

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

A. Research Finding

In this chapter, the researcher will discuss the research finding in the field. And research use observation, interview, and documentation to collect a data that has been done. First, the result of this study will explain how does the teacher corrective feedback implement of writing recount text for ninth grade of junior high school robatal sampang.

In this research, to obtain data, it was conveyed how the process was in implement corrective feedback method in writing recount text for ninth grade of junior high school robatal sampang. Based on observation and research interview that have been carried out by researchers during the teaching and learning process in class which began on oktober 3, 2023.

In other word, in this research to find out how the process of using the corrective feedback method in writing recount text for ninth grade of junior high school robatal sampang. Researchers conducted observations and interviews to obtain the information data.

In this research, the researcher fund many findings and information on phenomena in the classroom about how the process of using the strategy of asking ninth grade students' writing was carried out by the teacher. This research describes and analyzes several problems regarding how the teacher applies the corrective feedback method in writing recount text to students, to know what are the advantages of implementation corrective feedback in

writing recount text for ninth grade of junior high school robatal sampan. The data obtained will then be explained in the following description.

1. How the teacher implemented corrective feedback in writing recount text for ninth grade of Junior High School Robatal Sampang.

a. First Observation

1) Pre-Teaching

This term represents everything teachers do at the beginning or initial tag of teaching for example, preparing lesson plan, recalling back past experiences and predicting what may become the problem in their upcoming class. In the class this stage is usually characterized by activities such as, activating schemata, brainstorming and so on. This stage of teaching actually holds the most important of all stages that come later Firstly, when teacher makes a good impression (or apply a good technique) at the pre-teaching stage, he/she may have established a relation with the students which can determine how the course runs. Secondly, pre-teaching also builds mood for the upcoming stages to run well By building a good mood among the students, teacher will be able to simplify the complex road ahead. The first activity in the teaching and learning process in class. In this section have some activities done by the teacher in ninth grade. The steps taken by the teacher are follows:

- a) The teaching open the class by salam greeting the student
- b) The teacher ask the students lead the class to prayer

- c) The teacher check attendance list
- d) The teacher review the material in the previous meeting.

2) While Teaching

In this stage of teaching, teachers are usually depending on the lesson plan they have prepared. Most of the time, the lesson plan can easily be applied in the process. However, sometimes, when the going gets tough, the situation demanded a teacher to be sensitive to what the students need. For example, once the students get bored with the lesson, teacher can resort to giving more examples or to narrative way of teaching to make the lesson more attractive. In other words of saying, teacher must be ready to make decision and change his/her mode of operation using all his/her resources and spontaneity to suit students needs. In this particular instance, the role of teachers has shifted, from instructional input into decision maker. Simply put, this stage of teaching requires the teachers to be as adaptive and creative as they could be. However, as the creative journey goes on, students are to have one thing certain to expect from the teacher in every class or meeting. Meaning that teacher must hold on to some certain strategies or approaches that the student can count on to have. In addition, teacher can also play a role as a facilitator. To facilitate means to make easy. Therefore, in the process of instruction, a teacher's role would be to promote learning, to help students to develop more and more by learning.

- a) The teacher give material about recount text in the class

In this section the teacher explanation the material, the teacher used to help the students carefully to make the students know the material well. Sometimes the teacher helped the students in writing as read the text carefully and wrote the sentence example on white board and their books.

- b) The teacher gave worksheet

In this section the teacher gave worksheet about recount text and gave the theme is about holiday. The teacher explain about generic structure to write recount text to students before the student wrote the recount text.

- c) The student wrote about recount text on the student worksheets

The students wrote recount text about holiday in the paper. The student followed the generic structure and language feature in recount text

- d) The student collected the assignment

The student collected the assignment one by one to the teacher.

- e) The teacher gave correction on the students worksheets

The teacher gave correction about grammar, punctuation, vocabulary, mechanics and determine the topic in the paper. The teacher gave correction in each generic structure. The first in orientation second is re orientation and the last event or ending. The teacher gave correction word by word about grammar,

mechanism and tense used. In this step the English teacher use indirect corrective feedback, teacher indicates that an error exist but no explanation it can be indicating or plus locating the error.

- f) The teacher provides corrections directly to students by explaining to each student what errors they have written.
 - g) The teacher gave motivation to students to be better and increase their writing.
- 3) Post Teaching

Post-teaching is the end of each process of teaching which actually is a door to another beautiful yet challenging journey. This stage usually is characterized by the teachers doing reviewing, summarizing and assessing the lesson they have concluded. Most importantly, this stage is where the teachers seek for insurance that what they have done in the class within the time provided for each meeting has come to fruition. Further this stage is also a place for the teacher to look back and to improve their future teaching practice

- a) The teacher conclude the material
- b) The teacher ask the student to
- c) The teacher ask the students lend the class to prayer before go home
- d) The teacher close the meeting by salam

b. Second observation

It was the second meeting of this research. It was conducted by the researcher on Wednesday 3rd October at 09.00-10.30. The lesson was still about “holiday”.

1. Pre-teaching

Before the teaching and learning process, the teacher said Assalamualaikum warohmatullahiwabarokatuh and said good morning my students". Then he asked the students conditions and checked the attendance list. And the teacher said that she had promise to continue the material by using the same model as the previous meeting. "Ok, my students. Today we will study about recount text".¹

2. Whilst teaching

The teacher started the lesson by explaining the material that would be discussed. The teacher give material about recount text and the teacher gave example recount text about holiday. The teacher helped the students in writing as read the text carefully and wrote the sentence example on white board and theirs books. After that the teacher gave worksheet with theme about holiday. The teacher explain about generic structure to write recount text before the student wrote the recount text. The student wrote about recount text on the student worksheet in the paper. The student followed generic structure and language feature in recount text. The student collected the assignment one by one to the teacher. The teacher

¹ Observation on Wednesday 3rd October 2023

gave correction on the student in their paper about grammar, punctuation, vocabulary, mechanics and determine the topic in the paper. The teacher provides corrections directly to student what errors they have written.

Teacher: "Ok students. Please write recount text about your holiday?"

Students: "yes Mrs"

Teacher: "okay I already give correction in your paper and I give you direct corrective"

Students: "OK mrs."

Teacher: "okay Eka Wulandari from your writing there are correction in tense you must use past tense or v2 in writing recount text"

Eka Wulandari: "yes mrs"

3. Post teaching

Then, the teacher give correction, the teacher conclude the material and ask the student lend the class prayer before go home and the teacher close the meeting by salam.

From those statement according to the English teacher she reviewed in the classroom, Mrs. Nita, S.Pd Said:

"I give material about recount text in the class and I give worksheet. The students write about recount text and collect the assignment. After that I give correction on the students worksheet. I used direct corrective feedback. In direct corrective feedback I correcting the writing recount text orally in classroom. I bring the writing result and correct the writing result well written, spelling, grammar and organization. I also correction about the context understandable or not. After that just go to the organization and the language or grammar, vocabulary and spelling. I think the benefit making corrective feedback in writing recount text, the student can understand the weaknesses in writing recount text and

start correcting here the mistakes are and make students even better at writing recount text”.²

Related to the teacher statement above the English teacher gave material and worksheet. After the students write about recount text and collect the assignment the English teacher gave the correction about punctuation, grammar, topic and vocabulary after that gave corrective feedback orally in classroom one by one. The English teacher said the corrective feedback benefit make the student can understand the weaknesses in writing recount text and start correcting here the mistakes are and make students even better at writing recount text.

2. The advantage of implementation corrective feedback in writing recount text for ninth grade of Junior School Robatal Sampang.

Based on the result of interview and documentation has conducted by the researcher. The researcher can know the student advantage of implementation corrective in writing recount text for ninth grade of Junior School Robatal Sampang.

The teacher gave the corrective feedback to help students to improve their writing performance and motivation.

According to the teacher,

“In my opinion, direct corrective feedback is an input or appreciation given to students who have done something, so that the students feel motivated and feel themselves valued by what they do.”³

Miss. Nita stated that,

² Interview, Mrs. Nita , October9th, 2023

³ Interview, Mrs. Nita , October9th, 2023

“Yes, it (direct corrective feedback) is very important, because of that way the students will know better where the error lies and know what solution should be done. I think this method will be more remembered by the students in the long term.”⁴

Related to the teacher’s statement above, direct corrective feedback is needed in language learning. Students need guide to tell what the exactly error of their writing is. The teacher should be patient in teaching English, especially English writing. The success of students’ writing process mostly depends on the teacher because teacher is a guide on students’ learning process. It can be seen in the interview below.

As reported that:

“Miss. Nita is Fun Miss, if Miss Nita teaches us she likes to make jokes, she is friendly, and gentle. If she explains, the material is also easy to be understood.”⁵

As interview with one student:

“She teaches patiently, clearly, in detailed and likes to advise that her students are stubborn. If the other English teacher usually only explained and told us to read so it is not detailed as Miss. Nita’s explanation, she also often gives us some feedbacks, then I preferred how Miss Nita teaches us.”⁶

Based on the interview above, the teacher was very kind so that the students felt comfort and enjoyed the learning. The teacher often gave positive feedback to students. The students felt happy while they were given direct corrective feedback by the teacher, and they accepted every teacher’s feedback.

Based on the interview with one student, she stated that:

⁴ Interview, Mrs. Nita , October9th, 2023

⁵ Interview, Mrs. Nita , October9th, 2023

⁶ Interview, The Student , October9th, 2023

“I am glad to be told by Miss. Nita, anyway I took a lot of lessons from her.”

“Because of the direct corrective feedback, it makes the explanation easier for me to be understood and be comfortable in the learning process.”⁷

Interview with Abdur Rofik “My teacher used corrective feedback in teaching recount text, my teacher corrects my writing if there is an error in grammar and also if there is an error in making the topic sentence, supporting sentence, or concluding sentence and I understand. And I corrected it by correcting the wrong grammar arrangement or making the structure in paragraph or recount text. I feel the corrective feedback can improve my writing skill because by learning from mistakes we can write something better than before”.

From the interview above, it can be said the one of the response of the student is can improve the teacher used corrective feedback to correct error in grammar and topic sentence. The student corrected and rewrite the recount text after corrected by teacher and the student said corrective feedback can improve writing skill.

Ali Zainun said “yes my teacher use corrective feedback directly. Tells me where and whats wrong with my writing. So far I always understand because her feedback is clearly enough. But if I don’t I just ask her until I understand. I do sometimes in fact it’s an order to correct my writing by rewrite and fix my previous one that has been checked by teacher under it. Sometimes I don’t if my writing is submitted. But my lecture still return my writing but only temporary to give the feedback and give me chance to analyze and memorize it and I feel improve my writing skill which is why I really need this kind of corrective feedback”.

From the next interview above, it can be said the one of the response of the student is the teacher tell the student where and what wrong in an essay. The student always understand and clearly when the teacher used corrective feedback. The student order to correct an essay and

⁷ Interview, The Student , October9th, 2023

rewrite fixed an recount text. The student feel improve and really need the kind of corrective feedback.

Eva Wulandari said “yes my teacher use corrective feedback directly. Corrective feedback used by her is by correcting the assignments give to students and then she will calling the name of the student to be personally corrected in her table in the class and also for the problem of writing for example a title that is in accordance with the material. She will discuss together in the class and I really understand the explanation she also give us solution or the correct of our mistakes. I directly correct my writing after my assignment as corrected by the teacher. I immediately noted down any mistakes in my assignment. Then I wrote the correct on a different paper. Of course I think the type of corrective feedback that my lecture give is very effective for learning writing”.

From the next interview above, it can be said the one of the responses of the student is the teacher use direct corrective feedback, the lecturer correct the assignment calling the student personally. The lecture correct the student writing accordance with material, after the assignment corrected by lecturer, the student also directly correct and rewrite an recount text correctly. The students said corrective feedback is very effective.

Hakila Said

“yes she does, my teacher use corrective feedback. I don’t get it of what kind of corrective feedback that she used. But our assignment will collected to her. One by one, called our names and show where our mistake in our assignment. And yeah I always understand when she corrected us. Yes I am it cause our teacher explained clearly about the weakness in our assignment. No but I will underpinned where the mistake of my writing and change it to the next meeting. Officially I do”.

From the next interview above, it can be said the one of the response of the student said the teacher use corrective feedback in teaching

recount text, the student always understand when the teacher corrected her recount text. The teacher explained clearly about the weakness in her assignment.

Based on the interview above, the students also felt glad because the teacher provided direct corrective feedback. The direct corrective feedback made the students know their mistakes because they were shown how they should write.

B. Discussion

Based on the result of observation, interview and documentation has conducted by the researcher, the researcher how the teacher applies the corrective feedback method in writing recount text to students, to know what are the advantages of implementation corrective feedback in writing recount text for ninth grade of junior high school Robatal Sampang.

1. The implement corrective feedback in writing recount text for ninth grade of Junior High School Robatal Sampang.

The English teacher prepared herself in conducting teaching learning proses used corrective feedback on writing essay.

- 1) Pre-Teaching
 - a) The teaching open the class by salam greeting the student
 - b) The teacher ask the students lead the class to prayer
 - c) The teacher check attendance list
- 2) While Teaching
 - a) The teacher give material about recount text in the class

- b) The teacher give worksheet
- c) The student write about recount text on the student worksheets
- d) The student collect the assignment
- e) The teacher gave correction on the students worksheets
- f) The teacher gave correction about grammar, punctuation, vocabulary, mechanics and determine the topic in the paper.
- g) The teacher provides corrections directly to students by explaining to each student what errors they have written.
- h) The teacher gave motivation to students to be better and increase their writing.

3) Post Teaching

- a) The teacher conclude the material
- b) The teacher ask the student to
- c) The teacher ask the students lend the class to prayer before go home
- d) The teacher close the meeting by salam

Based on the interview the lecturer used direct and indirect corrective feedback. In direct corrective feedback the lecturer correcting the recount text orally in classroom. the English teacher correct the recount text well written, spelling, grammar and organization. There are suitable with the theory Ellis journal of English studies.

There are two types of corrective feedback, namely direct corrective feedback and indirect corrective feedback. Direct corrective

feedback the teachers sanction directly in front of students. Direct corrective feedback has an important related with the Novika Agustingsih her dissertation entitle “*A Study On Direct Corrective Feedback In Improving Students’ Writing Performance And Motivation At MTS YP KH Syamsuddin Ponorogo*”.⁸ The implementation of direct corrective feedback in improving students’ writing performance and motivation in writing teaching learning process was divided into two way which were by oral and written. The students were excited and felt glad because the teacher provide direct corrective feedback. Direct corrective feedback made the students know their mistakes because they were shown how they should write.

While indirect corrective feedback students can provide notes on which error in their work. The lecture correction about the context understandable or not. After that just go to the organization and the language or grammar, vocabulary and spelling. The benefit making corrective feedback in writing recount text and start correcting here the mistakes are and make students even better at writing recount text.

As as result of direct correction of the recount text which has been corrected by the teacher, there are several corrections, namely in terms of the vocabulary of the language used, the content and structure of the text related with the another research namely Dedeh Herlinawati on her

⁸ Novika Agustingsih. *A Study on Direct Corrective Feedback in Improving Students’ Writing Performance and Motivation at MTS YP KH Syamsuddin Ponorogo*. English Education Department. Faculty of Tarbiyah and Teacher Training. State Institute of Islamic Studies Ponorogo. January 2021.

dissertation entitle “The Effect of Teacher’s Corrective Feedback on Student’s Writing of Descriptive Text” has concluded it could be assumed that teacher’s corrective feedback had large size effect on students writing. In fact, the students in the experimental class became more confident and active in submitting their tasks. The result also showed that many students improve their writing skills in content, organization, vocabulary and language use.

The English teacher correction about the context understandable or not. After that just go to the organization and the language or grammar, vocabulary and spelling. The benefit making corrective feedback in writing recount text, the student can understand the weaknesses in writing recount text and start correcting here the mistakes are and make students even better at writing recount text

There are suitable with theory John Hattie and Helen Timperley that Kluger and DeNisi proposed that both of positive and negative feedbacks can have their own beneficial effects on learning.⁹ Personal feedback will be positive if it will affect the students in learning when it brings change and student success hen implementing learning or strategies used to understand assignment. Positive feedback can increase the likelihood that students will return to or persist in an activity and self-report higher interest in the activity.

⁹ John Hattie and Helen Timperley, “The Power of Feedback,” *Review of Educational Research* 77, no. 1 (March 2007): 81–112.

2. The advantage of implementation corrective feedback in writing recount text for ninth grade of Junior School Robatal Sampang.

Based on researcher observation and interview, when the teacher gave writing assignment to tell about story, the teacher gave direct corrective feedback. The teacher implemented the direct corrective feedback during the learning process. First, when the students were given exercise. Second, when the students were working on assignment. Last, when the students had finished their writing assignment.

There was also such improvement on students' motivation. Motivation is the extent to which you make choice about (a) goals to pursue and (b) the effort you will devote to that pursuit.

According to the observation and interview, the researcher found that the teacher gave direct corrective feedback in two types: oral direct corrective feedback and written direct corrective feedback. Oral feedback is mostly considered to happen between a teacher and students. Oral feedback is usually done during a task. It is sometimes underestimated because it is less formal, but it can be very powerful and effective tool as it can be provided easily in the "teachable moment" and in timely way. Oral feedback made the learning situation more responsive. The students with some problems of expressing their feeling because of affraid for being wrong or asking some materials they didn't understand before, by implementating direct corrective feedback, they were more confident for

it. They started giving a positive feedback which was good for them in understanding the lesson and the correct structure on writing.

In contrast, written feedback tends to be given after task. Written feedback is sometimes considered as optimal because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind. Written feedback involves feedback given to students' written work. Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Through the implementation of direct corrective feedback, it can be seen that students' motivation was high.

There are suitable with theory Karim and Ivy as follow about advantage of corrective feedback. 1) Feedback from the teacher can give a general guideline to improve their writing, 2) Feedback can motivate the students in a positive way and give them confidence. 3) Feedback can help students to review their mistakes because they get transparent idea of what the students have acquired, 4) Feedback can make the students understand their strength and weakness and 5) Feedback can make the interaction between students and teacher grows stonger.¹⁰

¹⁰ Karim and Ivy. The Nature of Teacher Feedback in Second Language (L2) Writing Classroom: A Study on Some Private Universitas in Bangladesh. *Journal of Bangladesh Association of Young Researcher*. 1, (201), 31-48