CORRECTIVE FEEDBACK APPLIED BY THE TEACHER IN TEACHING WRITING DESCRIPTIVE TEXT TO THE FIRST YEAR OF SMP NEGERI 2 BLORA IN 2014/2015 ACADEMIC YEAR

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by

ANDHY SEPTYAN NUGRAHA
A320110009

SCHOOL OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan di bawah ini pembimbing skripsi/tugas akhir:
Nama : Aryati Prasetyarini, S. Pd., M. Pd.
NIP/NIK : 725
Nama : Nur Hidayat, M.Pd.
NIP/NIK : 771

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi/tugas akhir dari mahasiswa:
Nama : Andhy Septyan Nugraha
NIM : A320110009
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : CORRECTIVE FEEDBACK APPLIED BY THE TEACHER IN TEACHING WRITING DESCRIPTIVE TEXT TO THE FIRST YEAR OF SMP NEGERI 2 BLORA IN 2014/2015 ACADEMIC YEAR

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Pembimbing 1

Nur Hidayat, M. Pd.
NIK. 771

Aryati Prasetyarini, S. Pd, M. Pd.
NIK. 725
ABSTRACT

Andhy Septhyan N, A320110009. CORRECTIVE FEEDBACK APPLIED THE TEACHER IN THE TEACHING WRITING DESCRIPTIVE TEXT TO THE FIRST YEAR OF SMP NEGERI 2 BLORA IN 2014/2015 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2015. This is study is aimed at describing: 1) the types of corrective feedback in teaching writing descriptive text, and 2) the students response to the corrective feedback given by teacher in the teaching writing descriptive text. The research takes 33 students of the first grade students as the subject of the study. The writer gets the data of the research from event, informant, and document. The techniques of collecting data are the observation and interview about the writing teaching learning process. The result of the analysis shows that the teacher is corrective feedback technique is appropriate and effective for the first grade students of SMP Negeri 2 Blora in teaching writing descriptive text. The teacher in the SMP Negeri 2 Blora combined both oral corrective feedback and written corrective feedback. By using this technique, the students are capable of knowing their errors, the reason and correct it. Especially in oral corrective feedback, the researcher found a new technique that was used by the teacher. So it can facilitate the teaching learning writing process. The students feel comfortable and enjoy the class. The students were not afraid when they made an mistake. Corrective feedback could come from the other students. This condition makes the students active because they could share their idea to other students when there an error occurs..

Keyword: teacher corrective feedback technique, descriptive text
A. INTRODUCTION

There are four English skills should be mastered by learners in order to be successful in English, namely listening, speaking, reading, and writing. Reading and listening skills are language skills which have passive characteristics. And writing and speaking skills are language skills which have active or productive characteristics. From four English skills, writing skill is the most important skills in teaching learning English.

Each people always need a process of writing to make a good writing. And each people have different ability in writing. For some people, it needs a long time and not easy to make a good writing. From generating idea, arranging one by one word, until transferring into a paper are difficult for some person. 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 student. From corrective feedback, the student will know their mistake and the student can correct the mistake by instruction from the teacher.

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. There are two type of corrective feedback, namely oral feedback and written feedback. In corrective feedback also there are positive and negative feedback. Corrective feedback is very useful in the teaching learning process especially in writing.

The writer observed teaching learning process of writing descriptive text in SMP Negeri 2 Blora at the first year. As the favorite school with good
predicate in Blora, 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 writer choose descriptive text because the writer know that descriptive text is difficult. In writing descriptive text we must describe what we see, heard, smelled, felt, testes.

The researcher chooses one topic for this research and the researcher wanted to know the way and the students respond in applying teacher corrective feedback in teaching writing descriptive text.

B. RESEARCH METHOD

In this research, the writer used descriptive qualitative research. Qualitative research is researches that does not use a statistical analysis. The purpose of qualitative research is to get explanation from the subject based on the point of view the subject itself. The researcher took a qualitative research because the researcher wanted to observe and described the implementation and respond the students in using teacher corrective feedback in writing descriptive text. The subject of the study was limited to the teacher and student of SMP N 2 Blora, the teacher and the students as a subject are analyzed at the first grade especially at the student in class A. And object of the study is the corrective feedback technique in teaching writing descriptive text by the teacher at SMP N 2 Blora. The data of this research is instrument of observation, the answer of the interview and document. The data are taken from the result of teaching learning process. The research is using instruments of collecting data namely;

a. Observation

Observation means technique of collecting data by observing the subject of the research directly. The writer observed the teacher corrective feedback in teaching writing descriptive text by the teacher at SMP N 2
Blora. In the observation the researcher just joins in the class and pay attention to the teaching learning process. The writer makes a note about the teaching learning process.

b. Interview

Interview here is a dialogue from teacher and the writer to get information. The writers prepared some question for interview and the teacher as a respondent. Interview in order to get information related to the research problem. The result of the interview is to know the implementation of teacher corrective feedback in teaching writing descriptive text at SMP N 2 Blora.

c. Documentation

Documentation consists of the material which is being used in teaching writing descriptive text. The documents are taken from the student worksheet and syllabus.

The researcher analyzes the data using three steps of technique for analyzing data namely; data reduction, data display, and drawing conclusion or verification.

a. Data reduction

It deals with making a summary from the main points, arranging, and categorizing based on the classification. The writer makes some notes and describe about the real condition of the observation.

b. Data Display

It deals with an organization of the information, description the data in form which is pointed to the conclusion. The writer presents and analyzes the data found based on the classification and also answer the problem statement of the research.

c. Conclusion and verification

The last step is making conclusion and suggestion on data analysis. Having summed up and classified the data that have been
obtained, the research then infers the research finding into a single overall conclusion accordingly to the research data.

C. RESEARCH FINDING AND DISCUSSION

1. Research Finding

   a. The implementation of corrective feedback in SMP Negeri 2 Blora

   Based on the observation, there are two types of corrective feedback, namely; oral feedback and written feedback. But in the teacher learning process, the teacher combined oral and written corrective feedback. The researcher used theory from Lyster & Ratna (1997:38) in Fauziati (2009:147) to observe the oral feedback. The theory is divided into six types of teacher’s corrective feedback; namely explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. Beside theory from Lyster & Ratna, the researcher found a new technique that was used by teacher. The technique was different from explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. The new technique used when the teacher found an error then she tried to ask the other students to analyze the error and suggested them to correct it.

   In written corrective feedback, the researcher used theory by Gags and Magnan in Shrum & Glisan (2000: 245) to observe written corrective feedback. The theory is developed into eight types; consist of no feedback, no correction but comments and question on content, positive comments and suggestions for improving content, positive comments and suggestions for improving content and grammar, identification of from form errors without help toward correction, indirect error marking using a coding system for learner self-
correction, direct correction of from errors and positive comments, direct correction of learner errors. Based on Ricards and Lockhart (1994: 189-190), corrective feedback is also categorized into two; positive and negative feedback. Positive and negative feedback was also used by teacher in the teaching learning process. Positive feedback was given when the students could answer the question correctly. But it was different from negative feedback, when the teacher gave the negative feedback when the students made an error.

b. The Students Response to the Feedback

Based on the interview and observation to the first year students of SMP Negeri 2 Blora, the researcher found the fact about student’s response in teaching writing descriptive text. In the class, the students felt enjoy in learning process. Teacher corrective feedback made students active in teaching learning process because the teacher could control the students to focus in learning. Using corrective feedback in teaching writing descriptive text could make students easy to understand. The students could identify their error by teacher’s corrective feedback and also they could correct the errors. The teacher not only corrected the errors by students but also the teacher gave explanation and an example to make the student really understood. The students received the correct answer by teacher and the student also received suggestion and motivation by teacher in order the student could correct themselves.

In the class, the teacher could control the students to focus in learning process. The passive student could be active because in the teaching learning process there is interaction between the teacher and the students. The students to be confident in answering the question. By corrective feedback, the students could be confident to try answer
and correct their error. Usually, the students were afraid to make a mistake when answer the question by the teacher. But it is different when the teacher used corrective feedback. The students were confident and active because the teacher will help the students which make an error. This situation could increase the student’s skill in writing skill. When the students answered the question, sometimes the students made the errors. So from the errors, the teacher can give corrective feedback, and it helps students to understand more.

2. Discussion of Finding

1. The implementation of corrective feedback in SMP Negeri 2 Blora

   Based on the findings, the researcher could conclude that the type of teacher corrective feedback by teacher in the SMP Negeri 2 Blora were oral feedback and written feedback. The writer used theory from Lyster & Ratna for analysis, there are six types of oral feedback. The result, shows that the teacher used six types of oral feedback as same as theory from Lyster & Ratna; they are explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. In teacher’s oral corrective feedback, the researcher also found a new technique practiced by teacher. The teacher tried to suggest the student in order to make the students analyzed and identified the error. In this technique, corrective feedback not only from teacher to the students but from students to students. So this condition could make the class became active because each student observed and analyzed something wrong and they tried to correct the error. In the oral feedback, the teacher helped students to speaks clearly with the good pronunciation. The teacher also helped students to correct their structure and grammar to make a good sentence. She used some pictures to explain how to make
descriptive text. For the written feedback the researcher used theory from Gags and Magnan in Shrum & Glisan which written feedback consists of eight types. But in the teacher learning process, the researcher only found six types from eight types of corrective feedback. They are (1) No feedback, (2) No correction but comments and question on content, (3) Positive comments and suggestions for improving content and grammar, (4) Identification of form errors without help toward correction, (5) Indirect error marking using a coding system for learner self-correction, and (6) Direct correction of form errors. In teacher’s written corrective feedback, the teacher corrects the student’s worksheet. The student also gave the score and comments in the students’ worksheet. Using score and comments in the worksheet, the teacher believed that the students will know their problem in writing, the correct answer by teacher, and the students will increase their writing skill. The teacher also gave comments in the students’ worksheet because she hopes the students can be motivated to be better.

2. The Students Response to the Feedback

By teacher corrective feedback, the students also were enjoying the teaching learning process. The teacher in the teaching learning process did not use real procedure for giving corrective feedback. The teacher only played the role of curriculum, they are associating, communicating, observing, questioning, and experimenting. By teacher corrective feedback, the students also were enjoying the teaching learning process. The teacher made the class funny. So, all students could be active involved interaction teaching learning process. Teacher as the facilitator tried to control the students to focus and make the students to be active in interaction. In the interaction
there is an active class and it will make the students try to be better. The students are comfortable and confident when the teacher make the class so funny. All of that will make the students to be excellent in writing skill. While the goal of teaching is to developed the student competence in communication in English as the global language, especially in writing.

D. CONCLUSION

The writer draws conclusion based on the observation of teacher’s corrective feedback in teaching writing descriptive text to the first year of SMP Negeri 2 Blora as follows.

1. The teacher combined two types of corrective feedback. The teacher used oral and written feedback in the teaching learning process. In applied oral feedback, the teacher used six types of oral feedback, namely: explicit correction, elicitation, recast, clarification request, metalinguistic clue, and repetition. And in written feedback the teacher only used six types from eight types written feedback. The teacher used (1) No feedback, (2) No correction but comments and question on content, (3) Positive comments and suggestions for improving content and grammar, (4) Identification of form errors without help toward correction, (5) Indirect error marking using a coding system for learner self-correction, and (6) Direct correction of form errors. The teacher also used positive and negative feedback in applied oral and written feedback. In teaching learning process, the teacher not used real procedure to applied teacher corrective feedback. In the teaching learning process that used by the teacher suitable with the curriculum. In conclusion the teacher combined oral and written feedback to increase students writing skill especially in writing descriptive text. The teacher also combined positive and negative feedback to give
suggestion and motivation to the students. The teacher as facilitator tried to make interaction. And inside interaction between teacher and students there is corrective feedback.

2. Teacher corrective feedback gives students respond. The students felt enjoy and interested with the lesson. The students could be active to make interaction with the teacher. The students are not afraid to answer the question because the correct answer not only from the teacher. But the correct answer could come from their friends. So the students could share their correct answer with another friends.
BIBLIOGRAPHY


