

**IMPROVING STUDENTS' GRAMMAR ACCURACY IN NARRATIVE
USING TEACHER'S FEEDBACK OF THE ELEVENTH GRADE THE
STUDENTS OF SOCIAL CLASS 2 OF MAN YOGYAKARTA II IN THE
ACADEMIC YEAR OF 2012/2013**

A THESIS

**Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education**



by:

Ayu Puspa Ndaru

08202244017

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL

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2012/2013

A thesis

by:

Ayu Puspa Ndaru

08202244017

Approved on June, 2014

by

Consultant,



A handwritten signature in black ink is written over the bottom part of the yellow stamp. The signature appears to be 'Agus'.

Dr. Agus Widyanoro, M.Pd.

NIP. 19600308 198502 1 001

RATIFICATION

IMPROVING STUDENTS' GRAMMAR ACCURACY IN NARRATIVE USING TEACHER'S FEEDBACK OF THE ELEVENTH GRADE STUDENTS OF SOCIAL CLASS 2 OF MAN YOGYAKARTA II IN THE ACADEMIC YEAR OF 2012/2013

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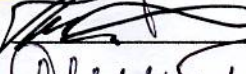
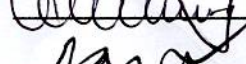

Ayu Puspa Ndaru

08202244017

Accepted by the Board of Examiners of Faculty Language and Arts, Yogyakarta State University, on June 2014 and declared to have fulfilled the requirement for the attainment of the Degree of *Sarjana Pendidikan* in English Language Education

Board of Examiners

Chairperson : Siti Sudartini, S.Pd., M.A.
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Examiner : Dr. Margana, M.Hum., M.A.
Examiner : Dr. Agus Widyantoro, M.Pd.

1. 
2. 
3. 
4. 

Yogyakarta, June 2014

Faculty of Languages and Arts
Yogyakarta State University

Dean,


Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Ayu Puspa Ndaru

Nim : 08202244017

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

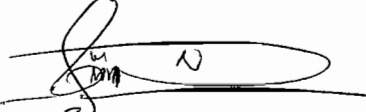
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

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Yogyakarta, 19 Juni 2014

Penulis,



(Ayu Puspa Ndaru)

DEDICATIONS

I dedicate my thesis work to my family, my special person and many friends;

- *A special feeling of gratitude to my loving parents, Marsono and Satiti who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.*
- *My sisters Ezer Mary, had never left my side and are very special.*
- *My boyfriend, Devara Febrianda thank you for your support and motivation.*
- *My friends, Ana, Ery, Mya, Henny, Dina, Onyit, Ega, Ari Sayuti, Retha. Thank you for your never ending prayer and support.*

MOTTO

Language is the road map of a culture. It tells you where its people come from and where they are going. (Rita Mae Brown)

No matter how good or bad you think life is, wake up each day and be thankful for life. Someone somewhere else is fighting to survive. (Anonymous)

There are only two rules for being successful. One, figure out exactly what you want to do, and two, do it. (Mario Cuomo)

Positive anything is better than negative thinking. (Elbert Hubbard)

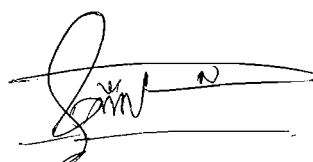
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Alhamdulillahirobil'amin, all praise is to Allah SWT, the Almighty and the owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the speaking teaching and learning process at senior high schools in particular.

Yogyakarta, 19th June 2014



Ayu Puspa Ndaru

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ABSTRACT
IMPROVING STUDENTS' GRAMMAR ACCURACY OF SIMPLE PAST TENSE IN NARRATIVE USING TEACHER'S FEEDBACK OF THE ELEVENTH GRADE STUDENTS OF SOCIAL CLASS 2 OF MAN YOGYAKARTA II IN THE ACADEMIC YEAR OF 2012/2013

by
Ayu Puspa Ndaru
08202244017

English is one of the significant subjects in Indonesia. Nowadays many schools in Indonesia use English as the first foreign language to teach the students. English involves four skills in it. The skills are listening, speaking, reading and writing. Writing is one of the skills in English that the mostly discussed in this study. While practicing teaching in MAN Yogyakarta II, the researcher discovered a problem. The problem was that the writing product of the eleventh graders of MAN Yogyakarta II was not good enough in narrative writing. The students were good in speaking and reading narrative but when they were asked to write narrative texts, they obtained bad scores. They made a lot of grammatical errors especially while using past tense in narrative writing.

The research was intended to improve the eleventh grade students' grammar accuracy of simple past tense in narrative writing. The researcher chose teacher's feedback as the best strategy to solve the problem faced by the students. This research attempted to answer one research problem. The research problem is: how can the eleventh grade students' grammar accuracy of simple past tense in narrative writing can be improved in MAN Yogyakarta II?

The researcher conducted classroom Action Research (AR) to improve grammar accuracy of the eleventh grade students in the simple past tense in narrative. The researcher conducted two cycles. The participants of the research were 36 students from XI social class MAN Yogyakarta II 2012/2013 academic year. The data were gathered from the analysis of the students' drafts, observation sheets, field notes, questionnaires and interviews. The result showed that the students' error percentage of simple past tense decreased. In the preliminary study, the average was 56%. Meanwhile, the average of error percentage in the first cycle and in the second cycle became 27% and 21%. Besides, the teacher's feedback helped the students to know and understand their mistakes, they also got new knowledge from the feedback such as grammar, vocabulary and simple past tense forms. Furthermore, the students felt motivated after receiving the teacher's feedback. It could be concluded that the teacher's feedback could improve students' accuracy of simple past tense in narrative.

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, the identification of the problem, delimitation of the problem, formulation of the problem, research objectives, and significances of the study.

A. Background of The Problem

English is one of the significant subjects in Indonesia. There are four skills in English. The skills are listening, speaking, reading and writing. Writing is also the important skill. Zimmerman and Rodrigues (1992) reveal “Writing is a way of thinking, a way of learning, a way of sharing ideas with others” (p. 4). It is clear that someone can learn something, share the opinion each other by writing process. By writing some sentences, students can practice how to make sentence using an appropriate grammar. By understanding grammar of language, the students are able to understand the meaning of language.

This thesis discusses students’ grammar accuracy in using the simple past tense in narrative writing in the eleventh grade in MAN Yogyakarta II. The researcher is the one of the practice teachers in MAN Yogyakarta II. While practicing teaching in MAN Yogyakarta II, the researcher discovered a problem. The problem of the writing product of the eleventh grade students in MAN Yogyakarta II was not good enough. The students were good in speaking and reading skill. The students could get

high score in speaking and reading exercise. They could get score about 80-90 for a reading exercise but when they were asked to write narrative texts, they obtained bad scores. Some students obtained score below *KKM* (Kriteria Ketuntasan Minimal=6,5). They made a lot of grammatical errors especially when using past tense.

B. Identification of the Study

Writing is one of the skills that students must have, because English is the global language and many companies need the employer who has mastered in English. Unfortunately, they made a lot of mistakes, especially in term of grammar, for example;

1. Based on document analysis from students' writing product, the researcher found some grammatical errors. These are the examples:

a. Sometimes the students used two verbs or double verbs.

e.g. -was come -was go -was fall

They wrote double verbs because they did not know when they should use was/were and the past tense. They were confused when they used was/were and the past tense.

b. Some students did not understand about regular and irregular verb

Table 1: the example of students' error writing

Students' writing	Correct answers
Cryed	cried
Buyed	bought

They wrote the wrong form of the simple past because they did not know the correct form in the simple past tense.

2. Based on the informal interview given to the students, the researcher found some problems:

Many students argued that writing is the difficult subject because; the students do not have motivation to write. It is added by the inability of the teacher to provide the media which are attractive for the students to increase their motivation. Sometimes the teacher is not aware of the importance of writing, the students just focus on the skills which will be examined in the national examination. Without being aware, the students may learn from their mistakes in grammar and vocabulary aspects by writing. Besides, they will be more creative to expose their ideas.

During the observation, the researcher found that the students' problem in writing was how to construct paragraphs into unity and coherence. They found hard to decide what they should write and could not develop their ideas in a good organization. As a result, their writing was not well-organized and could not be evaluated.

Another problem was that the teacher never gave examples of how to write well and how to inspire the idea in their writing. She did not give the students clear guidelines to plan and to construct sentences coherently and grammatically. The teacher only gave care on the products rather than the process in writing. In writing, mistakes are a part of the learning process, but mistakes which were made by the students were almost rarely discussed by the teacher.

The final problems was also found in the students' activity. They were never given interesting and variable activities to activate their imagination in writing. During the observation, the students were only straight demanded to arrange the words into sentences and arrange those sentences into a paragraph. However, they had difficulties to order the sentences coherently. It happened because the teacher did not provide interesting media to help them organize their sentences.

C. The Limitation of the problem

The researcher intended to improve the eleventh grade students' grammar accuracy of the simple past tense in narrative writing by giving feedback. The kind of feedback which had been given was teacher's feedback. The form of teacher's feedback was direct and indirect feedback. Fatham & Whalley et al. (1990) revealed that there were some studies showed that "students who receive error feedback over a period of time can improve their language accuracy" (as cited in Hyland and Hyland. 2006. p.4). Besides, Chandler (2003) stated that underlining and direct correction in

the students' writing product could decrease grammatical and lexical errors in their next writing (as cited in Hyland and Hyland. 2006. p.4).

The feedback also helped the students to improve their writing abilities. Williams (2002) described that the feedback could develop both a text and the students' writing skills (as cited in Hyland and Hyland. 2006. p.5). Besides, the students paid more attention into teachers' feedback rather than other feedback. Leki et al. (1991) noted "ESL students greatly value teacher written feedback and consistently rate it more highly than alternative forms, such as peer feedback and oral feedback in writing conferences" (as cited in Hyland. and Hyland. 2006. p.3).

D. Formulation of the Problem

In reference to the background, identification and limitation of the problem, the research question can be formulated in this following question:

How can the eleventh grade students' grammar accuracy of simple past tense in narrative writing can be improved by giving feedback in MAN Yogyakarta II?

E. The Objective of the Research

Related to the formulation of the problem the aim of the study is to improve the students' grammar accuracy of the simple past tense in narrative writing texts by giving feedback.

F. The Significances of the study

1. The teacher

The teacher can use the method to improve other students' grammar accuracy of simple past in narrative writing. It is expected that the teacher can help the students to solve their problem by applying the teaching strategy.

2. The students

The students can improve their grammar accuracy about simple past tense. It is expected that the students can understand well about grammar especially simple past tense. The students can apply the knowledge for the next grade in twelve grades.

3. For further researchers

The result of this study can be useful as the source for further research on improving students' writing ability by giving feedback for narrative or the other texts, such as descriptive, recount and procedure.

4. For the English Education Department of Yogyakarta State University

It can be used as a research reference with the similar theme or purpose.

CHAPTER II

A. Literature review

This part discusses the nature of writing and teaching writing.

1. Writing

a. The Nature of Writing

According to Tiedt (1989), writing is the way to express people's ideas in a written form (p. 1). It is clear that writing is a process of delivering people thoughts or expression in a written form. Raimes (1993) notes "Writing was subservient skill, whose function was to support the development of oral language" (as cited in Nunan. 1999. p.271). It means that writing skill is a complementary skill for speaking skill. Zimmerman and Rodrigues (1992) reveal "Writing is a way of thinking, a way of learning, a way of sharing ideas with others" (p. 4). It is clear that someone can learn something, share the opinion each other by writing process. Zimmerman and Rodrigues (1992) also points out "Good writing is writing that is appropriate to the specific writing situation for which it was produced" (p. 8). It means that writing should have a characteristic or criteria which make it suitable to be said a good writing.

b. The Writing Process

The writing process is the stage that the writer goes through in order to produce something in his final written form. Still, he states that there are four-steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

Step 1: Planning

In this stage, students plan some ideas that they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting.

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written. It is important to check what ideas have already been included, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors. The key aspect of editing is by seeking and responding to the feedback of others.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. According to Richards & Renandya (2002:315), students can publish, share or read their writing or merely display texts on notice-boards based on the classroom instruction.

All of the writing process above cannot be separated because those are elements in composing a good written text.

c. Micro skills and Macro skills of writing

The earlier micro skills apply more appropriately to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing. Every skill has its own micro skills. Brown (2007:343) describes the micro skills for writing production as follows:

Table 2: The list of micro and macro skills

<p>➤ Micro skills:</p> <ol style="list-style-type: none"> 1) Produce graphemes and orthographic patterns of English. 2) Produce writing at an efficient rate of speed to suit the purpose. 3) Produce an acceptable core of words and use appropriate word order patterns. 4) Use acceptable grammatical systems (e.g., tense, agreement, and pluralisation), patterns, and rules. 5) Express a particular meaning in different grammatical forms. <p>➤ Macro skills:</p> <ol style="list-style-type: none"> 6) Use cohesive devices in written discourse. 7) Use the rhetorical forms and conventions of written discourse. 8) Appropriately accomplish the communication functions of written texts according to form and purpose. 9) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 10) Distinguish between literal and implied meanings when writing. 11) Correctly convey culturally specific references in the context of the written text. 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.
--

2. Teaching Writing

Teaching is the process of facilitating learning, enabling students to learn and set the conditions for learning (Brown, 2007:7). He also states that teaching is showing or helping learners how to do something, giving instructions, guiding in the study of something, providing learners with knowledge, and causing learners to know or understand.

The effective learning of a foreign language depends on how teachers can help their learners to successfully memorize and retain the language material. Because writing is one of the skills that is needed to be taught in junior high schools and one of the difficult skills for language learners to master, teachers should apply the appropriate approaches in teaching writing so that the students are able to produce a written text successfully.

There have been two main approaches to teach writing; skills-based approach and the „process“ approach.

A skills-based approach involves a fairly structured program of which the skills and concepts are taught by the teacher directly. Teacher selected the topics from textbooks or other sources to develop the students“ writing ability in some aspects such as grammar, sentence construction, spelling and punctuation. The weakness of this approach is to make the teacher as the centre of the teaching and learning process, so that the students cannot be independent learners and they are not

motivated to write. In fact, the students can be motivated to write if they can write freely on topics they have chosen for themselves.

The process approach gives an opportunity to the students to be independent learners; it also called student-centred approach. There are some various models in the process of writing such as „writers“ workshops“, „shared writing“ and „guided writing“. The topic or theme may come from the teacher but it is chosen by the students. The focus in these models is on engaging students in interesting and motivating writing for real purposes, rather than teaching writing skills and concepts through exercises which are taught by the teacher. The process of writing is used in this approach. The students learn explicitly how to create a good written text starting with the planning and gathering of ideas, through the various stages of drafting and revising to the final product. By doing these process, they can improve their writing ability by revising their text many times. They are guided and supported as they move through the complete process of writing like drafting, editing and publishing.

However, according to Harmer (2007:11) for many years, the teaching of writing is only focused on the product of writing not the process. The students were directed to *what* rather than *how* they produce a text. Still, according to Harmer (2007:11-12), there are numbers of strategies for teachers to consider. They are the way to get the students to plan, the way to encourage them to draft, reflect and revise and the way to respond to the students“ writing.

a. The way to get the students to plan

The first thing that the teacher should do is to encourage the students to think about what they are going to write by planning and making notes into a paper. There are more ways for doing this, including brainstorming (where the students can collect the ideas by discussing in a group) to a more guided task (where the teacher or the course book provides a number of activities which lead the students to plan for a forthcoming task)

b. The way to encourage the students to draft, reflect and revise

The teachers need to encourage students to reflect what they have written, to treat the first drafts as first attempts not as finished products. One way to encourage students to draft, reflect and revise is by collaborative writing. A pair or group of students can work together in revising the written text by giving suggestion and contributing for the success of the final product.

c. The way to respond to the students' writing

Teachers may need to react for the students writing. So, they have to respond to a work-in-process in making corrections. Teachers can talk with the student individually in making the first draft until the final drafts while the others are working with their own. Teachers can also make written comments for the students draft after they read them.

However, not only teachers can respond to the students writing but also their colleagues can also respond to their friend's work in their own way. This is called

peer response. This activity may provide a welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.

3. Principles of Teaching Writing

Writing is composing texts which require many processes. The teacher has to provide some techniques to guide the students in doing some steps of writing such as planning, drafting and editing until they can make a good written text. According to Brown (2007:346-356), there are some principles for designing writing techniques such as incorporate practices of "good" writers, balance process and product, account for literary background, connect reading and writing, provide much authentic writing, frame the process of writing, provide interactive techniques and evaluate the students' writing.

1. Incorporate practices of "good" writers

To be "good" writers the students have to consider various things that the efficient writers do and practice them. The "good" writers focus on goal in writing, spend some time planning to write, easily get the ideas, follow the general organization of the texts, consider the grammar, revise their works and make as many revision as needed.

2. Balance process and product

Writing needs a process of composing multiple drafts before an effective product is created. Here, the teacher has to guide the students to practice and do some

stages in the process of composing, so that the students can see that to create their final writing was worth of the effort.

3. Account for cultural or literary background

In teaching writing, the teacher has to provide the topics that are relevant to the students' literary background. If the students do not know about the topics because of some apparent contrasts between students' native traditions, the teacher must help the students to understand them by explaining or comparing to their cultural background.

4. Connect reading and writing

Reading is one of the skills that important to help the students in writing. By reading a variety of relevant types of texts, the students can gain important information both about how they should write and about subject matter that may become the topic of their writing.

5. Provide much authentic writing

Authentic writing means that the purposes for writing are clear to the students, the audience is specified and there is some intent to convey meaning. Displaying and sharing writing are ways to add authenticity. Publishing a class newsletter, writing advertisements or writing a dramatic presentation can be seen as authentic writing.

6. Frame the process of writing

The teacher has to guide the students to follow the steps in writing such as prewriting, drafting and revising. The prewriting stage encourages the generation of

ideas by skimming or scanning a passage, brainstorming, listing, clustering, discussing a topic and free writing.

The drafting and revising stages are the main activities in writing. Drafting is exploring ideas and put them into paragraph form. After drafting, the students can revise their work by peer editing or teacher's feedback. All good writers go through several steps of revision until they can make the best writings.

7. Provide interactive techniques

Interactive learning is an effective technique in teaching writing to the students. In learning community, the students can generate ideas, exchange ideas and peer-edit. It can help them to compose texts.

8. Evaluate the students' writing

Writing is an extensive planning stage, so that error treatment can begin in the drafting and revising stages. The teacher must respond to the students' error after the final work is turned in by commenting holistically (in terms of clarity and the general structural organization), commenting on the paragraphs, commenting on features that appear to be irrelevant to the topic, commenting on the main ideas and the grammatical errors should be indicated.

4. Grammatical Accuracy

According to Larsen and Freeman (2000), grammatical accuracy in writing is essential to ensure the writer's intended and to avoid misunderstanding. It means that grammatical accuracy refers to the ability of writing without making mistakes.

Nunan (1999) noted that in the writing criteria, accuracy means using grammar accurately, for example word order, verb endings and pronouns. Besides, accuracy also means spelling and using punctuation accurately (p.284). It means that accuracy in writing is being accurate in using all grammar aspect. Moreover, accuracy in writing refers to being correct or exact in using grammar such as the tenses, punctuation or the spelling.

Brumfit (1984) describes that accuracy has some requirements as follow (p. 52-53):

- a. Accuracy has own characteristics and the characteristics is decided by the user.

Brumfit (1984) noted “fluent language may not also be accurate language; it simply refers to a focus by the user” (p. 52). It means that fluency and accuracy in language is different. The difference and the characteristics are decided by the user. For example in school, the teacher and the students are the user of the language so the teacher can decide the characteristics of the accuracy based on the students’ ability.

- b. Accuracy and fluency are different. Brumfit (1984) points out “it will be argued that there is a definite role of accuracy work in language teaching, but its function is quite different from that fluency work” (p. 52). It means that the characteristics in accuracy cannot work well in fluency. On the other hand, the characteristics of accuracy and fluency are different.

c. Brumfit (1984) reveals

Since accuracy here refers to a focus of the user, it can refer just as much to listening and reading as to speaking and writing; any language activity which is not being carried on with the learners apparently operating in the same way as they do in natural, mother-tongue use is an accuracy. (p.52-53)

- d. The accuracy or inaccuracy of the language depends on the criteria of the user language. Brumfit (1984) shows “language work focused predominantly on language is always accuracy work, however fluently it may be performed” (p. 53). It means that the work of accuracy and fluency refers to the criteria of the language.
- e. Both accuracy and fluency can be taught in teaching learning process by the teacher in order to teach language. The students should not be concerned on their accuracy while they practice their fluency.

5. Using Simple Past Tense in Narrative Texts

Gerot and Wignell (1994) note that “Grammar is a theory of language, of how language is put together and how it works” (p. 2). It means that grammar is the basic theory to learn language. According to Gerot and Wignell (1994), in educational background, the teacher needs to understand grammar in order to help the students understand how texts work (p.3). It means that teacher needs to know how texts work so teachers can help the students to understand and produce texts.

Simple past tense is one of tenses in English grammar. According to Azar (1993), “The simple past tense indicates that an activity or situation began and ended at a

particular time in the past” (p. 24). It is clear that simple past tense is used to describe actions or situation happened in the past.

Table 3: The pattern of Simple Past Tense according to Azar (1993:24)

Simple Tenses	Simple Past Tense	
	Pattern 1 To be	Pattern 2 Full Verb
Positive/ Affirmative/ Declarative Sentence	S + to be 2 + N/Adj/Adv We were tired They were students	S + V2 + O He bought a book
Negative Sentence	S + to be 2 + not + N/Adj/Adv We were not tired They were not students	S + did not + V1 + O He did not buy a book
Interrogative Sentence	To be 2 + S + N/Adj/Adv Were we tired? Were they students?	Did + S + V1 + O Did he buy a book?

Swan (1995) notes that “the simple past tense is common in story-telling and when we are telling people about past events” (p. 417). It means that people use simple past tense to tell other people about the past experience or to explain about story telling. Simple past tense explains about the events happen in the past. Swan

(1995) also reveals “in general, the simple past tense is the normal one for talking about the past” (p. 417). It means that simple past tense always show the events happen in the past. People tend to use simple past tense to tell the story because simple past tense is tenses to explain the past events.

6. Narrative

a. Definition of Narrative

Meyers (2005) states that “narrative is one of the most powerful way of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.” (p. 52). Moreover, Anderson (1997) states that “narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.” (p. 8)

Doyle at al. (2004) points out that narrative is a story of a sequence of events, “narratives have more complex structures, although they share many of the basic features we have identified in recounts” (p.60). It means that narrative tells a story rather than exploring the past experience. Narrative and recount are different because narrative has a more complex generic structure than recount.

b. Communicative Purposes of Narrative

According to Knapp and Watkins (2005), the purposes of narratives are (p.220):

- To entertain the reader
- To be a powerful social role beyond entertainment

Doyle et al (2004) also describes that narrative have didactic and satirical purposes. Narrative can become educational texts (p.61). It means that narrative not only tells a story for the students but also become educational text. Narrative can educate the students through its content for example from folk tales, the students can learn about the value of life in that story.

c. Types of Narrative

There are five types of narrative according to Doyle et al (2004:60). They are:

- Folk tales
- Children's stories and fairy tales
- Novels
- Crime thrillers
- Narrative poems

d. Generic Structure of Narrative

According to Hyland (2002:16), the generic structure of narrative is:

- Orientation

It introduces the participants and informing the time and place. (Where, when). In the orientation the writer introduces the characters, time and place for the events. In narrative, the orientation often shows imaginary time for example once upon a time, long time ago and etc.

- Complication

It describes the rising problems happen within the story. In complication, there are some problems faced by the characters. It can be more than one problem for example situation of war, conflict or love.

- Resolution

Showing the way the problems are solved. In resolution, the writes show the problem solving and the end of the story. The complication may be resolved for better or worse/happily or unhappily.

e. Grammatical Features of Narrative

The grammatical features of narrative according to Doyle at al (2004: 62):

- Using Past Tense to describe the events
- Using Action Verbs
- Using adjectives to describe the characters and the places.
- Using direct and reported speech to present the dialogue

7. Feedback

a. Definition of Feedback

According to Lewis (2002), “Feedback is a way for teachers to describe their learners’ language. It gives teacher information about individual and collective class progress and indirectly, is a form of evaluation on their own teaching” (p. 3). From the definition above, the teacher feedback contains of suggestion, comment, recommendation, correction or advice. The information can help the students to evaluate the teaching learning process in the class.

Lewis (2002) argues that feedback is a way for teachers to describe their learners’ language; feedback is an ongoing form of assessment which is more focused than marks or grades (p. 3). Feedback is technique to give information such as advices, suggestions, comments and corrections which is usually made by the teacher to observe the students’ writing product.

There are two forms of feedback (Hendrickson et al., 1978):

1. Direct feedback takes various forms, including crossing out an unnecessary word, phrase or morpheme; inserting a missing word or morpheme; or writing the correct word or form near the erroneous form.
2. Indirect feedback occurs when the teacher indicates in some way that an error has been made – by mean of an underline, circle, code or other mark – but does not provide the correct form, leaving the student to solve the problem that has been called to his or her attention.

(as cited in Hyland. 2006)

b. Sources of Feedback

1) Teacher feedback

The teacher has an important role in a classroom. The teacher can give the students feedback in written form or spoken form. Leki et al. (1991) noted “ESL students greatly value teacher written feedback and consistently rate it more highly than alternative forms, such as peer feedback and oral feedback in writing conferences” (as cited in Hyland, K and Hyland, F, 2006, p.3). It means that the students still need feedback from the teacher as their instructor. The students need more information from the teacher in the written form.

2) Peer feedback

Peer feedback is given by the partner or other participants in classroom. According to Hyland, K and Hyland, F (2006), “Peer review can be seen as a formative developmental process that gives writers the opportunities to discuss their texts and discover others’ interpreting of them” (p. 3)

c. Purposes of Feedback

According to Lewis (2002), there are five purposes of feedback (p. 3-4). The purposes are:

1) Feedback provides information for teachers and students

Lewis (2002) states that “feedback provides some teacher’s comments for the students such as the weaknesses, strengths, progress and direct information about language.” (p. 3)

2) Feedback provides students with advice about learning

Lewis (2002) points out that by giving feedback, students can learn the description of the use of language. While learning process teacher can make a comment for the students about their learning process (p. 4).

3) Feedback provides students with language input

Lewis (2002) says that the teacher can give the feedback in written or spoken form. The feedback provides some meaningful and individual language input which can enrich the students' vocabulary. Besides that, the feedback can improve students' understanding about grammar (p. 4).

4) Feedback is a form of motivation

According to Lewis (2002), by receiving feedback, students become more enthusiastic to study and use language in learning process. Besides that, feedback can motivate students to get the higher grades or marks than before (p. 3).

5) Feedback can lead students towards autonomy

Lewis (2002) argues that feedback can help the students to find their own mistake. By giving feedback or some clues, the students can recognize their mistake by themselves and try to revise it (p. 4).

d. Types of Feedback

According to Lewis (2002), there are three types of teacher feedback (p. 15-19). The types are:

1) Traditional marking

Lewis (2002) states that in the feedback; the teacher makes a sign on the students draft using pen, pencil or stabile. The sign can be a line, highlight or words (p. 15).

2) Conferencing

Lewis (2002) points out that this feedback provides some comments and questions for the students. The teachers and the students will have some conversation or question-answer session directly (p. 17).

3) Collective feedback

Lewis (2002) states that the collective feedback means the teacher presents the feedback collectively. It means that the teacher summarize the feedback for a whole class (p. 18). There four types of collective feedback:

- a. Comment orally one by one
- b. Feedback sheet
- c. Summarize feedback on the board
- d. Checklist

e. The Advantages of Feedback

Fatham & Whalley et al. (1990) revealed that there were some studies showed that “students who receive error feedback over a period of time can improve their language accuracy” (as cited in Hyland and Hyland. 2006. p.4). It means that feedback could improve the students’ language accuracy. Besides, Chandler

(2003) stated that underlining and direct correction in the students' writing product could decrease grammatical and lexical errors in their next writing (as cited in Hyland and Hyland, 2006, p.4).

Williams (2002) described that the feedback could develop both a text and the students' writing skills (as cited in Hyland, K and Hyland, F, 2006, p.5). Besides, the students paid more attention into teachers' feedback rather than other feedback. Leki et al. (1991) noted "ESL students greatly value teacher written feedback and consistently rate it more highly than alternative forms, such as peer feedback and oral feedback in writing conferences" (as cited in Hyland, K and Hyland, F, 2006, p.3)

8. Classroom Action Research

a. Definition of Classroom Action Research

Mills (2007), as cited by Mertler (2009: 4) points out that

Action research is defined as any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular school operate, how they teach and how their students learn.

From the definition above, action research is a research which is done by people in order to find the solution of the problem by gathering and analyzing the data. Furthermore, action research is an activity undertaken by teachers to improve their performances and teaching skills in the classroom. Mertler (2009) also reveals that action research allows the teacher to conduct a research in the classroom in order to make improvement or better understanding in some areas subject (p. 4). It means

that action research is conducted to solve the students' problems after the teacher implements some actions in the classroom. There are three main things in Classroom Action Research. The things are problem, solving and improvement. In Classroom Action Research it should be a problem, then the researcher should try to overcome the problem by choosing the best strategy. After implementation, it is expected that the students can make improvement or better understanding about certain subject.

B. Conceptual Framework

In conceptual framework, the researcher tried to relate the theory and this research. Ralms (1983) states, writing can teach the students to learn about grammar, idiom and vocabulary that the teacher has been taught (p. 3). By writing some sentences, students can practice how to make sentence with an appropriate grammar. By understanding grammar of language, the students are able to understand the meaning of language. This is the important thing why the students should learn to write.

The researcher chose two processes of writing according to Tiedt (1989) which were students learn to write by reading and writing can be taught. In those processes the students and the teacher analyzed the text and discussed the text together. This research used genre-based approach as the approach to write. The students learn from the model of the text, discuss the text with the teacher and try to construct their own text by writing different text.

The students of social class 2 of students MAN II Yogyakarta had difficulty in writing narrative texts. They made a lot of grammatical errors especially while using

past tense. The researcher offered giving feedback in order to overcome the problem. The researcher intended to improve the tenth grade students' grammar accuracy by giving feedback. Fatham & Whalley et al. (1990) revealed that there were some studies showed that "students who receive error feedback over a period of time can improve their language accuracy" (as cited in Hyland, K and Hyland, F, 2006, p.4). The kind of feedback which will be given is teacher's feedback. The forms of feedback are direct and indirect.

The researcher conducted classroom Action Research (AR) in order to implement the use of feedback in narrative writing. According to Kemmis and McTaggart (1988), as cited by Burns (1999: 32), there are four steps to do Action Research. Those steps are planning, action, observation and reflection.

The researcher referred some theories while conducting the research. The researcher asked the students to write narrative text after that the researcher examined the students' draft. The researcher focused on the simple past tense form used by the students. The researcher gave feedback in a form of comments, error analysis and suggestions. Then, the researcher returned the draft and asked the students to write the narrative texts. The students' accuracy of simple past tense would improve because according to Lewis (2002: 3-4), there are five purposes of feedback. Feedback provides information for teachers and students. Feedback provides students with advice about learning, provides students with language input. Feedback is a form of motivation. Therefore, the researcher used feedback to improve the students' accuracy of simple past tense because feedback has a lot of advantages.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to present a description of research method. These are research method, research setting and participants, research instruments, data gathering technique, data analysis technique and research procedure.

A. Type of the Research

The research approach used in this research is classroom action research. Burns (2010:2) states that the main aim of action research is to identify a „problematic“ situation that the participants consider worth looking into more systematically. Still, in Burns, the term “action” in action research is to change or to improve the problematic situations in a deliberate way. This method was used in order to answer the research problem that was how can the eleventh grade students“ grammar accuracy of the simple past tense in narrative writing can be improved in MAN II Yogyakarta.

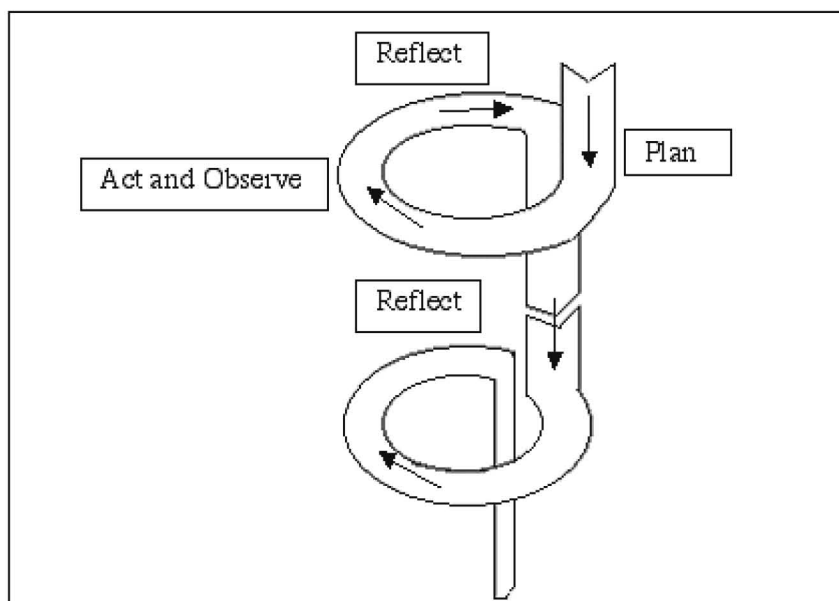
Based on Denscombe (2007: 123) there are four defining characteristics of action research; practical, change, cyclical process and participation. The first characteristic deals with real-world problems and issues which are usually found in educational settings. Action research is practical and it involves the researcher as a practitioner very closely. Change is an integral part of research which as a means of discovering more about the problems or phenomena. Bryman (in Descombe, 2007:

124) states that change is a way to learn more about the way a thing works. Cyclical process is one of the main characteristics of action research which consists of several cycles. The points of each cycle are the research feeds back into practice and the ongoing process of the research which consist of some stages. The participation is all of the actors that involve in the research process such as teacher and students.

According to Kemmis and Robin McTaggart (in Burns, 2010:8), action research involves four stages in a cycle; planning, action, observation and reflection. The cycle can be continued until the researcher achieves the satisfactory goal.

From the definition above, action research is a research which is done by people in order to find the solution of the problem by gathering and analyzing the data. According to Kemmis and McTaggart (1988), as cited by Burns (1999, p.32), there are four steps to do Action Research. Those steps are planning, action, observation and reflection. The steps were used and they formed cycles as presented as follows

Figure 1: The Planning-Reflection Cycle



1) Planning

The researcher started to make plans after knowing the problem. The researcher looked for an appropriate strategy that could overcome the problem. The researcher prepares the syllabus, the texts, media that will be used, students' worksheets, observation checklists, and rubrics. The researcher considered the objects' strengths and weaknesses so that the strategy could overcome the problem happened.

2) Acting

In this step, the researcher applied the strategy in order to overcome the problem which happened.

3) Observing

The researcher observe the situation of the environment and tried to analyze the data. The researcher analyzed the data by doing analysis which was appropriate.

4) Reflecting

On this phase, the researcher reflects and evaluates the action that has been explored.

B. The Setting and Subject of the Research

This study was conducted at MAN II Yogyakarta which is located at KH. Ahmad Dahlan street, no. 130. The subjects of the research were the eleventh grade students of social class 2 of MAN Yogyakarta II in the academic year of 2012/2013. The school provides many facilities to support the teaching and learning process. It has a language laboratory, a science laboratory and a computer laboratory.

There were thirty six students in the class. There were 28 girls and 8 boys. Some students had difficulty in understanding grammar and writing narrative text using simple past tense. As mentioned in the research objective, the researcher intended to improve the eleventh grade students' grammar accuracy of simple past tense in narrative writing. Besides, the researcher asked two persons as observers to help the researcher in observing the research in the classroom.

C. Instruments of Data Collection

The instruments of this research are presented as the following.

1. Observation checklists

Observation checklists gave the information about the effectiveness of using picture series to teach writing recount texts. The English teacher checked some aspects in teaching and learning process such as the lesson plan, the tasks, the materials and the media by putting a tick to statements in the observation checklists.

2. Interview guidelines

The interview guidelines were used to guide the researcher to get responses from the teacher and the students on the use feedback when she conducted interviews. In this research, the researcher interviewed the students and the English teacher before, during and after implementing the actions to see their improvements on writing.

3. Tests

Tests were used to get information about students' writing performance. The researcher held pre-test and post-test to see whether there was improvement on the students' writing or not.

D. Data Analysis Techniques

Analyzing data of action research is a continuing process of reducing information to find explanations or patterns (Burns, 1999:157). In this study, the researcher used 5 steps to analyze the data, they are assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

1. Assembling the data

In this step, the researcher collected all the data to see what really occurred over period of the research. The data were gathered in the form of field notes and interview transcripts.

2. Coding the data

Coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types (Burns, 1999:157). In this study, the researcher identified the data by coding it into more specific patterns and categories.

3. Comparing the data

After coding the data, the researcher compared the categories or patterns across different data collection techniques. This activity was aimed to identify the relationships and connections between different sources of data.

4. Building interpretations

In this stage, the researcher should deal with a great amount of creative thinking about what the data were saying by reflecting beyond the immediate surface details. The researcher discussed with the English teacher to pose questions, identify connections and develop explanations about the meanings of the research. Discussing the data can be a catalyst for new discoveries or interpretations.

5. Reporting the outcomes

In this stage, the researcher considered some aspects in reporting the results of this study such as discussing the issues or questions that prompted the study, describing the context of the research, analysing the findings by providing the samples of the data and interpreting how the project could lead to other areas for research.

E. Data Collection Technique

The data in this research are qualitative and are also supported by the quantitative data. The qualitative data were obtained through interview and observation. This was used to meet the process validity. The researcher and the

collaborator recorded all of the information in the process of teaching and learning during the actions by using interview guidelines and observation checklists. Everything related to the students' behaviour, progress and problems related to the teaching and learning process were noted. The researcher interviewed the students and the English teacher to get the data related to their perspectives in writing before, during and after implementing the actions.

Tests were used to attain the quantitative data. The researcher used pre-test before implementing the actions and post-test after implementing the actions. The scores from pre-test and post-test would be compared to acquire the data.

F. Research Procedures

Before doing some stages in classroom action research, the researcher did reconnaissance step to know about the problems that the teacher and the students faced in writing class. The researcher did an observation when the teacher taught writing to her students and observed their writings. After having found the problems, the researcher did some stages based on the classroom action research which were planning, action, observation, and reflection.

1. Planning the actions

Planning is the first step in doing classroom action research. In making the plan, the researcher should refer to the result of the preliminary study. The researcher

prepared all of the actions and materials. It covered preparing the lesson plan, preparing the materials and media and preparing the scoring rubric.

a) Preparing the lesson plan

In MAN II Yogyakarta, English is taught two times a week. The lesson plan was developed on the current curriculum consisting of several components namely standard of competence, basic competence, indicators, learning objective, learning materials, media, learning method, teaching and learning activities, evaluation and sources. In this research, the researcher made 2 lesson plans for 2 cycles.

b) Preparing the materials and media

The use of media is very important in teaching writing to promote an attractive learning. In this research, the researcher used interactive lesson like tongue twister and some pictures to entertain and helped the students to compose narrative texts.

c) Preparing the Scoring Rubric

There are five aspects in the rubric which are grammar, organization, vocabulary, diction and communicative purpose. Since, the focus of the research was simple past tense so the researcher modified the grammar aspect. The researcher counted the students' error of simple past tense in each sentence. The students were asked to write 10 sentences. Every correct verb was given 0,4 score so the maximal score for grammar aspect was 4.

The researcher summarized the analysis in the descriptive form. The researcher also used questionnaire and interview to know further about the student's opinion

about the use of feedback. From those instruments, the researcher could gain the information whether the feedback helped the students or not in improving students' grammar accuracy of simple past tense. The researcher would analyze the data in percentage, score description.

There were 2 criteria of successful in this research:

1. The students' error percentage of simple past tense decreased from pre-test study until post-test study.
2. More than half of the students in the class could pass the KKM (*Kriteria Ketuntasan Minimal*) which was 6,5.

Table 4: The Scoring Rubric of Students' Writing

Aspect	Note	Score
Grammar	Since the researcher just focus on simple past tense, she gives score 0,4 for every simple past tense verb which is correct. 0,4 comes from 4:10 4: maximum score, 10: sentence requirement	Correct verb x 0,4
Organization	The orientation is perfectly well-organized	4
	The orientation is well-organized	3
	The orientation is slightly organized	2
	The orientation is not clear	1
	There is no orientation	0
Clarity	The meaning is clear and expressed effectively	4
	The meaning is clear but not expressed effectively	3
	The meaning is slightly clear	2
	The meaning is not understandable	1
	There is no meaning	0
Diction	The diction is accurate and effective	4
	The diction is accurate but not effective	3
	The diction is slightly accurate and not effective	2
	The diction is not accurate and not effective	1
	The diction is wrong	0
Communicative purpose	Clear	4
	Clear enough but there is mistake	3
	Difficult to understand	2
	Not clear	1
	Wrong	0

2. Acting on the Plan

This research was done in 2 cycles. Cycle 1 and Cycle 2 consisted of 2 meetings. The researcher acted as the teacher and the English teacher became the collaborator during the teaching and learning process.

The method of teaching writing in this research was inspired by Presentation, Practice and Production (PPP). According to Harmer (2004:80), this model introduced a situation which contextualized the language to be taught. These are the steps of implementing picture series by using this method:

1. Presentation

In this stage, the researcher introduced a story to the students. She invited the students to identify the events in the story and conclude the generic structures of narrative texts.

2. Practice

In this stage, the researcher asked the students to write one paragraph of narrative text. The paragraph consisted of ten sentences. They were given 50 minutes to do the assignment.

3. Production

In this stage, the students were asked to use the new language in sentences of their own based. They did outlining and drafting to compose narrative texts.

In the reflection stage, the researcher gave feedback on the students' writing. Then the students revised their writings based on the researcher's note.

In every meeting, the teacher gave interesting story to the students to help them write narrative texts. To encourage the students' interest, she gave different teaching techniques such as ordering the jumbled pictures, playing games, and filling in the blank spaces.

3. Observing the Actions

The researcher did the observation and the action in the same time. She observed the students in the class especially when they wrote the narrative text. In this stage, the data collection instruments such as interview guidelines and observation checklists were used.

4. Reflecting the Actions

After the action was done, the researcher and the collaborator discussed the implementation of feedback based on the result of the data collection instruments. If the result is the same with the target, the implementation giving feedback is successful, if it is not, the next cycle must be continued.

G. Validity and Reliability of the Research

The validity of the data in this research was based on the criteria proposed by Anderson *et al.* (1999: 30-33). To enhance the validity of the data, the researcher used these five types of validity; democratic validity, outcome validity, process validity, dialogic validity and catalytic validity as follows:

1. Democratic validity

Democratic validity relates to the extent to which the research allows for the inclusion of multiple voices. To get democratic validity, the researcher did some

interviews with the English teacher and the students to express their opinions, comments and ideas about the actions implemented in this research.

2. Outcome validity

Outcome validity means that the research is “successful” in solving the problems which are found in the writing class. The validity in this research was gained by analyzing the results of the actions. The results of the research were not only able to solve the problems but also lead to new questions.

3. Process validity

Process validity means the dependability and competency of the research. The process validity was gained during the process of implementing giving feedback in writing class. The researcher collected the data by interviewing the English teacher and the students and making field notes to observe the teaching and learning process. It included the students’ behaviour and the students’ competency in achieving the materials.

4. Dialogic validity

The value of the research is monitored by peer reviews to meet the dialogic validity. This validity was gained by the researcher through dialog with the English teacher about what she had done during the process of teaching and learning. The teacher as the collaborator observed and monitored the actions implemented by the researcher.

5. Catalytic validity

Catalytic validity relates to how the participants deepen their understanding of the social realities of the context and the way how they make change within it. This validity was gained by observing changes on the teacher and the learners' understanding of their role in this research by using some interviews.

In order to get rounded perspectives and to avoid the subjectivity in analyzing the data, the researcher used 2 kinds of triangulation; time triangulation and researcher triangulation (Burns, 1999:163) as follows:

1. Time triangulation

The data were collected over a period of time to identify the factors involved in the actions. The researcher got the data on the students' improvement in writing by conducting pre-test and post-test. The researcher also collected the data by observing the teaching and learning process, interviewing the students and the collaborator before and after the actions and making field notes.

2. Researcher triangulation

The data were collected by more than one research member in order to avoid biased interpretation. In this research, the researcher and the collaborator collected the data together to be compared.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the process, the results and the interpretation of the findings of the research conducted in Cycle I and Cycle II. Each cycle consists of planning, actions, observation and reflection.

A. Research Findings

This part describes the reconnaissance, planning, action, observation and reflection in Cycle 1 and Cycle 2.

1. The Reconnaissance

To identify the problems of the process of teaching and learning writing in Social II class, the researcher conducted classroom observation and interviewed the English teacher and the students. The vignette below shows the process of teaching and learning writing and the students' behaviour toward the writing class.

Research Process

This research had two cycles. There were four important steps in conducting this research. Those steps are planning, action, observation and reflection. The researcher taught the students in the class as a teacher. Before the implementation, the researcher did the preliminary study to know the real problem that the students faced in narrative writing.

1. Pre-test Study

The researcher did preliminary study on March 2, 2013 in social 2nd class of MAN Yogyakarta II. There were 36 students who joined the class. The researcher taught them as a teacher. In the beginning, the researcher greeted them and checked the attendance list.

The time allocation was 90 minutes. For warming up, the researcher asked the students to make sentences randomly. They wrote whatever came to their mind at that time in 3 minutes. After that, together they counted the words they had written. Students who wrote the most words won a reward from the researcher. There were 3 students who wrote 8 sentences in 3 minutes and they got some snacks from the researcher as a reward. The purpose of this activity was to make the students feel that writing was not hard or a nightmare.

The next activity was recalling the students' memory about the generic structure of narrative text. The researcher intended to make sure whether the students still remember the generic structure of narrative text or not because they had the same material in the first semester. The researcher asked the students to make a group of 3 or 4. After that, they were given jumbled paragraphs. They were asked to arrange the paragraphs into good texts. In this activity the students were very active. After that, the students were asked to discuss the generic structure of the text and decide what type of text it was. Here, some groups could answer the question but some groups were passive.

Observer A wrote:

“The students were very active and everybody took a part in arranging the jumbled paragraph. Everybody wanted to arrange the text as soon as possible. However, when the teacher asked them to discuss the generic structure of the text and decide what type of text, some of groups could answer and some of them could not answer the question.” After that, the researcher and the students discussed the question together.

The researcher also provided some slides about narrative texts such as the definition of narrative text, the purposes of narrative text and the language features of narrative text. The researcher did that activity because she wanted to match the students’ knowledge in narrative text.

Having some understanding about narrative text, the researcher asked the students to write a narrative text. The text consisted of ten sentences. The researcher employed picture series as the media to help the students to find the idea of their writing. The researcher gave 45 minutes to the students to finish their writing. In this activity, the students were very serious in writing narrative text. They had great enthusiasm to write narrative text. Sometimes, the students asked the researcher some vocabularies and the researcher helped them with pleasure. In the end of the class, the researcher asked the students to submit their writing product then the students could go home.

The percentage of error in the students' writing draft was counted using the formulation below:

$$X = \frac{N}{10} \times 100\%$$

Note: X= the error percentage in the students' writing

N= the number of wrong sentences that the students had made

10= the maximal sentences that the students had mad (the requirement)

The researcher brought the students' writing product home to be analyzed.

Table 5: Scoring criteria based on LKS (Lembar Kerja Siswa) which is always used by the teacher to assess the students' writing product.

Aspect	Note	Score
Grammar	Since the researcher just focus on simple past tense, she gives score 0,4 for every simple past tense verb which is correct. 0,4 comes from 4:10 4: maximum score, 10: sentence requirement	Correct verb x 0,4
Organization	The orientation is perfectly well-organized	4
	The orientation is well-organized	3
	The orientation is slightly organized	2
	The orientation is not clear	1
	There is no orientation	0
Clarity	The meaning is clear and expressed effectively	4
	The meaning is clear but not expressed effectively	3
	The meaning is slightly clear	2
	The meaning is not understandable	1
	There is no meaning	0
Diction	The diction is accurate and effective	4
	The diction is accurate but not effective	3
	The diction is slightly accurate and not effective	2
	The diction is not accurate and not effective	1
	The diction is wrong	0
Communicative purpose	Clear	4
	Clear enough but there is mistake	3
	Difficult to understand	2
	Not clear	1
	Wrong	0

Table 6: Error Correction code on students' writing

Aspects of writing	Code	Meaning
Organization	<i>Or</i>	Organization
Vocabulary	<i>NA</i>	Not appropriate
	<i>WF</i>	Word form
	<i>A</i>	Missing word
	<i>(.....)</i>	Word not needed
	<i>?</i>	Meaning is not clear
Diction	<i>WO</i>	Word order
	<i>S/P</i>	Singular/Plural
	<i>Prep</i>	Preposition

There were many errors of simple past tense in the students' writing product. These are the examples of students' errors of simple past tense from their writing product in preliminary study:

1. Usually, I catch the ball and I get a score. (Student 16)
2. In the tree, there are bee's home. (Student 10)
3. The archer run away. (Student 10)

The first, second and third sentences were inappropriate sentences. The students should use simple past tense forms because the language feature of narrative text is simple past tense. Therefore, they had to use simple past tense forms not simple present forms.

4. We sited beside of the yard. (Student 16)
5. Then, Sony catched the ball. (Student 22)

The fourth and fifth sentences were inappropriate sentences. The students should use irregular *verb* because not all of the verbs can be added by –ed. The verbs *sit* and *catch* are included in irregular *verb*. It should be *sat* and *caught*.

6. The ball out of the yard. (Student 16)
7. I called my friends but the signal very bad. (Student 33)
8. Sandy and I was very afraid. (Student 33)

The sixth and seventh sentences were unacceptable sentences because there were no verbs in those two sentences. The simple sentence must have subject (S) and verb (V) so the students should put to be or verb in their sentences. The eighth sentence was inappropriate sentence because there were two subjects but the verb was wrong. It should be plural (were).

It could be seen from the examples above that the students' problem in narrative writing was simple past tense. Almost all of the students made errors in simple past tense whereas simple past tense is the language feature of narrative text. The researcher did informal interview to some students. Based on informal interview given to the students, the researcher found some problems. The students made errors while using past tense because they did not know the use of past tense. The students were afraid of asking questions to the teacher. The students did not bring dictionaries. Some students were also confused with regular and irregular verb. Based on informal interview, the researcher found that actually the students had been taught by their teacher in Junior High School about regular and irregular verb but they did not

understand and listen to the teacher so they were still confused with the form of simple past tense.

2. First Cycle

The researcher conducted the first cycle on March 6 and 9, 2013. The participants were the students from eleventh grade students of social class 2 of MAN Yogyakarta II. There were 36 students in that class. All of them attended the class. The time allocation was 90 minutes.

In the first cycle, the researcher employed the teaching strategy to overcome the students' problem. The researcher employed teacher's feedback to improve the students' accuracy of a simple past tense in narrative writing. There were four steps in the first cycle. Those steps were planning, action, observation and reflection.

a. Planning

In this step, the researcher started to make a plan after knowing the results from students' writing products. The students' problem in narrative writing was the use of a simple past tense. The students could organize the paragraph well. Their diction and coherence while writing was good enough but they were lack of grammar especially simple past tense. They made many errors while using simple past tense forms. It could be seen from the students' writing products. In scoring criteria, they obtained good score for the diction, clarity and organization aspects but they obtained poor score in the grammar aspect. Having known the problem faced by the students,

the researcher intended to improve the students' accuracy of a simple past tense in narrative writing.

The researcher chose teacher's feedback to help the students to improve their accuracy of a simple past tense. The researcher decided to employ teacher's feedback. The researcher tried to use teacher's feedback to help the students to improve their accuracy of a simple past tense in narrative writing.

After that, the researcher prepared the lesson plan, the media, the power point slides and the students' worksheet for the action. The researcher also planned to give feedback in every student's writing product. She planned to analyze, check and give correction on the students' writing product. Next, the researcher planned to distribute jumbled paragraphs as the media for warming up activity. The researcher asked the students to arrange the jumbled paragraphs and then decide what the generic structure of the text was. After that, they discussed it together. After warming up, the researcher planned to ask the students to revise their writing products which had been given feedback by the researcher. She planned to give 10 minutes for the students to revise their writing product. By revising the writing product, the researcher expected that the students would be aware of their mistakes and did not do the same mistakes again. After finishing revised the writing product, the researcher planned to ask the students to submit their writing product. After that, the researcher planned to distribute the picture series as the media and the students' worksheets and then asked the students to write a new narrative text.

The researcher also provided the observation sheets and field notes for the observers. The observers would observe and report the activities which happened in the class. The researcher also prepared digital camera for documentation.

b. Action

The first cycle was conducted on March 9, 2013. The participants were 36 students. All of them came and joined the class. The time allocation was 90 minutes. In the beginning of the class, the researcher prepared the media which were picture series, students' worksheets and students' writing product in the preliminary study which had been given feedback by the researcher. After that, the researcher greeted the students and checked the attendance.

For warming up, the researcher asked the students to make a group of three or four after that she distributed jumbled paragraphs to the students, asked them to arrange it into a good text and then decided the generic structure of the text. In the discussion, the students and the researcher together discussed the generic structure of the text. All of the students were active and tried to answer the question together. The purpose of this warming up was for recalling the students' memory about the characteristics and the generic structure of narrative text.

The next activity was revising the students' writing product. The researcher returned the writing product to every student. After that, the researcher gave a piece a paper and asked them to rewrite their revision in the paper. The researcher asked them to revise it based on the teacher's feedback. The researcher had given some feedback and encouragement on students' writing product by circling,

marking and checking the errors. Since the concern of this research was simple past tense, the researcher more focused in checking the simple past tense forms used by the students.

Observer B wrote:

“The students seemed serious while reading their writing product, some of them raised their hand to ask the question. They looked curious. Some students asked the teacher about the feedback and the researcher explained it carefully. The students seemed happy and active. Many of them said *„owalah iki ki salah to...sing bener ngene iki* (Oh, it is wrong, the right one is like this.)”

It could be seen that the students understood their mistakes and knew the best answer. After that, the researcher gave 10 minutes for the students to revise their writing product and asked them to submit their revision and writing product together.

The next activity was writing a new narrative text. After having read the teacher’s feedback and revised their writing product, the researcher expected that the students would make a better writing product. Therefore, the researcher distributed picture series as the media and students’ worksheets then asked them to write a new narrative text. The researcher gave 50 minutes for the students to write the narrative text. After finishing writing, she asked the students to submit their writing product.

c. Observation

The observation was conducted on March 9, 2013. It was the same time with the first cycle when the researcher implemented the teacher’s feedback in students’ writing products. The researcher was helped by two observers. The

observers help the researcher to observe the situation and the activity in the class during the implementation.

The first activity was warming up. In this activity, the researcher employed jumbled paragraphs to attract students' attention. The researcher asked the students to make groups of three or four and then she distributed the jumbled paragraphs to them. After that, the researcher asked them to arrange the jumbled paragraphs into a good text and asked them to decide the generic structure of the text.

Based on the observation, the students were happy and active while arranging the jumbled paragraph. They intended to be the winner so they arranged the jumbled paragraph as soon as possible. However, when they intended to find the generic structure of the text, some of them seemed confused.

Observer A wrote:

“The students were enthusiastic to play the jumbled paragraph. They seemed active and cooperative to arrange the jumbled paragraph into a good text. However, when the researcher asked them to decide what was the generic structure of the text, some of them seemed confused. There were some groups who could answer the question by raising their hands but there were some groups seemed passive.”

Avoiding misunderstanding, the researcher discussed the generic structure of narrative text together with the students. The researcher discussed the meaning, the purposes, the language features and kinds of narrative text to recall the students' memory. After the discussion, the researcher distributed the students' writing product which had been given feedback by the researcher. After that, the researcher asked the

students to revise it based on the teacher's feedback. The researcher had given some feedback and encouragement on students' writing product by circling, marking and checking the errors.

The students looked serious when receiving the result. Some of them were active and curious. They asked the researcher the meaning of the feedback and what should they do.

Observer B wrote:

“The students were curious while receiving their result. They read their paper and then some of them raised their hand and asked some questions to the researcher. The researcher answered the students' question patiently. Some of them said *„Oh iya ya lupa aku, harusnya pake past tense. Yang bener kaya gini to.* (Oh, I forgot to use simple past tense. It was the right answer.)”

It could be seen from the student's statement that they understood if they were wrong. They realized their mistakes. After that, the researcher gave 10 minutes for the students to revise their writing product and submitted it to the researcher. The students obeyed the researcher's instruction. After 10 minutes, they revised and submitted their writing product.

The next activity was writing a narrative text. After revising, the researcher expected that the students could be more aware while writing and did not do the same mistakes. The researcher distributed the picture series and the students' worksheets. After that, she asked them to write a narrative text based on the picture series. The researcher gave 50 minutes for the students to write a narrative text. The researcher also helped the students finding some difficult vocabularies.

Observer A wrote:

“The class was so quiet in the beginning. All of the students seemed enthusiastic to write a narrative text. However, after several time some of the students raised their hands and asked some difficult vocabularies to the researcher. The researcher answered their question patiently. After 50 minutes, the researcher asked the students to submit their writing product.”

In the end of the class, the researcher asked the students to submit their work. After that, the researcher analyzed the students’ writing product. These are the sentences made by the students in the first cycle.

1. Father blew the balloon with caution. (Student 7)
2. When the father blew the balloon, the son waited by happy. (Student 7)

The first and the second sentences were almost correct. The students still made errors in those sentences. The errors were in the adverb. The adverb „with caution“ should change with “be carefully” and the adverb „by happy“ should change with “be carefully”. The researcher did not pay attention to those adverbs since this study just focused on simple past tense forms used by the students. Therefore, the researcher gave a complete score to those sentences.

3. Last year, Dicky went to bought balloon with his sister. (Student 24)
4. She would slid after that. (Student 31)

The third and the fourth sentences were almost correct. However, the students still made errors in those sentences. The errors were in the verb. The verb „to“ should be followed by verb 1, it should be to buy. The modal „would“ should be

followed by verb 1, it should be would slide. However, they tried to use simple past tense forms although it was not perfect. Therefore, the researcher gave 1/2 to those sentences.

Based on the observation, the researcher could say that the students made a good improvement after receiving feedback from the teacher. They used simple past tense forms in the first cycle. Their errors decreased and they got better scores in the first cycle than in a pre-test study study.

d. Reflection

The next step was reflection. In this step, the researcher would like to reflect what things worked well and did not work well during the implementation. By reflecting, the researcher intended to find out the next action for the second cycle.

When the English teacher entered the class with the researcher and the collaborator, most students were busy tidying their books on the table. Meanwhile, some students who sat in the back row were still playing game on their phone. Being aware of the English teacher's presence; they stopped and put their phones in the bags. Some of students greeted the researcher kindly. *"Hello Miss Ayu, Nice to meet you! Asyik yang ngajar Miss Ayu."* The researcher smiled and replied *"Hello, nice to meet you too"*. Then the teacher and collaborator took a seat immediately in the back row to be observers and wrote the teaching learning process. Next the researcher greeted the students, *"Hello, good morning class. How are you today?."* The students replied, *"Hello Miss, good morning. I'm fine thank you. And you?"* The researcher said, *"I'm very well. Thank you."* Then the researcher asked, *"Is anybody absent*

today?" The students answered, "No." Then the researcher said, "Good. All the students are present here. I hope you are all feeling well today. Well, it's time to start now. Are you ready?" The students answered, "Yes.i'm ready miissssss"

For warming up, the researcher gave jumbled paragraphs to the students. First, the researcher asked to the students "Have you ever heard about Roro Jonggrang story?." Almost of all students answered, "Sudah miss" The researcher continued, *Wwell, it's gonna be easy if almost of students ever heard the story. Now, I'll give you a random text about Roro Jonggrang story, and you should make it into a good paragraph"* then the researcher divided the jumbled paragraphs to the students. It worked well because the students were enthusiastic to arrange the jumbled paragraphs into good texts. They also intended to finish their work as soon as possible. After that, the researcher asked the students to decide the generic structure of that text. Some of the students could answer the generic structure of narrative text correctly. It was good because they still remembered a narrative text. After that, the researcher and the students discussed the generic structure of narrative text together. The action worked well because the students could get a clear understanding about the generic structure of narrative text by discussing it together.

The next activity was revising the students' writing product. The researcher returned the students' writing product which had been given feedback by the researcher. After that, she asked them to rewrite their revision in a piece of paper. Based on the observation, this action went well because the students could know and

understand their mistakes. They were also more aware of their mistake and did not want to do the same mistake.

The main activity was writing a new narrative text. The researcher distributed picture series as the media and after that she asked the students to write a new narrative text based on the picture series. Based on the observation, the students were serious while writing the narrative text. They were asked to write a narrative text which consisted of 10 sentences. They wrote seriously and sometimes they asked the researcher about the picture series. The researcher gave different picture series for each table so the students could not cheat their friends's writing. She also allowed the students to use dictionaries except using of Google translate on their phone. However, they were still confused with some difficult vocabularies. They often asked the researcher some difficult words. Therefore, in the second cycle the researcher would provide some vocabularies to help the students in writing narrative text.

After that, the researcher asked the students to submit their work. The researcher analyzed the students writing product at home. She also gave feedback in students's writing product for the second cycle. The researcher intended to use teacher's feedback in the second cycle because the action was successful. The students could realize their mistake and could know the right answer from the teacher's feedback. After analyzing the students's writing product, the researcher was happy because the results were satisfying.

3. Second Cycle

In the second cycle the researcher intended to verify the result in the first cycle. The researcher intended to make sure whether the teaching strategy used in the first cycle would work well or not in the second cycle. In the first cycle, the students made a significant improvement. The students obtained better scores in narrative writing after receiving teacher's feedback in the previous writing. Therefore, the researcher employed the same teaching strategy to improve the students' accuracy of a simple past tense in narrative writing. The researcher employed the teacher's feedback to improve the students' accuracy of simple past tense.

There were four steps in the second cycle. It was the same as the first cycle. They were planning, action, observation and reflection. The second cycle was conducted on March 13 and 16, 2013. The participant was the eleventh grade students of social class 2 of MAN Yogyakarta II. There were 36 students in the class and all of them joined the class. The time allocation was 90 minutes.

a. Planning

The researcher found a significant improvement in the first cycle. The researcher found that the students improved their accuracy of a simple past tense in narrative writing. The students obtained better score in the first cycle than in the preliminary study. It meant that the students did few mistakes in the first cycle. Therefore, the researcher employed the same teaching strategy which was giving teacher's feedback in the second cycle.

The researcher planned to give tongue twister for warming up. Tongue twister was a pronunciation game. The researcher asked to the students, "*Well, today*

we are going to play a game. Have you ever knew about tongue twister?”. “No miss” the students answered together. The researcher continued, *“So, today we will play it first before we start our lesson today”* then almost of the class looked happy.

There were some sentences which were difficult to say, especially when repeated often and quickly. The sentences were in the past tense forms. The purposes of this activity were to obtain the students’ attention and to recall the students’ memory of a simple past tense. The researcher provided some slides of tongue twister. After that, the researcher asked some students to read the sentences. If there was mispronunciation, the researcher would correct it and give the right pronunciation

The next activity was revising the students’ writing product. It same as the first cycle, the researcher returned the students’ writing product which they made in the first cycle. Those writing products had been given some feedback and encouragement statement by the researcher. The researcher analyzed and checked the students’ writing product at home. She gave some feedback and encouragement on students’ writing product by circling, marking and checking the errors. The students still made some errors for example the spelling and the diction. However, the researcher did not pay attention to those errors since the focus of this study was simple past tense forms. Therefore, the researcher just focused on the simple past tense forms. The researcher planned to give a piece of paper and asked them to rewrite the revision in that paper. After that, she asked them to submit their work.

The main activity was writing a new narrative text. The researcher planned to give the students picture series to help them find the idea. After that, she asked them to write a new narrative text. They had to write a narrative text which consisted of ten sentences. In the first cycle, the students found difficulty in finding some vocabularies. Therefore, in the second cycle the researcher planned to provide a vocabulary list. The researcher expected that the vocabulary list could help the students to write a narrative text. The researcher also planned to bring some dictionaries. The researcher planned to borrow English dictionaries from the school library so the students could share the dictionary when they found difficulty.

After that, the researcher prepared the lesson plan, picture series, students' worksheet, and tongue twister for the implementation. Besides that, the researcher also prepared the observation sheets and field notes for the observers. There were 2 observers in the second cycle. The observers would help the researcher to record the activity and situation during the implementation.

b. Action

The action was conducted on March 16, 2013. There were 36 students in the class. They were the students of social 2nd class of MAN II Yogyakarta. The students were good participants. They were very cooperative during the implementation. In this step, the researcher employed the same teaching strategy the same as in the first cycle. The researcher employed teacher's feedback to improve the students' accuracy of simple past tense in narrative writing.

As usual, the researcher greeted the students and checked the attendance. After that, the researcher asked the students what they had learned in the previous meeting. Some of them could answer and some of them were passive. To obtain the students' attention, the researcher started the warming up activity. The first activity was tongue twister. The researcher used tongue twister for a warming up activity. Tongue twister was a pronunciation game. The researcher showed some slides to the students. There were some sentences in the slides. The researcher asked the students to read the tongue twister loudly. The sentences were in the form of a simple past tense. After reading the tongue twister, the researcher asked the meaning of those sentences. The students were active and enthusiastic during the activity. After that, she asked "*what tenses were used in the sentence?*" The students could answer correctly. The tense was simple past tense.

The next activity was revising the students' writing product which they made in the first cycle. The researcher returned the students' writing product and asked them to revise it. The researcher gave a piece of paper for every student then the students rewrote the revision on it. The students seemed happy because they got better score. Some of them got score above 8, 0. It was a great improvement. There were some students who were still confused with the feedback so the researcher came and helped them to explain the meaning of the feedback. The researcher gave 10 minutes for the students to revise their writing product.

The main activity was writing another narrative text. The same as the first cycle, the researcher used picture series to help the students find the idea. After that,

the researcher distributed the worksheets and asked them to write a narrative text based on the picture series. She also showed a vocabulary list using power point and explained it carefully. The students seemed happy with the vocabulary list because it could help them while writing a narrative text. The researcher also borrowed some dictionaries from the school library so the students could use it when they found difficulty. The researcher gave 50 minutes for the students to finish their writing. After that, she asked them to submit their work.

In the end of the class the researcher gave the students some snacks because they were very cooperative and became a nice student. The students also very happy and told the researcher that they intended to be taught by the researcher until the end of the semester. After that, the researcher gave questionnaire to the students and asked them to fill it depend on what they felt. The researcher also asked some students to be interviewed about the use of teacher's feedback for the next meeting. In the end of the class, the researcher greeted the students and the students could go home.

c. Observation

The observation was conducted on March 16, 2012. It was the same day with the action. The researcher was helped by two observers. The observers filled the observation sheet and wrote the field notes. In this step, the researcher intended to observe what worked well and did not work well during implementation.

The first activity was warming up. The researcher used tongue twister as the warming up activity. Tongue twister was a pronunciation game. There were some sentences which were difficult to pronounce. The researcher asked some students to read the sentences. The sentences used a simple past tense form because the researcher intended to recall the students' memory about simple past tense. Based on the observation, the students still remembered the pattern of simple past tense. The students could answer the researcher's question about simple past tense. All of them looked happy to read the tongue twister because the sentences were very funny and difficult to pronounce. The students tried to read the sentences again and again to get the best pronunciation. It was great because the students were ready to join the lesson.

After that, the researcher asked the students to revise their writing products. The researcher returned their writing product and gave them a piece of paper. She asked them to rewrite their revision on that paper. The researcher had given some feedback on their writing product by marking, circling or checking the errors. Based on the observation, the students were enthusiastic to receive their writing product because they wanted to know their score. Some of them were happy because they could get better scores. Some of them were curious to read the feedback. The students also started to revise the feedback and rewrote it on a piece of paper. There were some students who asked the researcher about the meaning of the feedback and the researcher answered it with pleasure.

The researcher gave 10 minutes for the students to revise their writing product and asked them to submit it. The next activity was writing another narrative

text. The researcher used picture series as the media to help the students find the idea. After that, she distributed the students' worksheets and asked them to write a narrative text. The researcher also provided the vocabulary list in a form of power point so the whole class could see it clearly. Based on the observation, the students were very excited to write because they had the vocabulary list. They looked happy and enthusiastic to finish their writing. However, there were some students who still asked the vocabularies to the researcher. Sometimes the researcher answered the question but sometimes she asked them to share the dictionary.

The students made a significant improvement in the second cycle. Based on the observation from the students' draft, the students did not do many errors while using simple past tense as they did in the first cycle. These are the examples of their sentences in the second cycle.

1. His mother tried to warn him. (Student 1)
2. Then, the driver helped me to get up. (Student 1)
3. He was a naughty boy. (Student 8)
4. I went to home and my grandma was angry to me. (Student 3)
5. They wanted to take the mango tree. (Student 9)
6. Suddenly, his mother saw that. (Student 10)
7. Edo climbed over the tree and he took a mango. (Student 18)
8. When he would climb over the tree, the dog barked. (Student 34)
9. They planned to take the apple. (Student 35)
10. He waited his mom. (Student 26)

From the sentences above, it could be seen that the students could use a simple past tense forms in every sentence. They did not make a lot of errors. They started to make longer sentences and add some adverbs in their sentence. They also started to make a complex sentence. It was a significant improvement. Based on the

observation, they were aware of the errors in the previous writing. They also knew their mistakes and did not do the same mistakes again. It meant that the teacher's feedback could improve the students' accuracy of a simple past tense in narrative writing.

d. Reflection

In this step, the researcher reflected the teaching strategy which had been implemented in the classroom. She intended to find out whether the teaching strategy was successful or not. The researcher intended to find out whether the teacher's feedback could improve the students' accuracy of a simple past tense or not.

The researcher began the class by greeting the students and checking the attendance. It went well because by greeting the students, the researcher could know the situation in the classroom. After that, the researcher did warming up activity. The activity was tongue twister. It also worked well because the students seemed curious to read the sentences. Tongue twister consisted of some sentences which were difficult to pronounce. The students were enthusiastic to read the sentences with the correct pronunciation. It was good to attract the students' attention and to practice their pronunciation especially in past tense forms.

The next activity was revising the students' writing product. The researcher returned the students' writing product and asked them to revise it on a piece of paper. This activity worked well because the students seemed happy because they got better score in the first cycle than in the preliminary study. They revised their writing product and submitted it to the researcher. Some of the students asked the

researcher about the meaning of the feedback. It was good because it meant that the students were aware of their mistakes. The researcher answered the students' question patiently. It worked well because the students revised their writing product based on the teacher's feedback.

The students made a significant progress. The percentage of error in a preliminary study was 56%, in the first cycle the percentage was 27% and in the second cycle became 21%. It was clear that the teacher's feedback could improve the students' accuracy of simple past tense. Besides that, in the preliminary study there were 18 students who failed to pass the KKM (*Kriteria Ketuntasan Minimal*), in the first cycle there were 3 students and in the second cycle there were only 2 students who failed to pass the KKM (*Kriteria Ketuntasan Minimal*). The result was satisfactory. In addition, the score average of the class also increased. In the pre-test study the average was 6.65, in the first cycle the average was 7.5 and in the second cycle the average became 8.15. It meant that in the second cycle most of the students got better scores than in the first cycle.

4. Post-test

The researcher did post-test study on March 20, 2013 in social 2nd class of MAN Yogyakarta II. There were 36 students who joined the class. The time allocation was 90 minutes. For warming up, the researcher asked the students to change the following sentences into the past form. After that the researcher asked the students to arrange the sentences above into a story. In the task the researcher gave little bit information about the story, it was consist of title, characters, setting (time &

place), complication and resolution. Students who wrote fastest won a reward from the researcher. There was 1 student who wrote fastest in 5 minutes and the student got a small English dictionary from the researcher as a reward. The purpose of this activity was to make the students feel more interesting to write in English.

The next activity was recalling the students' memory about the generic structure of a narrative text. The researcher intended to make sure whether the students still remember the generic structure and the linguistic features of a narrative text or not. The researcher asked the students to make a group consists of 2 people, they were given a blank answer sheet with a little information about the story. They were asked to rewrite the narrative text based on the information above. In this activity the students were very active and serious. After that, the students were asked to discuss the task.

Observer A wrote:

“The students looked very serious on this task and everybody took part in rewrite the story. Everybody wanted to rewrite the text as soon as possible, and then when the teacher asked them to discuss the generic structure and the linguistic features of the text all of students could answer the question.”

The text of tongue twister:

1. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish
2. She saw Sheriff's shoes on the sofa. But was she so sure she saw Sheriff's shoes on the sofa?
3. A big black bug bit a big black bear, made the big black bear bleed blood

The next activity was revising the students' writing product. It same as the first cycle, the researcher returned the students' writing product which they made in

the first cycle. Those writing products had been given some feedback and encouragement statement by the researcher. The researcher analyzed and checked the students' writing product at home. She gave some feedback and encouragement on students' writing product by circling, marking and checking the errors. The students still made some errors for example the spelling and the diction. However, the researcher did not pay attention to those errors since the focus of this study was simple past tense forms. Therefore, the researcher just focused on the simple past tense forms. The researcher planned to give a piece of paper and asked them to rewrite the revision in that paper. After that, she asked them to submit their work.

The main activity was writing a new narrative text. The researcher planned to give the students picture series to help them find the idea. After that, she asked them to write a new narrative text. They had to write a narrative text which consisted of ten sentences. In the first cycle, the students found difficulty in finding some vocabularies. Therefore, in the second cycle the researcher planned to provide a vocabulary list. The researcher expected that the vocabulary list could help the students to write a narrative text. The researcher also planned to bring some dictionaries. The researcher planned to borrow English dictionaries from the school library so the students could share the dictionary when they found difficulty.

After that, the researcher prepared the lesson plan, picture series, students' worksheet, and tongue twister for the implementation. Besides that, the researcher also prepared the observation sheets and field notes for the observers. There were 2

observers in the second cycle. The observers would help the researcher to record the activity and situation during the implementation.

e. Action

The action was conducted on March 16, 2013. There were 36 students in the class. They were the students of social 2nd class of MAN II Yogyakarta. The students were good participants. They were very cooperative during the implementation. In this step, the researcher employed the same teaching strategy the same as in the first cycle. The researcher employed teacher's feedback to improve the students' accuracy of simple past tense in narrative writing.

As usual, the researcher greeted the students and checked the attendance. After that, the researcher asked the students what they had learned in the previous meeting. Some of them could answer and some of them were passive. To obtain the students' attention, the researcher started the warming up activity. The first activity was tongue twister. The researcher used tongue twister for a warming up activity. Tongue twister was a pronunciation game. The researcher showed some slides to the students. There were some sentences in the slides. The researcher asked the students to read the tongue twister loudly. The sentences were in the form of a simple past tense. After reading the tongue twister, the researcher asked the meaning of those sentences. The students were active and enthusiastic during the activity. After that, she asked "*what tenses were used in the sentence?*" The students could answer correctly. The tense was simple past tense.

The next activity was revising the students' writing product which they made in the first cycle. The researcher returned the students' writing product and asked them to revise it. The researcher gave a piece of paper for every student then the students rewrote the revision on it. The students seemed happy because they got better score. Some of them got score above 8, 0. It was a great improvement. There were some students who were still confused with the feedback so the researcher came and helped them to explain the meaning of the feedback. The researcher gave 10 minutes for the students to revise their writing product.

The main activity was writing another narrative text. The same as the first cycle, the researcher used picture series to help the students find the idea. After that, the researcher distributed the worksheets and asked them to write a narrative text based on the picture series. She also showed a vocabulary list using power point and explained it carefully. The students seemed happy with the vocabulary list because it could help them while writing a narrative text. The researcher also borrowed some dictionaries from the school library so the students could use it when they found difficulty. The researcher gave 50 minutes for the students to finish their writing. After that, she asked them to submit their work.

In the end of the class the researcher gave the students some snacks because they were very cooperative and became a nice student. The students also very happy and told the researcher that they intended to be taught by the researcher until the end of the semester. After that, the researcher gave questionnaire to the students and asked them to fill it depend on what they felt. The researcher also asked

some students to be interviewed about the use of teacher's feedback for the next meeting. In the end of the class, the researcher greeted the students and the students could go home.

f. Observation

The observation was conducted on March 16, 2012. It was the same day with the action. The researcher was helped by two observers. The observers filled the observation sheet and wrote the field notes. In this step, the researcher intended to observe what worked well and did not work well during implementation.

The first activity was warming up. The researcher used tongue twister as the warming up activity. Tongue twister was a pronunciation game. There were some sentences which were difficult to pronounce. The researcher asked some students to read the sentences. The sentences used a simple past tense form because the researcher intended to recall the students' memory about simple past tense. Based on the observation, the students still remembered the pattern of simple past tense. The students could answer the researcher's question about simple past tense. All of them looked happy to read the tongue twister because the sentences were very funny and difficult to pronounce. The students tried to read the sentences again and again to get the best pronunciation. It was great because the students were ready to join the lesson.

After that, the researcher asked the students to revise their writing products. The researcher returned their writing product and gave them a piece of paper. She asked them to rewrite their revision on that paper. The researcher had

given some feedback on their writing product by marking, circling or checking the errors. Based on the observation, the students were enthusiastic to receive their writing product because they wanted to know their score. Some of them were happy because they could get better scores. Some of them were curious to read the feedback. The students also started to revise the feedback and rewrote it on a piece of paper. There were some students who asked the researcher about the meaning of the feedback and the researcher answered it with pleasure.

The researcher gave 10 minutes for the students to revise their writing product and asked them to submit it. The next activity was writing another narrative text. The researcher used picture series as the media to help the students find the idea. After that, she distributed the students' worksheets and asked them to write a narrative text. The researcher also provided the vocabulary list in a form of power point so the whole class could see it clearly. Based on the observation, the students were very excited to write because they had the vocabulary list. They looked happy and enthusiastic to finish their writing. However, there were some students who still asked the vocabularies to the researcher. Sometimes the researcher answered the question but sometimes she asked them to share the dictionary.

The students made a significant improvement in the second cycle. Based on the observation from the students' draft, the students did not do many errors while using simple past tense as they did in the first cycle. These are the examples of their sentences in the second cycle.

11. His mother tried to warn him. (Student 1)
12. Then, the driver helped me to get up. (Student 1)
13. He was a naughty boy. (Student 8)
14. I went to home and my grandma was angry to me. (Student 3)
15. They wanted to take the mango tree. (Student 9)
16. Suddenly, his mother saw that. (Student 10)
17. Edo climbed over the tree and he took a mango. (Student 18)
18. When he would climb over the tree, the dog barked. (Student 34)
19. They planned to take the apple. (Student 35)
20. He waited his mom. (Student 26)

From the sentences above, it could be seen that the students could use a simple past tense forms in every sentence. They did not make a lot of errors. They started to make longer sentences and add some adverbs in their sentence. They also started to make a complex sentence. It was a significant improvement. Based on the observation, they were aware of the errors in the previous writing. They also knew their mistakes and did not do the same mistakes again. It meant that the teacher's feedback could improve the students' accuracy of a simple past tense in narrative writing.

g. Reflection

In this step, the researcher reflected the teaching strategy which had been implemented in the classroom. She intended to find out whether the teaching strategy was successful or not. The researcher intended to find out whether the teacher's feedback could improve the students' accuracy of a simple past tense or not.

The researcher began the class by greeting the students and checking the attendance. It went well because by greeting the students, the researcher could know the situation in the classroom. After that, the researcher did warming up activity. The

activity was tongue twister. It also worked well because the students seemed curious to read the sentences. Tongue twister consisted of some sentences which were difficult to pronounce. The students were enthusiastic to read the sentences with the correct pronunciation. It was good to attract the students' attention and to practice their pronunciation especially in past tense forms.

The next activity was revising the students' writing product. The researcher returned the students' writing product and asked them to revise it on a piece of paper. This activity worked well because the students seemed happy because they got better score in the first cycle than in the preliminary study. They revised their writing product and submitted it to the researcher. Some of the students asked the researcher about the meaning of the feedback. It was good because it meant that the students were aware of their mistakes. The researcher answered the students' question patiently. It worked well because the students revised their writing product based on the teacher's feedback.

The students made a significant progress. The percentage of error in a preliminary study was 56%, in the first cycle the percentage was 27% and in the second cycle became 21%. It was clear that the teacher's feedback could improve the students' accuracy of simple past tense. Besides that, in the preliminary study there were 18 students who failed to pass the KKM (*Kriteria Ketuntasan Minimal*), in the first cycle there were 3 students and in the second cycle there were only 2 students who failed to pass the KKM (*Kriteria Ketuntasan Minimal*). The result was satisfactory. In addition, the score average of the class also increased. In the pre-test

study the average was 6.65, in the first cycle the average was 7.5 and in the second cycle the average became 8.15. It meant that in the second cycle most of the students got better scores than in the first cycle.

5. Post-test

The researcher did post-test study on March 20, 2013 in social 2nd class of MAN Yogyakarta II. There were 36 students who joined the class. The time allocation was 90 minutes. For warming up, the researcher asked the students to change the following sentences into the past form. After that the researcher asked the students to arrange the sentences above into a story. In the task the researcher gave little bit information about the story, it was consist of title, characters, setting (time & place), complication and resolution. Students who wrote fastest won a reward from the researcher. There was 1 student who wrote fastest in 5 minutes and the student got a small English dictionary from the researcher as a reward. The purpose of this activity was to make the students feel more interesting to write in English.

The next activity was recalling the students' memory about the generic structure of a narrative text. The researcher intended to make sure whether the students still was remember the generic structure and the linguistic features of a narrative text or not. The researcher asked the students to make a group consists of 2 people, they were given a blank answer sheet with a little information about the story. They were asked to rewrite the narrative text based on the information above. In this activity the students were very active and serious. After that, the students were asked to discuss the task.

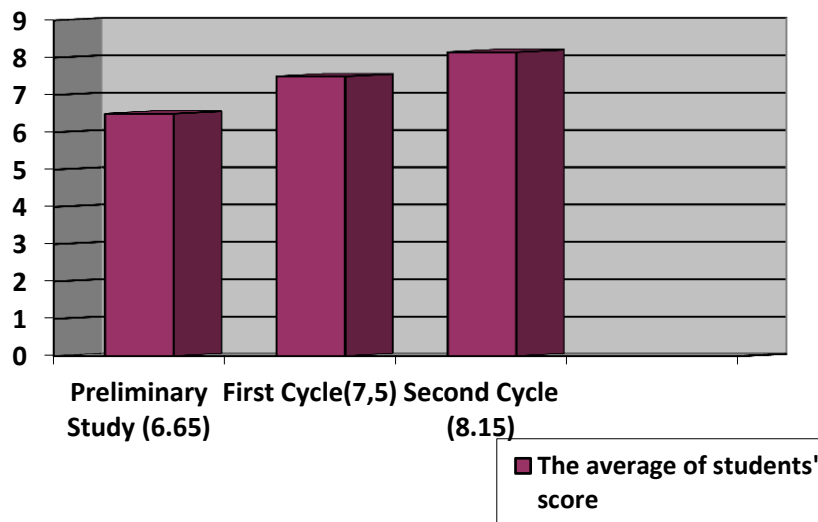
Observer A wrote:

“The students looked very serious on this task and everybody took part in rewriting the story. Everybody wanted to rewrite the text as soon as possible, and then when the teacher asked them to discuss the generic structure and the linguistic features of the text all of the students could answer the question.”

B. The Research Result

In this part the researcher would discuss the result of the research. The result was very satisfying because almost all the students could pass the KKM (*Kriteria Ketuntasan Minimal*). It meant that the use of teacher’s feedback could help the students to improve their accuracy of simple past tense in narrative writing. The table 4.4 showed the students’ improvement from the preliminary study until the post-test based on students’ writing product.

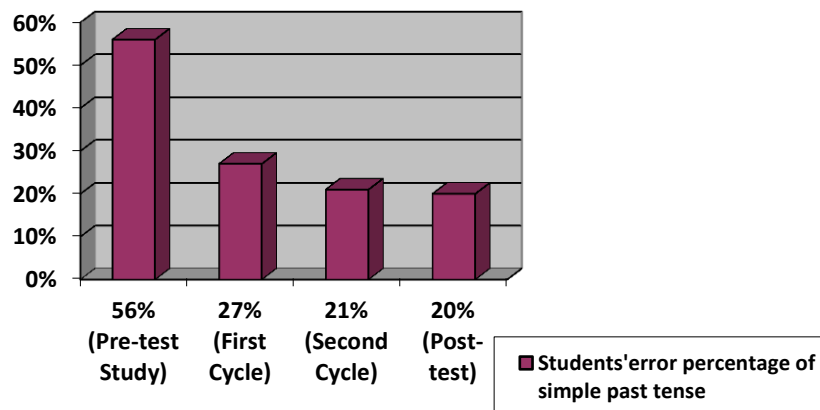
Figure 2: The Improvement of Students’ Score (Class Average)



It could be seen from figure 2 that the students made a significant progress. The average of the class in a pre-test study was 6.65. However, after the implementation in the first cycle the average was 7.5. In the second cycle the average became 8.15. And then, in the post-test study the average became 8.5. It could be concluded that the teacher's feedback could improve the students' accuracy of a simple past tense in narrative writing.

Based on the figure 2, the teacher's feedback really could improve the students' accuracy of simple past tense in narrative writing because the amount of the students who passed the passing grade was increasing. The KKM (*Kriteria ketuntasan Minimal*) in MAN II Yogyakarta is 6.5. There were only 18 students passed in the preliminary study. Then there were 33 students in first cycle and 34 students who passed the KKM (*Kriteria ketuntasan Minimal*) in second cycle. From the table, the researcher summarized that the teacher's feedback could improve the students' accuracy of simple past tense in narrative writing.

Figure 3: The Average of Students' errors



It could be seen from figure 3 that in the pre-test study, the average of the students' errors in a simple past tense was 56%. It meant that the students made a lot of errors in writing narrative especially the use of a simple past tense. In the preliminary study, half of the class obtained low scores in narrative writing. However, the average of the students' errors in a simple past tense was decreased after the implementation. In the first cycle, the average became 27%. There was one student who obtained 0% of errors. It meant that the implementation was successful. Moreover, in the second cycle the average of the students' errors in simple past tense also decreased. The average in the second cycle was 21%. There were seven students who obtained 0% of errors. The average in the post test was 20%. The result was satisfactory. It was clear that the teacher's feedback could improve the students' accuracy of a simple past tense.

Fatham & Whalley et al. (1990) revealed that there were some studies showed that, students who receive error feedback over a period of time can improve their language accuracy (as cited in Hyland and Hyland 2006, p.4). Based on the figure 1.2, it was clear that the average of error percentage in simple past tense decreased. In the pre-test and post-test study, the average was 56% and 27%. Meanwhile, the average in the first cycle and second cycle were 27% and 21%. Here, the researcher concluded that the teacher's feedback could improve the students' accuracy of simple past tense in narrative writing. In the questionnaire, some students also stated the same thing.

Student 28: *"Iya, karena setiap mengerjakan tugas lagi kita jadi ingat kata-kata (pesan) yang diberikan guru jadi lebih teliti lagi"* (Yes, because we remember the feedback when we do our next task. Therefore, we become more careful)

Student 35: *"Iya. Karena saat saya tahu mana yang salah, saya langsung menggantinya dan mengecek kalimat-kalimat saya selanjutnya."* (Yes, because I directly revise my mistake after I know it and I check my next sentences.)

Student 23: *"Ya. Karena kita jadi tahu dimana verb 1 ato verb 2 harus digunakan dan cara penulisannya yang benar. Jadi jika dikasih soal lagi bisa lebih teliti."* (Yes, because I know where I use verb 1 or verb 2 and the spelling also. Therefore, I become more careful when I do the next task.)

Williams (2002) described that the feedback could develop students' writing skills (as cited in Hyland and Hyland. 2006, p.5). Based on the questionnaire, there were 26 students from 36 students (72.22%) strongly agreed that teacher's feedback

is needed in writing. Besides, there were 10 students from 36 students (27.77%) is stated that they need teacher's feedback in writing.

In the questionnaire, the researcher also asked the students' feeling when they received the teacher's feedback. Hyland (2006) noted that students in some cultures more respect their teacher. The result from the questionnaire about students' feeling was satisfying because there were 22 students from 36 students (61.11%) was felt very happy receiving teacher's feedback. The rest, 14 students from 36 students (38.88%) were happy when they received the teacher's feedback. It meant that the students still respected the teacher and received the feedback happily.

Many students said that the teacher's feedback helped them to revise their writing product. There were 28 students from 36 students (77.77%) strongly agreed that the teacher's feedback helped them to revise their writing product. There were 8 students from 36 students (22.22%) also stated that the teacher's feedback helped them revised their draft.

Some students stated that by receiving the teacher's feedback, they could understand their mistakes. Moreover, there were 26 students from 36 students (72.22%) was stated that teacher's feedback really helped them to know their mistake in the simple past tense. Moreover, some students who were interviewed by the researcher also said the same thing.

Student 8: "*Membantu banget. Soalnya dari situ kita juga ngerti dimana salah kita terus kita jadi bisa memperbaikinya.*" (It helps a lot because from the feedback we can understand our mistake and revise it.)

Student 11: *“Iya. Karena dengan koreksi itu yang salah-salah bisa dibenerin dan kita belajar dari kesalahan itu.”* (Yes it is, because from that teacher’s feedback we can revise our mistake and learn from that mistake.)

In the questionnaire, some students also wrote the same thing.

Student 35: *“Sangat membantu. Karena saya jadi lebih tahu kesalahan saya dan memperbaikinya. Dan bisa mendapatkan nilai yang baik”* (It is very helpful because I know my mistake and I can revise it. Furthermore, I can get a good score.)

Student 15: *“Sangat membantu karena bisa tahu kesalahannya dan tidak mengulangi lagi”*(It helps a lot because I can know my mistake and I do not make the same mistake again.)

Student 28: *“Ya sangat membantu karena apabila ada kesalahan kita dapat memperbaikinya di waktu yang akan datang atau di tugas selanjutnya”*(It helps me a lot because we can revise our mistake in the next task.)

In the questionnaire some students also said that teacher’s feedback helped them to revise their mistake in simple past tense. There were 27 students from 36 students (75%) strongly agreed that teacher’s feedback helped them to revise their mistake in simple past tense. There were 9 students from 36 students (25%) also stated that teacher’s feedback helped them to revise their mistake in simple past tense.

The feedback can improve students’ understanding about grammar. In the questionnaire, some students said that they understood better about the pattern of simple past tense after receiving the teacher’s feedback.

Student 30: *“Sangat membantu sekali. Karena koreksi guru adalah sebuah ilmu yang membuatku menjadi lebih paham tentang simple past tense”* (It is very helpful. The teacher’s feedback is a knowledge that makes me more understand about simple past tense.)

Student 9: *“Iya kita jadi mengerti dimana bentuk kesalahannya, menambah grammar yang sudah saya punya dan karangan saya menjadi lebih baik.”*(I become more understand my mistake and I can improve my understanding about grammar then I can make a better writing product.)

Student 6: *“Iya, karena koreksi tersebut sangat membantu sekali dalam menentukan kata kerja bentuk lampau yang harus digunakan”*(Yes. The feedback is very helpful to determine the right simple past tense forms.)

The students also said that the teacher’s feedback increases their writing draft quality especially when they use a simple past tense. There were 22 students from 36 students (61.11%) were strongly agreed and there were 14 students from 36 students (38.88%) were agreed with the statement.

There were 16 students (44.44%) were stated that the teacher’s feedback motivated them to get better score. Moreover, there were 20 students (55.55%) stated that that the teacher’s feedback really motivated them to get better scores. Besides that, there were 14 students (38.88%) who felt happy when they received teacher’s feedback. There were also 22 students (61.11%) who felt very happy receiving teacher’s feedback. It meant that the students enjoyed reading the teacher’s feedback. Besides that, feedback can motivate students to get the higher grades or marks than before. Some of them said in the questionnaire:

Student 23: *“Iya. Kan jadi tahu salahnya yang kemarin jadi ga diulangi lagi biar nilainya tambah bagus”* (Yes because I know the previous mistake and I do not want to repeat it so I can get better score.)

Student 34: *“Iya karena dengan begitu saya akan memperbaiki dan tidak mengulangi kesalahan saya lagi agar mendapatkan nilai yang lebih baik lagi.”*
(Yes because I will revise it and I do not make the same mistakes so I can get the higher score.)

Student 15: *“Iya karena tidak puas jika hanya mendapat nilai yang sama terus.”*
(Yes because I am not satisfied getting the same score.)

C. The Other Findings

The researcher also found other findings from the research. The other findings were the obstacles that the students faced while writing a narrative text and the suggestion about teacher’s feedback. Based on the questionnaire, most students liked to write a narrative text. There were 20 students (55.55%) were agreed and 6 students (16.66%) were strongly agreed that they liked to write a narrative text. However, there were 10 students (27.77%) were did not like to write a narrative text. Based on the questionnaire, the students faced many obstacles while writing a narrative text.

The obstacles were:

1. They found difficulty in the past tense (26 students)
2. They got difficulty to construct the sentence (5 students)
3. They faced difficulty in grammar (5 students) and in vocabulary (13 students)
4. They got difficulty to find the idea (1 student)
5. They got difficulty to translate the meaning from Indonesia into English (1 student).

The researcher also found some suggestions from the students about the teacher’s feedback. Many students stated that the teacher’s feedback was good. The other suggestion were:

1. The teacher's feedback is useful and very important especially in writing class. (8 students).
2. The teacher should be more patient and careful while checking the student's draft. (3 students).
3. The teacher should give a clearer feedback so there will be no misunderstanding between the students and the teacher's feedback. (5 students).

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

As stated in the previous chapter, this study is action research that focuses on Improving students' accuracy of simple past tense in narrative through teacher's feedback of eleventh grade students of social class of MAN II Yogyakarta in the academic year of 2012/2013. The conclusion, Implications, and suggestions of the study are presented below.

A. Conclusions

The research was aimed at answering one research question: how can the tenth grade students' grammar accuracy of simple past tense in narrative writing be improved in MAN Yogyakarta II. Based on the research findings and data analysis, the researcher drew some conclusions.

First, the eleventh grade students' grammar accuracy of simple past tense in narrative writing can be improved by employing teacher's feedback. It could be seen from the average of error percentage in simple past tense made by the students. Based on the result, the students' error percentage decreased. It could be concluded that the teacher's feedback could improve the students' accuracy of simple past tense in narrative writing.

Second, the teacher's feedback helped the students to know and understand their mistakes. They became more aware of their mistakes. The students could learn from the mistakes and they did not make the same mistakes again. The students also became more careful while writing the other tasks especially when they used simple past tense forms. Moreover, the students understood the pattern of simple past tense better after receiving the teacher's feedback. They obtained new knowledge from the feedback such as grammar, vocabulary and simple past tense forms. Furthermore, the students felt motivated after receiving the teacher's feedback. They intended to obtain higher scores. They revised their mistakes so they could obtain better scores. They also felt happy receiving the teacher's feedback because the students could know their mistakes and revise them for obtaining higher scores.

B. Implications

The research findings show that the implementation of teacher's feedback technique in students' accuracy of simple past tense in narrative can improve students'. This can be seen from the students' writing achievement. In this part, the researcher in this research explained the implications of the actions as follows:

1. Teacher's feedback can improve the students' writing ability. The improvement of students' writing ability can be identified from the improvement of writing achievement; the students' ability in making a composition with correct grammar, mechanics, content, and organization.

2. Teacher's feedback improve writing class into a better situation. The class situation became more alive with various interesting activities, and there was a rising of students' participation.
3. The implementation of teacher's feedback in writing class was it could raise the students' participation in writing class and it could enhance the students' writing ability.

The results of the research showed that the teaching writing using teacher's feedback could improve the students' writing ability, especially for the eleventh social grade of MAN Yogyakarta II.

C. Suggestions

The result of the research showed that the teacher's feedback brought positive effects for the tenth graders of MAN 1 Yogyakarta. The teacher's feedback could improve the tenth grade students' accuracy of simple past tense in narrative writing. Therefore, in this part the researcher intended to give some suggestions for the English teachers and the other researchers.

1. For English Teachers

Based on the questionnaire, most of the students agreed that teacher's feedback was important in narrative writing. They could know their mistakes and revise them in the next tasks after receiving teacher's feedback. Therefore, it is suggested to English teacher to give a feedback in the students' writing products so the students can realize their mistakes and improve their scores in the next tasks. The teacher should give

clear feedback for the students so they can understand the meaning of the feedback itself. Besides, the teacher also should give motivation to the students so the students feel motivated to make better writing products.

2. For Other Researchers

For other researchers who intend to conduct the same research, it is suggested to use teachers' feedback to improve the students' accuracy of simple past tense in narrative writing to other grades in school. It helps us to know whether the teacher's feedback can be implemented or not in any grade of school. Besides, it helps us to know whether the teacher's feedback can be implemented in many genres of text such as recount and procedure texts or not. The researcher also suggests the other researchers to give the feedback clearly so there will be no misunderstanding between the students and the teacher. Besides, the other researchers should give motivation in their feedback so the students will feel motivated to obtain the higher scores.

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APPENDIX

FIELD NOTE

FIELD NOTES

(Pre-test)

The research was conducted in MAN II Yogyakarta in social class 2 on March 2, 2013. There were 36 students in the class. At that day, the material was about narrative and the researcher focused on writing skill.

After the break, the researcher entered the class. When the teacher entered the classroom, the students were having conversation with their friends. The class was so noisy. However, when the researcher greeted the students, they sat in their own seat. It could be seen that they were responsible. After that, the researcher checked the attendance list.

After that the researcher did warming up in the class. The researcher asked the students to write sentences randomly. They had to write it in three minutes. After that, the researcher counted the sentences that the students composed. The researcher decided the winner who wrote with a lot of sentences, and then she gave snack as the present for the winner. It could be seen that the students were active and enthusiastic. They tried to be the winner and get the present. By giving present for the winner, it made the students compete each other. It could motivate the students to be the best.

After the warming up, the research asked the students to make a group of three or four. The researcher distributed jumbled paragraph to each group. She asked them to arrange it as fast as they could. The students were very active and everybody took a part in arranging the text as soon as possible. However, when the researcher asked them to discuss the generic structure of the text and decide the type of the text,

some of groups could answer it and some of them could not answer the question. However, it did not matter because the researcher and the students discussed it together.

The next activity was that the researcher explained the material by using power-point. The students paid attention to the researcher's explanation. It could be seen that using power-point could grab the students' attention, even less it used interesting background.

After that, the researcher asked the students to write narrative text that was consisted of 10 sentences. The researcher gave 45 minutes to finish it. Besides that, she gave picture series as the media. The students wrote it seriously. It meant that using picture made the writer feel easier to grab the idea. Some students asked the difficult vocabulary. The researcher helped them. After they have finished all, they submitted the draft to the researcher. Then she closed the class. They students responded enthusiastically.

FIELD NOTES

(Cycle 1)

The first cycle was conducted in MAN II Yogyakarta in social class 2 class on March 9, 2013. There were 36 students in the class. The allocation time was 90 minutes. The material was about narrative text. The class began after the second break. The researcher opened the class by greeting the students and checking the attendance list.

Before the class was started, the researcher asked the students to make group of three-four students. Then she distributed jumbled paragraph and asked them to arrange it into good text. The researcher remained the students about the generic structure of narrative text. She asked them first about the generic structure of the text that they had arranged. The students answered it and they were so active. They competed to answer the researcher's question. Remaining the students by giving question made the students think and try to remember what they had learnt before.

After that, the researcher gave the students the draft which had been given feedback by the researcher. She distributed a piece of paper to each student to revise the draft. The researcher gave 10 minutes to the students to revise it. The students seemed serious while reading their writing product, some of them raised their hand to ask some questions. They looked curious. Some students asked the teacher about the feedback and the researcher explained it carefully. The students looked happy and

active. Many of them said “*Owalah iki ki salah to...sing bener ngene iki* (Oh, it is wrong. The right one is like this.)”

The students were curious while receiving their result. They read their paper then some of them raised their hand and asked some questions to the researcher. The researcher answered the students’ question patiently. Some of them said „*Oh iya ya lupa aku, harusnya pake past tense. Yang bener kaya gini to.* (Oh, I forgot to use simple past tense. It was the right answer.)”. By using feedback, it made the students realized the errors which they had made. After that, the students were asked to submit the revision.

After the researcher collected all of the students’ revisions, she asked the students to make new narrative text in 50 minutes. The students were expected to write 10 sentences. The researcher helped the students by distributing picture series as the media. The students did it seriously. Some of them asked the difficult vocabulary to the researcher. When the time was almost up, the researcher asked the students to submit their writing product. Then the researcher closed the class by pray. After that, the students were allowed to go home.

FIELD NOTES

(Cycle 2)

The observation was conducted in man II Yogyakarta at March 13th and 16th, 2013. It was held in social class 2. The subject was English and the material was Narrative text. The skill focus is speaking. The time allocation for today's meeting was 90 minutes.

The teacher started the class by greeting and checking the attendance list. Then she did reviewing about the previous material. The students did not seem really interested in following the lesson. Since the class started at noon, the weather was hot and it caused the students lack of concentration. Fortunately, the teacher had prepared a small game for warming up. The teacher showed some sentences on the slides and she led the students to do tongue twister. The students looked enthusiastic in following the game. It seemed the game was good in improving students' enthusiasm during the lesson.

After finishing the game, the teacher distributed students' writings with the feedbacks. She gave ten minutes to the students to revise their writings according to the correction that had been given for each of them. The students did the revising happily and they actively asked questions to the teacher if there was something they did not understand. After ten minutes, the students submitted the revision.

Then, the teacher asked the students to make a narrative text. The text consisted of ten sentences. The students were given 50 minutes to make it. To help the students in writing the narrative text, the teacher distributed picture series as the media. By using the pictures, the students could develop their ideas easily and freely. The teacher also provided a list of vocabularies to help the students. Most students did not bring dictionary by themselves. They had some difficulties in finding appropriate words to use in their writings although the teacher had provided a list of vocabularies which might be used by the students. The students did the assignment happily and seriously. After 50 minutes, all students submitted their works.

Before the class was dismissed, the teacher greeted the students once again and thanked them for their cooperation. The students replied enthusiastically and then they prayed to close the meeting.

**INTERVIEW
TRANSCRIPTS**

Notes : R = The researcher
8, 11, 30, 17, 35, 6 = The students

A. Student 8

1. R: Apakah kamu senang menulis karangan dalam bahasa inggris?
8 : *Tergantung si, tergantung mood tapi kayaknya keseringan ga deh.*
R: Kenapa ga senang?
8 : *Karena ga terbiasa juga si, mungkin kalo terbiasa mungkin aq akan senang. Tapi kalo memang tugas ya mau ga mau harus dilakukan.*
2. R: Ada ga kesulitan yang kamu hadapi saat menulis karangan naratif?
8 : *Hemm kesulitan. Kesulitannya tu kadang-kadang ada. Kadang-kadang lupa pola penulisannya. Terus verb 2 kurang banyak yang hapal. Terus ya itu-itu aja si.*
3. R: Apakah kamu sudah mengerti karakteristik karangan naratif?
8 : *Kalo ngerti si ngerti. Cuma ya itu tadi problemnya itu ya lupanya itu tadi.*
4. R: Apakah pemberian koreksi dari guru membantumu dalam mengetahui kesalahan ketika menggunakan kata kerja bentuk lampau (simple past tense)?
8 : *Banget. Soalnya dari situ kita juga ngerti dimana salah kita terus kita jadi bisa memperbaikinya.*
5. R: Apakah pemberian koreksi dari guru membantu dalam meningkatkan ketelitianmu ketika menggunakan kata kerja bentuk lampau (simple past tense)?
8 : *Kalau aku si iya karena begitu dikoreksi ada yang salah gitu, besoknya kalo ada tugas, pas ngerjain jadi lebih oh ini aku salah jadi bisa dibenerin gitu.*
6. R: Apakah kamu senang dengan adanya pemberian koreksi dari guru pada karanganmu?
8 : *Ya senenglah, secara berarti karangan kita dibenerin, kesalahan kita dibenerin. Jadinya kita jadi lebih bisa teliti. Jadi bisa menulis dengan benar.*
7. R: Apa yang kamu lakukan setelah mendapat koreksi dari guru?
8 : *Yang aku lakukan yang pasti benerin, mengingatnya lagi jadi jangan sampe mengulang kesalahan yang sama.*
8. R: Apa fungsi koreksi dari guru untuk kamu?
8 : *Fungsi koreksi ya buat benerin. Balik yang tadi, koreksi yang tadi dapat membantu kita besok-besok kalo kita menulis naratif bisa menulis sebaik-baiknya kalo bisa sampe perfect.*
9. R: Apakah pemberian koreksi dari guru mendorongmu untuk mendapat nilai yang lebih baik?

8. R: Apa fungsi koreksi dari guru untuk kamu?
11: *Untuk membetulkan kalimat-kalimat yang salah dan memberitahukan kalimat yang benar.*
9. R: Apakah pemberian koreksi dari guru mendorongmu untuk mendapat nilai yang lebih baik?
11: *Iya, itu tuh menunjukan mana yang benar mana yang salah jadi ketika kita mengarang lagi kita tu tau mana yang benar mana yang salah.*
10. R: Bagaimana pendapatmu tentang pemberian koreksi dari guru pada karangan? Hal-hal apa saja yang perlu ditingkatkan oleh guru dalam memberikan koreksi?
11: *Lebih mengajarkan lagi yang lebih detail.*

C. Student 30

1. R: Apakah kamu senang menulis karangan dalam bahasa inggris?
30: *Senang.*
R: Kenapa?
30: *Ya menyenangkan.*
2. R: Adakah kesulitan yang kamu hadapi saat menulis karangan naratif?
30: *Ada.*
R: Apa saja?
30: *Hafalan kosa kata bahasa inggris kurang banyak.*
3. R: Apakah kamu sudah mengerti karakteristik dari karangan naratif?
30: *Sepertinya sudah*
R: Apa saja?
30: *verb 2.*
4. R: Apakah pemberian koreksi dari guru membantumu dalam mengetahui kesalahan ketika menggunakan kata kerja bentuk lampau (simple past tense)?
30: *Ya sangat membantu sekali.*
R: Kenapa?
30: *Karena kita jadi tau salahnya dan bisa membenarkan kata-kata yang salah menjadi lebih baik.*
5. R: Apakah pemberian koreksi dari guru membantumu dalam meningkatkan ketelitianmu ketika menggunakan kata kerja bentuk lampau (simple past tense)?
30: *Ya sangat membantu.*
6. R: Apakah kamu senang dengan adanya pemberian koreksi dari guru pada karanganmu? Kenapa?

30: *Senang. Karena bisa tau salahnya. Kalau ga tau salahnya ya sama aja ga bisa belajar.*

7. R: Apa yang kamu lakukan setelah mendapat koreksi dari guru?
30: *Ya. Membetulkannya.*
8. R: Apakah fungsi koreksi dari guru untuk kamu?
30: *Sebagai sebuah pengalaman untuk membuat karangan lagi di masa depan.*
9. R: Apakah pemberian koreksi dari guru mendorongmu untuk mendapat nilai yang lebih baik?
30: *Iya karena nilai yang bagus itu memberi semangat.*
10. R: Bagaimana pendapatmu tentang pemberian koreksi dari guru pada karangan? Hal-hal apa saja yang perlu ditingkatkan oleh guru dalam memberikan koreksi?
30: *Koreksi dari guru sudah bagus.*

D. Student 17

1. R: Apakah kamu senang menulis karangan dalam bahasa Inggris? Kenapa?
17: *Senang karena bisa menambah pengetahuan.*
2. R: Adakah kesulitan yang kamu hadapi saat menulis karangan naratif?
17: *Ada.*
R: Apa saja?
30: *Kesulitannya dalam mengartikan bahasa Indonesia ke Bahasa Inggris itu banyak kosa kata yang susah.*
3. R: Apakah kamu sudah mengerti karakteristik karangan naratif?
17: *Sedikit-sedikit.*
4. R: Apakah pemberian koreksi dari guru membantumu dalam mengetahui kesalahan ketika menggunakan kata kerja bentuk lampau (simple past tense)?
17: *Ya. Karena jadi tau mana yang salah mana yang tidak.*
5. R: Apakah pemberian koreksi dari guru membantumu dalam meningkatkan ketelitianmu ketika menggunakan kata kerja bentuk lampau?
17: *Iya.*
R: Kenapa?
30: *Karena bisa mengerti mana yang salah mana yang benar.*
6. R: Apakah kamu senang dengan adanya pemberian koreksi dari guru pada karanganmu?

17: *Senang.*

R: *Kenapa?*

17: *Karena kita bisa dapat nilai yang lebih baik dari sebelumnya.*

7. R: *Apakah yang kamu lakukan setelah mendapat koreksi dari guru?*

17: *Yang saya lakukan adalah meneliti lagi.*

8. R: *Apakah fungsi koreksi dari guru untuk kamu?*

17: *Fungsinya kita bisa belajar lagi dan lebih tau yang salah yang mana yang benar yang mana.*

9. R: *Apakah pemberian koreksi dari guru mendorongmu untuk mendapat nilai yang lebih baik?*

17: *Iya.*

10. R: *Bagaimana pendapatmu tentang pemberian koreksi dari guru pada karangan? Hal-hal apa saja yang perlu ditingkatkan oleh guru dalam memberikan koreksi?*

17: *Ga ada. Sudah baik.*

E. Student 35

1. R: *Apakah kamu senang menulis karangan naratif bahasa inggris?*

35: *Kadang senang kadang ga.*

R: *kenapa?*

35: *Kalo lagi seneng tuh ya semangat aja. Tapi kalo uda capek gitu males.*

2. R: *Adakah kesulitan yang kamu hadapi saat menulis karangan naratif?*

35: *Kadang-kadang ada. Soalnya ya itu ada yang verb ada yang to be, aku belum mengerti.*

3. R: *Apakah kamu sudah mengerti karakteristik karangan naratif?*

35: *Sedikit. Lumayan lah ada.*

4. R: *Apakah pemberian koreksi dari guru membantumu dalam mengetahui kesalahan ketika menggunakan kata kerja bentuk lampau (simple past tense)?*

35: *Sangat membantu.*

R: *Kenapa?*

35: *Soalnya kalo misalnya salah kan bisa dibenerin dan kita bisa tau kesalahan kita dan dibenerin juga. Dan menambah nilai.*

5. R: *Apakah pemberian koreksi dari guru membantumu dalam meningkatkan ketelitianmu ketika menggunakan kata kerja bentuk lampau?*

35: *Iya.*

R: *kenapa?*

35: *Ya lebih tau aja si.*

6. R: Apakah kamu senang dengan adanya pemberian koreksi dari guru pada karanganmu?
35: *Seneng. Soalnya jadi ga bingung dan membantu juga.*
7. R: Apa yang kamu lakukan setelah mendapat koreksi dari guru?
35: *Kalau ada yang salah ya dibenerin, ditingkatkan lagi kata-katanya.*
8. R: Apakah fungsi koreksi dari guru untuk kamu?
35: *maksudnya koreksi?*
R: Fungsinya apa?
35: *Ya itu. Jadi tau mana salahku dan aku harus benerin apa, jadi tau.*
9. R: Apakah pemberian koreksi dari guru mendorongmu untuk mendapat nilai yang lebih baik?
35: *Iya.*
10. R: Bagaimana pendapatmu tentang pemberian koreksi dari guru pada karangan? Hal-hal apa saja yang perlu ditingkatkan oleh guru dalam memberikan koreksi?
35: *Ga ada si soalnya bagus. ga ada yang dikoreksi.*

F. Student 6

1. R: Apakah kamu senang menulis karangan naratif bahasa inggris?
6: *Iya sebenarnya senang-senang aja tapi kadang susah nyusun kalimatnya gitu.*
2. R: Adakah kesulitan yang kamu hadapi saat menulis karangan naratif?
6: *Ya ada. Soalnya aku tu ga terlalu pintar bahasa inggris jadi kadang ga tau artinya gitu lho. Jadinya kadang bingung.*
3. R: Apakah kamu sudah mengerti karakteristik karangan naratif?
6: *Karakteristik itu yang cirri-cirinya ya? Iya udah.*
4. R: Apakah pemberian koreksi dari guru membantumu dalam mengetahui kesalahan ketika menggunakan kata kerja bentuk lampau?
6: *Sangat membantu. Ya tadi kan sebelumnya aku uda bilang, kalo gurunya ngoreksi kan aku jadi lebih tau artinya itu gimana.*
5. R: Apakah pemberian koreksi dari guru membantumu dalam meningkatkan ketelitianmu ketika menggunakan kata kerja bentuk lampau?
6: *iya sangat membantu sekali.*
6. R: Apakah kamu senang dengan adanya pemberian koreksi dari guru pada karangan?

6: *Senang, sangat senang.*

7. R: Apa yang kamu lakukan setelah mendapat koreksi dari guru?
6: *Biasanya si aku nyoba- nyoba tulis lagi. Biasanya tak ulang-ulangi lagi.*
8. R: Apakah fungsi koreksi dari guru untuk kamu?
6: *Ya buat aku tu membantu biar aku tau kesalahanku dimana.*
9. R: Apakah pemberian koreksi dari guru mendorongmu untuk mendapat nilai yang lebih baik?
6: *Iya sangat membantu.*
10. R: Bagaimana pendapatmu tentang pemberian koreksi dari guru pada karangan? Hal-hal apa saja yang perlu ditingkatkan oleh guru dalam memberikan koreksi?
6: *Iya udah baik si tapi ngajarnya ya jangan cepet-cepet gitu miss.*

LESSON PLAN

Cycle 1

Lesson Plan

School : SMA Negeri 1 Depok

Class/Semester : X/2

Subject : English

Academic Year : 2011/2012

Time Allocation : 2 × 45"

A. Competence Standard

Writing

Expressing the meanings of short functional text and essays in the form of *recount*, **narrative**, and *procedure* in daily context.

B. Basic Competence

Expressing meanings and rhetoric sequences in essays using accurate, fluent and acceptable language in daily context in the form of *recount*, **narrative**, and *procedure*.

C. Indicators

1. To identify the generic structure of a narrative
2. To identify the purpose of narrative
3. To write a short narrative text based on pictures series.

D. Objectives

1. Students are able to identify the generic structure of a narrative from the texts models.
2. Students are able to identify the purpose of narrative based on the texts model they have got.
3. Students are able to write a short narrative text based on pictures series given by the teacher.

E. Materials

Narrative texts & pictures series.

F. Method

Cooperative Language Learning

1. Class discussion
2. Group discussion
3. Individual tasks

G. Learning Steps

No.	Activities	Time Allocation
1.	Set Induction a. Checking Students attendance b. Warming up: Jumbled Paragraph	5" 5-7"
2.	Main Activities a. Exploration -The teacher asks the students about the generic structure of narrative -The teacher asks the students to revise their draft which have been given some feedback by the teacher. b. Elaboration -Writing activity They will have some pictures series and they will have to make a story based on the picture. The minimum requirement of their writing productions is one paragraph. One paragraph consists of ten sentences. c. Confirmation -Teacher will ask the students about the generic structure of narrative text.	5" 15" 45" 5"
3.	Set Closure a. Summary of narrative text in generals b. Encouragement	5" 5"

*The students submit their draft on that day.

*The teacher evaluates students' draft by giving feedback on their draft outside the class.

H. Learning Tools and Sources

1. White board and black board
2. [Laptop](#)
3. Dictionary

I. Assessments

- Students' writing product
- Rubric

Material

Rabbit and Bear

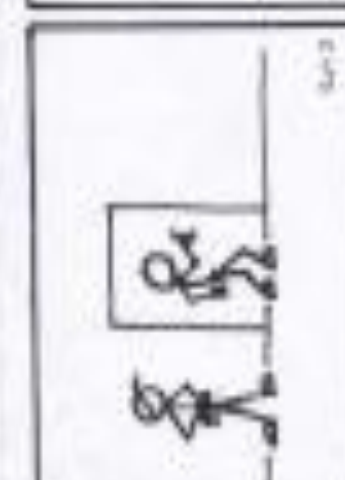
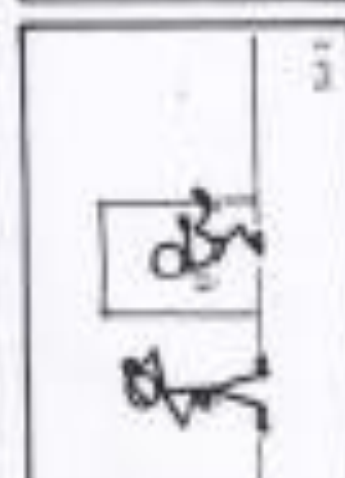
Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and come with bear to the other side of the hill. The rabbit feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.





Cycle 2

Lesson Plan

School : MAN II Yogyakarta

Class/Semester : XI-2

Subject : English

Academic Year : 2011/2012

Time Allocation : 2 × 45"

A. Competence standard

Writing

To express the meanings of short functional text and essays in the form of *recount*, *narrative*, dan *procedure* in daily context.

B. Basic competence

To express meanings and rhetoric sequences in essays using accurate, fluent and acceptable language in daily context in the form of *recount*, *narrative*, dan *procedure*.

C. Indicators

1. To identify the generic structure of a narrative
2. To identify the purpose of narrative
3. To write a short narrative text based on sequencing pictures.

D. Objectives

1. Students are able to identify the generic structure of a narrative from the texts models.
2. Students are able to identify the purpose of narrative based on the texts model they have got.
3. Students are able to write a short narrative text based on sequencing pictures given by the teacher.

E. Materials

Narrative texts & Sequencing pictures.

F. Method

Cooperative Language Learning

1. Class discussion
2. Group discussion

3. Individual tasks

G. Learning Steps

No.	Activities	Time Allocation
1.	Set Induction a. Checking Students attendance b. Warming up: Tongue Twister	5" 5-7"
2.	Main Activities a. Exploration -The teacher asks the students about the previous lesson -The teacher asks the students to revise their draft which have been given some feedback by the teacher. b. Elaboration -Writing activity They will have some pictures series and they will have to make a story based on the picture. The minimum requirement of their writing productions is one paragraph. One paragraph consists of ten sentences. c. Confirmation -Teacher will ask the students about the generic structure of narrative	5" 15" 45" 5"
3.	Set Closure a. Summary of narrative text in generals b. Encouragement	5" 5"

*The students submit their draft on that day.

*The teacher will give questionnaire after class.

H. Learning Tools and Sources

1. White board and black board
2. Laptop
3. Dictionary

I. Assessments

- Submitted writing productions
- Rubric

Material

Tongue Twister

1. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish
2. She saw Sheriff's shoes on the sofa. But was she so sure she saw Sheriff's shoes on the sofa?
3. A big black bug bit a big black bear, made the big black bear bleed blood.

Vocabulary List

- Mengendarai : ride
- Melepas : release
- Memberi nasehat : give advice
- Jatuh : fall
- Mengerem : put on the brakes
- Mendadak : suddenly
- Memperingatkan : warn
- Berunding : discuss
- Memanjat pagar : climb over the fence
- Membantu naik : help someone up
- Lari : run away
- Berteriak : shout
- Mengusir : chase away
- Pemilik rumah : the owner
- Menggonggong : bark
- Menyuruh keluar : tell (nama orang) to get out

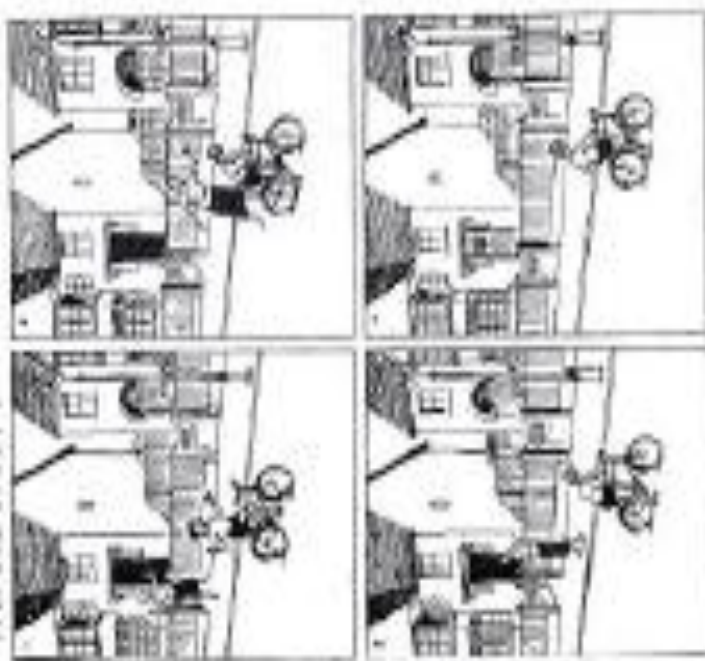
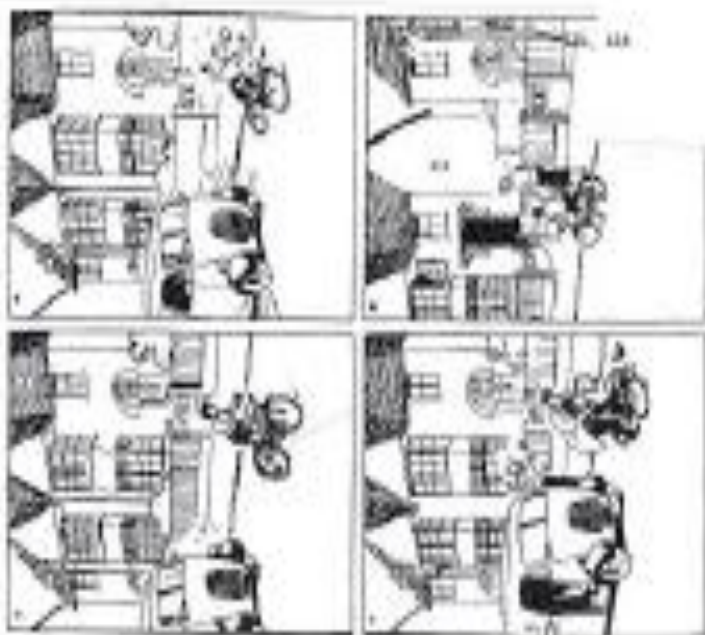
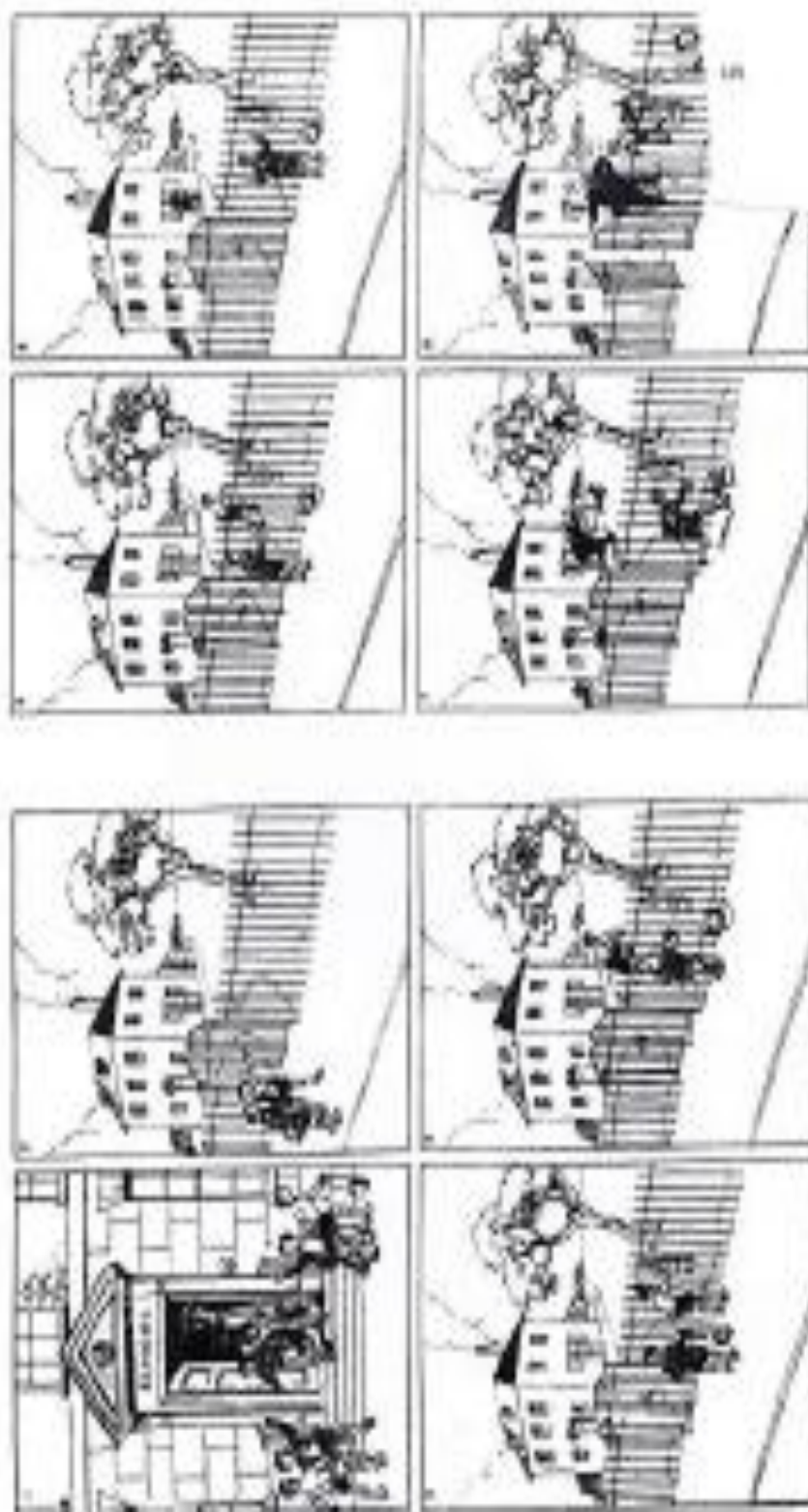


FIG. 1. BICYCLE ON A STREET.



OBSERVATION SHEET

Observation Sheet on the Teacher and Students' Activities during Teaching

Learning Process

Pretest Study

School : MAN II YOGYAKARTA

Class : SOCIAL II

Please observe the students during teaching learning process, give check (✓) in the column then give comments or notes.

No.	Activities	Time	Exist	Not exist	Notes
1.	Set Induction 1. Checking Students attendance 2. Warming up: "Words of Mine" 3. The students are asked to make sentences randomly. They write whatever comes to their mind at the time in 3 minutes. 4. The students count the words they have written. 5. Student who writes the most words can win a reward from the teacher.	5" 5-7"	✓ ✓ ✓ ✓ ✓		They were enthusiastic to join the learning activities
2.	Main Activities a. Exploration - First text model: "Golden Eggs" 1. In a group of 3-4, the students discuss the generic structure of the text and decide what type of text it is. 2. The students and the teacher discuss the text together. - Second text model jumbled paragraph "Roro Jonggrang"	10-13" 10"	✓ ✓		They did it seriously

	<p>1.In a group of 3-4, the students discuss the generic structure of the text and decide what type of text it is.</p> <p>2.After the discussion, the students and the teacher discuss the text together</p> <p>b.Elaboration</p> <p>1.The students match their knowledge about narrative with some slides. The slides help them clarify the idea of narrative.</p> <p>2.The teacher compare narrative with recount.</p> <p>3.Writing activity</p> <p>4.The students are given some sequencing pictures</p> <p>5. They have to write a story based on the picture. The story has to match with the generic structure as it is given before.</p> <p>6. The minimum requirement of their writing productions is one paragraph. 7. One paragraph consists of ten sentences.</p> <p>c.Confirmation</p> <p>1.Teacher asks the students about the generic structure of narrative</p>	<p>10"</p> <p>15-20"</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		
3.	<p>Set Closure</p> <p>1.Summary of narrative text in generals</p> <p>2.Encouragement</p>	<p>10"</p> <p>5"</p>	<p>√</p> <p>√</p>		

Observation Sheet on the Teacher and Students' Activities during Teaching

Learning Process

Cycle 1

School : MAN II YOGYAKARTA

Class : SOCIAL II

Please observe the students during teaching learning process, give check (✓) in the column then give comments or notes.

No	Activities	Time	Exist	Not exist	Notes
1.	Set Induction 1. Checking Students attendance 2. Warming up: Jumbled Paragraph	5" 5-7"	√ √		
2.	Main Activities a.Exploration 1. The teacher asks the students about the generic structure of narrative 2. The teacher asks the students to revise their draft which have been given some feedback by the teacher. b.Elaboration 1. Writing activity 2. The students are given some sequencing pictures 3. The students have to write a story based on the picture. 4. The minimum requirement of their writing productions is one paragraph. 5. One paragraph consists of ten sentences. c.Confirmation 1. Teacher asks the students about the generic structure of narrative	10" 15" 30" 10"	√ √ √ √ √ √		They were very active They listened to the teacher's instruction carefully

3.	Set Closure 1.Summary of narrative text in generals 2.Encouragement	10" 5"	√ √		The students have mastered to material well
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Observation Sheet on the Teacher and Students' Activities during Teaching

Learning Process

Cycle 2

School : MAN II YOGYAKARTA

Class : SOCIAL II

Please observe the students during teaching learning process, give check (✓) in the column then give comments or notes.

No.	Activities	Time	Exist	Not exist	Notes
1.	Set Induction				
	1. Checking Students attendance	5"	✓		
	2. Warming up: Tongue Twister	5-7"	✓		
2.	Main Activities				Sometimes they asked the feedback to the teacher
	a.Exploration				
	1. The teacher asks the students about the previous lesson	10"	✓		
	2. The teacher asks the students to revise their draft which have been given some feedback by the teacher.	15"	✓		
	b.Elaboration				
	1. Writing activity	30"	✓		
	2. The students are given some sequencing pictures		✓		
	3. The students have to write a story based on the picture.		✓		
	4. The minimum requirement of their writing productions is one paragraph.		✓		
	5. One paragraph consists of ten sentences.		✓		
c.Confirmation					
1. Teacher asks the students about the generic structure of narrative	10"	✓			

3.	Set Closure 1.Summary of narrative text in generals 2.Encouragement	10" 5"	√ √		
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STUDENTS PRODUCT

Name : Adh. Muflich Firmuanto
 Student # : x0 / 24

(6,1) 151

Last week, Adh practiced archery in the field. He practiced with
 the spirit, because he following ^{V₂} The tournament Saturday tomorrow.

He usually practicing ^{V₂} for 3 hours. He left at 3 p.m. ~~at~~ ^{until} 6 p.m.

He practiced because his friend is gone for yourself? he was

enthusiasm on shots ^{into} bee nest ^{hive} of 3 arrows. he ^{to be} very fear,

The bee in the nest jump ^{V₂} out. he run ^{V₂} directly to his home.

Attacks from he finally happy bee ?

Good! but ...

please don't forget to use past tense → V₂ (red) 😊

$$1, 2 + 2 + 3 + 3 + 3 = \frac{12}{2} \cdot 2 \times 10 = 6, 1$$

Name = Kadek Prastini M.S

Student # = 18

6,1

152

Two man ^{V₂} have live together. They ^{V₂} live together in a beautiful house.

They ^{V₂} are Dika and Anka.

They ^{V₂} go to bookstore. After that they ^{V₂} go back to home.

Anka ^{V₂} want open the door, he ^{V₂} enter the keys. Anka ^{V₂} start open the door

but the door ^{V₂} can't open. Anka ^{V₂} trying open the door, but ^{V₂} can't door-
open

Anka was nearly ^{that} gave up. After the door was opened.

Good! but...

please don't forget to use past tense → V₂ (ed) 😊

7,6

Name : Moh Muflih Armunanto

Student # : 24/XD

154

last year, Dicky went to bought balloon with his sister.

V₁

his sister liked playing balloon very much. She asked dicky to

blow balloon. She was very happy because dicky blew balloon

for her. Dicky blew balloon so hard, the sister run away

V₂

because she was fear that balloon exploded. the balloon

exploded "BANG!!!". the sister closed her ears. his sister

laughed because the balloon exploded. finally, dicky ~~was~~

fed up because the balloon exploded.

Great!

Be careful, "to" selalu diikuti V₁, tidak boleh V₂ ...

Contoh: to play, to cook, to sit ... ☺ :D :P

$$3,2 + 3 + 3 + 3 + 3 = \frac{15}{2} \times 10 = 7,6$$

2°

Name : Kadek Prasini M.S
 Student # : XD/18

(7,8)

155

One day, there were two children named Agus and Budi.

They were played in park.

ving

When ~~Agus~~ Budi brought ballon.

balloon

Budi blew the ballon in front of Agus.

Budi blew the ballon seriously.

When the ballon was bigger, Agus left because he was very afraid the ballon exploded.

Budi blew the ballon.

The ballon was bigger, bigger and bigger.

Then the ballon exploded.

Budi and Agus were shocked.

Great!

be careful with your diction 😊

8,5

Name : Kadek Prastini M S

157

Student # : 18

One day, in the school yard, there were two boys
named Edo and Dika.

They went home together.

They crossed a home.

The home had a mangos tree which had a lot of fruits.

They wanted to steal the mangos.

Edo climbed over the fence, he walked ~~quite~~ ^{quite} ~~red~~ ^{red} the home.

Edo climbed over the tree and ~~he~~ ^{he} took a mango.

Unexpected the owner saw Edo climbed the tree.

The owner ~~went~~ ^{went} out from home, Edo was suprised.

Edo apologized to the owner because his naughty.

$$4+4+3+3+3 = \frac{17}{20} \times 10 = 8,5$$

Name : Moh Muflich Armananto
 Student # : 24 / XD

83

158

One day after school Doni went home with Adi. They ~~were~~

went home walk by foot. when on the road Doni saw a guava

tree. Doni climbed over the fence and Adi help ^{Doni} someone up.

Doni climbed tree with the spirit. when Doni was on top of the

tree, Mr. Rindang looked him. he ran away and shouted. Adi waited

in ~~the~~ front of fence, ^{ran} away ~~to~~ because he was very

frightened. Doni left alone. Mr. Rindang gave advice doni.

$$3,6 + 4 + 3 + 3 + 3 = 16,6 \times 10 = 83$$

**STUDENT
ATTENDANCE LIST**

35.	STUDENT 35	√	√	√	√	√	√	√	√
36	STUDENT 36	√	√	√	√	√	√	√	√

TEST ANALYSIS

RESULT

Table 7: The Result of Students' Writing Product in the Pre-test Study

No	Name	Number of Errors (Simple Past Tense) from 10 Sentences	Percentage of Errors from 10 Sentences	Score
1	Student 1	6	60%	6.3
2	Student 2	7	70%	6.1
3	Student 3	4	40%	6.7
4	Student 4	6	60%	6.8
5	Student 5	6	60%	6.1
6	Student 6	5	50%	7.0
7	Student 7	7	70%	6.1
8	Student 8	3	30%	7.0
9	Student 9	7	70%	6.1
10	Student 10	7	70%	6.1
11	Student 11	7	70%	6.1
12	Student 12	6	60%	6.3
13	Student 13	5	50%	7.0
14	Student 14	5	50%	7.0
15	Student 15	5	50%	7.0
16	Student 16	7	70%	6.1

17	Student 17	6	60%	6.3
18	Student 18	7	70%	6.1
19	Student 19	5	50%	7.1
20	Student 20	5	50%	7.0
21	Student 21	7	70%	6.1
22	Student 22	7	70%	6.1
23	Student 23	5	50%	7.1
24	Student 24	7	70%	6.1
25	Student 25	5	50%	7.1
26	Student 26	7	70%	6.1
27	Student 27	2	20%	7.6
28	Student 28	5	50%	7.0
29	Student 29	7	70%	6.1
30	Student 30	2	20%	7.1
31	Student 31	6	60%	6.9
32	Student 32	6	60%	6.3
33	Student 33	6	60%	6.3
34	Student 34	3	30%	7.0
35	Student 35	5	50%	7.0
36	Student 36	5	50%	7.0
	Average		56%	6.65

Table 8: The Result of Students' Writing Product in the First Cycle

No	Name	Number of Errors (Simple Past Tense) from 10 Sentences	Percentage of Errors from 10 Sentences	Score
1	Student 1	1	10%	7.8
2	Student 2	5	50%	6.4
3	Student 3	2	20%	7.6
4	Student 4	4	40%	7.2
5	Student 5	6	60%	6.8
6	Student 6	3	30%	7.4
7	Student 7	1	10%	7.3
8	Student 8	0	0%	8.0
9	Student 9	3	30%	7.4
10	Student 10	5	50%	7.0
11	Student 11	6	60%	6.3
12	Student 12	0	0%	8.5
13	Student 13	2	20%	7.6
14	Student 14	2	20%	7.6
15	Student 15	1	10%	8.3
16	Student 16	3	30%	7.4
17	Student 17	7	70%	6.1

18	Student 18	1	10%	7.8
19	Student 19	1	10%	8.0
20	Student 20	2	20%	7.6
21	Student 21	3	30%	7.4
22	Student 22	4	40%	7.2
23	Student 23	4	40%	7.2
24	Student 24	2	20%	7.6
25	Student 25	1	10%	8.0
26	Student 26	2	20%	7.6
27	Student 27	1	10%	7.8
28	Student 28	3	30%	7.4
29	Student 29	5	50%	7.0
30	Student 30	1	10%	8.0
31	Student 31	3	30%	7.4
32	Student 32	3	30%	7.4
33	Student 33	4	40%	7.2
34	Student 34	1	10%	7.8
35	Student 35	1	10%	7.8
36	Student 36	4	40%	7.2
	Average		27%	7,5

Table 9: The Result of Students' Writing Product in the Second Cycle

No	Name	Number of Errors (Simple Past Tense) from 10 Sentences	Percentage of Errors from 10 Sentences	Score
1	Student 1	1	10%	8.0
2	Student 2	3	30%	6.9
3	Student 3	0	0%	8.5
4	Student 4	2	20%	8.1
5	Student 5	1	10%	8.3
6	Student 6	5	50%	7.0
7	Student 7	5	50%	7.0
8	Student 8	2	20%	8.1
9	Student 9	0	0%	8.0
10	Student 10	3	30%	7.4
11	Student 11	4	40%	6.7
12	Student 12	3	30%	8.3
13	Student 13	1	10%	8.0
14	Student 14	0	0%	8.5
15	Student 15	2	20%	8.1
16	Student 16	1	10%	8.3
17	Student 17	4	40%	7.2

18	Student 18	0	0%	8.5
19	Student 19	2	20%	8.1
20	Student 20	2	20%	7.6
21	Student 21	3	30%	7.4
22	Student 22	2	20%	7.6
23	Student 23	1	10%	7.8
24	Student 24	1	10%	8.3
25	Student 25	0	0%	8.5
26	Student 26	1	10%	7.8
27	Student 27	3	30%	8.0
28	Student 28	2	20%	7.6
29	Student 29	7	70%	6.1
30	Student 30	0	0%	8.5
31	Student 31	5	50%	6.4
32	Student 32	1	10%	8.3
33	Student 33	5	50%	7.0
34	Student 34	1	10%	8.3
35	Student 35	1	10%	8.5
36	Student 36	0	0%	8.3
	Average		21%	8.15

Table 10: The Result of Students' Writing Product in the post test

No	Name	Number of Errors (Simple Past Tense) from 10 Sentences	Percentage of Errors from 10 Sentences	Score
1	Student 1	1	10%	7.8
2	Student 2	5	50%	6.4
3	Student 3	2	20%	7.6
4	Student 4	4	40%	7.2
5	Student 5	6	60%	6.8
6	Student 6	3	30%	7.4
7	Student 7	1	10%	7.3
8	Student 8	0	0%	8.0
9	Student 9	3	30%	7.4
10	Student 10	5	50%	7.0
11	Student 11	6	60%	6.3
12	Student 12	0	0%	8.5
13	Student 13	2	20%	7.6
14	Student 14	2	20%	7.6
15	Student 15	1	10%	8.3
16	Student 16	3	30%	7.4

17	Student 17	7	70%	6.1
18	Student 18	1	10%	7.8
19	Student 19	1	10%	8.0
20	Student 20	2	20%	7.6
21	Student 21	3	30%	7.4
22	Student 22	4	40%	7.2
23	Student 23	4	40%	7.2
24	Student 24	2	20%	7.6
25	Student 25	1	10%	8.0
26	Student 26	2	20%	7.6
27	Student 27	1	10%	7.8
28	Student 28	3	30%	7.4
29	Student 29	5	50%	7.0
30	Student 30	1	10%	8.0
31	Student 31	3	30%	7.4
32	Student 32	3	30%	7.4
33	Student 33	4	40%	7.2
34	Student 34	1	10%	7.8
35	Student 35	1	10%	7.8
36	Student 36	4	40%	7.2
	Average		27%	7,5

**RAW DATA OF
QUESTIONNAIRE**

Pertanyaan Kuesioner

Nama :

No absen :

Kelas :

Jawablah pertanyaan di bawah ini dan cantumkan jawabanmu dengan memberi tanda centang (✓) di kolom yang sudah tersedia.

No	Pertanyaan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Saya mengerti konsep dari simple past tense				
2	Saya suka menulis karangan bahasa inggris berbentuk naratif				
3	Saya mengerti karakteristik dari karangan naratif				
4	Koreksi dari guru diperlukan dalam membuat karangan				
5	Saya senang ketika guru memberi koreksi pada karangan saya				
6	Koreksi yang diberikan guru dapat membantu saya dalam memperbaiki karangan				
7	Koreksi yang diberikan guru membuat saya tahu kesalahan yang ada				
8	Koreksi yang diberikan guru mempermudah saya tahu kesalahan pada simple past tense				
9	Koreksi yang diberikan guru jelas dan mudah dimengerti				
10	Saya memperbaiki karangan saya berdasarkan koreksi yang diberikan oleh guru				
11	Koreksi yang diberikan guru meningkatkan kualitas karangan saya terutama pada penggunaan simple past tense				
12	Koreksi dari guru mendorong saya untuk mendapatkan nilai yang lebih baik lagi				

RAW DATA OF QUESTIONNAIRE

No	Statements	Σ Response (n People of 36 Responses)							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		Σ	%	Σ	%	Σ	%	Σ	%
1	I have understood the concept of simple past tense	6	16.66	29	80.55	1	2.77	0	0
2	I like to write a narrative text	6	16.66	20	55.55	10	27.77	0	0
3	I have understood the characteristics of a narrative text well	8	22.22	27	75	1	2.77	0	0
4	The teacher's feedback is needed in writing	26	72.22	10	27.77	0	0	0	0
5	I am happy when teacher gives feedback in my writing draft	22	61.11	14	38.88	0	0	0	0
6	The teacher's feedback helps me revising my writing draft	28	77.77	8	22.22	0	0	0	0
7	The teacher's feedback let me know my mistakes	26	72.22	10	27.77	0	0	0	0
8	The teacher's feedback helps me revising my mistakes in simple past tense	27	75	9	25	0	0	0	0
9	The teacher's feedback is clear and can be understood	16	44.44	20	55.55	0	0	0	0
10	I revise my writing draft based on teacher's feedback	22	61.11	14	38.88	0	0	0	0
11	The teacher's feedback increases my writing draft quality especially when I use simple past	22	61.11	14	38.88	0	0	0	0

	tense							
12	The teacher's feedback motivates me to get better score	20	55.55	16	44.44	0	0	0

1. What are your difficulties when you write a narrative text?
 - Past tense (26 students)
 - Grammar (5 students)
 - Difficult to construct the sentence (5 students)
 - Vocabulary (13 students)
 - Difficult to find the idea (1 student)
 - Difficult to translate the meaning from Indonesia into English (1 student)

2. Does the teacher's feedback help you to know your mistake while using past tense? Why?
 - Yes, it helps me to know where my mistake is (19 students)
 - Yes, it helps me to revise my writing draft to be better writing product (15 students)
 - Yes, I can learn from my mistake (1 student)
 - Yes, it reminds me to use past tense while writing narrative text (1 student)
 - Yes, it helps a lot so I do not repeat my mistake again (3 students)
 - Yes, it helps me to understand the concept of past tense (10 students)
 - Yes, it helps me to gain more knowledge (1 student)

3. Does the teacher's feedback help you to improve your accuracy while using past tense in narrative? Why?
 - Yes, because I can know where my mistake is (12 students)
 - Yes, because I can gain more knowledge from it (5 students)

- Yes, because I can revise my writing draft to be better writing product (6 students)
 - Yes, because I became more careful while writing narrative text (2 students)
 - Yes, because I do not repeat my mistake again (2 students)
 - Yes, because I can understand more the concept of past tense (3 students)
 - Yes, because I can be more careful (9 students)
 - Yes, because I can improve my vocabulary (1 student)
 - No (1 student)
4. Does the teacher's feedback motivate you to get a better score? Why?
- Yes, because I can understand more the concept (3 students)
 - Yes, because I can revise my writing draft to be better writing product (15 students)
 - Yes, because I do not repeat my mistake again (6 students)
 - Yes, because I can learn from my mistake (3 students)
 - Yes, because I can know where my mistake is (6 students)
 - Yes, because I want to get the best score (8 students)
 - Yes, because I become more enthusiastic (3 students)
5. What do you think about teacher's feedback on your writing draft? What things should be improved?
- Yes, it is good (5 students)
 - Good, it is clear and can be understood (10 students)
 - Good, it is enough (3 students)
 - Giving feedback is very important (5 students)
 - It is very useful (3 students)
 - Please explain more about to be (1 students)
 - Be more patient (2 students)

- Nothing should be improved (2 students)
- Be more careful while checking (1 students)
- The teacher should give a clearer feedback (5 students)

DOCUMENTATION





