

**CORRECTIVE FEEDBACK IN STUDENTS' ENGLISH COMPOSITION:
A CASE STUDY AT SMP MUHAMMADIYAH 7 SURAKARTA**



**Submitted as a Partial Fulfilment of Requirements for Getting Bachelor
Degree of Education in English Department**

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A handwritten signature in black ink, consisting of a large, stylized 'E' followed by several vertical strokes and a horizontal line, representing the name of the consultant.

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CORRECTIVE FEEDBACK IN STUDENTS' ENGLISH COMPOSITION: A CASE STUDY AT SMP MUHAMMADIYAH 7 SURAKARTA

ABSTRAK

Tujuan penelitian ini adalah 1) Mengidentifikasi tipe umpan balik yang digunakan oleh guru di SMP Muhammadiyah 7 Surakarta, 2) Menjelaskan tujuan dari umpan balik yang digunakan guru. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Peneliti mengambil data dari 4 kelas Bahasa Inggris yaitu kelas 7 dan 8, setiap kelas diambil 5 siswa sebagai subjek. Teknik yang digunakan untuk mengumpulkan data yaitu: wawancara, observasi, dan tugas siswa. Data yang diambil dari hasil pekerjaan siswa yang sudah dikoreksi oleh guru. Data dianalisis menggunakan teori dari Lyster & Ranta and Ferris. Hasil penelitian ini 1) Ditemukan dua tipe umpan balik yaitu lisan dan tulis. Umpan balik lisan ditemukan 3 tipe dari 6 tipe umpan balik yang terdiri dari metalinguistic (52%), elicitation (36%) dan recast (12%) sedangkan umpan balik tulis ditemukan 2 tipe umpan balik yang terdiri dari direct dan indirect. 2) Umpan balik dari guru memiliki tujuan untuk siswa yaitu meningkatkan kemampuan siswa dalam menulis, membantu siswa dalam menulis yang benar dan memotivasi siswa untuk lebih baik dalam menulis.

Kata kunci: *umpan balik, writing, tipe umpan balik*

ABSTRACT

The aims of the research are 1) to identify the types of corrective feedback used by teacher at SMP Muhammadiyah 7 Surakarta, 2) to explain the purpose of corrective feedback used by teacher. In this research uses descriptive qualitative research. The researcher took the data from 4 of English classes from 7 grade and 8 grade, each classes is taken 5 students as the subject. The technique used to collect data namely; interview, observation, and student's work. Data were taken from student's work that have been corrected by the teacher. The data were analysed using the theories from Lyster & Ranta and Ferris. The result 1) show that there are two types of corrective feedback, it was oral feedback and written feedback. The type of oral feedback found are 3 types from 6 types of corrective feedback, it consists metalinguistic (52%), elicitation (36%) and recast (12%) while written feedback found are 2 types of corrective feedback, it consists direct and indirect feedback. 2) teacher's corrective feedback has purpose to improve students' ability on writing, helping students to correct write and motivating students to be better on writing.

Key Words: Corrective feedback, writing, types of corrective feedback

1. INTRODUCTION

Writing is one of four language skill that is very important to people. Richards & Renandya (2002) argued that it is also difficult language skill to learn on foreign language. Writing is producing idea into text which use to communicate with others. CelceMurcia (2000) stated that writing is producing word became text, then the text has meaning and clear to be read. In order to, the text should be understand able for the reader to communicate.

While, the students have difficulties in receiving when learning English. It can be seen on students' confusing when the teacher ordered to make written simple story and they make errors work. It is because the student did not know the proper grammar to use and choose a good diction on their sentence.

Therefore, teacher's corrective feedback on their student's work is important and needed. Correction from the teacher helps the students to decrease their mistakes on their work. The teacher can gives correction feedback by using direct and indirect of corrective feedback or the others types. Harmer (2001) explained corrective feedback is important on learning process, it is one of the factor to support students in learning process. Lee (2004) defines teacher gives feedback to student's error using type direct and indirect types of corrective feedback. Feedback from the teacher can improve the students skill on writing and motivate them on writing to be better.

In SMP Muhammadiyah 7 Surakarta, the teacher gave feedback after the students got assignment from teacher to make simple paragraph. Then the students submitted their work to the teacher, after that the teacher corrected the students' work. The teacher corrected the grammatical errors on students' work used red ink, circles the error, underlines the error and so on. It makes students know their mistake in their work.

By giving corrective feedback to students, the teacher can use theories, such as Lyster and Ranta (1997) their stated that there are six types of oral corrective feedback, it is consists; recast, repetition, clarification request, elicitation, explicit correction, metalinguistic feedback. Ferris (2002) argued that teacher corrective feedback can help students to improve grammatical

accuracy on their work. There are two types ways teacher give corrective feedback, it consists; direct feedback and indirect feedback. Indirect feedback have two types, such as; coded feedback and uncoded feedback.

There are many researcher conducted corrective feedback on their research, such as Pratiwi (2013) carried a study entitled “*Students’ Perception Towards Teacher’s Written Feedback Among 11th Grade Students at SMAN 1 Wedi Klaten.*” The result is the teacher used direct feedback on giving correction and students be more understand on written process on teaching English process.

Nugraha (2015) conducted a research entitled “*Corrective Feedback Applied The Teacher in the Teaching Writing Descriptive Text to The First Year of SMP Negeri 2 Blora in 2014/2015.*” The result of the research showed that the teacher’s 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.

Kisnanto (2016) conducted a research entitled “*The Effect of Written Corrective Feedback on Higher Education Students Writing Accuracy.*” The result showed that the technique can improved students to write L2, but direct feedback gives more impact to the students written than indirect. Because, the result used direct feedback very significantly.

Arifah (2016) conducted a research entitled “*The Type of Corrective Feedback Implemented by the Teacher in Teaching Writing Descriptive Text to Second Year Students of SMP N 2 Batu Retno.*” The result is the teacher used four types on giving feedback such as, recast, clarification request, metalinguistic, and repetition. The responses between one and others are different, so that the teachers usually use metalinguistic on writing corrective feedback.

The differences of this research between the previous research are object of the study and subject of the study. In the object study of this research analysed types and dominant of corrective feedback, but on the previous research only analysed types corrective feedback used by the teacher.

The objective of the research is identifying types of corrective feedback used by teacher, dominant corrective feedback used by teacher and purpose corrective feedback in the SMP Muhammadiyah 7 Surakarta.

2. RESEARCH METHOD

In this research used descriptive qualitative method. The researcher investigated teacher's corrective feedback in writing English text. The researcher observed corrective feedback on students' English composition at SMP Muhammadiyah 7 Surakarta, it was in the second semester of the academic year 2017/2018. It has been observed on March 23rd, 2018 until April 6th, 2018. The subject of the study is the research focused on English teacher who teach in VII grade and students at first grades. It consists of two global class, special class, and regular class. Each class consists of 16 until 24 students. In this research the researcher took five students from each class. The object of the study is the student's work have been corrected by teacher. The researcher analysed types of corrective feedback used by teacher at SMP Muhammadiyah 7 Surakarta, the dominant of corrective feedback used by teachers and the purposes of corrective feedback in the learning process. The data was taken from English learning process in writing English text. The data are taken from students' work, the teacher has corrected their work. There are three sources of data on this research: event, informant, and document. In this research, the researcher used three methods to collect the data, there are interview, observation, and documentation. In analyzing the data, the researcher used the concept of analyzing data proposed by Miles and Huberman (1994: 9), who stated the three steps of data analysis. The three steps are data reduction, data display, and conclusion.

3. FINDING AND DISCUSSION

3.1 Finding

In this research, the researcher classifies this section into: 1) types corrective feedback used by the teacher, 2) purpose of corrective feedback used by the teacher.

3.1.1 Types Corrective Feedback Used by the Teacher

In the observation the researcher found two types corrective feedback, namely oral feedback and written feedback

3.1.1.1 Oral Feedback

In this research, the researcher find two types oral corrective feedback. The types are metalinguistic feedback, elicitation, and recast.

1) Metalinguistic Feedback

The teacher gave feedback to the students with comments, information or question to correct the students' utterance without giving the correct form. Metalinguistic feedback can be seen on the data, the student said "*he working in other city*" then the teacher gave feedback with explain the formula of simple present tense "*simple present tense, he/she/it use Verb 1 s/es*". After that, the student write the correct sentence. Bellow is the example of metalinguistic feedback at VII B class.

S: "He is rarely at home. He *working* in other city"

T: "Simple present tense, he/she/it + V1 s/es"

S: "He is rarely at home. He *works* in other city"

(Observation on 3rd April 2018)

2) Elicitation Feedback

In this data, students made descriptive text and recount text after that their read their works. But teacher got sentence errors. Then, the teacher give noticed to the student and help the students to reformulate incorrect sentence with asked "his name is Indah". So the student can reformulate became correct sentence "her name is Indah", the student reformulate the object of the sentence from "his" to be "her"

S: I have aunt. *His* name is Indah

T: His name is Indah

S: *Her* name is Indah

(Observation on 3rd April 2018)

3) Recast

Here the teacher correction incorrect student's work change correct without explain grammatical have to use on the sentence. Recast is implicit corrective feedback from students. In this data teacher give feedback without clarified to student. It can be seen student said "he is school" teacher reformulate the sentence became "he studies". The teacher reformulate the sentence without explain to students why used "studies" not "is school"

S: He *is school*

T: He *studies*

S: He studies

(Observation on 3rd April 2018)

3.1.1.2 Written Feedback

In this study, the researcher found two types of corrective feedback. The types are direct feedback and indirect feedback. Indirect feedback consists of two types; coded feedback and uncoded feedback. But the researcher only found a type, it is uncoded feedback. In this research, the researcher took five student's works from each class.

1) Direct Feedback

The teacher gives feedback to students' error work by circling or underlining or crossing. Then the teacher gives the correct form (word, grammar, delete word, rewritten sentence). Below is the example of teacher used direct feedback. The correction bellow showed that the teacher gave correction feedback using circle, cross and underline incorrect words, such as; student wrote "*my friend have*", then the teacher gave feedback using cross sign to change 'have' to become 'has'. Then the student rewrite the incorrect word, the teacher gave feedback by circling the word 'memorys' to become 'memorize'.

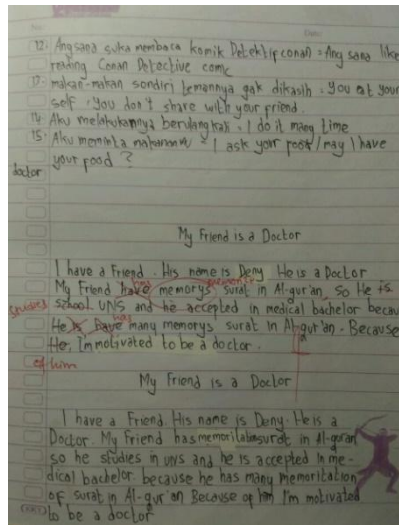


Image 1: Data of Written Feedback

(Observation on 3rd April 2018)

2) Indirect Feedback

In the data found teacher use circle to give feedback without give correct linguistic form, it give students chance to critical thinking such as; 'lies' 'is' 'to proud' 'arrogant to excess' ' a dense forest'. Usually students make error on work, because incorrect write, confuse way to write, forget what the verb have to use. The correction bellow gave example about the students incorrect choice on grammar.

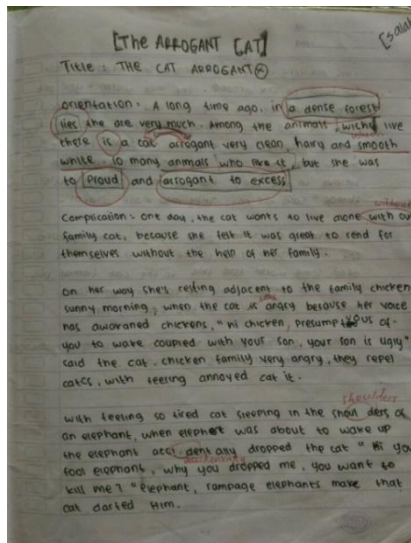


Image 2: Data of Written Feedback

(Observation on 2nd April 2018)

3.1.1.3 Dominant of Corrective Feedback Used by the Teacher

Table 1: Dominant of Oral Feedback

No	Types of Corrective Feedback	Example	N	%
1.	Metalinguistic	S: " <i>He open</i> the laptop" T: "In simple present tense for he, she, it followed by Verb 1 + s/es" S: " <i>He opens</i> the laptop"	13	52%
2.	Elicitation	S: " <i>He busy</i> everyday" T: "What? He..." S: " <i>He is</i> busy everyday"	9	36%
3.	Recast	S: " <i>He is school</i> " T: " <i>He studies</i> " S: " <i>He studies</i> "	3	12%
Total			25	100%

Table 2: Dominant of Written Feedback

No	Types of Corrective Feedback	Example	N	%
1	Direct Feedback	The student write incorrect word, teacher give feedback use circle word 'memorys' teacher change 'memorize'	134	77,46%
2.	Indirect Feedback (Uncoded Feedback)	The teacher use circle to give correction without give correct grammar, such as; teacher circle word 'usualy' 'stats' 'clock' and 'men'	39	22,53%
Total			173	100%

Based on the frequency of type, the researcher conclude that the dominant type of oral feedback in this research is metalinguistic feedback from 13 data or about 52%. While, the dominant type of written feedback is direct feedback from 134 data or about 77,46%.

3.1.2 Purpose of Corrective Feedback

In this research found purpose teacher corrective feedback, it was divided into two parts; purpose of oral feedback and purpose of written feedback. This purpose consists of three purposes, namely; giving the students guideline to improve their writing, helping students to review their mistake, and motivating the students.

3.2 Discussion

This section discussed of the finding of this research. After analyzing data from the interview and the observation of the student's work about descriptive text and recount text that have been given a corrective feedback by teacher. The researcher found two types of corrective feedback used by teacher in writing learning process, there one oral feedback and written feedback. This research in line with theory of oral feedback from Lyster and Ranta, there are six types of corrective feedback, it consists recast, elicitation feedback, metalinguistic feedback, clarification request, repetition, and explicit. However, this research the researcher just found three types of corrective feedback, it consists; metalinguistic feedback (52%), elicitation (36%), and recast (12%). In this research, types of oral feedback in line with the other research from Nugraha (2015), the researcher was found six types oral feedback, it was metalinguistic, recast, clarification request, elicitation, repetition, and explicit correction.

Meanwhile, in the written feedback the researcher found two types: indirect feedback (22,54%) and direct feedback (77,46%); the researcher found uncoded feedback on indirect feedback. This types in line with theory from Ferris, there are two types of written feedback, it consists direct feedback and indirect feedback.

This finding of written feedback is in line with the other research by Pratiwi (2013), the researcher was found several of types informational feedback used by teacher in learning process. There are direct feedback and indirect feedback. The result of direct feedback were found 155 data or about

61,50% and indirect feedback 97 data or about 38,49%. From the data it can be conclude that the teacher mostly used direct feedback.

In addition, the researcher found the purposes of the teacher's corrective feedback was divided into two parts; purpose of oral feedback and purpose of written feedback. This finding in line with theory from Karim and Ivi, there are five purposes it consists; guiding students to improve their writing, motivating students, helping students to know their mistake, making the students understand their strength and weakness and making interaction between students and teacher.

While, in this research the researcher found three purpose from five purposes it consists; giving the students guideline to improve their writing, helping students to review their mistake, and motivating the students. This finding is in line with other research from Pratiwi (2013) she found two purposes of corrective feedback, such as; a corrective feedback makes students happy because they got solution and feedback to help the students to improve their writing.

In conclusion, the teacher's corrective feedback gives positive impact and can help the students. It can encourage the students to minimize the mistake of the students such as grammar, diction and so on. Students can make correct and clear text on writing, so it can increase their ability on writing.

4. CONCLUSION

After analysing the data and discussed the finding, the researcher draw a conclusion of the finding about corrective feedback in students' English composition: a case study at SMP Muhammadiyah 7 Surakarta. The conclusions are written bellow:

- 1) There are two types the corrective feedback used by the teacher in SMP Muhammadiyah 7 Surakarta, there are oral feedback and written feedback. The types of oral feedback divided into three types; metalinguistic feedback (52%), elicitation (36%) and recast (12%). While, the written feedback divided into two types, there are direct feedback (77,46%) and

indirect feedback (22,53%). In the indirect feedback found uncoded feedback.

- 2) The purpose of teacher's corrective feedback divided into two purposes: oral purpose and written purpose. This purpose consists three purposes such as; giving the students guideline to improve their writing, helping students to review their mistake, and motivating the students.

As the result of the finding, the researcher concluded that corrective feedback given by the teacher is important to the students. It can help students to improve their writing skill. So, the student can write a correct and clear text in the next assignment.

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