students had curiosity to correct their writing. Below

Discussion

In this part, the researcher will discuss the result of the observations to know the implementation of Correction Codes in writing class, the work of correction codes t help students do self correction and the result of interview to know students' response about correction codes to help them do self correction.

The implementation of Correction Codes in writing class can be seen from the result of observation checklists. The teacher always gave the students explanation and exercise and direct the students to discuss their work. They started the discussion about the genre which is descriptive writing and what should be included in descriptive writing. This part is important because students had to consider the content of their writing. Lado (as cited in Setiawan, 2011) explains that the content consists of the writer ideas, the point of information, the organization and sequence, and the formal signals. After it was clear she directed the students to discuss the structure for writing descriptive. The teacher asked the students to make sentences and discuss it moreover she also gave the exercise. From the discussion, students were involved into the introducing of correction codes. They were made to be aware their work, whether it is good or still needs improvement.

Moreover, after discussing the structure, the teacher asked the students to make short descriptive writing using the correct structure. She started giving the task from the simplest in order to train the students to enjoy writing and avoid anxiety for those who lack of proficiency in writing (McKay, 2008). Having students finished the work; the

teacher gave codes and gave students chance to make correction. It is one of the ways to measure students understanding about the previous discussion. During the discussion, the teacher made the classroom environment became enjoyable so the students were not looked bored learning using new feedback of assessing –correction codes-.

In the second meeting where the students were asked to compose writing, the teacher gave brief explanation and made the students understand about the task. The teacher also checked the students whether students had difficulties during they made writing.

The result of students writing could be seen in the third meeting. The teacher returned the students work with her codes. There were no writing without mistake, some students made many mistakes and some of them made few. Unfortunately most of students made similar mistakes; it showed that students needed to be aware of those mistakes so they will make better writing.

According to the original writing which still contains many mistakes, the teacher asked the students to read their work and started to correct it by did rewriting. While doing rewriting, some students asked the teacher to help them understand about their mistakes. They thought that their friends also made the same mistakes but no one knew why it was wrong. In addition, while doing correction students discussed with their friends how to correct it but sometimes both of them had different ideas and made them confused. Hence, students still needs teacher even though the teacher already gave codes to their work. Here, the role of the teacher is as facilitator (Lee, 2005). The teacher could help students if they got difficulties by guiding them to find the main problem and led the how to solve it.

The improvement of students writing through correction codes could be seen through the rewriting result. Students had made interpretation of the codes given on their work so they could correct it by looking at the correction codes description and examples. All of the students had made improvements even though there were still some mistakes were not corrected yet. Those improvements showed that correction codes really work to help students do self correction.

The response of students about the implementation of correction codes gave further information how it works. From the interview, the students enjoyed doing writing using correction codes. They thought correction-codes is important to be applied in writing class to help them make better writing. Students also felt happy when they could find and correct their own mistakes. The students respond from this research is g in line with the previous studies done by Marzouqi, 2006 and Lee, 2005 as can be seen in chapter two.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis which is obtained through the observation and the student's writing, the researcher concludes that: (1) It can be concluded that correction codes is appropriate to be used as the written feedback in teaching writing. This strategy not only can make students have curiosity but also can motivate students be more active in reading their writing, discovering their mistakes, and correcting it. Therefore, correction codes in writing class should be used continuously in order to train students to be careful in doing writing. Moreover, students understanding and knowledge can be seen through their writing. Student will use the knowledge of reading which will be shown in the chosen word used, and their tense will be seen clearly in their sentences. (2) The result of students' tasks show that correction codes can help students to improve their descriptive writing. It also reveals that correction codes benefits students from a wide variety of ability. (3) The students responses show that correction codes is very helpful and meaningful for them. Most of the students gave positive responses. They said correction -codes was interesting. It could make them able to make better writing.

Suggestion

Based on the conclusion above, the researcher gives the following suggestions: It is suggested for the teachers to motivate students to love reading so it will benefit them in writing especially give them more vocabulary. while in the next education year where there will be more reading are required, the teacher should always gives students writing task to help them used the reading knowledge be used in context in students' writing. Correction codes should be used continuously to train students be more careful. Considering the code which is being used is important, such as the code ^ for the code missing word. Most students did not correct their work if they given that codes, maybe that is not irrelevant codes.

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