

ARTICLE

Corrective Feedback Implemented in the Eighth Grade of SMPN 1 Ngetos in The Academic Year of 2016/2017



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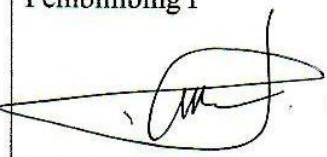
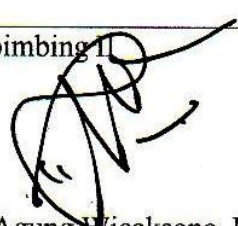
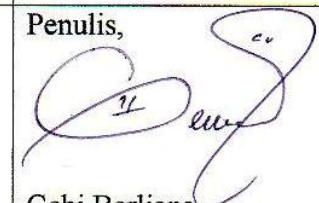
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CORRECTIVE FEEDBACK IMPLEMENTED IN THE EIGHTH GRADE OF SMPN 1 NGETOS IN ACADEMIC YEAR OF 2016/2017

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ABSTRAK

In the process of writing, the teacher can give the corrective feedback to the students. From corrective feedback, the student knew their mistake and they could revise the mistake by instruction from the teacher. Teacher could motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. Considering the benefit and the importance of this research, the researcher tried to find out the types of corrective feedback implemented in teaching writing descriptive text, and to describe the students' response when the corrective feedback are implemented in teaching writing descriptive text in the eighth grade of SMPN 1 Ngetos in the academic year 2016/2017.

From the data analysis, the researcher had concluded that the corrective feedback that used by the teacher are explicit and recast type. The corrective feedback also motivates students to write their revision. It also holds an important role to the students' writing improvement and also the students are able to rewrite the correct text based on the corrective feedback given to them. In conclusion, the researcher concludes the conclusion of this research that Corrective Feedback is really appropriate given in teaching writing and building students' motivation and also make the students able to improve their English in writing.

Key Words: Writing, Corrective Feedback

I. INTRODUCTION

Writing is difficult for many people. This statement is supported by Chris Sowton (2011: 8) who stated that writing is a much more difficult skill to learn; the process is more complicated and takes a long time; this is why writing is often considered more important and prestigious. There are some problems faced by learners in writing a text. Gebhard (2006) claims in Fajriyani (2011:

11) that the problem is the learners usually give up toward writing and believe that they cannot write because they often take much time to create their ideas. Its means that students cannot write correctly such as write incorrect sentences, such as incorrect grammar, and word choice, less vocabulary, and how to develop the paragraph. In conclusion the statements above refers that

mostly some people judge that writing is the difficult skill.

The process of creating a written work is complicated, from generating idea arranging one by one word, until transferring into a paper. Writing process has four stages, namely prewriting, drafting, revising, and editing. In the process of writing, the teacher can give the corrective feedback to the students. From corrective feedback, the student will know their mistakes and the student can correct the mistake by instruction from the teacher. In line with this, Harmer (1998:261-262) stated that teacher not only needs to deploy some or all of the usual roles when they ask students to write, but also they should have the ones of these important roles when they are teaching writing, the roles are: motivator, resource, and feedback provider.

Based on Harmer, when teaching writing teachers are expected to do some actions the first is Motivator; teacher will be able to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. It is also help them to generate their ideas. Second is resource; teacher should be ready to supply information and language where necessary. Teachers need to tell the students that they are available and prepared to look the students' work as it progress, offer advice

and suggestions in a constructive and tactful way. Third is feedback provider; teachers should respond positively and encouragingly to the content of what students have written.

The students need feedback which may come from various sources, such as teacher's and peers. Based on the writer's experience and observation, many students need teacher's feedback. Feedback can improve students writing skills, it may cause positive and negative effects for the students and teachers. Corrective feedback will help the students to know their errors, and the teacher can identify the student's difficulties by knowing the student's error. Absolutely, when the students make an error and then the teacher will correct it. It can make the students understand their mistake and teacher corrective feedback will help the student increase the student's ability in writing. This condition make the students active because they could share their idea to another students when there is an error. Nugraha observed the first year of junior high school and he use oral corrective feedback and written corrective feedback but in this research, the researcher observes the eighth grade students of junior high school and uses explicit correction.

In the Junior High School, the students get some of texts. There are narrative text, procedure text, recount text, and also descriptive text. The researcher

observes corrective feedback implemented in teaching writing descriptive text in the eighth grade of SMPN 1 Ngetos. As the favorite school with good predicate in Ngetos, the students are excellent, especially in writing skill. In the process of teaching writing, the teacher applied corrective feedback. Corrective feedback has helped the students understand and could make the best writing. The researcher chooses descriptive text because the researcher knows that descriptive text is difficult. In writing descriptive text they must describe what they feel, see, hear, smell, taste. The generic structure of description text is identification and description. From the reason above, the researcher chooses one topic for this research and want to know the way and the students respond in applying teacher corrective feedback implemented in teaching writing descriptive text the eighth grade of smpn 1 ngetos in academic year 2016/2017.

II. METHOD

In this research the researcher uses a descriptive case study to attain the data. Ary et al. (2010: 454) argues that a qualitative case study is one type of qualitative research method which provides in-depth, reach, and holistic description. She also examined the data and analyze it, after that describe the result so that the researcher can get a conclusion about types of corrective

feedback implemented in teaching writing descriptive text and about the students response to the corrective feedback strategies implemented in teaching writing descriptive text in the eighth grade of SMPN 1 Ngetos in the form of words or statement.

In qualitative research, the researcher plays a role as the instrument and the data collector. Researcher is the non participant. As an instrument, the researcher collects data herself through students' writing product that has been given feedback from the teacher, observation, interview, questionnaire and documentation. The researcher is the one who actually gather the information. While as a total observer, the researcher only observes the teaching and learning process without actively participate. During the observation, the researcher takes note and records every single detail that happens in the classroom.

Based on(Ary at all, 2010: 481), The technique of the data analysis of this research is qualitative data analysis. Qualitative data analysis consists of three steps, they are :

1. Familiarizing and organizing

This is the first step where the researcher should become familiar with the data through reading and rereading notes or students journal. All the data must be put into form ready for analysis to avoid potential bias in selection or interpretation that

may occur with summarizing. After familiarizing the data the researcher organize them, start with creating a complete list of data sources. Files can be organized in variety ways, in this case the researcher organize the data based on the amount of the question from the students questions which has been answered by students.

2. Coding and Reducing

In this stage, the researcher identified and categorized the data, and analyzed all the results and patterns. It means that the researcher categories and reduces all the data that are important and unimportant for the researcher.

3. Interpreting and Representing

In this last stage, the researcher made interpretation about the data that he had already collected during the research and represented it in the report or finding.

III. RESULT AND CONCLUSION

A. Result

The researcher interprets what she found based on the theory and discuss it. She discusses about what types of corrective feedback were used, and how was the students' response to the corrective feedback given.

- a. Type of corrective feedback used by the teacher

Feedback is information about reactions to a product, a person's performance of a task, used as a basis for improvement. As Ur (1996: 242) defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. According to Tedick, D. and Gortari, B.(1998) *Explicit correction* refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect. Whether *Recast correction* is directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

Based on the data triangulation, the researcher interprets that the type of corrective feedback used by the teacher are explicit and recast corrective feedback.

- b. Students' response to the corrective feedback

From the data of questionnaire items, observation checklist items,

and also from the result of interview with the teacher, the researcher interprets that students' response to the corrective feedback given to them is positive and enthusiast. Explicit Corrective Feedback provides student with grammar corection and mechanic more completely. That's the point that motivates students to write. Because the student can understand easily and it make the students feel easier to have self reflection in their writing.

According to the teacher, the corrective feedback is effective to the students. The teacher provides his correction within grammar and mechanism in it. He also identify the students' response from the body language showed, what they said after getting their paper with corrective feedback and he can saw from their enthusiasm to revise the mistake.

Based on the fact above, we know that corrective feedback is effective to the students because it provides students with grammar and mechanism correction. It also makes the teacher easier to identify whether the students feel motivated or not. Rahmawati (2013: 22) said that actually giving feedback is not only correcting students' errors, but should

also provide information for teacher and students, provides students advice about learning, language input, a form of motivation and it should lead students to autonomy. It means that the teacher should inform to the students and discuss with them so that the students feel motivated and get more information about how to improve their writing to be better. Besides, comments create the motive for doing something different in the next draft and thoughtful comments create the motive for revising without comments from their teacher, student writers will restive in a consistently narrow and predictable way. Without comments from readers, students assume that their writing has communicated their meaning and perceive no need for revising the substance of their text.

In line with the statement said by Rahmawati, according to the research that have been done by Pham (2015: 10) the result shown that she supported the application of corrective feedback in teaching writing skill because it was really helpful in her classes. Based on the present study's findings, it is suggested that students get benefit from teacher's using of corrective

feedback in the way that corrective feedback helps them to improve not only their language accuracy, but also their presented ideas.

In contrary with that statement Mollestam & Hu (2016: 22-23) stated that the biggest disadvantage with providing young students with Corrective Feedback is the possibility that it drags the student down and make him/her loses motivation to write. Another disadvantage is when Corrective Feedback is not given in direct connection to the writing assignment, and then it might as well not be given at all, since the child will just automatically correct but not understand and learn from it.

In summary, it can be concluded that corrective feedback has both of advantage and disadvantage deppend on the students' personality. And to get the students' attention on corrective feedback, the teacher should provide the Corrective Feedback in the various ways.

B. Conclusion

There are two main research questions to answer in this study. The first research question is about the types of teacher' written feedback on the students'

writing. The second one was about the students' perception of the teacher's written feedback on their writing. Based on the data and discussion in the previous chapter, the following conclusions are drawn:

1. Regarding the first research question, it was found that the teacher often used Explicit feedback in giving written feedback on students' writing. The teacher gave some signs to indicate the students' mistakes, such as underlining, circling, and scratching. Then, he puts the correction around it. There was only a little feedback in the form recasting by just giving some feedback to show the students' mistake without providing the right answer. The teacher's written feedback mostly contain some comments to strengthen students' positive emotion. The teacher provide praise in their feedback such as "Great", "Excellent", "Good", etc to give motivation to the students.
2. Related to the second research question, it was found that:
 - a. The teacher's written feedback is objective. It indicates that there is no personal bias in assessing the students' writing. The teacher are professional

and eligible in giving written feedback on students' writing.

- b. The teacher's written feedback is clear. It indicates that the teacher's written feedback is readable and understandable. The clarity is supported by the color of ink used by the teacher.
- c. Teacher's written feedback assists the students in improving their writing. It indicates that the students need written feedback from the teacher. It can help them to know whether they are doing right, what their mistakes are and how they can make it better.
- d. Teacher's written feedback is encouraging. It indicates that the teacher's written feedback motivates the students to improve their writing. The teacher motivates students not only to revise their writing but also to improve their English in general.
- e. Teacher's written feedback is proportional. The students did not have any negative feelings after they got written feedback from the teacher. It indicates that the feedback does not make

them feel insulted or ashamed because the teacher gave too much feedback or too little feedback. In addition, teacher's written feedback did not disturb the process of writing. It shows that the feedback does not make the students disturbed when they are writing.

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