DIRECT ERROR CORRECTION ON STUDENTS' WORK: ITS EFFECT TOWARDS STUDENTS' ABILITY IN WRITING NARRATIVE PARAGRAPH

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Abstract: This research aimed to find out whether the direct error correction effect students' ability in writing narrative paragraph. This research is useful the english students in order to improve their ability in writing paragraph. The instrument in collecting the data is taken from students' writing. They participated in the current research by writing narrative paragraphs. I found that direct error correction can effect significantly students' ability in writing narrative paragraphs.

Key words: Direct Error Correction, Students' Ability, Writing Narrative Paragraph.

Writing is a reflection of our particular thought, feelings, and experiences. It shows that we use symbols written in process transferring of our thought and feeling. And also describe what we have written in all types of writing which is having specific purpose and special style. Writing is not easy to do because all its assessment elements should based on the rules of writing itself. These rules make the students found difficulties in writing. We can see in the result of their written work such as letters, report or in creating story. These difficulties also make the teacher difficult to teach writing.

Students find it important to have a good writing is considered important in learning English language as a student may clearly express feelings, thought, as well as ideas. It is essential for the students to succed in almost English skills as the evidence of the success in learning English. Readers can understand what writers have written if they do a good way of writing. For example it should be coherent, and cohesive.

Writing is a process and not natural activity. Yet all people have to learn how to write well. Writing requires thought, dicipline and concentration. Brown (2001:355) stated that writing is an activity which is the students focused on how to generate idea, organize them coherently, put discourse markers and rhetorical convention cohesively, revise, edit grammar and produce final product. It means that students should be more expressive in using vocabulary, grammar, organization, and mechanic in writing.

Many students are interested to write a story about their personal experience. Writing about personal experiences may be considered useful to examine life experiences more closely, so we may derive some unexpected insight into them. In gathering information, we do not have to spend hours doing writing since we already know the material. And also we can concentrate or shaping it into an essay. Wahab and Lestari (1999:70) explained that to narrate means to tell a story of related incidents based on time of incidents happened. It means when narrating something should be based on time sequence or chronological order.

Students find difficult in producing writing. It can be seen when students generate their idea in their written work. They perceived difficult to find the best way to present their idea. This difficulty is caused by some factors. For example: teacher, material, method/ technique, and the students themselves. One of these factors which make the students rarely find the difficulties and make them to be a good writer is the teacher. Therefore the teacher has to use some strategies. Teachers need to use appropriate technique get students' interest to improve their writing skills. Correcting students' error can make their ability in writing will improve. Truscott (1996:4) defined correction of grammatical error for the purpose of improving a student's ability to write accurately.

The Nature of Writing

Syarif (2004:4) said that writing is indirect communication in which we transfer our thought and feeling used grammatical and vocabulary with symbol written. It means that writing deal the content and basic what we have written by explore and distinguish our thought and feeling. Brown (2001:355) stated that writing is activities which are the students focused on how to generate idea, organize them coherently, put discourse markers and rhetorical conventions cohesively, revise, edit grammar and produce final product. Moreover, Long and Richard (1987:260) said that ...writing originally evolved since it makes possible the transmission of a message from one places to another and from one point of time to another. So in writing there is a transferring message from writers to readers which is in writing itself has own specific purpose and special style.

Aspects of Writing

According to Haris (1968:68) in having a good writing we need to look for some indicators, they are: 1) Grammar; it is employment of grammatical form and syntactic pattern; 2) Form (organization), means the organization of

the content; 3) Mechanic; the use of graphic convention of the language; 4) Vocabulary; the total number of words in language; 5) Style; the choice of structure and lexical items to give a particular tone or flavor to the writing.

Paragraph in Definition

Karim and Rachmadie (1996:1) says: "A paragraph is a unit of information in writing which is unified by central idea." Readers should understand information authors express in their writing. The central idea states and develops the topic sentence. The topic sentence develops by sentence in paragraph. Similarly with Oshima and Hogue (1983:3) says: "A paragraph is a basic unit of organization in writing which is a group of related sentences develops one idea". It means a paragraph has one idea as the topic and several supporting details which develop the topic.

The Component of Paragraph

Karim and Rahmadie (1996:3) stated a paragraph has three structural parts, they are: "Topic sentence, topic sentence is the most general statement of the paragraph. It covers all materials in paragraph. The topic sentence may appears anywhere within a paragraph. Mostly, they are located in the first sentence of a paragraph, but it may appear elsewhere; Supporting sentence, the supporting sentences are sentences which support the ideas expressed in the topic sentence. It is fully explained and provides more information about the topic sentence; Concluding sentence, the concluding sentence is to finished sentence and it completes the picture or story about the subject of the sentence. It is reminds the reader of the topic sentence. Both of them are stated general statements.

The Characteristic of Good Paragraph

Oshima and Hogue (1999:18) defined a good paragraph must have unity and coherence. Unity means that you discuss only one idea on a paragraph. It means supporting sentences confirm the main idea which is stated in the topic sentence. Whereas coherence means that your paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order and (2) your idea are connected by the use of appropriate transition signal. By those elements the reader can understand the writers' purpose.

Narrative Paragraph

According to Inman (1979:70) narrative can be defined a form of discourage written in order to suggest or elucidate an attitude or idea. It means, students explain ideas or life experience through paragraph. Wahab

and Lestari (1999:70) explained that to narrate means to tell a story of related incidents based on time of incidents happened.

Error Correction

Error correction is an important issue for ESL teacher when and how to correct the error of language learner. According to Hendrickson (cited in Krashen, 1987:116), there are the five fundamental questions and review the literatures regarding the issues of error correction: 1) Should error be corrected?, Error should indeed be corrected if the goal is learning. It means the teacher should correct all errors immediately and that students should be neither required nor permitted to discover and correct their own mistake; 2) When should error be corrected?, This question closely which error should correct. It means teacher can consider which student error should be corrected first and which error should be allow remaining uncorrected. 3) Which error should be corrected?, There are three hypothesis and accepts them all as plausible: (a) We should correct "global" error that interfere with communication or impede the intelligibility of message. (b) Error that are the most stigmatized that cause the most unfavorable reaction, are the most important to correct. (c) Error that occurs most frequently should be given to priority. 4) How should error be corrected?, There are some techniques in correcting students' written errors, they are direct and indirect technique. In this research I used direct technique to correct their error. 5) Who should correct learner error?, According to Long and Richards (1987:65) said that most classroom teachers probably assume the responsibility for correcting their students' error. It means that the teacher is sources of information to provide data and example through give explanation to the students who made an error.

Error Correction in Writing

Correcting students' written work is a good way for the teacher which is expected error correction can revise and improve students' providence. Zamel (1985:2) defined the benefit of error correction at the end of writing product: 1) A wide range vocabulary; 2) Correct grammar; 3) Meaningful punctuation; 4) Accurate spelling; 5) Varied sentence structure; 6) Unity and coherence in ideas; 7) Well supported and explained margin points.

To correct students' error will be do in some stages, but only in drafting and revising. There are five techniques for correcting written grammar error based on Wingfield (in Long and Richards, 1987:364), they are: 1) The teacher give suffient clues to evaluate self-correction; 2) The teacher correct the scripts; 3) The teacher deals with error through marginal

comment and foot ness; 4) The teacher express orally to individual students; 5) The teacher uses the error as an ilustration for class explanation.

Methodology of Research

In this research, I use quasi experimental method. The method was used in order to find the effect of direct error correction towards the students' ability in writing narative paragraph. Second semester students from English education school participated in this research. Students were asked to write narrative paragraphs for the data collection of the research.

Finding and Discussion

I found there was significant different between pretest and posttest result. The result showed that students improved their writing ability in terms of grammar, vocabulary, mechanic and form. The students' ability in writing narrative paragraph based on the aspect of writing showed that the students' score in post test higher than the students' score in pre test. In pre test, the students' result about 2 students from 42 students or 4.76% who got the lowest score, and 1 student from 42 students or 2.38% who got the highest score. Those data can be seen clearly into the following table:

The interval frequency of pre test data

The interval class	F. Absolute	F. Relative
9-10	2	4.76%
11-12	2	4.76%
13-14	5	11.91%
15-16	16	38.10%
17-18	14	33.33%
19-20	2	4.76%
21-22	1	2.38%
Sum	42	100%

Whereas, in post test result about 1 student or 2.38% who got the lowest score, and 9 students from 42 students or 21.43% who got the highest score. It is can be seen into following table below:

The interval frequency of post test data

The interval class	F. Absolute	F. Relative
14-15	1	2.38%
16-17	2	4.76%
18-19	14	33.33%
20-21	16	38.19%
22-23	9	21.43%
Sum	42	100%

Conclusion

Based on the description of finding and discussion in the previous chapter can be conclude that direct error correction is one of the suitable technique in teaching learning activity especially in teaching writing narrative paragraph. It made the students can write effective and efficient. Direct error correction on students' work can improve the students' writing ability in narrative paragraph.

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