

**THE EFFECT OF THE TEACHER'S WRITTEN GRAMMATICAL
CORRECTIONS ON THE STUDENTS' GRAMMAR MASTERY IN
STUDENT'S WRITING AT GRADE VIII OF SMP NEGERI 2 BONJOL**

THESIS

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ABSTRAK

Ayunda, Eka Putri. 2009: The Effect of the Teacher's Written Grammatical Corrections on the Students' Grammar Mastery in student's writing at Grade VIII of SMPN 2 Bonjol.

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Penelitian ini adalah penelitian eksperimen yang bertujuan untuk mengetahui apakah koreksi tertulis grammar yang diberikan guru pada tulisan siswa memberikan dampak yang signifikan pada nilai tata bahasa siswa dalam menulis pada kelas VIII SMPN 2 Bonjol. Untuk menjawab pertanyaan itu, maka dilakukanlah eksperimen pada dua kelompok yang seimbang. Variabel bebas yang digunakan adalah pemberian koreksi tertulis grammar pada tulisan siswa, sedangkan variabel terikat dalam penelitian ini adalah nilai grammar dalam tulisan siswa.

Penelitian ini berlangsung selama 1 bulan. Sebelum penelitian, siswa diberikan test awal untuk mengetahui kemampuan siswa sebelum dilakukan eksperimen. Kelompok eksperimen diberikan koreksi tertulis grammar pada setiap tulisan siswa, sedangkan pada kelompok kontrol diberikan koreksi konvensional yaitu dengan memberikan penjelasan secara umum di depan kelas tentang kesalahan grammar yang dilakukan siswa tanpa memberikan koreksi tertulis grammar dari guru. Pada pertemuan terakhir penelitian, siswa diberikan test akhir dengan topik dan waktu yang sama. Hasilnya dijadikan sebagai data yang akan digunakan untuk melihat perbandingan hasil kedua kelompok.

Hasil penelitian menunjukkan bahwa nilai rata-rata yang dihasilkan kelompok eksperimen lebih tinggi secara signifikan dari kelompok kontrol yaitu 2.49 : 1.36. Dengan analisis statistik diperoleh nilai t perolehan 7.533 dengan level signifikan 0.5. Jadi dapat disimpulkan bahwa hipotesis yang menyatakan *siswa yang tulisannya diberikan koreksi tertulis grammar oleh guru akan memberikan hasil yang bagus pada nilai tata bahasa dari tulisan mereka secara signifikan dari pada siswa yang diberikan koreksi secara konvensional* dapat **diterima**. Berdasarkan temuan tersebut, penulis berharap agar para guru sebaiknya memberikan koreksi-koreksi tertulis grammar pada tulisan siswa, karena koreksi-koreksi yang diberikan tersebut adalah sumber ilmu dan informasi bagi mereka untuk masa yang akan datang.

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TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF GRAPHICS	vii
LIST OF APPENDICES	viii

CHAPTER I. INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	2
C. Limitation of the Problem	4
D. Formulation of the Problem.....	4
E. Hypothesis	5
F. Purpose of the Study.....	5
G. Significance of the Study.....	5
H. Definitions of the Key Term.....	5

CHAPTER II. REVIEW OF RELATED LITERATURE

A. Review of the Related Theories.....	7
1. Writing	7
2. Grammar.....	9
3. Correction	11
a. Teacher's Written Grammatical Correction.....	11
b. Conventional Correction.....	14
B. Review of the Related Findings	14
C. Conceptual Framework	15

CHAPTER III. RESEARCH METHOD

A. Research Design.....	17
B. Population and Sample.....	18
C. Instrumentation.....	18
D. Procedure.....	19
E. Technique of Data Collection.....	20
F. Technique of Data Analysis.....	21

CHAPTER IV. RESEARCH FINDINGS

A. Findings.....	23
1. Data Description.....	23
2. Data Analysis.....	33
3. Hypothesis Testing.....	36
B. Discussion	36

CHAPTER V. CONCLUSION AND SUGGESTION

A. Conclusion	38
B. Suggestion.....	38

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

Table 4.1. The result of pretest of experimental group	23
Table 4.2. The frequency and class interval of result of pretest of experimental group	25
Table 4.3. The result of pretest of control group	26
Table 4.4. The frequency and class interval of result of pretest of control group	27
Table 4.5. The result of posttest of experimental group	28
Table 4.6. The frequency and class interval of result of posttest of experimental group	30
Table 4.7. The result of posttest of control group	31
Table 4.8. The frequency and class interval of result of posttest of control group	32
Table 4.9. Pretest result	34
Table 4.10. posttest result	35

LIST OF GRAPHICS

Graphic 4.1. The scores of pretest of experimental group	25
Graphic 4.2. The scores of pretest of control group	28
Graphic 4.3. The scores of posttest of experimental group	30
Graphic 4.4. The scores of posttest of control group	33

LIST OF APPENDICES

Appendix A. Sample name of experimental group.....	43
Appendix B. Sample name control group.....	44
Appendix C. Pretest data.....	46
Appendix D. Posttest data	49
Appendix E. Pretest formula	52
Appendix F. Posttest formula	53
Appendix G. Pretest and Posttest	54
Appendix H. Sample of pretest of experimental and control group	55
Appendix I. Sample of posttest of experimental and control group	59
Appendix J. Surat izin penelitian	63

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills beside listening, speaking and reading that must be mastered by English learners. Through writing one can express and exchange his or her ideas, thoughts and experiences to others. Through writing one can also transfer information and knowledge to others. In other words, writing can be said as a means of communication between the writer and the reader.

Writing is an activity that combines words to form meaningful messages that the writer wants to express. In writing, the writer has to consider number of aspects such as vocabulary, spelling, grammar, mechanics and organization. The complexity of the writing makes writing seem difficult for most English learners.

Mastering English writing or learning writing is not an easy job. According to Vallete (1976), writing in English may truly be considered as the most sophisticated among the four primary language skills. These skills are speaking, listening, reading and writing. This idea is supported by Raimes (1983) who stated that many adult native speakers of a language find writing difficult.

The same opinion is also given by Byrne (1982) who concludes that among the four skills, writing in term of well-organized ideas, is the highest level and commonly regarded as a difficult activity for most people both in mother tongue and in foreign language. Harris (1974) conclude that during the early learning of English, the three other skills must be well-taught and trained as the prerequisite for learning writing.

From numerous opinions given by the experts, it can be concluded that they have the same opinion that writing skill is the most difficult one among the four basic skills of language. When the students have to study written composition as a required subject, they face many troubles. It seems that they are not able to transfer the oral language habit automatically into written language with the same level of correctness. Not only do the structures used in written English differ from those used in oral, but also there are difficulties in spelling, language style, and formality and the problem of organizing ideas. What they have studied during the oral-drill period is something different from they are facing when they begin to write.

Teacher added that the most difficult problem faced by the students in writing is in linguistic aspects, particularly in grammar. Students relatively often made grammatical errors in writing. As stated by Paulston (1976) structure of grammar permeates all language skills.

B. Identification of the Problem

Since writing is a part of a language skills taught in Junior High School, the students have to master it. Hughes (1986:101) states that there are five components in evaluating student's writing. They are grammar (if any noticeable errors of grammar), vocabulary (if it is distinguishable from educated native writer), mechanics (if any noticeable lapses in punctuation or spelling), fluency (choice of structures and vocabulary consistently appropriate) and form (the organization). So, one of the important aspects in writing is grammar.

The student's writing can reflect how far the students understand the grammar point that has been taught. Hughes (1986:99) says that in intermediate low level such as at junior high school, there are many basic errors in grammar, word choice, punctuation, spelling in the formation and the use of nonalphabetic symbols. One way to know the student's mastery of the grammar is by giving writing exercises to the students. The exercises they do can be used as reflection of the student's mastery of the grammar in writing. In checking the grammar at the student's writing, the teacher usually gives score. But the score given is not with any comments and suggestions. Giving scores and marks on student's writing without any comments and corrections will raise students negative sense of the teacher's scoring. The students do not know what aspects or criteria are given by teacher to give the score. The lack of correction of student's writing makes the students not know their mistakes.

Due to the problem above, giving written correction on student's writing is important. Written correction is one form of feedback from which they know where they have made mistakes and errors. The corrections given are used as feedbacks and information for them for the next writing. The students should receive feedbacks on their work to improve the quality of the work. Without feedbacks, the students cannot improve their skill and do not know their progress.

It often occurs that the teacher gives correction on student's performance orally. The teacher gives correction in misspelling or mispronouncing of the words. In contrast, it is rare that the teacher gives sufficient written correction. The teachers almost always give students written exercises or tasks, yet the

student's works are not provided with sufficient feedback, like correction. Yet, the teachers only give numerical marks like 7, 8, 9 or alphabetical grades such as A, B, C, D or E.

Therefore, giving written correction on student's writing is important. It means that the teacher has informed the student's mistakes, so the students can learn from the correction given.

Based on the assumption that grammar is one of the important aspect in writing, the teacher also needs to pay attention to the grammar used while correcting the student's writing. The teacher is suggested to give comments and corrections on the grammar mistakes or error at the student's writing besides giving score.

C. Limitation of the Problem

Based on the identification above, the problem is limited to the study of the effect of the teacher's written grammatical corrections on the student's grammar mastery in their writing especially in narrative and recount text of the second year students of SMPN 2 Bonjol.

D. Formulation of the Problem

The problem of this study is formulated as follows: Do the teacher's written grammatical corrections on the student's writing give better effect on the grammar mastery especially in narrative and recount text at grade VIII students of SMPN 2 Bonjol?

E. Hypothesis

It is hypothesized that the students whose written works are given teacher's written grammatical corrections will give better effect than the students whose written works are corrected by conventional way on the grammar mastery of their writing.

F. Purpose of the Study

The purpose of the study is to explain whether giving teacher's written grammatical correction on the student's writing will give significant difference on the grammar mastery of student's writing especially in narrative and recount text.

G. Significance of the Study

Giving written grammatical correction on student's work is very important in learning process because by giving the written grammatical corrections, the students will know their mistakes and they can learn from those mistakes. Therefore, this study is useful to know whether the teacher's written grammatical correction affects student's grammar mastery of their writing.

H. Definition of the Key Term

Teacher's written correction : The written correction given by the teacher on the students' grammatical mistakes as found in their writings.

Grammar mastery : The scores obtained by the students for their writings.

Grammar : Grammar that is used in narrative and recount text and added with misspelling, chose of word and word order.

Student's writing : The works or exercises done by the students in written form such as making a short paragraphs, making sentences, short dialogs.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Writing is a language skill by which one can express his or her ideas, feeling, thoughts and experiences to others. However writing seems difficult for most learners. The students have to consider number of aspects in writing like grammar. So, in teaching writing the teacher has to be able to overcome the student's problem in grammar. One of the way is by giving written grammatical corrections on their writing.

Based on findings in this research, it was found that giving corrections on students writing on their grammatical errors will give better result on their grammar accuracy of their writing. Therefore, the written grammatical corrections are very useful.

B. Suggestion

Based on the conclusion that the teacher's written grammatical corrections gives a better result to the student's grammatical mastery, it is suggested that the teachers give teacher's written grammatical corrections in correcting grammar in student's writing. The corrections given by the teacher become information for the students for the next writing.

For the next research, it is suggested to study the other aspects such as vocabulary or mechanics. It was better to conduct a research by giving corrections

followed comments. It aims at viewing whether there is any significant difference between giving written grammatical corrections, from the written grammatical followed by comments. Thus, the students will learn from their mistakes and from the corrections and comments given.

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