

**THE INFLUENCE OF TEACHER'S CORRECTIVE FEEDBACK ON
STUDENTS' LEXICAL ERROR**

(An Experimental Research at First Grade Students of SMAN 1Bandar Dua)

THESIS



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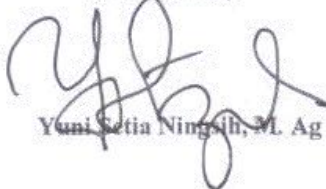
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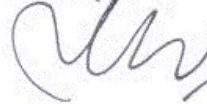
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The Researcher,

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ABSTRACT

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Corrective feedback isa sensory information that students receive as a result of responses. Corrective feedback that is given by the teacher to prevent the lexical errormade by the students. The aims of this study were to find outthe influence of teacher's corrective feedback on students' lexical error at first grade of SMAN 1 BandarDuaPidie Jaya and also to investigate students' responses toward corrective feedback given by the teacher. Pre-experimental research was used in this study that involved one class to be given treatment which consists of 25 students. The data were obtained through pre-test, post-test,and questionnaire. The results of this study indicated that there was a statistically significant effect at the level of ($\alpha = 0,05$) between pre-test and post-test. T-score was higher that T-table ($10,84 > 2,06$). It means that H_a was accepted and H_o was refused. Furthermore, the result of the questionnaire showed that most of the students gave positive responses toward corrective feedback given by the teacher. Based on the results, it can be concluded that teacher's corrective feedback influences on students' lexical error and this strategy is appropriate to be applied at SMAN 1 Bandar DuaPidie Jaya especially in writing.

CHAPTER I

INTRODUCTION

A. Background of study

English has been taught from the age of nine to seventeen years old Indonesian education system. Despite of years of exposure to English instruction, the acquisition of English language among students is relatively low. Normanizah, et al. (2012) as cited in Hasrol (2015, p. 357) states that one of the factors which have contributed to the low English language proficiency among English language students is limited vocabulary which would lead to lexical error in their speech and writing. Lexical error refers to wrong word choice. Lexical error can be caused by failure of understanding the form word and inappropriate words that used by students with the context.

Lexical knowledge in the second language has crucial roles in teaching and learning, especially in writing. To write a sentence, choosing the right word or lexical item is very important. Students should be able to use the appropriate word when they write. Unfortunately, students face complicated problem in teaching and learning process such as wrong word choice and misspelling words. Other problems are an incomplete knowledge of the target language, they are lack of vocabulary, and they do not know the appropriate word to be used. While there are still some teachers' who have not given their attention to this case completely. Mostly, the teacher only gives assignments or task to students related to the material, then the task is checked and returned to the students, the teacher does not

inform students' weaknesses or errors in their work, so there is a tendency that students will experience the same error in the next task or assignments.

Prior to the study, the researcher had some informal interviews with several students and found that some of them did not know the correct word to be used in their writing. In this case, it is necessary for the students to receive feedback from the teacher to increase the awareness toward errors.

Feedback is one of the important factors that can support teaching-learning process. Feedback refers to all kinds of comments given to someone based on his or her performance. Harmer(2001) as cited in Pirhonen (2016, p. 9) states that feedback is sensory information that a person receives as a result of responses. This can be a correction and suggestion for students. It may contain critics or encouragement for better performance. When students do the activities instructed by the teacher, most of all students make errors. To deal with this, the teacher should give feedback to the students because it can permit the students to comprehend completely how much they have improved in learning the target language. Giving correction in the students' works can motivate the students to build their confidence and also avoid depression of making errors. In other words, feedback is the activities or actions of the teacher such as giving suggestion or correction to help every learner who has individual problems in teaching-learning process.

Studies on teachers' corrective feedback have been conducted by previous researchers. Subagyono investigated *A Study of Teacher's Feedback to Give Correction on Students' Errors in Writing at the 11th Grade of Language class in*

SMA Negeri 1 Kota Mojokerto. His research was focussed on the analysis of kind of feedback that commonly used by the teacher. He used descriptive qualitative to analyze the data. The result showed that evaluative and corrective feedback is the most commonly used by the teacher because the students always need correction to make them aware of the errors they have made.

In addition, Munzira investigated “ *The Influence of Oral Feedback on Writing Descriptive Text(A Pre-Experimental Study of SMA Negeri 1 Darussalam*”her study was conducted to investigate the significance of the implementation of oral feedback technique in writing class, particularly in the teaching-learning process of descriptive text. She used pre-test, post-test, and interview. The result indicated that the differences between pre-test and post-test were significant. The result of interview also showed that the use of oral feedback improves students’ ability in descriptive text.

In another study, the research had been done by Suhartawan researched on “ *Students’ Perception of Lexical Errors and the Teachers’ Feedback*”. His result showed that Direct feedbacks do not figure out the actual performance of students’ comprehension in correcting the errors because teachers have provided the correct one. Teachers have to invite students to be active finding the correct one from the error they produce. This is necessary to utilize the students’ meta-linguistic. It means students are also active to empower their prior knowledge to correct their own errors.

Purmasari on his thesis entitled “ *An Analysis of Lexical Errors in Recont Text produced by Eleventh Grade Students of MAN Sudiarjo* ” states that the aim of

her study was to analyze the types of lexical errors and to find out the most frequent type of the lexical errors in recont texts. She applied a qualitative study as the method of the study. She found that 109 lexical errors which the most lexical errors are 88 errors (88,70%), identified as the formal error and 21 errors(19,2%), identified as the semantic error.

Based on a thesis by Rahma entitled“ *Teacher’s Feedback to Improve Students’ Achievement in Writing*” she states that the aim of her thesis is to find out the effectiveness of teacher’s feedback to improve students’ achievement in writing. She concluded that teacher’s feedback improves students’ ability in writing. In this study, the researcher writes the thesis that focuses on the influence of teacher’s corrective feedback on students’ lexical error.

B. Research Question

1. To what sense does teacher’s corrective feedback influence students’ lexical error?
2. What are students’ responses toward teacher’s corrective feedback?

C. Purpose of Study

The purpose of the study was to find out the influence of teacher’s corrective feedback on students’ lexical error at first grade of SMAN 1 Bandar Dua, Pidie Jaya. This study also aims to investigate students’ responses toward teacher’s corrective feedback.

D. Significance of The Study

As an experimental study, the result of the study gives valuable input in three sides. Those are students, teacher, and researcher. First, this is the benefit for students to get the new atmosphere based on their characteristic. Furthermore, the students can have a good ability in language learning especially writing aspect. The study also can give positive effect for the English teaching and learning process. Next, this study provides a deeper understanding of feedback and guide the teacher how to handle corrective feedback in a manner beneficial for students. Finally, this study is useful for English language researcher to find the result about more information, knowledge and how does the feedback should be given.

E. Terminology

Some terms that need to be explained are:

1. Influence

Influence is the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself. According to Stuart in Cangara (2014, p.104), Influence or effect is the difference between what you think, feel, and carried out by the recipient before and after receiving the message. Influence is one element in the communication that is critical to determine the success or failure of communication needed.

Based on the definition above it can be concluded that influence is the effect that occurs after the process of receiving the message. So there is a process of change the knowledge.

2. Teacher's Corrective Feedback

Corrective Designed to correct or counteract something harmful or undesirable. Chaudron (1977: 31) as cited in Soleimani(2014, p. 545) in an earlier study points out, a correction can actually have many meanings. Firstly, it can merely be any reaction of the teacher to a learner error. Secondly, a “successful correction” occurs when the teacher elicits a corrected response from the student after an erroneous utterance. Finally, a “true” correction could be thought of as a change in the learner's interlanguage, i.e. with the help of the correction the learner would actually learn the language item under discussion. Furthermore, Iron (2008)as cited in Soleimani(2014, p. 546) states that feedback is process or activity which affords or accelerates students learning based on comment relating to either formative assessment or summative assessment activities.

Truscott (1999)as cited in Tomyzcy (2013, p. 925) believes that in order to give the corrective feedback to the students, teachers must know about what error is. Almost all of the teachers share the assumption that effective the instruction requires a communicative focus in the classroom. However, reconciling this assumption with the use of correction creates the difficulties for the teacher. He mentioned that correction, by its nature, interrupt classroom activities, disturbing the ongoing communication process. It divers the teacher's attention from the

essential task involve in managing a communicative activity, because of that, it can move students attention away from the task of communicating. It will discouragethem from freely expressing themselves, or from the kinds of forms that might lead to a correction.

Based on the definition, it can be concluded that corrective feedback is any reaction or the response given by the teacher to student's error. Feedback that given by teacher provides an explanation of the error made by students to give the correct information directly.

3. Students' Lexical Error

Error is the state or condition of being wrong in conduct or judgment. Chastain (1988) as cited in Azar & Ali (2013, p. 803) mentions that error occurs in three types of cases. First, error is caused when the learners do not pay attention to the rules, they speak based on their own knowledge. Second, error occurs because the learners do not attract any great importance to linguistic accuracy. Third, some errors result from temporary overload on the student's cognitive processes due to fatigue, illness, and embarrassment.

Error is a failure of communication that happens because of lack of knowledge. In other words, errors considered as the right but it false because the lack of knowledge or the failure of understanding the real purpose or meaning. Lexical error refers to wrong word choices. Lexical error can be caused by failureof understanding the form word and inappropriate words that use by

students with the context. In this research, the researcher focuses on formal error which includes formal misselection, formal misformation, and distortions.

F. Hypothesis

After considering the problem of the study above, the researcher would like to draw the hypothesis that is teacher's corrective feedback influence on students' lexical error in writing. The hypothesis of this research is formulated as follow:

H_a : teacher's corrective feedback influences students' lexical error

H_0 : teacher's corrective feedback does not influence students' lexical error

CHAPTER II

REVIEW OF LITERATURE

A. Error

1. Definition of Error

Errors as a natural phenomenon and sign progress in language learning. Aziz (2007) as cited in Soleimani (2014, p. 545) states that there are different theories on which errors should be corrected and when. Furthermore, Fanselow (1997) as cited in Soleimani (2014, p. 546) states that errors that cause communication breakdown should be deal with. While teaching-learning process, almost of learners make errors. An error is the use of linguistic items in a way that shows faulty or incomplete learning (Erdogan 2005, p. 262). It occurs because the learner does not understand the rules of the language.

In order to analyze learner language in a proper perspective, it is important to distinguish between error and mistake. According to the dictionary of Language Teaching and Applied Linguistic: “ the students make a mistake when writing and speaking because of lack of attention, fatigue, carelessness or some other aspect of performance. A mistake can be self- corrected when attention is called. Whereas, an error occurs because the student does not know what is correct, and thus it cannot be self-corrected (Erdogan, 2013). It means that a mistake refers to performance problems and take place when the student is familiar with the rule but an incorrect form appears because of inattention. However, an error is a deviant form which results from lack of knowledge of particular form. Phuong

(2013, p.13) concludes that making error is inevitable in language learning process. Errors provide feedback about the effectiveness of the techniques and show the teachers what part needs further attention. He asserts that studying the students language in term of errors is something that teachers have always done for practical reasons. Whereas Choon (1993) cited in Jassem (2000, p. 27) asserts that errors are considered to be a natural, inevitable, rich source to linguists and essential part of learning since they can give data about students progress in learning a language. They play an important role in language learning, thus it would be wrong to ignore or disregard them.

2. Classification of Errors

According to Dulay, Burtand and Krashen(1982) as cited in Abdurrahman (2015, pp. 10-11) there are four categories of errors. They are:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed phrase or sentence. Any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learners. For example:

He sitting.

The correct is he *is* sitting.

b. Addition

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in a well-formed utterance. For example:

She is eatsbanana

The correct is she eats banana.

c. Misformation

Misformation errors are characterized by the use of the wrong form or morpheme of the structure. While in omission error, the item is not supplied at all. In the misformation errors, the learner supplies something, although it is incorrect. For example:

Ali eat a pineapple.

The correct is Ali eats a pineapple

d. Misordering

It is characterized by the incorrect placement of one or more elements in a phrase or sentence. The errors may be made by L1 and L2 learners when they have acquired certain simple patterns. For example :

Elephant has a nose long.

The correct is elephant has a long nose.

B. Students' Lexical Error

1. Definition of Lexical errors

Lexical errors refer to error which is classified according to vocabulary at word level. Hernandez (2011) as cited in Charles (2017, p. 465) define Lexical

errors as the mistakes at word level. For example, choosing the wrong word for the meaning the writer wants to express. In addition, Llach (2015) indicated that when inappropriate lexical choices are made by the students, they can lead directly to a misunderstanding of the message, or at least to an increase in the burden of interpreting the text. Lexical errors also can be defined as a breach in a lexical norm of the language, which is normally observed by a native speaker.

2. Lexical Errors Classification

James (1998) as cited in Julianto (2015, p. 71) categorizes lexical errors into two major types: formal and semantic features, as defined below:

a. Formal error

Formal errors are divided into three types: formal misselection, misformations, and distortion.

- 1) Formal misselection contains two similar lexical forms which consist of visual and sound similarity. formal misselection divided into four sub-types as follow :

a) Suffix Type. For example:

Carbon monoxide has become the main cause of air *polluted*.

The correct is pollution.

b) Prefix Type. For example:

Linda and Mike are waiting *unpatiently* to watch this movie.

The correct is impatiently.

c) Vowel-Based Type. For example:

All of the passenger *sets* for the flight on Tuesday have already booked

The correct is seats

d) Consonant-Based Type. For example:

Jack won a *price* from raffle.

The correct is prize.

2) Formal Misformation is errors that can be created by the learner from the resources of the target language or in the mother tongue. There are three classifications of formal misformations which can be seen as follow:

a) Borrowing. This word refers to L1 word are used in target language without change. For example:

The cowboy shot the bandit with gun right through his *kopf*.

The correct is head.

b) Coinage. This word refers to inventing a word from L1. For example:

Drinking alcohol can be *very nocive* to our health.

The correct is dangerous.

c) Calque. This word refers to translation of a word or a phase from L1 words. For example:

I *go* to the mall with my brother.

The correct is I am going to.

3) Distortions. The results of distortions usually are non-existent forms in the target language. Distortions divided into four sub-types as follow:

- a) Omission. For example:

This subject is very *intresting* to me.

The correct is interesting

- b) Overinclusion. For example:

Jane is eating omelet in *dinning room* right now.

The correct is dining room.

- c) Misselection. For example:

Heanger because he cannot buy those books.

The correct is angry.

- d) Misordering. For example:

Catherine bought a new *kettle* from supermarket yesterday.

The correct is kettle.

b. Semantic Errors

James (1998) as cited in Julianto (2015, p. 73) classifies semantic error into two types: confusion of sense relations and collocational errors.

1) Confusion in Sense Relations

Deese's and Aitchison's study (cited in Hemchua & Schmitt, 2006, p.10) argues that humans store words in terms of sense relations in their mental lexicon, at least to some extent. Below are the sub-types of confusion of sense relations and their examples:

- a) Using a Superonym for a Hyponym. For example:

Could you please call the *craftsman* to fix our electricity?

The correct word is electrician.

- b) Using a Hyponym for a Superonym. For example:

do not smash the rule or you will get the punishment from father. The correct word is break.

- c) Using Inappropriate Co-Hyponyms. For example:

John gives Janet a beautiful *vermilion* rose.

The correct word is scarlet

- d) Using Wrong Near Synonym. For example:

She is an *excellent* scientist.

The correct word is brilliant

2) Collocational Errors

Collocational is a pair of words which is high-frequently used together and it is accepted by the native speakers. Collocations error divided into three types as follows:

- a) Semantically Determined Selection. For example:

Crooked stick instead of crooked year.

- b) Statistically Weighted Preferences. For example:

Julius's army suffered big losses heavy losses is more preferable.

- c) Arbitrary Combination and Irreversible Binomials. For example:

hikehitch instead of hitchhike.

C. Teacher Corrective Feedback

1. Definition of Corrective feedback

Some studies indicate that errors have been found in language teaching. So, the researchers argued to prevent or limit the error happen in the future. Generally, feedback is defined as comments or other information that students receive concerning their success in learning task or test, either from the teacher or other people such as peers, classmates, and native speakers. The term of feedback has been defined by many researchers in line with the study they focused on. Penny (1996, p. 242) said that feedback is information that is given to the learner about her/his performance of learning task, usually with the objective of improving this performance. Students will respond when the teacher gives the correction for them. Feedback is conceptualized as information provided by an agent such as teacher, peer, and parent. It means that feedback help students to learn how to evaluate and to improve their performance. The purpose of feedback is to rectify mistakes and improve students' understanding and fluency in English.

Therefore, the corrective feedback was revealed as one strategy to avoid the errors that students do in language learning. Hsu (2012) cited Long (1991) as finding “focus on form” theorizing, argued that practitioners and language teachers can use corrective feedback (CF) to meaningfully draw students' attention to linguistic features. From both theoretical and pedagogical views, there has been substantial interest in Corrective Feedback in Second Language Acquisition (SLA). On the theoretical side, Corrective Feedback has

received great controversy inwhether it is essential or beneficial for language development.

Lightbown and Spada (1999) as cited in Ruili& Chu (2011, p. 455) states that corrective feedback is any indication to the learners that their use of the target language is incorrect. The students receive various responses. For example, when a student says he *go* to school everyday, corrective feedback can be explicit, for example, no, you should say *goes*, not *go*. Corrective feedback also can be implicit. For example, yes he *goes* to school every day. Also, may or may not include metalinguistic information, for example, don't forget to make the verb agree with the subject.

Corrective feedback is a type of negative evidence and it is a term commonly used in research of classroom interaction and SLA. It means any indication to the students that their use of the target language is incorrect (Lightbown&Spada 1997:171). In addition, Chaudron (1998: 150) as cited in Soleimani(2007, p. 544) states that corrective feedback is considered as any teacher behavior following error that minimally attempts to inform the students of the fact.

1. Types of Corrective Feedback

Lyster&Ranta (1997) as cited in Amiri (2016, p. 1524) developed six types of corrective feedback used by teachers in response to learner errors:

- a. *Explicit correction* refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student said is incorrect (e.g., “Oh, you mean,” “You should say”).

- b. *Recasts* involve the teacher's reformulation of all or part of a student's utterance, minus the error.
- c. *Clarification requests* indicate to students either that their utterance has not been understood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as "Pardon me?"
- d. *Metalinguistic feedback* contains comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form (e.g., "Can you find your error?").
- e. *Elicitation* refers to a technique that teachers use to directly elicit the correct form from the student. Teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank."
- f. *Repetition* refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

Table 2.1. Example of The Six Types of Corrective Feedback by Ruilu& Chu, (2011, p. 455).

Explicit correction	St: he take the bus to go to school
	T: oh, you should say he takes. He takes the bus to go to school
Recasts	St: he take the bus to go to school.
	T: he takes the bus to go to school.
	St: he take the bus to go to school.

metalinguistic feedback	T: do we say he take? T: How do we say when it forms the third person singular form?
clarification request	St: he take the bus to go to school. T: pardon me?
Repetition	St: he take the bus to go to school. T: The take?

2. The Timing of Corrective Feedback

In written corrective feedback the correction is always delayed to allow teachers to collect written work and respond. In the case of oral corrective feedback, however, teachers are faced with the choice of either correcting immediately following the learner's erroneous utterance or delaying the correction until later. This is an issue that educators have addressed. Hedge (2000) as cited in Ellis & Rod (2009, p. 11) noted that teacher guides accompanying course books frequently instruct teachers to leave correction until the end of fluency activities. She listed a number of techniques that can be used in delayed corrective feedback (e.g., recording activity and then asking students to identify and correct their own errors or simply noting down errors as students perform an activity and going through these afterward). This is general agreement that inaccuracy oriented activities correction should be provided immediately.

Some SLA researchers, however, present theoretical arguments for immediate correction even in fluency activities. Doughty (2001), as cited in Ellis & Rod (2009, p. 12) for example, argued that for CF to induce change in a

learner's interlanguage, it needs to take place in a "window of opportunity" and attract roving attention to form while the learner's focal attention remains on meaning. In this way, CF helps the learner to construct a form-meaning mapping, which is essential for true acquisition (as opposed to metalinguistic understanding) to occur. In contrast, Doughty claimed that delayed CF leads to focal attention on form resulting in explicit rather than implicit L2 knowledge. Doughty's position, then, is in direct opposition to that of many teacher educators.

D. Writing

1. Definition of Writing

Writing skill is a language skill that needs to be taught to the students because it is an important component in learning the language. The students should always consider the choice of words, the sentence structure, and the sequence of words. Leo (2007:1) adds writing is as a process of expressing ideas or thoughts in words should be done at our leisure. It means that writing can be very enjoyable as long as have the ideas and the means to achieve it. Writing is the process of thinking and how to express ideas in written form.

Whereas Harmer (2004:11) states that writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. From the ideas above, the researcher concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions, and feelings

using combination of letters in written language that other people can understand.

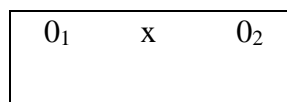
It is complex because we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, etc.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. In this study, the researcher used quantitative research or a pre-experimental method with one group pre-test and post-test design to conduct this research. Cohen (2000, p. 213) illustrated one group pre-test and post-test design as follows :



Note:

O_1 : Pre-test

O_2 : Post-test

X : Treatment

The pre-test was given before undergoing the treatment (O_1) and the post test was given after the treatment (O_2). The treatment was done between pre-test and post-test in order to determine the development of participants after the treatment.

B. Population and Sample

Creswell (2008, p. 151-152) states that a population is a group of individuals who have the same characteristic. The population of this study was all the students

of the first grade of SMAN 1 Bandar DuaPidie Jaya. There are four classes for the first year, namely class X-MIA1 (25 students), X-MIA2 (25 students)X-MIA3 (26 Students) and X-IIS1 (18 students).

Sample is the minimum number to represent selective populations that are examined to gain the data or information about the whole. The sample of this study is the students in the class X-MIA2 which consists of 25 students. To choose the sample, the researcher used purposive sampling because it can be useful for the situation where the researcher needs to reach a targeted sample quickly. According to Sugiono (2016, p. 124), purposive sampling is one of technique of collecting data with certain consideration and objective in mind.

C. Techniques for Data Collection

The data collecting method is the method to obtain the data in the research. In this research, the researcher used some technique of data collection. They are test and questionnaire. Each technique will be discussed as follows:

1. Test

In this research, the researcher used the test as the instrument to investigate the influence of teacher's corrective feedback on students' lexical error. For the first, the teacher will give pre-test and second is post-test. Pre-test is given to the students before experimentalteaching-learning process in order to know the students' pre-existing ability. Meanwhile, post-test is given after finished the experimental teaching-learning process in order to know the result of their learning toward their ability after the teacher gives feedback.

2. Questionnaire

The questionnaire is used to know students responses toward teaching and learning process about giving feedback by the teacher. The questionnaire consisted of 10 questions about the influence of teacher's corrective feedback on students' lexical error. In the questionnaire, the researcher used Bahasa to make them easy to answer the questions without bothering them to think about the word in English. Questionnaire was given at the end of the whole sessions or after the test is done.

D. Technique of Data Analysis

1. Test

The data analysis involved independent sample *t*-test. Independent sample *t*-test aims to know the comparison of two groups that do not depend on each other. In analyzing the test results, the researcher uses several formulas. The formulas are necessary to find out the mean score, standard deviation, and *t*-score.

a. Mean

Mean is utilized to find out the average of the whole sample. In order to know the mean, the researcher used formula suggested by Sudjana (2005, p. 95).

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

Note:

\bar{X} : Mean

$\sum f$: The sum frequency

b. Standard Deviation

Standard deviation is to obtain the score which shows the degree of group variation or measurement of standard deviation of median. Specifically, it measures the amount of an individual measurement should be expected to deviate from the mean on average. As shown below, the larger the standard deviation, the more dispersion there is in the process data.

The formula of standard deviation is as follows:

$$s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

Note :

SD : Standar deviation

$\sum f$: The sum of frequency

\bar{X} : Mean

$\sum X^2$: The sum of score square

N : The number of sample

c. T-score

The researcher used t-score to find out whether pre-test and post-test have a significant difference. The formula for t-score was taken from Sudijono (2011, p. 241-243).

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

Note:

t : T-Score

\bar{x}_1 : Mean of the Post-test

\bar{x}_2 : Mean of the Pre-test

SD₁ : Standard Deviation of Post-test

SD₂ : Standard Deviation of Pre-test

N : Total students

2. Questionnaire

In this research, the questionnaire will be analyzed to obtain additional information about learners' responses toward teacher's corrective feedback. The formula to analyze the questionnaire as follows:

$$P = \frac{f}{n} \times 100\%$$

Notes :

P = percentage

F = frequency

N = the number of sample

100% = constant value

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Brief Description of Research Location

The experimental teaching of this research is conducted at SMAN 1 Bandar Dua which is located at Blang Dalam, Pidie Jaya, Aceh. SMAN 1 Bandar Dua is one of the senior high school at Pidie Jaya. This school was established in 1981 and declared on 20 November 1981. Now, SMAN 1 Bandar Dua led by Hj. Nurjannah.

Based on the information of the headmaster, SMAN 1 Bandar Dua has 2 different programs that are science program and social program. For social program, there is only male students, especially in first and second-year students. SMAN 1 Bandar Dua has 94 students for first years students, divided into four classes (X-MIA 1, X-MIA 2, X-MIA 3, X-IIS 1). Then, there are about 127 students for the second year students, divided into six classes (XI-MIA 1, XI-MIA 2, XI-MIA 3, XI-MIA 4, XI-MIA 5, XI-IIS 1). Furthermore, there are about 146 students for the third year students, divided into seven classes (XII-MIA 1, XII-MIA 2, XII-MIA 3, XII-MIA 4, XII-MIA 5, XII-MIA 6, XII-IIS 1). The total number of teachers are 89 teachers, which English teachers consisted of six teachers, 3 permanent and 3 adjunct teachers.

B. Procedures of Data Collection

This research was conducted at SMAN 1 BandarDuaPidie Jaya, which the researcher took one class as the sample, then treated in the experimental class because the researcher wants to know students ability before and after giving corrective feedback to the students. The experimental teaching was done for five meetings which were two meetings for giving pre-test and post-test and three meetings for experimental teaching. The following are the detail of each meeting in experimental teaching:

1. First Meeting

In this meeting, the researcher introduced herself as well as told the students about the purpose of her presence. the researcher asked about students' condition and what they had learned at the previous meeting. Then, the researcher explained what they would learn in the next four meetings. Furthermore, the researcher gave a pre-test sheet and gave clear instructions to them to know their ability before treatment. At this meeting, the researcher gave the test about the compliment card with the topic provided. The test was given in one hour. After finishing the test by the students, the researcher started to teach about the compliment card. First, the researcher attract students by asking some questions such as have you congratulate someone? Have you ever write the compliment card to your friends? etc. Then the researcher gave a brief explanation about the compliment and showed several examples of how to compliment or congratulate someone. At last the researcher ended the class by concluding the material of the day.

2. Second Meeting

In this meeting, the researcher came to the class and greeted the students. After that, the researcher reviewed the material given in the previous meeting. Then, the researcher asked the students to write the compliment card. They could choose the topic freely. Also, they could write with their friend to work in peer. While the teaching-learning process, the researcher gave the students correction directly. All activities were involving teacher instruction, teacher observation and correction of their errors.

3. Third Meeting

In this meeting, the researcher continued to teach about the compliment. She did the same activity as the second meeting. The students still had to write about the compliment. Before that, she asked the students to review the material which was taught in the previous meeting. The researcher gave students a new topic. The researcher also talked about the vocabularies that were possible to be used by the students. The students were given 40 minutes to write the compliment related to the topic. After they had finished, the researcher and students discussed their writing together.

4. Fourth Meeting

this meeting, the researcher entered the class, greeted the students and checked attendance list. After that, the researcher did teaching and learning process as the same likethe second and third meeting but different topic. The researcher gave the topic about someone who got the job. They can write in peeror

in a group. Each group must consist of 3 people. The researcher came to every group to give the corrective feedback for them. The researcher found so many errors in their writing such as wrong in spelling word and also wrong of word choice. After finishing the task, the researcher and the students discussed together. At the end of the class, the researcher asked the students to learn more about what they have learned.

5. Fifth Meeting

In the last meeting, there were two activities undertaken by the students. First, the researcher gave them the post-test in order to know their improvement after doing the treatment as the comparison data for the pre-test. After finishing the post-test, the students were asked to fill the questionnaire in order to know their responses toward feedback given by the teacher on students' lexical error.

C. Findings of the Research

The source of the data required for these study are test result and questionnaire.

1. The Analysis of Test Results

The result of both pre-test and post-test data is tabulated as described in the table below:

Table 4.1 The Result of Pre-test and Post-test

NO	STUDENTS' INITIAL	PRE-TEST SCORE	POST-TEST SCORE
----	-------------------	----------------	-----------------

1	AK	46	67
2	BW	46	60
3	CA	42	75
4	CZH	33	79
5	FA	42	67
6	IS	37	79
7	IH	46	71
8	LZ	50	75
9	MR	50	71
10	MRI	48	60
11	MI	50	67
12	MA	54	75
13	MK	42	67
14	NA	46	71
15	NH	62	79
16	PI	25	58
17	PS	46	83
18	RI	50	71
19	RR	54	75
20	RA	33	60
21	SA	71	83
22	SI	48	71
23	SYI	42	67
24	YY	42	83
25	ZAF	46	87
Total Score		1155	1801

Based on the table presented above, it can be seen that the highest score for the pre-test was 71 and the lowest one was 25. Meanwhile, the highest score for post-test was 87 and the lowest one was 58.

Following is the further statistical analysis of each test result, pre-test, and post-test:

1. Result of Pre-Test

The researcher shows the score of Pre-Test from the lowest score up to the highest score to calculate the mean of the pre-test score:

25	33	33	37	42
42	42	42	42	46
46	46	46	46	46
48	48	50	50	50
50	54	54	62	71

Then the writer determined the range of pre-test presented above by using the following formula:

$$\begin{aligned}
 R &= Hs - Ls \\
 &= 71 - 25 \\
 &= 46
 \end{aligned}$$

After finding the range score, the researcher finds out the number of interval, and the result is:

$$\begin{aligned}
K &= 1 + 3.3 (\text{Log } n) \\
&= 1 + 3.3 (\text{Log } 25) \\
&= 1 + 3.3 (1.39) \\
&= 1 + 4.587 \\
&= 5.581 \text{ (taken 6)}
\end{aligned}$$

So, the length of interval is 6. After knowing the length of interval, the researcher counted the class interval by using the following formula:

$$\begin{aligned}
P &= \frac{R}{K} \\
&= \frac{46}{6} \\
&= 7.68 \text{ (taken 8)}
\end{aligned}$$

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.2 The frequency distribution of students' pre-test score

Students'score	Fi	Xi	xi ²	fi.xi	fi.(xi) ²
25-32	1	28,5	812,25	28,5	812,25
33-40	3	36,5	1332,25	109,5	3996,75
41-48	13	44,5	1980,25	578,5	25743,25
49-56	6	52,5	2756,25	315	16537,5
57-64	1	60,5	3660,25	60,5	3660,25
65-72	1	68,5	4692,25	68,5	4692,25
Total	25			1160,5	55442,25

Furthermore, in order to calculate the mean of pre-test the following formula is used.

$$\begin{aligned}
 \bar{x} &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{1160,5}{25} \\
 &= 46,42
 \end{aligned}$$

After calculating the mean of students' pre-test, the researcher used standard deviation to measure how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$\begin{aligned}
 s^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\
 &= \frac{25(55442,25) - (1160,5)^2}{25(25-1)} \\
 &= \frac{1386056 - 1346760,25}{25(24)} \\
 &= \frac{39296}{600} \\
 s^2 &= 65,49 \\
 s &= 8,09
 \end{aligned}$$

2. The Result of Post-test

The researcher shows the score of Post-Test from the lowest score up to the highest score to calculate the mean of the post-test score:

58	60	60	60	67
67	67	67	67	71

71	71	71	71	75
75	75	75	79	79
79	83	83	83	87

Then the researcher determined the range of post-test presented above by using the following formula:

$$R = Hs - Ls$$

$$= 87 - 58$$

$$= 29$$

After finding the range score, the researcher finds out the number of interval, and the result is:

$$K = 1 + 3.3 (\text{Log } n)$$

$$= 1 + 3.3 (\text{Log } 25)$$

$$= 1 + 3.3 (1.39)$$

$$= 1 + 4.587$$

$$= 5.587 \text{ (taken 6)}$$

So, the length of interval is 6. After knowing the length of interval, the researcher counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{29}{6}$$

$$= 4.83 \text{ (taken 5)}$$

Based on the calculated data, the frequency distribution of post-test can be formulated as follows:

Table 4.3 The frequency distribution of students' post-test score

Students'score	fi	Xi	xi^2	fi.xi	fi.(xi)^2
58-62	4	60	3600	240	14400
63-67	5	65	4225	325	21125
68-72	5	70	4900	350	24500
73-77	4	75	5625	300	22500
78-82	3	80	6400	240	19200
83-87	4	85	7225	340	28900
Total	25			1795	130625

Furthermore, in order to calculate the mean of post-test the following formula is used.

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{1795}{25}$$

$$= 71,8$$

After calculating the mean of students' post-test, the researcher used standard deviation to measure how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of post-test is as shown below:

$$s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$= \frac{25(130625) - (1795)^2}{25(25-1)}$$

$$= \frac{3265625 - 3222025}{25(24)}$$

$$= \frac{43600}{600}$$

$$s^2 = 72,66$$

$$s = 8,52$$

3. T-score Calculation

The researcher used t-score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t\text{-score} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

$$t\text{-score} = \frac{71,8 - 46,42}{\sqrt{\left(\frac{72,66}{25}\right) + \left(\frac{65,49}{25}\right)}}$$

$$t\text{-score} = \frac{25,38}{\sqrt{2,90 + 2,61}}$$

$$t\text{-score} = \frac{25,38}{\sqrt{5,51}}$$

$$t\text{-score} = \frac{25,38}{2,34}$$

$$t\text{-score} = 10,84$$

4. Test of Hypothesis

In examining the hypothesis, the researcher used the result of *t*-score analysis. Based on *t*-table, at the level of significance α 0.05, according to Bungin (2005, p.185) the testing criteria on used for measuring hypothesis result is; if *t*-test > *t*-table, it means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. H_a : teacher's corrective feedback influences

students' lexical error. H_0 : teacher's corrective feedback does not influence students' lexical error.

After t -score examined the hypothesis, the result of t -score was 10,84. Therefore, the next step is to interpret the t -score by determining the *degree of freedom* (df). $Df = N-1 = 25-1=24$. As the result, the researcher comparing t -score to significant t -table (see appendix ...) with df 24 with value $t_{t.sv}$ 5% is 2,06 and $t_{t.sv}$ 1% is 2,79. So, it can be concluded that t -score of this research was bigger than t -table.

$$2,06 < 10,84 > 2,79$$

Referring to the criteria above, t -score was higher than t - table, which means the alternative hypothesis (H_a) of this research was accepted and the null hypothesis (H_0) was rejected. It can also be inferred that there was a significant difference between the mean values of pre-test and post-test score. In conclusion, it can be concluded that teacher's corrective feedback influences students' lexical error of the students at SMAN 1 Bandar DuaPidie Jaya.

2. The Analysis of Questionnaires

In analyzing the questionnaire, the researcher used the percentage system as well as:

$$p = \frac{f}{n} \times 100\%$$

Notes :

P = percentage

F = frequency

N = the number of sample

100% = constant value

The questionnaire is designed to help the researcher get more information about the students' responses toward teacher's corrective feedback. The questionnaire consists of ten questions and it is given in the last meeting after giving post-test. The following are the result of questionnaire analysis:

Table 4.4 Students' responses toward teacher's corrective feedback.

No	Questions	Frequency (f)		Percentage %	
		Yes	No	Yes	No
1	Do you often make the error in writing English?	19	6	76	24
2	Do you agree if the teacher corrects the error in your writing?	22	3	88	12
3	Do you feel happy if your error corrected directly by the teacher?	21	4	84	16
4	Do you feel ashamed when the teacher corrected your error?	10	15	40	60
5	Do you remember all of the error which is corrected by the teacher?	16	9	64	36
6	In your opinion, is the correction which given by the teacher can decrease the error in your writing?	21	4	84	16
7	After given the correction, did the same error happens in your writing?	3	22	12	88
8	In your opinion, is it appropriate if the teacher	20	5	80	20

	gives the correction while teaching process?				
9	Was the correction which given directly can increase writing's ability?	23	2	92	8
10	In your opinion, is the correction which given by the teacher is useful for you?	23	2	92	8
Sum				712	288
Average				71,2	28,8
				%	%

Based on questionnaire result of 25 students at SMAN 1 Bandar DuaPidie Jaya, there are (71,2%) with categories that answer Yes, and (28,8%) with categories that answer No. From the explanation above, the researcher can infer that most of the students at SMAN 1 Bandar gave positive responses toward corrective feedback given by the teacher.

D. Discussion

Based on the data analysis, the researcher would like to discuss about research questions of this study. The first question is "To what sense does teacher's corrective feedback influence students' lexical error?". To investigate the answer to this research question, the researcher used the test as the research methodology. The test divided into two-part, namely pre-test and post-test. In this case, if the score of post-test was higher than the score of pre-test, it means that teacher corrective feedback influences on students' lexical error and this is effective to be applied for the students. In contrast, if the post-test did not increase

after giving treatment or corrective feedback, it means that teacher's corrective feedback does not influence on students lexical error.

Regarding to the score of pre-test and post-test, it could be stated that teacher corrective feedback influences on students' lexical error. It was proved by the mean score of pre-test was 46,42 and the mean score of post-test was 71,8. It shows the differences between the results. Before giving treatment, most of the students faced obstacles when they wrote in English such as word choice or lexical item. Most of them wrote the wrong form of the structure in their writing, sometimes they add of an item, which does not appear in a well-formed utterance. They did not know the correct word to be used. However, after giving corrective feedback, almost all of them write correctly. Furthermore, the researcher conducted t-test to prove the differences between the result of pre-test and post-test. The result of t-score was identified as much 10,84. Since t-score was higher than t-table, it indicates that the hypothesis (H_0) is rejected and H_a is accepted. So, teacher's corrective feedback is effective to be applied in SMAN 1 Bandar Dua Pidie Jaya.

Harmer (2001) as cited in Pirhonen (2016, p. 9) states that corrective feedback is sensory information given to the students as a correction and suggestion for them. It can be very useful tool to avoid lexical error in students' writing. This statement is relevant with this research, it is proven that by the giving of corrective feedback can decrease students' lexical error at SMAN 1 Bandar Dua. It also can be seen after compare students' achievement before treatment and after the treatment.

Besides, the questionnaire was used to get the answer to the second question. The second question of this study is “What are students’ responses toward teacher’s corrective feedback?” the analysis of the questionnaire indicates that positive responses toward corrective feedback given by the teacher. One of the results tell that 88% of the students agree if their errors were corrected by the teacher directly. Most of them interested if the teacher gives the correction for them because it can make them remember what kind the error they have made. Also, it can make them decrease the same errors. Another result shows that 92% of the students said that teacher’s corrective feedback is useful for them because it can increase their ability in writing.

In conclusion, based on the data from the test and questionnaire it can be inferred that teacher’s corrective feedback influences on students’ lexical error and effective for the first year of senior high school students in improving students writing ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After conducting the research on teacher's corrective feedback on students' lexical error, the researcher would like to draw some conclusions as follows:

1. Teacher's corrective feedback influences students' lexical error of the first year students at SMAN 1 Bandar Dua. It was proved by the result of hypothesis testing that $t\text{-test} > t\text{-table}$ ($10,84 > 2,06$). So, H_0 was refused and H_a was accepted. It means that there was a significant difference in the result before and after giving feedback.
2. Teacher's corrective feedback is one of the best strategies applied in teaching learning English because it can increase students' ability in writing and also increase their awareness toward errors. It was proved by the students' answers on the questionnaire of the study. Most of them strongly agree that corrective feedback is given while teaching-learning process. Also, they feel happy if the teacher corrects their errors directly.

B. SUGGESTION

After drawing the conclusion, the researcher would give several suggestions, those are:

1. All the teachers should choose the best strategy in teaching English especially in writing to attract students' interest in learning English and increase students' ability in writing.
2. The researcher recommended all the teachers to apply this strategy because teacher corrective feedback gives a positive effect to students, especially on students' lexical error.
3. For the future researchers, it is suggested to conduct advanced studies discussing about teacher's corrective feedback on students' lexical error by using other samples from different age level. Besides, This study is limited the time in teaching, so it is suggested to the next researcher to do the experimental research more optimal.

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Experimental Group

Sekolah	: SMAN I Bandar Dua
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / 1
Materi Pokok	: Complimenting
Alokasi waktu	: 6 x 45 menit (6 JP)

A. Tujuan Pembelajaran:

Setelah kegiatan pembelajaran selesai, peserta didik diharapkan dapat:

1. Menunjukkan kesungguhan belajar Bahasa Inggris dalam berkomunikasi tentang ucapan selamat dan pujian terhadap guru dan teman.
2. Menunjukkan perilaku peduli percaya diri dan tanggung jawab dalam melaksanakan komunikasi tentang ucapan selamat dan pujian.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan selamat dan memuji bersayap serta responnya.
4. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat dan pujian bersayap.

B. Kompetensi Dasar (KD)

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar .
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman .
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional. .

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (*extended*), serta responnya, sesuai dengan konteks penggunaannya.
- 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (*extended*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.1. Bersyukur atas kesempatan dapat mempelajari bahasa Inggris
- 2.1.1. Berprilaku santun dan peduli .
- 2.2.1. Berprilaku jujur, disiplin, percaya diri, dan bertanggung jawab
- 2.3.1. Berperilaku tanggung Jawab, peduli, kerjasama, dan cinta damai.
- 3.2.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (*extended*) serta responnya.
- 4.2.1 Membuat teks lisan dan tulis untuk mengucapkan dan merespon ungkapan memuji bersayap (*extended*)

D. Materi Pembelajaran:

- Fungsi Sosial
Menjaga hubungan interpersonal dengan guru, teman dan orang lain.
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan memberikan ucapan selamat dan memuji bersayap (*extended*), dan menanggapi
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
 - Expression of compliment is an expression that we say to express or give praise to someone else.

Asking for Compliment

What do you think of my new.... (then)?

I think Suits me. Don't you?

Do you like ... ?

Expressing Compliment

Well done!

Fantastic!

That's great!

I like ...

That/Those...is/are nice

You have beautiful hair

What a beautiful flower

Responding to a Compliment

Thank you/Thanks

It's nice of you to say so

You've my day

- **Topik**

Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran:

Pembelajaran menggunakan scientific approach dengan metode discovery learning

F. Kegiatan Pembelajaran:

1. Pertemuan Pertama (2JP)

Kegiatan Pendahuluan(10 menit)	
Pendidik	Peserta Didik
<ul style="list-style-type: none">• Greeting (Guru menyapa siswa)• Apersepsi dan motivasi• Menyampaikan tujuan pembelajaran dan	<ul style="list-style-type: none">• Peserta didik mendengarkan cakupan materi

cakupan materi serta uraian kegiatan	yag akan dipelajari
Kegiatan Inti(70 menit)	
Mengamati	
Pendidik	Peserta Didik
<ul style="list-style-type: none"> • Pendidik menampilkan contoh teks tentang ungkapan memuji • Penddik meminta peserta didik untuk membaca dan mengamati teks tentang ungkapan memuji • Pendidik menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan dari teks tentang ungkapan memuji 	<ul style="list-style-type: none"> • Peserta didik memperhatikan contoh ungkapan memuji • peserta didik membaca dan mengamati contoh ungkapan memuji • peserta didik mengamati fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan memuji
Mempertanyakan	
Pendidik	Peserta Didik
<ul style="list-style-type: none"> • pendidik meminta peserta didik untuk menanyakan tentang hal yang belum dimengerti terkait dengan contoh ungkapan memuji 	<ul style="list-style-type: none"> • Peserta didik menanyakan tentang hal yang belum dimengerti terkait dengan contoh ungkapan memuji • Peserta didik menanyakan perbedaan antara ungkapan ucapan pujian dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
Penutup (10 menit)	
<ul style="list-style-type: none"> • Pendidik mengarahkan untuk menyimpulkan materi • Pendidik memberi penguatan materi yang telah diberikan • Pendidik menjelaskan materi yang akan di berikan pada pertemuan berikutnya 	<ul style="list-style-type: none"> • Peserta didik menyimpulkan materi dari materi yang telah dipelajari

Pertemuan kedua (2 jp)

Kegiatan Pendahuluan(10 menit)

Pendidik	Peserta Didik
<ul style="list-style-type: none">• Greeting• Apersepsi dan motivasi• Pendidik mengulas singkat tentang materi sebelumnya• Menyampaikan tujuan pembelajaran dan cakupan materi serta uraian kegiatan	<ul style="list-style-type: none">• Peserta didik mendengarkan ulasan tentang materi sebelumnya• Peserta didik mendengarkan cakupan materi yang akan dipelajari

Kegiatan Inti(70 menit)

Mengeksplorasi

Pendidik	Peserta Didik
<ul style="list-style-type: none">• Pendidik membagi siswa kedalam beberapa kelompok• Pendidik meminta siswa untuk mencari contoh tentang ungkapan memuji	<ul style="list-style-type: none">• Peserta didik duduk berdasarkan kelompok yang telah dibagikan• siswa untuk mencari contoh tentang ungkapan memuji

Mengasosiasikan

Pendidik	Peserta Didik
<ul style="list-style-type: none">• pendidik membimbing siswa dalam mengidentifikasi ungkapan memuji• pendidik meminta peserta didik untuk membandingkan ungkapan memuji dikumpulkan dari berbagai sumber dengan yang digunakan oleh pendidik	<ul style="list-style-type: none">• Peserta didik mendiskusikan ungkapan memuji serta responnya yang telah dikumpulkan dari berbagai sumber.• Peserta didik membandingkan ungkapan memuji dikumpulkan dari berbagai sumber dengan yang digunakan oleh pendidik

Penutup (10 menit)

--	--

<ul style="list-style-type: none"> • Pendidik mengarahkan untuk menyimpulkan materi • Pendidik memberi penguatan materi yang telah diberikan • Pendidik menjelaskan materi yang akan di berikan pada pertemuan berikutnya 	<ul style="list-style-type: none"> • Peserta didik menyimpulkan materi dari materi yang telah dipelajari
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Pertemuan ketiga (2jp)

Kegiatan Pendahuluan(10 menit)

Pendidik	Peserta Didik
<ul style="list-style-type: none"> • Greeting (Guru menyapa siswa) • Apersepsi dan motivasi • Pendidik mengulas secara singkat materi/ kegiatan di pertemuan sebelumnya • Menyampaikan tujuan pembelajaran dan cakupan materi serta uraian kegiatan 	<ul style="list-style-type: none"> • Peserta didik mendengarkan ulasan tentang materi sebelumnya • Peserta didik mendengarkan cakupan materi yang akan dipelajari

Kegiatan Inti(70 menit)

Mengkomunikasikan

Pendidik	Peserta Didik
<ul style="list-style-type: none"> • Pendidik meminta kepada peserta didik untuk membuat ungkapan memuji bersama temannya sebangkunya • Pendidik meminta kepada peserta didik untuk mendemonstrasikan penggunaan ungkapan memuji secara lisan dan tertulis dikelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks 	<ul style="list-style-type: none"> • Peserta didik membuat ungkapan memuji bersama temannya sebangkunya • peserta didik mendemonstrasikan penggunaan ungkapan memuji secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks

Penutup (10 menit)	
<ul style="list-style-type: none"> • Pendidik mengarahkan untuk menyimpulkan materi • Pendidik memberikan feedback pembelajaran • Pendidik menjelaskan materi yang akan di berikan pada pertemuan berikutnya 	<ul style="list-style-type: none"> • Peserta didik menyimpulkan materi yang telah dipelajari sesuai arahan pendidik • Peserta mendengarkan dengan seksama feedback yang diberikan oleh pendidik

G. Teknik Penilaian

- Teknik Penilaian
 - Tes tertulis
- Bentuk penilaian
 - sikap
 - pengetahuan

H. Media/Alat, Bahan, dan Sumber Belajar

- Media : proyektor (laptop dan infokus)
- Alat/bahan : picture/ kertas karton
- Sumber belajar :
 - Buku Bahasa Inggris Kelas x
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

(_____)

NIP.

(_____)

NIM.

Lampiran 1

Observasi (Pengamatan):

No	Nama Peserta Didik	Indikator Sikap
1		Bertanggung jawab
2		Jujur
3		Sopan Dalam Berkomunikasi
4		Percaya Diri
5		Kedisiplinan Dalam Tugas

Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang

3 = Cukup

5 = Amat Baik

2 = Kurang

4 = Baik

Lampiran 2

a. Rubrik Tes Ketrampilan Menulis

No	Kriteria	Performa kurang 1	Performa cukup 2	Performa baik 3	Performa sangat baik 4	Skor
1.	Isi	Ide tidak logis, tidak teratur	Ide logis namun dengan ide pendukung yang tidak relevan.	Ide logis dengan ide pendukung yang relevan.	Ide logis dengan ide pendukung yang sangat relevan.	
2.	Susunan teks	Tidak teratur	Susunan rapi namun dengan elaborasi ide yang tidak jelas.	Susunan rapi dengan elaborasi ide yang jelas.	Susunan rapi dengan elaborasi ide yang sangat jelas.	
3.	Tata bahasa	Banyak kesalahan tata bahasa yang menyebabkan ketidakjelasan isi.	Hanya beberapa kesalahan yang menyebabkan kesalahpahaman terhadap isi.	Sedikit kesalahan tata bahasa dan tidak menyebabkan kesalahpahaman isi.	Tidak ada kesalahan tata bahasa.	
4.	Kosakata	Kosakata masih dasar dan tidak tepat	Kosakata masih dasar dan kurang tepat	Kosakata berkembang	Menggunakan kosakata yang tepat.	
5.	Mekanis	Banyak kesalahan ejaan dan tanda baca	Hampir menggunakan kapitalisasi, tanda baca, dan ejaan yang efektif.	Menggunakan kapitalisasi, tanda baca, dan ejaan yang efektif.	Menggunakan kapitalisasi, tanda baca, dan ejaan yang sangat efektif.	
6.	Kerapian dan ketepatan	Tidak dapat dibaca,	Tulisan jelas, tetapi telat	Tulisan rapi, mengump	Tulisan sangat rapi dan me	

	an waktu	telat mengumpulkan	mengumpulkan	ulkan waktu dengan tepat.	ngumpulkan tepat waktu	
--	----------	--------------------	--------------	---------------------------	------------------------	--

Rumus perhitungan nilai siswa :

$$\frac{\text{jumlah skor yang diperoleh siswa}}{\text{skor maksimal/ ideal}} \times 100$$

Lampiran Materi

Compliments

Compliment is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance. Compliments express approval and are aimed at showing that you like some aspect of the other person's appearance, belonging or work. It is also to appreciate other people, but overuse of compliments might seem insincere.

Whom to Compliment:

Anyone you have occasion to talk with (friends, family, colleagues, and even strangers)

What to Compliment

- Notice something new about the person's appearance: new car, new haircut, a piece of jewellery, etc
- On a person of his or her general appearance: 'You look good today'
- When visiting someone's house for the first time: 'What a beautiful house you have.'
- When hosts prepare a meal for you: 'The meal was delicious'

How to Compliment in formal or informal :

- I would like compliment you on ...
- I think your (hair) is very nice.
- I just love your (dress).
- The (chicken) is very delicious.
- I really like your (skirt).
- This (cheese) is super.
- That's not a bad (bike) you've got.

- That's neat.
- That's nice.
- That's not bad.
- Terrific. Pretty good.
- OK!
- All right.

Response to Compliment :

- Thank you. It's nice of you to say so.
- Thank you but really isn't anything special.
- Thank you. Yours is even nicer.
- I'm glad you like it.
- Thank you.
- Returning Compliment :
- It's nice to hear that from someone with your experience.
- Yours is nice, too.

(It's enough to say 'Thank you' to a compliment. No further reply is required)

Example :

Dear Tomy,

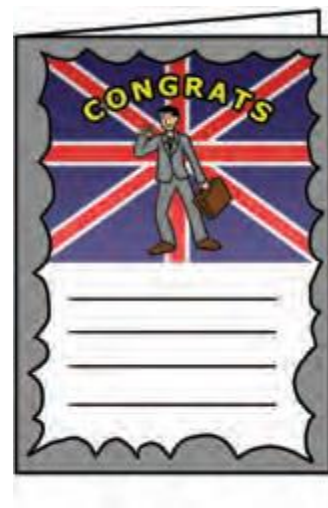
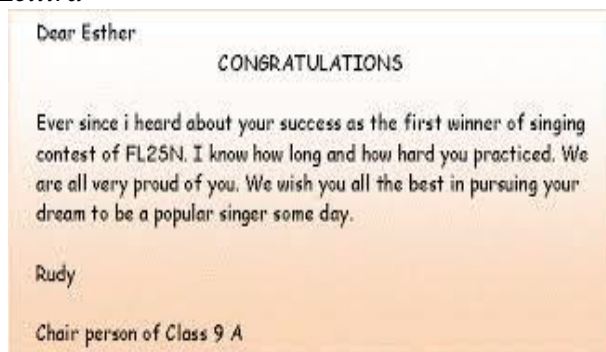
Congratulations on your Promotion.

Sharing in your happiness today...

and wishing you a wonderful future..

filled with dreams coming true.

Zettira



Morris

I am obliged to send you this message
in order to thank you once again
for the kind hospitality and friendship
that I got from you.

The trip to Jerusalem was splendid
and never to forget anymore.

Thanks again and speak to you soon.

Best regards, Louis Depondt

read – read	
has/have – had	

22. Complete the following compliment cards using the verbs provided.

Dear Shinta,

I (1) _____ that your essay (2) _____ first place in the national competition. Congratulations! I know how strongly you (3) _____ about the issue, and how long you (4) _____ on developing your arguments. You are a good example of how commitment and hard work pay off. This honour indicates a promising future in journalism and public service. We wish you the very best.

Rama

worked
felt
won
heard

Chapter 2 | Well Done! 45

Pre- test

Write the compliment card about the situation below:

You want to compliment Santi who got the best score in your class.!

Post- test

Write the compliment card about the situation below:

You want to compliment your friend who won The English Speech
Contest!

QUESTIONNAIRE

I. Petunjuk pengisian questionnaire

1. Jawablah pertanyaan dibawah ini sesuai dengan apa yang anda rasakan.
2. Lingkarilah jawaban yang anda anggap sesuai dengan diri anda
3. Jawaban yang anda berikan tidak akan berpengaruh pada nilai dan prestasi anda

II. Identitas

1. Nama :
2. Kelas :

1. Apakah sering terjadi kesalahan penulisan ketika Anda menulis dalam Bahasa Inggris?
 - a. Ya
 - b. Tidak
2. Apakah Anda setuju apabila guru mengoreksi kesalahan dalam penulisan Anda?
 - a. Ya
 - b. Tidak
3. Apakah Anda senang jika kesalahan Anda dikoreksi secara langsung oleh guru?
 - a. Ya
 - b. Tidak
4. Apakah Anda merasa malu ketika guru mengoreksi kesalahan Anda?
 - a. Ya
 - b. Tidak
5. Apakah Anda ingat setiap kesalahan yang dikoreksi oleh guru?
 - a. Ya
 - b. Tidak
6. Menurut Anda, apakah koreksi yang diberikan oleh guru dapat mengurangi kesalahan Anda dalam menulis?

- a. Ya b. Tidak
7. Setelah diberikan koreksi, apakah terjadi kesalahan yang sama dalam penulisan Anda?
a. Ya b. Tidak
8. Menurut Anda, apakah sesuai diberikan koreksi ketika proses belajar mengajar?
a. Ya b. Tidak
9. Apakah koreksi yang diberikan secara langsung dapat meningkatkan kemampuan Anda dalam menulis?
a. Ya b. Tidak
10. Menurut Anda, apakah koreksi yang diberikan oleh guru bermanfaat bagi Anda?
a. Ya b. Tidak

(-) (46)

nama dan ulangan
(Dah)
kelas X 2020

Pre-test

Write the compliment card about the situation below:

You want to compliment Santi who got the best score in your class.!

Dear Santi

Yesterday I saw pengumuman in
Mading that you are want of
the student who got the best score
in lower class. I proud and terharu
I wish your keberhasilan can help me As
es your Friend want again, congratulations
on your achievement.

Your Bestfriend

Dah

Nama Sabrina
Kelas: X IPS II

(+)

(83)

Post-test

Write the compliment card about the situation below:

You want to compliment your friend who won The English Speech Contest!

Dear cat

Let me congratulate you this time.
This is special for you because you
won The English Speech Contest.
I watch your speech yesterday and
you are very persuasive and
I am so proud of you and
I will always pray for your success.
Congratulations again for the most
friend.

Your Best friend
Sabrina

Tabel Distribusi Normal Standar t

df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333
34	1.6909	2.0322	2.3451	2.7284
35	1.6896	2.0301	2.3420	2.7238
36	1.6883	2.0281	2.3391	2.7195
37	1.6871	2.0262	2.3363	2.7154
38	1.6860	2.0244	2.3337	2.7116
39	1.6849	2.0227	2.3313	2.7079
40	1.6839	2.0211	2.3289	2.7045
41	1.6829	2.0195	2.3267	2.7012
42	1.6820	2.0181	2.3246	2.6981

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018
An. Rektor
Dekan


Muslim Razali

1. Rektor UTN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 • Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11627 /Un.08/TU-FTK/ TL.00/11 /2018

06 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada

Nama	: Hayatun Nufus
NIM	: 140 203 212
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat	: Lamgugop, Jl. Tunggal Utama, Lr. Tunggal Teungoh, Kec. Syiah Kuala Banda Aceh

Untuk mengumpulkan data pada:

SMAN 1 Bandar Dua, Pidie Jaya

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Teacher's Corrective Feedback on Students' Lexical Error

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,
Kepala Bagian Tata Usaha,
M. Said Farziah Ali

Kode 8677



PEMERINTAH ACEH
DINAS PENDIDIKAN ACEH
SMA NEGERI 1 BANDAR DUA



Alamat : Jln Banda Aceh - Medan Km.167 Desa. Blang Dalam Kec. Bandar Dua Kode Pos 24188

SURAT KETERANGAN

Nomor : 421.4/ 618 / SMA /2018

Kepala Sekolah SMA Negeri 1 Bandar Dua.

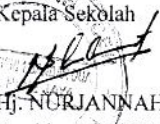
Nama : **Hj. NURJANNAH, S.Pd**
NIP : 19640402 198703 2 005
Pangkat/Gol : Pemina TK.I/IV.b
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : **HAYATUN NUFUS**
NIM : 140 203 212
Universitas : UIN Ar-Raniry
Judul Penelitian : The Influence Of Teacher's Corrective Feedback On Students' Lexical Error.

Benar yang nama-nya tersebut diatas telah melakukan penelitian di SMA NEGERI 1 Bandar Dua pada tanggal 14 November s.d 05 Desember 2018

Demikianlah surat ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

Bandar Dua, 21 Desember 2018
Kepala Sekolah

Hj. NURJANNAH, S.Pd
Pemina Tk.I/IV.b
NIP. 19640402 198703 2 005

Research Documentation





AUTOBIOGRAPHY

1. Name : Hayatun Nufus
2. Place/Date of Birth : Ulim/12th September 1996
3. Religion : Islam
4. Sex : Female
5. Nationality : Acehnesse
6. Marital Status : Single
7. Occupation : Student
8. Address : Lamgugop,Jl. Tunggai Utama, Banda Aceh
9. E-mail : hayatun1209@gmail.com
10. Telepon : 085207682257
11. Parent's name
 - a. Father : Syamsuddin
Occupation : PNS
 - b. Mother : Nur Asma
Occupation : House wife
12. Address : Pantang Cot Baloi, Pidie Jaya
13. Education Background

a	Elementary School	SDN TutueAra, graduated year:2008
b	Junior High School	SMPN 1Ulim, graduated year:2011
c	Senior High School	SMAN 1 Bandar Dua, graduated year: 2014
d	University	UIN Ar-raniry 2014-2019

Banda Aceh, January 8th 2019
The Researcher,

Hayatun Nufus