CORRECTIVE FEEDBACK APPLIED BY THE TEACHER IN TEACHING WRITING AT THE SEVENTH GRADE IN SMPN 2 SAWIT BOYOLALI IN 2018/2019 ACADEMIC YEAR

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree in Department of English Education

by :

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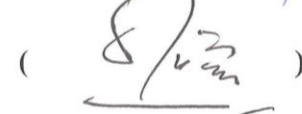
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TIMBAL BALIK KOREKTIF DITERAPKAN OLEH GURU PADA PENGAJARAN MENULIS DI KELAS TUJUH DI SMPN 2 SAWIT BOYOLALI TAHUN AJARAN 2018/2019

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan jenis umpan balik korektif yang diterapkan oleh guru dalam mengajar menulis di kelas tujuh di SMPN 2 Sawit Boyolali dan respon siswa terhadap umpan balik yang diberikan oleh guru. Tipe dari penelitian ini adalah deskriptif kualitatif. Data berupa kesalahan menulis siswa dan umpan balik korektif guru yang didapat dari catatan lapangan, transkrip dan dokumen. Dan sumber data adalah pengajaran menulis, lembar kerja siswa, guru bahasa Inggris dan siswa. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dan dianalisa menggunakan reduksi data, tampilan data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa guru menggunakan umpan balik tertulis dan umpan balik lisan. Dalam umpan balik tertulis, guru memberikan umpan balik tertulis langsung, umpan balik tertulis berkode tidak langsung dan umpan balik tidak bekode tidak langsung. Dalam umpan balik lisan, guru memberikan petunjuk metalinguistik dan umpan balik yang merujuk. Tanggapan siswa terhadap umpan balik yang diberikan oleh guru adalah tanggapan positif dan tanggapan negatif. Sebagai tanggapan positif, para siswa peduli dan memperbaiki kesalahan mereka. Sebagai tanggapan negatif, siswa mengabaikan umpan balik yang diberikan oleh guru. Sebagian besar siswa di kelas tujuh di SMPN 2 Sawit, Boyolali memberikan tanggapan positif terhadap umpan balik guru..

Kata kunci: timbal balik guru, tanggapan siswa

Abstract

This study is aimed at describing the types of corrective feedback applied by the teacher in teaching writing at seventh grade in SMPN 2 Sawit Boyolali and the students' responses towards the feedback given by the teacher. The types of the research is descriptive qualitative. The data were students' writing errors and teacher corrective feedback that obtained from fieldnote, transcript and document. The data sources were teaching writing process, student's worksheet, English teacher and the students. The data were collected through observation, interview, and documentation and analyzed using data reduction, data displays, and conclusion drawing. The results of this study showed that the teacher used written feedback and oral feedback. In written feedback, the teacher gave direct written feedback, indirect coded written feedback and indirect uncoded feedback. In oral feedback, the teacher gave metalinguistic clues and elicitation refers feedback. The students' responses toward the feedback given by the teacher were positive response and negative response. In positive response, the students care and revise their mistake. In negative response, the students ignored the feedback given by the teacher. Most of the students at seventh grade in SMPN 2 Sawit, Boyolali gave positive responses toward the teacher's feedback.

Keywords: teacher's feedback, students' responses

1. INTRODUCTION

English is one of the courses learned by students that are given at any educational level, such as elementary, junior high school and senior high school. Learning English language occupies an important role in our educational curriculum. Students at junior high school have studied English language and they are expected to be able to use language skills like speaking, writing, reading, and listening. Writing skill is viewed as the most difficult skill for young foreign language learner. According to Richard and Renandya (2002) in Fauziati (2015:123), this skill does not only focus on the choice of vocabulary, sentence and paragraph but it is also related to the idea that can be read easily.

On the other hand, there are some difficulties in writing English language caused by some reasons. First, the students have short time of practice and the second, they are afraid of making mistakes. They are lazy to write in textbook, lack of vocabulary and they have the difficulty in choosing the correct word. These are some causes that make the students feel difficult in writing English language. Richard and Renandya (2002) distinguish four basic stages of writing which include planning, drafting (writing), revising (redrafting) and editing. Planning or pre-writing is class activity that encourages to student to write. Drafting is stage that gather the sufficient ideas in first attempt at writing. At drafting stage, the writer only focuses on the writing without regarding grammartical accuracy. Revising is not only checking the language errors. It is done to develop the purpose of writing and the organisation of ideas to make the reader understand the writer's intention. At the editing stage, students fix their texts as the final draft for evaluation by the teacher. They edit their own texts for grammar, spelling, punctuation, diction, sentence structure and textual material for example that is quotations.

In teaching writing, the teacher usually provides exercises for evaluating the students' skill in writing process. After doing exercises, the teacher gives feedback to the students to help them in evaluating the students' skill. Feedback can help the students to increase their writing skills. In teaching learning process in SMPN 2 Sawit Boyolali, the teacher also provides writing materials such as sentence structure, grammar, spelling and exercises. Writing materials of seventh grade at

SMPN 2 Sawit, Boyolali consists of arranging simple sentence to introduce themselves, arranging simple dialogue, writing things around them, and etc. The objective of teaching writing in SMPN 2 Sawit, Boyolali is improving the students writing skill and the students can write a simple text or paragraph by themselves. In reaching the objectives of teaching writing, the teacher uses feedback to identify the students difficulty in writing process. The students should revise their work based on the teacher's feedback. The writing skill of the students in SMPN 2 Sawit Boyolali has many difficulties. So, feedback given by the teacher can help the student to solve difficulties in writing process. Teacher can help the students understand in writing and teacher can become a facilitator in the process of writing, it makes the students more active in writing (Fauziati, 2015:128). The types of feedback from the teacher are oral and written. When giving an oral feedback, the teacher directly gives the feedback and guides the student to revise their draft but in giving written feedback, the teacher gives mark or comment in their worksheet.

2. METHOD

In this research, the writer uses qualitative descriptive research to be used to collect information without any quantities. The participants of this research were one English teacher and twenty students of seventh grade at SMPN 2 Sawit, Boyolali in academic year of 2018/2019. The background of the students shows that the students mostly live around the school. Their parents mostly work as laborer and and also as farmer. Based on their parent's work, many students get less attention from their parents so they tend to behave deviant in the school. Parents are also indifferent to their children because they assumed that by sending their children to school means that they have carried out their duties as parents without giving advice so that they want to try and learn to become outstanding children.

Method of collecting data are observation, interview and documentation. The researcher observed the teaching writing process at the seventh grade students of SMPN 2 Sawit Boyolali in academic year of 2018/2019 . The classroom observation was done twice in one class at seventh grade. The researcher interviewed the English teacher and ten students at seventh grade in SMPN 2 Sawit Boyolali. The researcher

has used semi structured interview because the researcher has prepared the questions to gain the information about the students' responses toward teacher's corrective feedback in the classroom. The researcher also used document analysis to get the data. The researcher collected the students' worksheet cointaining teacher's corrective feedback as document.

3. FINDING AND DISCUSSION

3.1 Finding

Based on the observation, interview and the document analysis, the researcher found the types of feedback applied by the teacher in teaching writing at the seventh grade in SMPN 2 Sawit Boyolali and the students' responses toward the teacher's feedback. Each of the finding would be explained in the following explanation.

3.1.1   The types of corrective feedback applied by the teacher in   teaching   writing at seventh grade

The researcher found the types of corrective feedback applied by the teacher in teaching writing as follows:

3.1.1.1   Indirect Uncoded Written Feedback

Based on the result of interview with the students, the researcher also found the result of the indirect uncoded feedback. The teacher explained in interview that she provided this type of feedback

> "It depends on, mas, sometimes it is written sometimes it is verbally. If the error is simple, just give a sign, mas like circling or lining. If the error needs more explanation, I usually give marks and I explain again because the student's ability was different too." (Interview with the English teacher, 5/11/2019)

This type of feedback also can be seen from the example of transcript interview with the students. "Usually it is written, mas, so the errors will be given marks" (Interview with the students, 5/11/2019). According to the observation in teaching writing process, the researcher found that the teacher gave this type of feedback. She gave feedback by giving some marks but she didn't provide the correct form. Based on the observation,

indirect feedback can be seen "26. Teacher check a feedback by giving circle and line marks in error sentence" (Observation at seventh grade, 5/11/2019). This type is also found in the students' worksheet, it can be seen in the student's worksheet below:

1. He have short hair.

2. He have brown skin.

    Teacher's indirect uncoded feedback:

1. He (have) short hair.

2. He (have) brown skin.

Based on the student's worksheet above. The researcher found the feedback that the teacher also used indirect uncoded feedback. Teacher used circle marks to indicate the error words but teacher didn't provide the correct form. For example the word "have" was given circle mark.

3.1.1.2 Indirect Coded Written Feedback

In this research, the researcher has found the second type of feedback given by the teacher. The teacher explained that she gave a feedback by giving a mark in the worksheet and also gave guiding word or clue.

> "If the error is simple, it is given a mark. Usually I lines or circles or line adding clue. For example, if the error was subject, I added word "subject" so that the students can revise by themselves" (Interview with the teacher, 5/11/2019)

The student explained that the feedback given by the teacher has a mark and guide word. "Sometimes, it was written in the task for example, there was an error that was given line mark and added the revision word, sometimes it was orally" (Interview with the student, 5/11/2019).

The researcher also found the indirect coded written feedback in students' worksheet. The example of the indirect coded written feedback that applied by the teacher in student's worksheet can be seen below:

She is favorite colour is parpele

His hisis is curly.

Teacher's indirect coded written feedback:

She is favorite colour is (parpele) **purple**

His hisis is curlyv **hair**

The indirect coded feedback can be seen in the word "parpele" giving circle mark and the teacher added word "purple". It also can be seen in the word "hisis". The word was given circle mark and the teacher also added the guide word that is "hair".

3.1.1.3 Direct Written Feedback

The researcher also found the direct written feedback given by the teacher. Based on the interview with students, the researcher got the answer that teacher gave the direct feedback "If there is an error, the teacher will give the correct word directly." (Interview with student, 5/11/2019). The teacher also gave direct feedback to some students in the process of teaching writing in the class "Teacher gave feedback by giving correct word to the student's word in the white board directly and discussed to the student" (Observation at seventh grade, 5/11/2019). The researcher also used documentation as technique for collecting data. The researcher found the direct written feedback that given by the teacher in the student's worksheet. The example of direct written feedback in student's worksheet can be seen below:

She is bron skin

She flat nose

Teacher 's direct written feedback:

She is bron skin **has brown**

She flat nose **has**

As shown in the example of direct written feedback above, the teacher revised the student's error by adding the correct form directly. It can be seen in the first sentence, the teacher added the correct word "Brown" in the mistake spelling from student "Bron". In the second sentence and the

sixth sentence, teacher revised the error word by adding the correct word "Has" directly.

3.1.1.4 Oral Feedback

One of them is giving an oral feedback in the teaching writing process so that the student knows their mistake and can revise their work by themselves. The oral feedback given by the teacher can be seen from the result of interview and obsevation.

> "Usually it is direct oral if I don't understand, so I am asked for example, the teacher will say this word is incorrect, she asked me what the correct word is?" (Interview with the student, 5/11/2019).

According to the answer from the student above, teacher gave a comment for guiding the students without indicating the correct answer directly. Based on the interview with the teacher, she explained that she gave the oral feedback if the error was more complicated and for the student who had a lack ability.

> "When the students has lot of errors and the lack ability of the student so that I will give explanation but without giving the correct answer directly. For example, an error word "we is" I asked what should be the tobe of word "we" ?" (Interview with the teacher, 5/11/2019).

3.1.2 Student's responses toward the feedback given by the teacher

The students' responses will be divided into two responses, namely, positive responses and negative responses. In positive responses, the student will accept and study by revising the mistake based on the teacher's feedback. In negative responses, the student will respond the feedback by ignoring the teacher's feedback.

3.1.2.1 Positive Response

The students who give good responses would be motivated. Some students said that they can be motivated and can know their mistake by the teacher's feedback. "It can help me, I can revise my mistake" (Interview with the student, 5/11/2019). She also said that she is motivated by the feedback. "I

am motivated, because I can know where is the error" (Interview with the student, 5/11/2019). According to the collecting data, the researcher got the data that the students gave positive responses were 16 students from the all students of seventh grade. 16 students were converted to the percent, it was amounting to 80%.

3.1.2.2 Negative Response

In the student's negative response, they were ignoring the feedback from the teacher. As shown in the field note of the observation, few students ignore the feedback given by the teacher "...there were few students ignored the feedback from the teacher" (Observation at seventh grade, 5/11/2019). The student named Raihan felt difficult to understand the feedback given by the teacher so he did't read and revise the the error because he could revise the error if he was not guided by the teacher orally. "I can't understand, I feel difficult if the feedback doesn't orally" (Interview with the students, 5/11/2019).). Based on the collecting data, the researcher concluded that the students who gave negative responses were four students or the data in percent is 20% from 20 students at seventh grade.

3.2 Discussion

The results of this research were that teacher used the types of feedback, namely, indirect uncoded written feedback, indirect coded written feedback, direct written feedback, and oral feedback. The students' responses toward the teacher's feedback divided into positive responses and negative responses.

In SMPN 2 Sawit, Boyolali, the teacher gave the written feedback by giving circle marks or line marks without providing the correct form. This type of feedback indicates to the Harmer's theory named indirect uncoded written feedback. In giving written feedback, the teacher also gave the feedback by circling or lining with providing the guiding word. This written feedback is appropriate with Harmer's theory named indirect coded feedback. The student felt helped with the guiding word in revising errors. The teacher also provided the correct form directly in giving feedback to the student. This written feedback is also appropriate with Harmer's

theory named direct written feedback. In teaching writing, the teacher also used oral feedback. The teacher provoked the students to know their errors by giving wh-question and it is appropriate with Lyster and Ranta's theory named elicitation refers. In giving oral feedback, the teacher also comment orally in indicating the students' errors. This type of oral feedback is appropriate with the Lyster and Ranta's theory named metalinguistic clues.

According to Lewis' theory, the teacher had purposes in giving feedback to the students. The teacher gave information and comments to help the students. It can be tool for them to increase their learning process. The teacher provided the written feedback so that the students can understand the teacher's written feedback easily. The written feedback can help the students to improve the vocabulary. From the feedback, the teacher also motivated to students to learn their errors and lead the students identify their errors independent.

According to Brown's theory, the English teacher applied the type of classroom writing performance of imitative class at the seventh grade of SMPN 2 Sawit, Boyolali,. In this type of classroom writing performance, the teacher asked the students to write the simple sentences and set of phrases. In this classroom, the students wrote simple descriptive text about their friends. It also indicated to Brown's theory about the microskills of writing. He states that micro skills focuse on producing basic of writing, such as forming letters, words, or simple sentences.

4. CONCLUSION

The researcher drew the conclusion from the research findings about the feedback applied by the teacher in teaching writing at seventh grade of SMPN 2 Sawit, Boyolali. The researcher found that the teacher in teaching writing used two types of feedback, that were written feedback and oral feedback. In giving written feedback, the teacher's feedback is appropriate with the Harmer's theory namely indirect uncoded written feedback, indirect coded feedback and direct written feedback. In giving oral feedback, the teacher's oral feedback is appropriate with Lyster and Ranta's theory, namely elicitation and metalinguistic clues.

Giving feedback in teaching writing is important because with the feedback, the teacher can guide the students to know their mistakes and the students can revise into the correct form. The good feedback is the feedback which can motivate the students to do better in their writing. Teacher's feedback can be tool for students in improving their writing.

The researcher gave suggestion for the teacher, That she should give the feedback that can encourage and motivate students. So, the student will improve their writing skills and the teacher should has approach to the students so that the student can do much better in writing. For the student, they should notice and care the teacher's feedback. So, they will know their mistakes and can improve their skill.

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