

Corrective Feedback and Students Uptake In Writing Recount Text At SMPN 1 Kampar

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ABSTRACT

This study aims to determine students' writing skills where the results were obtained through interviews with English subject teachers. The writing skills of students identified, especially errors in using grammar in writing recount text, were obtained from the results of interviews with subject teachers who had corrected the results of students' recount text writing. The method used in this research is a qualitative method by conducting interviews with English subject teachers. One English subject teacher was chosen as a participant. Data were collected through semistructure interviews with subject teachers. The results showed that from the analysis of the students' writing by the teacher, the results were not good. Students make mistakes in using grammar, such as using to be, verbs, conjunctions and writing simple past tense sentences.

Keywords: *Corrective Feedback, Writing Skill, Recount Text*

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INTRODUCTION

English lessons are very important to learn in school. (Ayu & Viora, 2018) said "There is no denying the importance of English at this time as a global language. It is clear that English has become more dominant around the world. In some countries it is used as a mother tongue and other countries learn as a second language at their schools."

In learning English, there are several skills. (Masrul, 2015) said the four Basic English language skills are have developed different definitions of the purposes divided into two categories such as receptive skills of writing. and productive skills. Reading and listening are For example: Writing teachers concerned considered receptive skills, whereas speaking and about individual student growth and the writing are known as productive skills.

Writing is one of the important language skills in learning a language. It is a tool for communicate. (Syam and Sangkala, 2014) said that "Writing is one of human communication tools. Which is used to interact with other people or pour our opinions in written form." Thus, writing becomes a crucial thing to master it.

Good writing is the ability to write clearly. Because if it is not clear, the readers will find that difficult to get information. This means that the writer failed to convey the intent or content of the writing to the reader. According to (Imani and Marleni, 2019) "Writing is one of the productive skills that need some rules like content, grammar, language use, vocabulary and mechanics. Those rules need to be understood in each component to make the reader understand the explanation as the writer write. As known writing is one of many ways of communication." But writing is not spontaneous about something. Writer must consider many things before talking their arguments in their writing. That is why writer must know

to what they write and to whom they write. It means than understanding writing is important, and also it shows that writing is not an easy skill to be mastered.

Writing is not easy to do. It needs creativities for producing something new. In addition, the writer should pay attention to the aspects of writing itself. Moreover, writing as one of the productive skills holds an important role in people's life, including language learners (students). In everyday life, students have it for presentations, summaries and reports. According to Sturm and Koppenhaver in (Westwood, 2008) for arranging "the writing, the writer needs complex thinking that should integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and transcription." The aforementioned informs that writing is difficult to do, everyone can do it, however, not all of the people can handle its complexity.

Based on the description above, it can be said that although everyone can do the writing, the complexity of writing can be lost. Because of that, students frequently make errors in writing. According to (Asilestari, 2018) "The problems in writing English could not be avoided by students. Actually the problem could come from their environment or themselves. In general, the students said that finding the topic to be written was very difficult. It shows from their writing result. The topic of student wrote not usually focus and the supporting sentences were not appropriate with the topic that they wrote. That is why the students felt hard to write English because the students could not decide the topic to be written." Not only the learners in level of elementary that amid make errors in writing, but also the advanced level.

At State Junior High School 1 Kampar, English taught by using 2013 curriculum once in a week. The students write recount text as one of the text that should they learn. Based on the data, researchers found students' low in writings recount text. Students recount text writing are ungrammatical, errors in simple past tense were exist. For example, the students often wrote simple present instead of writing past tense. Students did errors in choosing verb of past tense, they were confused to put tobe in the non verbal or verbal sentence. Another phenomena found is students could not differentiate between an irregular or a regular verb, an adjective or noun.

Corrective feedback was the most effective way to indicated students' mistakes, the researcher found several theory from (Chaudron, 1998) stated that, "corrective feedback is only to emphasize the teacher habit to remind students mistakes and the teacher try to notify about students error." Correcctive feedback is also as a clue to the learners that the language to the target or compose a sentences is incorrect (Lightbown and Spada, 1999). The learners could get this clue in several ways. (Polio, 2012) stated that, "corrective feedback establishes some knowledges and it helps the learners to inspect incorrect information and then to assure the mistakes would not happen again automatically."

From the explanation above, it is important for the students for not having errors in their writing because an error can give negative influence to students learning. According to (Hwang, 2012) "the feedback from an error in writing can be strongly negative that the students will give up to make new attempts and the learning will end up in failure." That is why, writing grammatically is crucial for students to help them produce good writing which then making them able to deliver the message to the reader. Based on those reasons, the researcher was in conducting a study entitled "Corrective Feedback And Students Uptake In Writing Recount Text At SMPN 1 Kampar"

METHOD

This research was descriptive qualitative method. "Descriptive research describe a given state of affairs as fully and carefully as possible" (Fraenkel et.al, 2012). Besides, (Nassaji, 2015) also argues that "the purpose of descriptive research is to describe its characteristics and phenomenon." Based on several explanations above, descriptive study describes the phenomena to get deep

information and understanding. This research consisted one variable students' errors in writing recount text.

The research was conducted on October 13th, 2020 to November 03th, 2020 at the eighth-grade students of SMPN 1 Kampar in the Academic Year 2020/2021 with a total of 23 students. In this research the researcher wanted to know the writing skill of Recount text in SMPN 1 Kampar. The researcher are conducted an interview with English teacher at SMPN 1 Kampar. The subject was an English teacher named Mr. Dasman.

In interviews there are seven steps in using interviews to collect data in qualitative research, namely; determine the teacher to be interviewed, prepare questions for the interview, determine the time of the interview, start or open the interview flow, confirm the results of the interview then end or close, write the results of the interview into the field notes and identify the results of the interview that has been obtained.

FINDINGS AND DISCUSSION

I analyzed the data by doing manual content analysis. I actually read participants' answers to specific questions, summarize the views expressed and make a table in a word processor. I summarize the responses or answers given by the participants. This is not to suggest that the teacher's response automatically falls into this or that category. In fact, her responses to questions were varied and some were sometimes marked by inconsistencies and contradictions (see Discussion below). However, a closer reading of the responses, cross comparisons and categorization helps in translating the raw data into interpretable findings.

Do students like English lessons, especially writing?

No, most students think English is a scary subject. But, there are still some students who like it.

Most of them do not like English lessons because English is a difficult language, especially writing. Students have difficulty writing essays in English, they also find this lesson boring, memorize too much vocabulary, remember grammar formulas, arrange words, connect between sentences, and have to look for ideas.

Have you explained the recount text material at the beginning of the lesson?

Yes, I explained the material at the beginning of the lesson and gave them the opportunity to ask questions if something was not understood.

Every time her enter new material, the teacher always explains the learning material first. Likewise with recount text material, at the beginning of the meeting the teacher explained the meaning, general structure, linguistic characteristics, provided examples and taught how to write recount text using the WhatsApp application. There are several factors besides interest, namely first, being unable to focus because of the online learning process at home and there is no direct supervision by the teacher. Second, network disruption. Those who live in areas with less network admit that they have difficulty following the lessons. Some students also could not listen to the explanation of the material presented by the teacher well.

How do you checking students' writing and what things do you notice?

Yes, I pay attention the component of writing recount text like; ideas, organization, grammar, vocabulary, and mechanics.

The teacher checks all the results of the students' recount text writing one by one, paying attention to the components that are in writing the recount text. The teacher pays attention to each sentence by crossing out unnecessary words, phrases or morphemes, entering the missing words, phrases or morphemes, and writing the correct form above or near the wrong form. This is done so that students know what mistakes they did and what was right.

What are the most mistakes students make in writing recount text?

Of all the types of errors, the use of grammar was the mistake most students made. They are like confusion in using grammar.

After correcting the students' writing results, the teacher found several types of mistakes. First, they make mechanical mistakes such as, punctuation, spelling, and capitalization. Second, do word repetition due to lack of vocabulary. Third, pouring floating or unfocused

ideas. And the last one is grammar, this is the most common mistake and most students do it. Students' mistakes in using grammar also vary, such as the use of conjunctions, adverbs, adjective, simple past tense, and passive voice.

In your opinion, what are the factors that cause students' weak understanding of grammar?

Because that some of the factors students have difficulty using grammar. First, students do not understand the placement of verbs. Such as, verb I, verb 2 or Verb ing. Second, difficulty memorizing and confusion in using formulas. Third, they often use translation via google.

In learning grammar, there are many types of tenses with different formulas. This causes students to be confused in memorizing and using the formula. Not only that, students are confused in using verb 1, verb 2 and other types, students cannot distinguish between regular verbs and irregular verbs, and finally they use google translet more often than they make up their own.

DISCUSSION

Based on the results of interviews with subject teachers, it was found that the students' ability to write recount text was weak. In this case several types of errors were found. Students lack understanding in applying writing skills, such as: content, organization, vocabulary, grammar, and mechanisms.

This is in line with (Linda, 2018) in her research, students still have problems writing recount text well. Students' ability in writing recount text is still low. Only a few students have good writing skills. The problem is: students do not practice writing, so students make mistakes, such as: determining the main idea, using the right words, using grammar and composing sentences.

There are some of the same drawbacks in writing student recontext texts. The weaknesses are: students have difficulty using grammar such as; verbs, regular verbs, nouns, conjunctions and make sentences simple past tense. other errors are weak vocabulary, mechanics, content and organiazation. The purpose of this study was to determine the grammar weaknesses of students in writing recount text at SMPN 8 Tangerang. This research method is qualitative research and uses interviews as data collection instruments. The results showed that the students' grammar ability in writing recount text was very weak.

The researcher found that some of the students' grammar difficulties in writing lessons included writing simple past tenses, conjunctions, adverbs and action verbs. First, in using the simple past tense, students make mistakes in using tobe, verbs and formulas. Second, in using conjunctions. Students do the same connecting word repetition. Third, in using adverbs some students did not explain the location or time in detail. And lastly, in using verb actions. Students do not explain activities sequentially and clearly. This is also because they don't know much about the vocabulary of action verbs. This is in accordance with what was conveyed by the teacher.

CONCLUSION

This chapter provides conclusions about the results. The researcher focused on the weaknesses of students in writing recount text, especially in the use of grammar in the eighth grade of SMPN 1 Kampar, as follows: Students' writing skills in writing recount text. The results showed that the students' ability to write recount text was weak and based on these findings, there are several obstacles in learning to write. The problem is students are less interested in learning English, especially writing. Because they feel unfamiliar with this language and have difficulty understanding it. Second, students have difficulty using grammar in writing recount text. Because they have difficulty using grammar formulas and lack understanding of, tobe, verbs, nouns, conjunctions and simple past tense in writing recount text.

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