

THE EXPLICIT AND IMPLICIT FEEDBACK IN THE STUDENTS GRAMMATICAL ERRORS OF WRITING NARRATIVE TEXT

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ABSTRACT

This research is the explicit and implicit feedback in the students grammatical errors of writing narrative text. The research purpose is to find out the kinds of grammatical errors are faced by the students in writing the narrative text, to discover how the teacher gives implicit and explicit corrective feedback to students' errors, and to discover which corrective feedback that students liked most. The. The research data obtained with 3 steps of collecting data, the first one is observation, then documentation, and the last one is interviews. The subjects of this research are the students from XI MIPA 2 class at SMAN 1 Anjir Pasar, this class consists of 20 students, 7 are boys and 13 are girls. The kinds of student's grammatical errors in the narrative text are Tenses, Pronoun, Preposition, Conjunction, and Article. Tenses are the most errors made by the students. The teacher gives a mix of implicit and explicit corrective feedback. If the errors that students made are minor errors, the teacher usually used explicit corrective feedback. But if the errors are fundamental, the teacher used implicit corrective feedback to stimulate the students to find out their own errors and improve it. Then the corrective feedback the students liked most is implicit corrective feedback. Because, these types of corrective feedback can help the students to improve their skills in analyzing their errors and also their writing skills.

Keywords: *Implicit Corrective Feedback, Explicit Corrective Feedback, Narrative Text, Grammar Errors.*

ABSTRAK

Penelitian ini merupakan umpan balik eksplisit dan implisit pada kesalahan tata bahasa siswa dalam menulis teks naratif. Tujuan penelitian adalah untuk mengetahui jenis kesalahan tata bahasa yang dihadapi siswa dalam menulis teks naratif, Untuk mengetahui bagaimana guru memberikan umpan balik korektif implisit dan eksplisit terhadap kesalahan siswa, dan untuk menemukan umpan balik korektif mana yang paling disukai siswa. Itu. Data penelitian diperoleh dengan 3 langkah pengumpulan data, yang pertama adalah observasi, kemudian dokumentasi, dan yang terakhir adalah wawancara. Subyek penelitian ini adalah siswa kelas XI MIPA 2 SMAN 1 Anjir Pasar, kelas ini terdiri dari 20 siswa, 7 laki-laki dan 13 perempuan. Jenis kesalahan tata bahasa siswa dalam teks naratif adalah *Tenses, Pronoun, Preposition, Conjunction, dan Article*. *Tenses* merupakan kesalahan yang paling banyak dilakukan oleh siswa. Guru memberikan campuran umpan balik korektif implisit dan eksplisit. Jika kesalahan yang dibuat siswa adalah kesalahan kecil, guru biasanya menggunakan umpan balik korektif eksplisit. Tetapi jika kesalahan bersifat mendasar, guru menggunakan umpan balik korektif implisit untuk merangsang siswa menemukan kesalahan mereka sendiri dan memperbaikinya. Kemudian umpan balik korektif yang paling disukai siswa adalah umpan balik korektif implisit. Karena, jenis umpan balik korektif ini dapat membantu siswa untuk meningkatkan keterampilan mereka dalam menganalisis kesalahan mereka dan juga keterampilan menulis mereka.

Kata kunci: umpan balik implisit, umpan balik eksplisit, teks naratif , tata Bahasa.

1. Preface

The principle of writing in English or Indonesian is not much different. However, the rules of grammar structures used in the English language are different from the rules of grammar structures in Indonesian. Examples of these differences are that the English language has tenses (time) to indicate the time while Indonesian has no specific grammatical forms to express time. Noviyanti (2013) states that writing skills are useful to support the teaching and learning process. Through writing skills, students are required to be creative and active in thinking and activities as much as possible to pour their ideas into written language. Writing can strengthen grammatical forms. That is because when someone is writing then the students will process many words to create meaningful posts.

Hayrunissa (2019) divided Noun phrase categories into five groups; determiners, nominalization, number, pronouns, and preposition. While in verb phrase divided into two groups; omission of verb and agreement of subject and verb. Then, transformation categories are also divided into two groups; negative transformation and passive transformation. Based on this research we could know there are so many mistakes that students create while doing a writing test. In this case, teachers should not ignore the students' errors. The teachers must give them corrective feedback that can help them to improve their grammar.

Corrective feedback is a part of classroom interaction. The presence of corrective feedback is evitable, since interaction always happened in classroom. As in classroom interaction, the presence of dialogue or conversation mostly occurs between students and students even students and teacher. Sometimes students get mistake to answer question or give opinion. In another case they may say something incompletely. It is also possible that students are wrong in choosing appropriate diction for certain word. If those problems happen, teachers have to take responsibility to correct their mistakes as well as to avoid their mistakes happen gradually. If not, it is worried that it becomes a habitual, the learner keep jamming in frozen mistake. It becomes a burning issue in second language acquisition (Lyster & Mori, 2006).

From the description above, the researcher wants to know the grammatical errors from students writing narrative text at the Junior High School level. But, this research will be a little bit different from those above research because in this research the researcher focuses on the corrective feedback, which feedbacks that the teacher used to corrects the students' grammatical errors while writing narrative text. The researcher also tries to analyze which one feedback that students likely most is it explicit feedback or implicit feedback. In this case study research, the researcher gives this research proposal with the title "The Explicit and Implicit Feedback in the Students Grammatical Errors of Writing Narrative Text". In this case study

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2. Methods of Research

This research is a case study research. In this research, the researcher focuses intensively on one particular object which studies it as a case. Case study data can be obtained from all parties concerned, in other words, this study was collected from various sources. Case study research is an intensive analysis of an individual unit such as a person or community stressing developmental factors in relation to environment. According to Stake (1995) a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complexi-study.

The researcher uses case study because this research is focused on very special interest, the research look for the detail of interaction with its contexts. In this research, the special interest is the activities of teaching and learning English. The researcher observes and draws from phenomenon as clear as possible without manipulation.

The subjects of this research are the students from XI MIPA 2 class, this class consists of 20 students, 7 are boys and 13 are girls. In this research, the researcher used purposive sampling to take a sample from the population. Purposive sampling is a sampling technique of data source with a certain consideration. The standard used in choosing group of participants is whether they are have information that the writer needs for the research.

In this case, the researcher needs to collected the data about narrative text. The XI MIPA 2 class is studying narrative text, and it's accordance with the researcher need. The setting of this research is SMAN 1 Anjir Pasar. It is a public senior high school which is located in Desa anjir pasar, Kabupaten Barito Kuala, Kalimantan Selatan 70565. This research will be conducted, from February to June 2020. For getting the data in this research, the researcher would use observation, documentation, and an interview technique for collecting the data. The researcher used Miles & Huberman (1992) analysis technique, which divided into 3 step, the first is the data reduction, the second one is the data display, and the last one is drawing a conclusion.

3. Result and Discussion

The researcher in this research, using a document analysis to discover what kinds of students grammatical errors in writing narrative text. There were 20 students in XI MIPA 2 class as a sample, there are 7 boys and 13 girls. In order to make the data easy to analyze, the researcher carried out three steps on describing the errors found in students' writing, they are identifying the error, finding out the frequency of each error, and calculating them in the form

of a table. To find out the types of error and how many error on students' narrative text document, the researcher documented the students' writing task. Then the writer analyzes the data one by one and categorized each other. In this research, the researcher needs 2 phase for giving corrective feedbacks until the students' aren't make any errors anymore on their narrative text.

After conducting the document analysis about the students narrative text, the researcher discovered several kinds of errors that students made. The researcher identified and divided it students errors into 5 classifications, there are: tenses, pronoun, preposition, conjunction, and article. The researcher also creates a level of errors made by the students according to the frequency of errors, there are: lowest (preposition); low (conjunction); medium (pronoun); high (article); and highest (tenses). The researcher also calculating the distribution of students' errors in form of a table. We can see it through on on the table below.

Table 1 The Distribution of Students' Errors in 1st Phase of Giving Corrective Feedback

Kinds of Error	Frequency	Percentage
Tenses	238	63,12%
Pronoun	32	8,48%
Preposition	4	1,06%
Conjunction	19	5,03%
Article	84	22,28%
Total	377	100%

Table 2 The Distribution of Students' Errors in 2nd Phase of Giving Corrective Feedback

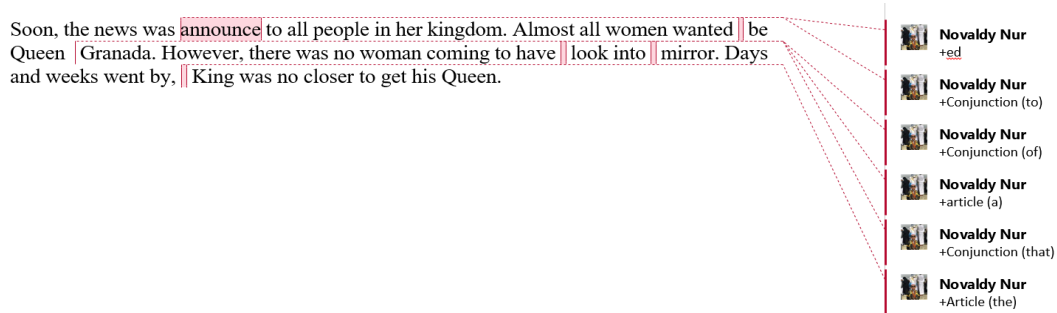
Kinds of Error	Frequency	Percentage
Tenses	14	45,16%
Pronoun	2	6,45%
Preposition	0	0%
Conjunction	0	0%
Article	15	48,38%
Total	31	100%

As we can see in the research data above, tenses are the most errors that students made while writing the narrative text. The error mostly the learner can not distinguish to choose the appropriate to be. From students writing, the researcher found the common errors such as “is, are, was, were has, have” for examples, “i know that every student have a favorite lecturer”, “pulau dua are two small island that has thier own history”, “they was very annoying”, “my favorite animal are hamster”, “it have gold yellow feathers” in those sentences, students does not put appropriate to be in right place, because it was plural words two small island and they, must be followed by have and were. In other hand, in singular word such as my favorite animal, it and every student must be followed by is and has. The researcher also found errors that students’ made because they forgot to used the past tense form. For example, “the bear always ask the rabbit to hunt for him”, “The mountain was covered with huge old trees that grow tall into the sky”, “the mouse say to him”. In those sentences the correct form is should be “the bear always asked”, “huge old trees that grew tall”, and “the mouse said to him”.

Then, the second highest errors made by the students are articles. From the data of students’ writing documents, the researcher found common errors such as forget to put an article in sentences and also using incorrect articles. For example, “there was no woman coming to have_ look into the mirror”. In this sentence, there should be an article to make that sentence complete, so the correct sentence must be “there was no woman coming to have a look into the mirror”. Another example is the error because they put an incorrect article, “Sura and Baya live in a different places”. In this sentence, the students put an incorrect article, because “a” isn’t fit that sentence, so the correct sentence must be used “the” as the article.

Then, the rest of the errors that students made was minor mistakes. It such as a forget to used a pronoun and also put an incorrect pronoun to the sentence, then also forget to used conjunction, and the last is forget to put a preposition in the sentence. For example, “While making she way up, she slipped and fell unintentionally into the water”, “in London streets were paved with gold_ he wanted to go there”, “Suddenly, they see a large bear getting closer to them”. She on the first sentence isn’t fit, it should be using her as pronoun on that sentence. Meanwhile, on the 2nd sentence there should be conjunction. So the correct sentence must be “in London streets were paved with gold that he wanted to go there”. And for the last sentence there should be a preposition, so the correct sentence must be “suddenly, they see a larger bear getting closer towards them”.

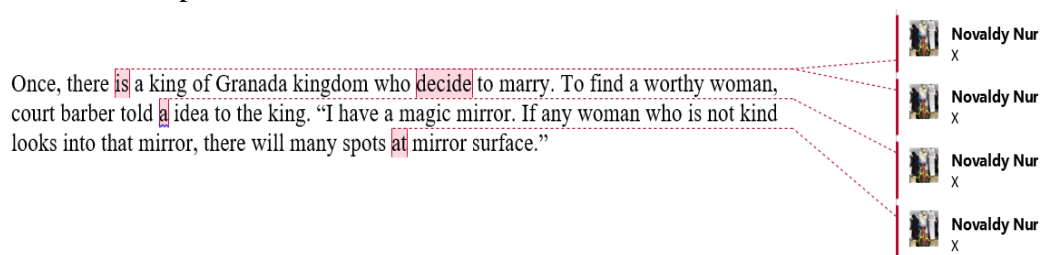
Explicit or direct corrective feedback is the corrective feedback that is given directly to the student. In this research, the corrective feedback is given by using a comment on Microsoft word. It is called explicit (direct) corrective feedback because the teacher will be directly given a correct word if there's an incorrect word. The purpose of using this corrective feedback is to provide the correct answer directly to the students. In addition, the example of explicit corrective feedback in student writing task can be seen in picture 3 below:



Picture 1 The Example of Explicit Corrective Feedback

For example in this case as we can see in Picture 3. There are 6 errors made by the student, 3 conjunction 2 article and 1 tenses. On the 1st sentence, the students forget to used V2, the correct form should be announced. Then, in the 2nd sentence the student forget to put conjunction, there should be a conjunctions “be” and “of” in that sentence, on the 3rd sentence also there's a error because the student forget to put conjunction “of”. On this paragraph the student also forget to put an article, there should be “a” before look and “the” before the king.

Implicit or indirect corrective feedback is the corrective feedback that is given indirectly to the student. It means in this case, if there's an error word in students writing task the teacher will be not given a correct word there. The teacher will be given a sign or a code to tell the students that there's an error in their writing task, in this research the researcher uses an “X” sign, according to Harmer, 2007. The purpose to use this corrective feedback is to make the student aware about their mistakes. This corrective feedback also can stimulate the students curiosity. So the students will try to revise their narrative text while learning past lessons. Same just like the explicit ones, in this research the corrective feedback is given by using the comment in Microsoft word. The example of implicit corrective feedback in student writing task can be seen in picture 4 below:



Picture 1 The Example of Implicit Corrective Feedback

In the preceding explanation, the data are taken from students' writing. The writer classified the students' grammatical errors in narrative text. Then, the researcher only focused on five areas: Tenses, Pronoun, Preposition, Conjunction, and Article. Here are the explanations about the interpretation of the data:

a) Tenses

Tenses are the most errors (*highest level*) that students made. In the 1st phase of giving feedback, all the students made tenses errors in their tasks. After the researcher giving the correction to the students writing tasks, there are still some errors that they made when the researcher review them in the 2nd phase. The researcher assumed that the errors in tenses happened because Translation means a student translates his first language sentence or idiomatic expression into the target language word by word. The Indonesian language does not have grammar rules and it's different from English.

According to the interview result when the students asked about what is their problems in learning narrative text, they said the main problem is tenses. They said they have problems to memorize the tenses, because there's a lot of formula.

Example of tenses error made by the student:

- When they arrive at home. (arrived)

b) Pronoun

Pronoun is the 3rd most error (*medium level*) made by the students. After giving the correction to the student's tasks, when the researcher reviews it in the 2nd phase there still a few errors made by the students but only a few. This is a minor percentage of error if we compared to the tenses, the researcher assumed that pronoun errors happened because of overgeneralization that is an error caused by extension of target language rules to areas where they do not apply. We can classify the errors in pronouns as errors in Selection because the students still confuse to choose and to use the word to be the right pronoun.

Example of pronoun error made by the student:

- He fell in love with his. (her)

c) Preposition

. The researcher assumed that prepositions errors also happened because of overgeneralization that is an error caused by the extension of target language rules to areas where they do not apply. Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word. We can

classify the errors in preposition as the errors in Omission because the students commonly omit the preposition' words such as at, of, in, for, etc.

Example of preposition error made by the student:

- Mrs. Haktak did house works then rested _ a while. (for)

d) Conjunction

We can classify the errors in conjunction as errors in selection and omission, because the students still confuse to choose and to use the word to be the right conjunction. But, sometimes they also forget to put the conjunction.

Example of conjunction error made by the student:

- Almost all women wanted __be Queen _ Granada. (to) (of)

e) Article

Same with the conjunction errors the researcher assumed that errors in the article as errors in selection and omission, because the students still confuse to choose and to use the word to be the right article. But, sometimes they also forget to put the article.

Example of article error made by the student:

- A long time ago, there lived _ old and poor couple in _village in Japan. (an) (a)

Norrish classifies causes of error into three types; they are carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

- a) Carelessness: It is often closely related to a lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- b) First language: Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere with the new ones. This cause of the error is called first language interference".
- c) Translation: It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of the error (Norrish, 1987).

Another expert who discusses the sources of error is Richards in his book "Error Analysis". It classifies sources of errors into six points:

- a) Interference, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language

- b) Overgeneralization, that is an error caused by the extension of target language rules to areas where they do not apply
- c) Performance error, that is the unsystematic error that occurs as the result of such things as memory lapses, fatigue, confusion, or strong emotion
- d) Markers of transitional competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition)
- e) The strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so
- f) The teacher-induced error is an error resulting from pedagogical procedures contained in the text or employed by the teacher (Richards, 1973)

The explicit and implicit are the two types of corrective feedback. Babanoglu & Agcam (2015) in their research state that explicit corrective feedback is given to the students with an explicit (directly) correction to the error. Then, the implicit corrective feedback is given to the students with an indirect correction to the error. Explicit Corrective Feedback simply points or identifies the error to make students aware of them while implicit Corrective feedback is intended to elicit the correct response from students helping them correct their error by themselves.

Corrective feedback is important for the students, they need advice from the teacher while learning in a class to have a good result. Harmer (2001) states there are four main stages of the process of writing. That is planning, drafting, editing, and final draft. It might decide to represent these stages in the following way: planning – drafting – editing – final draft. At the editing phase, the students need comments and suggestions from the teacher. That's why corrective feedback is very important to the learning process. The teachers need to facilitate the students with the corrective feedback, so they can revise their draft to be better than before. After then, they can get their final draft with the least errors.

Andrew (2014) in his research state that the most efficient way to teach students who still made an error is not by simply giving the correct form to them. We need to let him discover it. It will improve their skills, first they need to find out the kinds of errors that they made, then search for the correct ones from their errors. This statement is similar to what the researcher found in this research. Strengthened by Falhasiri, Tavakoli, Hasiri, and Mohammadzadeh

(2011) also said that implicit corrective feedback is way better than explicit ones to improve the student's skill.

If we refer to Piaget's theory, 12 years old and above students will have a new period in their intellectual development. He said that 12 years old and above students are at the formal operational stage. He added that the students in these stages can think abstractly, formulating a hypothesis, and hypothesis reasoning (Piaget, 2002). According to this theory, students in senior high school have the ability to understanding the corrective feedback by the teacher. Even the teacher gives implicit corrective feedback, they should be can understand and find out the correct ones.

4. Conclusion

Based on findings and discussion in this research about the implicit and explicit corrective feedback in the student's grammatical errors of writing narrative text, can be concluded that:

- a) Kinds of student's grammatical errors in the narrative text are Tenses, Pronoun, Preposition, Conjunction, and Article. Tenses are the most errors made by the students, the researcher assumed that the errors in tenses happened because translation means a student translates his first language sentence or idiomatic expression into the target language word by word. Article errors are the 2nd most errors made by the students after tenses, the researcher assumed that errors in the article as errors in selection and omission, because the students still confuse to choose and to use the word to be the right article. But, sometimes they also forget to put the article. Then, the pronoun is the next most errors made by the students while writing narrative text, the researcher assumed that pronoun errors happened because of overgeneralization that is an error caused by extension of target language rules to areas where they do not apply. And the last errors made by the students are conjunction and preposition. These two kinds of errors that students made the researcher assumed that causes by the omission which mean its their carelessness.
- b) The teacher gives a mix of implicit and explicit corrective feedback. If the errors that students made are minor errors, the teacher usually used explicit corrective feedback. But if the errors are fundamental, the teacher used implicit corrective feedback to stimulate the students to find out their own errors and improve it.

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