

THE INFLUENCE OF TEACHER CORRECTIVE FEEDBACK OF STUDENTS VOCABULARY MASTERY ON WRITING ENGLISH TEXT.

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ABSTRACT

Corrective feedback is undeniably essential to facilitate L2 knowledge, as mistakes and errors are expected in all stages of learning. Effective teacher feedback makes students feel that the composition attracts the attention of teachers. It can stimulate students' interests and motivations in writing more broadly, and can also make students pay attention to mistakes and understand the gap between their own output and the target language, which is more conducive to improving the performance of English writing. In this research, the problem is "Is there any significant influence of using teacher corrective feedback of students vocabulary mastery on writing English text at eight grade students?" and the objective of this research is to find out the influence of teacher corrective feedback of students vocabulary abilities on writing English text at eight grade students of MTS Unggulan Al Qodiri 1 Jember. The design of this research is experimental type one group pretest – posttest design. The research subject is VIII class consisting of 24 students. The data are collected using test, and the instrument used is essay test. This research analysed the data using SPSS 16 on computer. The result indicated that the teacher corrective feedback influence students vocabulary mastery on writing English text because the mean of posttest are higher than the mean of pretest and the score of Sig. (2-tailed) is 0,00 lower than 0,05, then H₀ rejected and H_a accepted.

Keywords: Teacher Corrective Feedback, Vocabulary Mastery, Recount Text.

INTRODUCTION

Writing is an indication of a student's language skills, but also a means to expand knowledge and improve language skills. Effective teacher feedback makes students feel that the composition

attracts the attention of teachers. It can stimulate students' interests and motivations in writing more broadly, and can also make students pay attention to mistakes and understand the gap between

their own output and the target language. Silver and Lee (2007, p. 40) state that teacher feedback as a crucial variable in the process approach as it helps to pinpoint students' strengths and weaknesses, and helps them to be better motivated during the writing process. Teacher feedback has been shown to be effective for English text errors (Bitchener, 2008: 105). The objective of this research is to find out the influence of teacher corrective feedback of students vocabulary mastery on writing English text at eight grade students of MTS Unggulan Al Qodiri 1 Jember in 2022/2023 Academic Year.

The significance of this research is theoretically and practically.

The theoretical significance is for the students, the result of this research is expected to give them new experience in English learning, especially in learning vocabulary so they can be more motivated to develop their abilities. This is also as input and information for the teacher how the way to give students new method to

make students more interested in learning writing. The second is practical significance. Practical significance as input to the English teachers in order to apply some new methods given by the students in teaching and learning process, especially in writing skill. The results of the research are expected to give contribution to the English teacher and the students. The research to be useful for the practical contribution to help the teacher to be the main stimulator in teaching learning process, and as the teacher, they should be much more creative in deciding strategies in learning activities, especially in teaching writing skill, so that students will not be bored in writing activity. For the researcher, the result of this research can develop the experience related to the knowledge in research on education and English teaching, especially for learning vocabulary.

METHOD

This research is quantitative research. It will conduct experimental type

one group pretest – posttest design.

Arikunto (2010:124) state that one group pretest – posttest design is the research activity that gave the initial test (pretest) before being given treatment, after a new treatment gave a final test (posttest). The data collection of this research will be taking of writing scores from teacher at the school that use the test. This research is used pre test and post test that will be given to one experiment class. The instrument for collecting data in this research is essay test. This research will use a paired samples t-test formula with SPSS 16 on computer help to compute the interval data from both variables.

RESULT AND DISCUSSION

The data was analyzed statistically by SPSS 16 on computer using Paired Sample T - Test formula. It was used to know whether there is a significant influence or not between using teacher feedback or without teacher feedback in writing skill at the eight grade students of MTS Unggulan Al-Qodiri 1 Jember.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	70.0000	24	7.07107	1.44338
	POST TEST	75.6250	24	6.47948	1.32262

From the output above, it was shown that the result of statistics descriptive from the score pretest obtained the mean of 70.000. whereas for the posttest score obtained the mean of 75.625. the total numbers of the students were 24 students. For the score Std. Deviation of pretest is 7.07107 and for posttest is 6.47948. The last is the score of Std. Error Mean for pretest is 1.44338 and for posttest is 1.32262, and that the score of Sign. (2-tailed) is 0,000 < 0,05, then H0 rejected and Ha accepted. From the analysis of the result above it can be concluded that there is the different mean from writing score of pretest and posttest, it means that there is significant influence in using teacher corrective feedback of students vocabulary mastery on writing English Text at eight grade student of MTS Unggulan Al Qodiri 1 Jember.

CONCLUSSION

This research was conducted to answer the question: Is there any significant influence of using teacher corrective feedback of students vocabulary mastery on writing English text at eight grade students? After conducting the research, the primary data was analysed by using SPSS 16 on computer. The result of analysis showed that there is a significant influence on students writing score before getting teacher corrective feedback and after getting teacher corrective feedback of students vocabulary mastery on writing

English text at eighth grade students of MTS Unggulan Al-Qodiri 1 Jember, it means that the teacher corrective feedback influence students vocabulary mastery.

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