

ELTLT

CONFERENCE PROCEEDINGS

*The 6th English Language Teaching, Literature, and Translation
International Conference 2017*

UNNES in collaboration with AWEJ

Conference Proceedings

**“Beyond 21st Century Education in ELT, Literature and Translation: Linking
Theories to Contextualized Practices”**

**Faculty of Languages & Arts
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The 6th ELTLT CONFERENCE PROCEEDINGS

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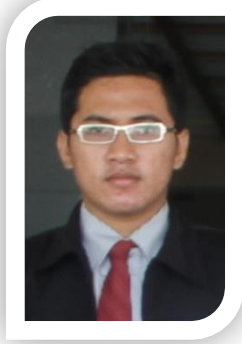
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Preface



ELTLT has become one of the greatest annual events for Semarang State University. It can be seen from its improving participants and presenters year by year. ELTLT 2017 has successfully invited leading linguists, researchers, scholars, and lecturers to present varied topics with its main theme “Beyond 21st Century Education in ELT, Literature and Translation: Linking Theories to Contextualized Practices”.

The objectives of the 6th International Conference on ELTLT are to exchange and share ideas as well as research findings from all presenters. Also, it provides the interdisciplinary forum for those involved to present and discuss the most recent innovations, trends, concerns, practical challenges encountered and the solutions adopted in the field of English Language Teaching, Literature, and Translation.

As the chairperson of the conference, I would like to express my sincere gratitude to all keynote speakers – Prof. Dr. h.c. Juliane House (Hamburg University), Aslam Khan bin Samahs Khan (Executive Vice-Chairman of Erican Education Group and Vice President of MELTA), Leslie Barratt, Ph.D (Professor Dr. Leslie Barratt, Professor Emerita of Linguistics Indiana State University, Professor of Graduate Studies Rajabhat Roi-Et University), Rochayah Machali, Ph.D (University of New South Wales, Australia), and Said M. Shiyab, PhD (AWEJ’s editorial board member and the Director of Graduate Studies of Modern and Classical Language Studies at Kent State University, U.S.A). Then, it is my honor to say welcome to 200 presenters coming from many universities in Indonesia and some from other countries.

On behalf of the organizing committee, we express our thank to Prof. Dr. Fathur Rohman, M.Hum as the Rector of UNNES and Prof. Dr. Agus Nuryatin, M.Hum as the Dean of the Faculty of Languages and Arts for their support.

Welcome to the 6th ELTLT 2017.

Arif Suryo Priyatmojo

Chairperson of ELTLT 2017

English Department

Faculty of Languages and Arts

Universitas Negeri Semarang

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ENHANCING STUDENTS' WRITING ABILITY USING CORRECTIVE FEEDBACK THROUGH LESSON STUDY IN NUSANTARA PGRI KEDIRI UNIVERSITY

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Abstract

Everyone knows that learning English as a foreign language needs huge efforts in mastering the language components, such as grammar, spelling, sentence-structure, mechanics, vocabulary, etc. Those components are needed especially in learning writing. Students who learn writing need feedback from the teacher to improve their writing ability. The objectives of this research are 1) to describe the process of teaching writing using corrective feedback through Lesson Study program and 2) to describe the result of students' writing ability after given corrective feedback by the lecturer. The method of the study followed the steps in Lesson Study: **Plan, Do and See** as a cycle. After the lecturer gave corrective feedback on those aspects, the students can produce a story book for children which are good at those aspects, such as grammatical structure sentences, vocabulary, mechanics, organization and as well as the ideas reflected in the short story.

Keywords: Corrective feedback, Lesson Study. Writing Ability, Story book

Introduction

Writing is important because not only reinforces grammatical structures, idioms and vocabulary but also the students have a chance to be adventurous with the language and finally the students are very involved with the new language. In this part, the students have a unique way to reinforce learning by combining constant use of eye, hand, and brain. Kendall and Kuon (2006: 37) reveal a theory from educators' point of view that "Teaching writing to English Language Learners (ELLs) can be a challenge because they frequently get confused about what they want to say as they work." This means writing enables teachers to be braver in giving students the appropriate way to have them write what is on their minds and working on any information comes to them. While, Robitaille and Connelly (2007: 3) have learners' point of view that, "Learning to write well is important because it gives you power. Writing well enables you to

accomplish your goals, whether those goals include being successful in school, getting and keeping a good job, or simply expressing your ideas clearly." Learning writing can be used as a means to pursue learners' dreams whether academically or non-academically.

Based on the preliminary research which consists of observation, test, questionnaire, and interview showed that the difficulty faced the most for students in writing was on developing ideas in paragraph. This was indicated from some following problems: a) the students' difficulties on Grammatical structure, b) the students' difficulties in finding appropriate vocabularies upon sentences they made, and c) the students' difficulties in organizing their ideas into paragraphs.

From the conditions above, a lecturer should give some alternatives to students about how to write a good paragraph, whatever the

paragraph is. So, their writing will be meaningful, well-organized, unity and also coherent. In relation to the use of giving corrective feedback activity, there have been some studies conducted at several schools, especially in junior high school and senior high school. The finding of the previous studies show that this activity is effective and helpful for the students and the teachers, but the emphasis of conducting this research is how I help the students in organizing their ideas, so that their writing result will be organized well, their sentences will be arranged in a right unity and coherent. Based on the background of the study, the research questions are:

1) How is the process of teaching writing using corrective feedback through Lesson Study program ? 2) How is the result of students' writing ability after given corrective feedback by the lecturer?

Theoretical Reviews

Writing

Writing, particularly academic writing is not easy. Oshima and Hogue (1993: 3) state that academic writing takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process not a "product". This means that a piece of writing, whether it is composition for the English class or lab report for our chemistry class is never complete, that is, it is always possible to review and revise, and review and revise again. Murcia (2000: 142) strengthens that opinion by stating that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take the place. To reach the result of well written text, the writer must be extremely careful with the writing components, such as its grammar, conjunction, punctuation, spelling, word choices, coherence and unity. The way how to organize the ideas, will influence the result of our writing whether it is communicable, understandable or not.

Fatemi (2008: 18) states that writing serves as an important tool to measure learner's competence in the form of writing tests in major examinations such as the TOEFL and IELTS writing sub-test. Besides, writing is essential in academic terms as it appears in the form of conference presentations, journals, and book publication where new thoughts, ideas, and concepts can be well-delivered. Another theory revealing that writing is important comes from Hughey (1983: 1). She says that writing is important for four reasons: 1) Communication. In the term of communication, she explains that writing is essential to express feelings through letters, daily journal, memo, and notes. Also, it is for expressing ideas, including plans, recommendations, values, and commitments, however the various purposes. 2) Critical thinking and problem solving. Writing helps people to think critically dealing with some information around them. Writing becomes a way to define them as it is used to express their thoughts and the way they react to certain problems. 3) Self-actualization. As a means of self-actualization, writing is necessary to discover who we really are and how to make ourselves well-developed. Further, it can improve other language skills, such as reading, listening, and speaking. 4) Control of personal environment. This means that people are able to build communication through writing in English-speaking environment. Here, they can manage how to apply their English in their daily life.

Corrective Feedback

Corrective feedback is information about reactions to a product, a person's performance of a task, used as a basis for improvement. Lightbown and Spada (1999) in Zhang (2010:306) stated corrective feedback as: any indication to the learners that their use of the target language is incorrect. Sheen (2007) in Rassaei (2012:59) says that corrective feedback is defined as a teacher's reactive move that invites a learner

to attend to the grammatical accuracy of the utterance which is produced by the learner. Dempsey et al. (1993) in Purnawarman (2011:17), corrective feedback is a type of feedback with the purpose to correct any errors committed by students. According to Fathman and Walley (1990) in Zaman (2012:140), corrective feedback can be both on form and content of writing. Corrective feedback on form includes grammar and mechanics, i.e. spelling, punctuation, vocabulary. Corrective feedback on content focuses on organization, ideas and amount of detail. In conclusion, corrective feedback is information that is given by the teacher to students' writing product with the aim to improve learners' writing. Corrective feedback, the teacher knows student's performance with the idea and to diagnose student's strengths and weaknesses.

There are some types of corrective feedback. According to Hyland & Hyland (2006) in Utami (2012:27), feedback is divided into two types. They are oral and written feedback. Oral feedback refers to the provision of feedback on errors and weaknesses in content, organization, and language through face-to-face conferencing that can be done by giving comments in the form of questions, imperatives, praise, and suggestions. As Mahdi (2013:7) says oral feedback is one of many communication forms where students receive feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify what they say or write. It means that it is way of responding to students' writings in which a two party conversation between students and lecturer takes place in order to discuss and deal with written products. Thus, oral feedback claimed by Hyland (2003) in Louinis (2009:23), not only opens the door for teacher-student interaction but it goes further to offer teachers insights into their students' needs and give these students opportunities to negotiate meanings and clarify ambiguities.

Meanwhile, written feedback refers to the correction of errors and weaknesses in content, organization, and language through writing. In addition, Mack (2009) in Razali (2014:63) state, "Written feedback is any comments, questions or error corrections that are written on students' assignments". Furthermore, Lee (2004) Utami (2012:28) divides written feedback into direct and indirect feedback. Direct feedback refers to overt correction of student errors, that is, teachers locating and correcting errors for students' writing. The teachers normally put the symbols, codes, or comments right above the errors which is underlined or circled. The principle in the direct feedback is that the teacher show the correction of the errors. Indirect feedback refers to teachers indicating errors without correcting them for students. It means that teachers will locate errors by underlining or circling the errors.

Aspects of Corrective Feedback

According to Jacobs et al (1981:90), there are several aspects in giving corrective feedback.

a. Content.

Content refers to the substance of writing. Content consists of main idea, topic sentence, supporting sentence, supporting detail, and concluding sentence. Main idea is identified by seeing the topic sentence. The role of main idea is to guide the writer to focus on their writing. Supporting sentence is a sentence which explains topic sentence, while supporting detail is a sentence which explains supporting sentence. At last, concluding sentence is a sentence which gives conclusion based on the whole of paragraph.

b. Organization.

Organization refers to the logical organization of the content (coherence). It is related to the ideas that hold together so that ideas run smoothly within paragraph.

c. Grammar.

Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

d. Vocabulary.

Vocabulary refers to the selection or words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

e. Mechanics.

Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

The Process of Giving Corrective Feedback

On Experience Practive book (2015:6), there are some requirements that must be mastered by the lecturer in presenting a clear explanation. One of them is the lecturer must be able to give a feedback for student's writing product. The lecturer can give feedback in **oral and written**. According to Brookhart in *How to Give Effective Feedback to Your Students Book* (2013), oral feedback and written feedback have each process on giving corrective feedback. Process on giving oral feedback is firstly, the lecturer gives one topic and she starts to discuss the topic and model of composition. In this sense, she needs to make sure that the students understand the topic being discussed by asking them some related about the topic. Second, the lecturer allows the students to use their ideas, information, and notes to plan their compositions. The students asked to write freely about the topic on the paper. The focus in this phase is organizing ideas. Third, when the students are planning and organizing his ideas, the lecturer can comment on the unity and coherence of ideas. In this regard, the lecturer should give oral feedback many times between drafts, not just one time when students submit their final

draft. After, the students finish the task. The lecturer asks some students to show or write their final draft in front of class. Before, the lecturer assesses and gives oral feedback on their final draft. She gives other students a chance to find the difficulties of the task then ask for clarification. After that, the lecturer assesses and gives some feedback to their final draft. Next, process on giving written feedback is when the students have already written a clear final draft. They submit their writing to the lecturer. The lecturer has to assess and gives some feedback on their final draft.

Research Method

The method used by the teachers in writing classroom is Lesson Study which was applied in Creative Writing for fifth semester students of English Education Department, University of Nusantara PGRI Kediri. It was done in 3 cycles. Each cycle consists of Plan-Do-See as it is stated by Fernandez & Yoshida (2004) in Sa'dijah (2010: 35) who state that Lesson Study is held in a set of activities namely **Plan-Do-See**. In **Plan** stage, the team which consists of Writing lecturer, other lecturer, and one student, worked together to prepare the students need such as, handout, worksheet, lesson plan, media, arranging good activities and all the details before teaching. In **do** stage, the model applied what they had managed before with her team based on the preparations that they have managed before, while the observers observed and evaluated the students' attitude and what the lecturer did during teaching learning process. The reflection was done to find out the strength and the weakness of conducting lesson study in writing class. All the weaknesses would be revised for the next meeting. The team realized that by working in a professional group, the best things would be resulted. All observers may have their critical thinking about what the lecturer model has to do in her class based on the students' need and students' problem in writing classroom.

The aspects of writing that must be mastered by the students will also be helped by the lecturers as what the observers suggested on the learning community when *see* stage is held. Meeting together for exploring the suggestion, solving the problems, revealing the fact when teaching learning process is conducted will be the point of what the team does in learning community.

Findings and Discussion

The Process of Teaching Writing

Creative Writing is a study of creating a literary works, such as poetry, short story, which can promote students' ability in organizing idea because it is related to creative writing production. It is introduced to third year students in the fifth semester. One of creative writing's competence is students are able to understand about intrinsic element of short story and students are able to create short story. To reach the competence, the students should be taught with the materials relate with the goal of the subject. The material should be suitable with students' need. Therefore, the writing lecturer decided to choose short story as a topic that would be taught for the students in creative writing subject. At the end of the course, it is hoped that the students are able to create a short story book for children and non English teacher.

The process of teaching writing using corrective feedback through lesson study program is done by the researcher when she delivered the material in front of the class then giving correction to the students work orally and written together. It means that corrective feedback is delivered by the lecturer to the students after the students submitting their work. It is corrected orally as the lecturer gave some comments to the students work when it is presented in front of the class through power point presentation. While written corrective feedback is given to the students' worksheet or page by giving some notes.

The students' writing ability after they are taught using corrective feedback through lesson study program can be examined carefully through their score based on same aspects as it was evaluated by the lecturer to know whether the students' work improved well or not. Students were warmly invited to enjoy their time by reading short story. Knowing precisely the conflicts happen between the characters may increase the students feeling and thought to be involved in that story since the students have the similar conflict in their life. The ways how the character solve the problem may encourage them to be more wise in taking final decision upon their life's problem. Even though the students do not have the similar conflict, at least they will learn how to be wise in deciding the way out of each problem in life. As everybody knows that imaginative literature aims to entertain readers by moving the readers' feeling and thought.

The Students' Writing Ability

The students ability in writing can be improved significantly after they are taught using corrective feedback. The students' product here is in form of short stories. After they were involved in the content of story, the students' enthusiasim extremely increased. Knowing the story well by analysing it through the basic intrinsic elements encourage them to be enthusiastic to retell the content of the story by their own style. The students' interest can be about the flow of the story or plot, it can also be about the conflicts found in the story. Furthermore, knowing the characteristics of each characters may encourage them to have curiosity to know the ending of the story. Sometimes, after realising that the story is similar with the readers' life experiences. Knowing that there are another people who feel the same as we are in facing the life's problem, it will spur the students motivation to read, to re-write the story using their own style since they are influenced by their own heart feeling the story, the ways how the

main character faces her/his life's problems, the ways how he/she solves the problems well. What the students feel in heart will be the special motivation to develop and expand their ideas without deciding how many pages they have to write. The most important thing for the student who is in his best motivation is paying close attention to what he feels not what he thinks.

Conclusion and Suggestion

The weakness of this study is giving the students short stories even though in different plot, will cause boredom situation in each meeting. Finally the lecturer must be more creative and selective in choosing the short story and do different or fun activities upon the short story itself. Recognizing the students well will be the most important thing in our effort to improve their ability in language skills. Finally, the students' attitude and their behaviour in classroom during teaching learning process must be the lecturer's attention also to know better whether they enjoy the classroom or not, whether they understand the material or not, whether they like the way how the lecturer teaches them or not, and so forth. Thus paying close attention to the students' attitude during teaching learning process will help the lecturer to find out the best media, strategy, approach or method to be applied in teaching the students.

At last, all the ways we can go through for helping students' effort at improving their ability in language skill must be the lecturers' duty and responsibility, as in writing skill. Corrective feedback is extremely needed by the students in writing subject since they all want to improve their work especially in getting good score by producing a best product they master.

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