

**WRITTEN CORRECTIVE FEEDBACK GIVEN BY TEACHERS OF MTSN DURIAN TARUNG
PADANG ON STUDENTS' GRAMMATICAL ERRORS**

THESIS

*Submitted as a Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



Rahmi Roza Putri

1100960/2011

Advisors:

Drs. Saunir Saun, M.Pd.

Fitrawati, S.S., M.Pd.

**ENGLISH DEPARTMENT FACULTY OF
LANGUAGES AND ARTS STATE
UNIVERSITY OF PADANG**

2016

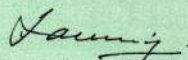
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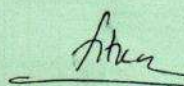
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GRAMMATICAL ERRORS

Nama : RAHMI ROZA PUTRI
NIM/BP : 1100960/2011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Agustus 2016

Pembimbing I Disetujui oleh: Pembimbing II


Drs. Saunir Saun, M.Pd
NIP. 19541228 197903 1 002


Fitrawati, S.S., M.Pd
NIP. 19801119 200812 2 002

Diketahui oleh:
Ketua Jurusan Bahasa dan Sastra Inggris



Dr. Refnaldi, S.Pd., M.Litt
NIP.19680301 199403 1 003

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

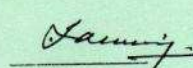
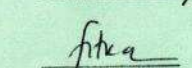
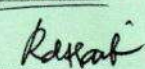
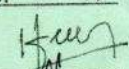
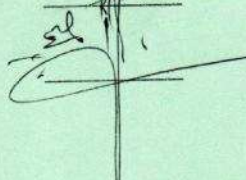
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Jurusan Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

WRITTEN CORRECTIVE FEEDBACK GIVEN BY TEACHERS OF MTSN DURIAN TARUNG PADANG ON STUDENTS' GRAMMATICAL ERRORS

Nama : RAHMI ROZA PUTRI
NIM/BP : 1100960/2011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Agustus 2016

Tim Penguji

Nama	Tanda Tangan
Ketua : Drs. Saunir Saun, M.Pd	
Sekretaris : Fitrawati, S.S., M.Pd	
Anggota : 1. Prof. Drs. Rusdi Thaib, Dipl., M.A., P.hD.	
2. Dr. Hamzah, M.A., M.M	
3. Delvi Wahyuni, S.S., M.A	



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telepon/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Rahmi Roza Putri

NIM/ TM : 1100960/2011

Program Studi : Pendidikan Bahasa dan Sastra Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : FBS

Dengan ini menyatakan bahwa Skripsi saya dengan judul *Written Corrective Feedback Given by Teachers of MTsN Durian Tarung Padang on Students' Grammatical Errors* adalah benar merupakan hasil karya saya dan bukan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan Negara.

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Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S.Pd., M.Litt
NIP. 19680301 199403 1 003

Padang, Agustus 2016



Rahmi Roza Putri
NIM. 1100960/2011

ABSTRAK

Putri, Rahmi Roza. 2016. “Written Corrective Feedback Given by Teachers of MTsN Durian Tarung Padang on Students’ Grammatical Errors”. *Skripsi*. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui tipe-tipe koreksi tertulis yang digunakan guru Bahasa Inggris di sekolah menengah pertama (SMP) pada kesalahan-kesalahan *grammar* siswa dan masalah-masalah seputar koreksi tertulis dari sudut pandang guru. Penelitian ini adalah penelitian deskriptif dimana populasinya adalah seluruh guru Bahasa Inggris MTsN Durian Tarung Padang. Dengan menggunakan *maximal variation sampling technique*, seluruh guru tersebut, lima orang, dipilih menjadi sampel. Instrumen pertama yang digunakan adalah dokumen berupa buku-buku catatan dan latihan Bahasa Inggris siswa ditahun ajaran 2015/2016, dan instrumen kedua adalah wawancara dengan kelima guru tersebut. Dari penelitian ditemukan bahwa hanya 3 tipe koreksi tertulis yang digunakan para guru, diurutkan dari yang terbanyak digunakan yaitu *direct corrective feedback*, *indirect corrective feedback* dan *metalinguistic feedback with the use of error codes*. Masalah-masalah seputar koreksi tertulis pada kesalahan *grammar* siswa antara lain pengulangan kesalahan, kemampuan bahasa siswa, sikap siswa terhadap koreksi, penyediaan waktu, ketidakefektifan koreksi yang telah ada, tulisan siswa yang sulit terbaca. Dengan membaca hasil penelitian ini, diharapkan para guru dan calon guru memperkaya wawasan dan pengetahuan mereka akan pengetahuan tentang koreksi tertulis, mengefektifan koreksi untuk memaksimalkan manfaat koreksi untuk kemajuan siswa dan mencari solusi dan penanganan untuk masalah-masalah seputar koreksi tertulis untuk kesalahan *grammar*.

Keywords: *Written corrective feedback, grammatical errors*

ACKNOWLEDGEMENT

'Alhamdulillahirabbil 'Alamin', the writer sends the greatest gratitude to Allah swt for His incredible helps and guidance that this thesis entitled "Written Corrective Feedback Given by Teachers of MTsN Durian Tarung Padang on Students Gramatical Errors" could be finished. Shalawat and Salam to Prophet Muhammad SAW, the best role model for all human races.

This thesis is submitted as a partial fulfillment of the requirements to obtain Strata One (S1) Degree in English department in majoring English Language Teaching Study Program, the Faculty of Languages and Arts, Universitas Negeri Padang. To finish this thesis, the writer has worked with and been helped by a number of people. It is a pleasure to convey the deepest gratitude to them in this acknowledgments.

Deep gratitude and appreciation the writer says to Drs. Saunir Saun, M.Pd. as the first advisor and Fitrawati, S.S, M.Pd., as the second advisor who have given theirs ideas, suggestion, judgements, correction and time to support this thesis. It is an honor to express gratitude to reviewers on thesis proposal seminar as well as the examiners in thesis comprehension test, Prof. Drs. Rusdi Thaib, Dipl., M.A., P.hD., Dr. Hamzah M.A., M.M., Delvi Wahyuni, S.S., M.A., for their beneficial time and thoughtful suggestions for development and improvement of this thesis.

In addition, the writer would like to send gratitude to the Chair person of English Departement of UNP, Dr. Refnaldi, S.Pd., M.litt. and the secretary of English Department as well as the writer's academic advisor Fitrawati, S.S, M.Pd for the support, advice, attention and care during the writer's study. Deep gratitude is also expressed to all of English Department lecturers who had taught her during the study in English department.

In addition, this thesis would not have been finished without the cooperation of the teachers and members of MTsN Durian Tarung Padang. Big thanks are also addressed to the writer's parents, Rosnisyam and Zahari, beloved families and friends for all supports and helps during working on this thesis.

All comments and suggestions are welcomed in order to make this thesis better. It is hoped that this thesis is useful for all readers and especially for English Language Study Program, Faculty of Languages and Art, Universitas Negeri Padang.

Padang, July 2016

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In language classroom, learning process involves exposure of input, trial-error and output. When receiving exposure of input, students have a concept in their mind and try it out. There will always be failure or errors during this process. This often calls for, according to Rassaei and Moinzadeh (2011: 97), corrective feedback. It is popularly known as error correction.

Teachers' corrective feedback in EFL classroom is very important and influential for students' language development. Brown (2000:275) states that in EFL context, teachers provide useful linguistic feedback and their students are dependent on them because students cannot get it in real life. In addition, Brown and Abeywickrama (2010: 7) assert that corrective feedback also functions as a formative assessment to help students improve their language for continuation of learning. Therefore, when students make errors, corrective feedback from teachers can direct them to notice it and stimulate them to repair it for learning growth.

Corrective feedback is provided to all kinds of errors. It can be errors in pronunciation, grammar, or word choice. In addition, grammatical errors, according to Folse (2009:2), is one the most frequent things made by EFL students. It is because the rules of the students' first language are different

from English as the target language. Besides, they do not use English as the language they use to communicate to other in real life.

The fact that Folse has asserted also occurs in Indonesia as well as in Padang. Based on the experiences during teaching practice (Praktek Lapangan) in a junior high school in Padang, many students of the school had problems with grammar. It was because many of them did not have sufficient language sources or books or did not take English courses outside of the school. In addition, since English thesedays is not taught in elementary schools, the students had no or very little basics of English and the grammar. As the result, a very simple structure such as writing noun phrase *buku biru* was written as *book blue*, not *blue book*.

In fact, grammatical competence is very essential in language learning even in communicative language learning. Grammatical competence, according to Brown (2000: 362), has a very important place as a major component of communicative competence, within which communication operates. Therefore, corrective feedback on grammatical errors as a part of language learning is very important.

Corrective feedback on grammatical errors can be in oral and written forms. Oral corrective feedback is performed verbally in short time. Meanwhile, written ones are performed in print, permanent and concrete. Moreover, based on preliminary research, many task or assignments in schools in Padang these days are in written forms such as doing exercises

from textbooks, completing LKS and others. Therefore, written corrective feedback on grammatical errors considerably deserves attention in language teaching.

Chandler (2003) studied about written corrective feedback on grammatical errors. He found that some students did not even read or proceed the corrective feedback on their writing. In line with Chandler, the writer also found that even though correction was given to the students on their tasks, they made errors again and again because they did not study the correction or simply forgot the lessons.

In addition, it is not uncommon, based on preliminary research, that teachers leave grammatical errors uncorrected on the assigned tasks. Scoring only is sometimes favorable to teachers than scoring plus giving correction. It is because of personal preference or belief about correction, teaching schedules, or too many number of students. Scoring plus giving correction requires teachers to pay attention in detail about the errors and requires more efforts and time than scoring only.

Moreover, teachers decide to give no or less corrective feedback on grammatical errors because of avoiding burdening or discouraging effects to the students. Students and their perception or reaction towards correction given to them are different from each other. Some can take it positively as a part of learning and learn the correction for future tasks. Meanwhile for some others, inappropriate corrective feedback makes them feel bad and

discouraged, a situation called by Bartram and Walton (1991) in Pawlak (2014:146) as red pen syndrome. As the result, there is only less or no feedback addressed.

Either leaving grammatical errors uncorrected or giving corrective feedback with improper treatment does not give benefit for students. Giving no correction lets students keep the wrong concepts. They have no idea which structures are correct or not since they are not given responses or corrected. Moreover, correction with inappropriate treatment does not avoid students to make the same errors. Inappropriate treatment fails to direct the students to proceed or internalize it in effective ways. In fact, some grammar aspects are required in curriculum and appear in semester and national exams. Thus, based on the problems stated above, written corrective feedback on grammatical errors given by English teachers of junior high school is chosen to be researched.

B. Identification of the Problem

Based on statement above, two problems can be identified. First, some teachers do practice written corrective feedback on students' grammatical errors. However, it is often not beneficial for students because they are not guided well to study and internalize it properly. As the result, students do not perform the expected result from corrective feedback. Second, scoring only or even giving signature only on students' assignment is sometimes preferred by

teachers due to the number of reasons. It means that students are not informed whether they have written in correct forms or not, leaving students with their misconception. Thus, the problems need to be researched in order to find out written corrective feedback on grammatical errors.

C. Limitation of the Problem

The problem of this research was limited to finding out how English teachers of MTsN Durian Tarung gave written corrective feedback on grammatical errors in students' tasks or assignments.

D. Formulation of the Problem

The formulation of this research was as follows:

How did English teachers of MTsN Durian Tarung correct grammatical errors made by students in their written tasks or assignment?

E. Research Questions

The following research questions were developed from the general problem above:

1. What types of written corrective feedback did the teachers of MTsN Durian Tarung give on grammatical errors?
2. What were problems related to written corrective feedback practice on grammatical errors from the teachers' perspective?

F. Purpose of the Research

This research aims at:

1. Finding out types of written corrective feedback which the teachers' give on grammatical errors.
2. Finding out problems related to written corrective feedback practice on grammatical errors from the teachers' perspective.

G. Significance of the Research

The finding of this research is supposed to give theoretical and practical contribution. Theoretically, the finding can give contribution to studies of written corrective feedback or error correction in English Language Teaching (ELT). It is also hoped that it can be an useful reference for future writing about written corrective feedback on grammatical errors and related problems. Practically, the finding of this research can give a picture about the practice of written corrective feedback on grammatical errors to the practitioners that they can find the solution to solve problem and issues surrounding written corrective feedback.

H. Definition of Key Terms

1. Grammatical errors: incorrect forms in the sentence or syntax level.
2. Corrective feedback: responses given to students as indication of their incorrectness that can be both in oral and written form. In this research, it refers to all corrective feedback on grammatical errors in written form found in students' book
3. Written corrective feedback: teachers' written corrective responses given on students' grammatical errors as found in their written tasks.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the research findings and discussions about teachers' practice of written corrective feedback, types of and problems related to written corrective feedback.

A. Conclusions

Based on the findings, it was concluded that through examining students' notebooks and exercise books, it was found that all the five teachers practiced written corrective feedback on their students' grammatical errors. In addition, through examining students' books, it was found that among the five types of written corrective feedback found from theories, only three types were practiced by the teachers. They were direct corrective feedback, indirect corrective feedback, and metalinguistic feedback with the use of error codes. Among the three, the first type was used the most.

Finally, through interview, there were six problems related to written corrective feedback. First, providing written corrective feedback on grammatical errors is sometimes time-consuming. Second, some students still make the same errors after being corrected. Third, students have low proficiency; they are not able to locate and correct errors and relate their knowledge with the correction given. Fourth, it is perceived that existing error feedback practice is not effective. Fifth, some students do not care or learn the

correction given. Last, students' writing is sometimes unreadable. That it is sometimes difficult for teacher to understand it and decide the correction.

B. Suggestions

From the findings, there are some suggestions for teachers, students and next researchers. *First*, teachers should be creative in providing correction that students will study the correction, internalize it and make use of it. *Second*, teachers should enrich their knowledge about written corrective feedback, included the various type. Thus, they can choose which one is suitable for their students and vary practicing their corrective feedback types. *Third*, students should be informed the importance of corrective feedback for them. They should study it and make it another learning source. They should be more proactive to confirm or ask their teachers if they do not understand the correction given on their task. *Fourth*, people who have charge in education field can make regulations about written corrective feedback like ones in Hong Kong where the practice of both oral and written corrective feedback are required in the curriculum. *Last*, for the next researchers who are interested as well in the studies of error correction, they can make a research comparing written corrective feedback types and problem practice by teachers from different levels such as comparing the teachers of a junior high school and senior high school. Hopefully, the next researchers can find interesting finding by comparing two different schools and levels.

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