



The Teachers' Corrective Feedbacks on the Students' Grammatical Errors in their Written Descriptive Text and Their Response.

Hariato¹, Ratna Dewi² Radiah Hamid³

hari19anto75@gmail.com

¹²³Muhammadiyah University of Makassar

ABSTRACT

This study aimed to find out (1) The teachers' feedbacks on the students' grammatical errors in the students' descriptive text; (2) The students' responses towards the teachers' grammatical feedbacks in their descriptive text. The research design is Descriptive Qualitative Research conducted at SMP 1 Ma'rang Pangkep. The subject of research was three English teachers and thirty students who were selected by Purposive Sampling Technique. The instrument of data collected were teachers' corrective feedback and the student's response from the descriptive text. The result of the research showed that corrective feedback on the students' grammatical errors in descriptive texts was more dominant in syntax errors, in this case mis formation errors. These errors occurred because of student's mother tongue interference. The students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its used. Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules. Students' response by imitating the teacher's corrective feedback. Because they were aware that the parts which were given feedback were incorrect and they agreed with the correction suggested by the teacher. Thus, they directly imitated the corrections and did not change any other parts. And a few students ignore.

Key words: *grammatical error, corrective feedback, descriptive text*

Introduction

In language classroom, there will always be failure or errors during the learning process. Teachers' feedback is provided to learners to correct their errors. Corrective feedback, according to Larsen and Freeman (2011:262), is negative evidence provided to learners which is used to correct their misconception about some aspects of the target language. It means that teachers' feedback indicates the learners' misunderstanding or wrong hypothesis about aspects of a language which can be in grammar, spelling, and others. The indication or evidence then can be utilized to repair their language production.

On the other hand, corrective feedback definition can be specified in the scope of grammar matter only. Sheen (2007) in Rassaei and Moinzadeh (2011:97) defines corrective feedback as a teacher's act that invites a learner to attend to grammatical accuracy of the utterance produced by learners. In addition, Pawlak (2014:6) says that corrective feedback refers to teachers' response to incorrect language forms. Pawlak further explain that this corrective feedback can be given to students' speech and writing. Both have similar notions that corrective feedback is focused on language forms or grammatical accuracy.

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 and Abeywickrama (2010:7) assert that corrective feedback also functions as a 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.

Further, teachers' feedback results improvement on students' competence. Chandler (2002:270) states that teachers' feedback improves language accuracy overtime. It means that the benefit of giving correction on students' works cannot occur a blink of eyes. It takes time for teacher and students starting from giving correction, instructing student to notice it and make use of it. Thus, once it is practiced, students should be given chances to learn and internalize the correction to result the positive effect.

Teachers' feedback on grammatical errors can be in written forms. Meanwhile, written ones are performed in print, permanent and concrete. Moreover, based on preliminary research, many task or assignments in schools in Pangkep regency. These days are in written form such as doing exercises from textbooks, completing LKS and others. Therefore, written teachers' feedback on grammatical errors considerably deserves attention in language teaching.

There were some researchers which had been conducted related to the teachers' feedbacks on the students' errors of grammar in writing classroom. Nassaji (2019) analyzed correcting students' written grammatical errors: The effects of negotiated versus non negotiated feedback, This classroom-based on study examined the effects of oral negotiation in addressing L2 written errors.

Data was collected in two intermediate adult English as a second language classes. Feedback with limited negotiation (i.e., prompt + reformulation) and feedback with negotiation. The linguistic targets chosen were the two most common grammatical errors in English: articles and prepositions. The effects of feedback were measured by means of learner-specific error identification / correction tasks administered three days, and again ten days, after the treatment. The results showed an overall advantage for feedback that involved negotiation. However, a comparison of data per error types showed that the differential effects of feedback types were mainly apparent for article errors rather than preposition errors. These results suggest that while negotiated feedback may play an important role in addressing L2 written errors, the degree of its effects may differ for different linguistic targets.

Maria (2017) analyzed errors and corrective feedback in writing: implications to our classroom practices. This action research endeavors to survey prevalent attitudes of teachers and students toward corrective feedback and examine their implications to classroom practices. This paper poses the major problem: How do teachers perspectives on corrective feedback match the students views and expectations about error treatment in their writing? Results showed that there are differing perceptions of teachers and students regarding corrective feedback.

Next, Mareta (2020) analyzed written corrective feedback on EFL students at an islamic junior high school. This study aimed to investigate the types of corrective feedback that the teacher used in teaching writing recount text, this also employed to reveal the students' motivation for writing recount texts, and to explore the benefit of teacher corrective feedback to the students' ability in writing recount text at Man Baul Huda Islamic Junior High School Central Java Indonesia. The findings of this study turned out that the teacher employed indirect corrective feedback and gave symbols to the student's error production. Most of the students are highly motivated to be able to write a status on face book or other online media by using English. The most important advantage of obtaining corrective feedback for the students is to understand the use of grammar in making a sentence and increase

their ability in writing English.

Royani (2019) did a research an analysis of grammatical errors in students' writing descriptive text. Researcher believes that grammar is really important in writing that is why he suggested to consult grammar books to make the writing grammatically correct. Therefore, the data was analyzed based on the error analysis's of students in writing. From the result finding, students were suggested to learn more about English grammar.

In learning process, the students still make errors in their descriptive text, especially in the use of grammar as the researcher experienced. This problem is also faced by the students at SMP 1 Ma'rang Kab. Pangkep. Sometimes, although the students have studied grammar, the students seem still to be unaware of grammatical rules in writing. Based on the previous research and explanation above, the researcher wants to conduct a research which is entitled "the teachers' corrective feedbacks on the students' grammatical errors in their descriptive text and their response".

Method

In this study, the researcher used the descriptive qualitative design, because it describes the teachers' corrective feedbacks on the students' grammatical errors in their written descriptive text and their response towards the teachers' grammatical feedbacks at State Junior High School 1 Ma'rang Pangkep Regency where the students do not have good skill in writing descriptive text and it could be seen from their writing descriptive text. Therefore the researcher selected this title because it conveyed a broader understanding of the grammatical errors in students' writing descriptive text. The data was collected in the form of texts.

Result and Discussion

the findings and discussion which answer the question previously formulated in the research question. The first question concerns with corrective feedback provided by teacher on students' grammatical errors in descriptive text. The second question concerns with students' responses towards teachers' corrective feedback. The results are presented in the following order: (1) teacher corrective feedback, and (2) students' responses.

Teachers' Corrective Feedbacks on the Students' Grammatical Errors in their Descriptive Text.

Teachers' Corrective Feedbacks were given in written form. This can be seen through the students' descriptive text that was revised by the teacher. Minimal marking was applied to the whole students' descriptive texts revised by the teacher. The teacher gave corrections on each student's work. Based on, the teacher's correction in the students descriptive text, it is found some errors such as;

Teachers' Corrective Feedbacks on Morphological Errors

1). Teacher's Feedback on Indefinite Article Errors

The error made by omitting article *an*.

It had been three students' grammatical errors

Iqbal Ramadhan is Artist (S1)*

The correct sentence is

Iqbal Ramadhan is an artist

Teacher's corrective feedback to the student is by directly putting article an before the word artist.

Prabowo is president Indonesia (S2)*

The correct sentence is

Prabowo is a president.

Teacher's corrective feedback to the student is by directly putting article a before the word president.

Lionel Messi is football player (S3)*

The correct sentence is

Lionel Messi is a football player.

Teacher's corrective feedback to the student is by directly putting article a before the word football.

2.) Teacher's Feedback on Possesive case incorrect or omission

The error made by omitting of 's.

It had been two students' grammatical errors

Eye ball elephant (S1)*

The correct sentence is

Elephant's eye ball

Teacher's corrective feedback to the student is given by directly putting possessive's at elephant.

Cat hat's ground (S2)*

The correct sentence is

Cat's hat is round

Teacher's corrective feedback to the student is given by directly putting apostrophe's at cat word.

3). Teacher's Feedback on Regular Past Tense Error

The error made is by omitting the suffix – *ed* on verb.

It had been one student's grammatical errors

She play bowling yesterday (S1)*

The correct sentence is

She played bowling yesterday

Teacher's corrective feedback to the student is given by directly putting ed at the end of the word play.

Teachers' Corrective Feedbacks on Syntax Errors

1). Teacher's Feedback on Verb Phrase Errors

The error made by omitting of main *verb*

It had been two students' grammatical errors

He performance good (S1)*

The correct sentence is

He has good performance.

Teacher's corrective feedback to the student is by directly putting main verb has after subject he.

cow feet four (S2)*

The correct sentence is

Cow has four feet.

Teacher's corrective feedback to the student is by directly putting main verb has after subject cow.

2). Teacher's Feedback on Verb Phrase Errors

The error made by omitting of *to be*

It had been two students' grammatical errors

*He very good** (S1)

The correct sentence is

He is very good.

Teacher's corrective feedback to the student is by directly putting to be after subject he.

*Who polite** (S2)

The correct sentence is

Who is polite.

Teacher's corrective feedback to the student is by directly putting to be after subject.

a. Misformation Errors

Misformation errors is the wrong form of the structure.

Misordering errors occurs when the writer put an item in the incorrect place in a construction. It had been twenty students' grammatical errors :

*Has eleven friend ...** (S1)

The correct sentence is

Has eleven friends.

Teacher's corrective feedback to the student is by directly putting s at the end of friend word.

*many colors kind.....** (S2)

The correct sentence is

many kinds of colors.

Teacher's corrective feedback to the student is by directly putting of after the word kind.

animal kind carnivore (S3)*

The correct sentence is

Kind of carnivore animal.

Teacher's corrective feedback to the student is by directly putting of after the word kind.

Tiger is animal that have big body (S4)*

The correct sentence is

Tiger is animal that has big body.

Teacher's corrective feedback to the student is by directly changing have become has after the word that.

She have two ear which long and board (S5)*

The correct sentence is

She has two ears with long beard.

Teacher's corrective feedback to the student is by directly changing have become has after noun.

Hi have two eye (S6)*

The correct sentence is

He has two eyes.

Teacher's corrective feedback to the student is by directly changing have become has after noun.

Cat have four feet (S7)*

The correct sentence is

Cat has four feet.

Teacher's corrective feedback to the student is by directly changing have become has after noun.

*he to have able to fly and have * (S8)*

The correct sentence is

He has to.....able to fly and has.

Teacher's corrective feedback to the student is by directly changing have become has after noun.

tiger is animal that have... (S9)*

The correct sentence is

Tiger is animal that has...

*Teacher's corrective feedback to the student is by directly changing
have become has after noun.*

cat have nose one. (S10)*

The correct sentence is

Cat has one nose.

*Teacher's corrective feedback to the student is by directly changing
have become has after noun.*

...have for leg, have one nausea (S11)*

The correct sentence is

.... Has four legs, has one nose.

*Teacher's corrective feedback to the student is by directly changing
have become has after noun.*

he have leg (S12)*

The correct sentence is

He has four legs.

*Teacher's corrective feedback to the student is by directly changing have
become has after noun.*

the cat,..they're have... (S13)*

The correct sentence is

The catit has

*Teacher's corrective feedback to the student is by directly changing
have become has after noun.*

drink cat is milk.. (S14)*

The correct sentence is

Cat has milk drink.

*Teacher's corrective feedback to the student is by directly changing
have become has after noun.*

Uncnake have ... (S15)*

The correct sentence is

A snake has.....

*Teacher's corrective feedback to the students is by directly changing
have become has after noun.*

Owl is animal hagher (S16)*

The correct sentence is

Owl is higher animal.

*Teacher's corrective feedback to the student is by directly rearranging
the sentence.*

They is very easy get angry(S17)*

The correct sentence is

They are very easy to get angry.

*Teacher's corrective feedback to the student is by directly putting to be
are after the subject.*

She is like eat fish (S18)*

The correct sentence is

She likes to eat fish.

*Teacher's corrective feedback to the student is by directly putting to
infinitive between the two verbs.*

player from Argentina..... (S19)*

The correct sentence is

The player is from Argentina.

*Teacher's corrective feedback to the student is by directly putting
article the.*

...and the eyes, the eyes kitten is the big, and the bright. (S20)*

The correct sentence is

...and the eyes, the kitten eyes are big and bright.

Teacher's corrective feedback to the student is by directly omitting article the.

Discussion

The result of the error analysis research showed that the students' misformation errors based on the third person singular, simple present and past tense. Addition errors occur because the students add an item or some items that must appear in the sentence. Meilia who is also supported by Sulistyawati (2011) classified the types of addition error and researcher finds misformation error in the analysis.

Conclusion

The result of the research showed that corrective feedback on the students' grammatical errors in descriptive texts was more dominant in syntax errors, in this case mis formation errors. These errors occurred because of student's mother tongue interference. The students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its used. Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules. Students' response by imitating the teacher's corrective feedback. Because they were aware that the parts which were given feedback were incorrect and they agreed with the correction suggested by the teacher. Thus, they directly imitated the corrections and did not change any other parts. And a few students ignore

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