Students Response toward Teacher's Hand Written Comments in

Writing of Grade VIII SMPN 3 Lappa Riaja

(A Descriptive Research)

A Thesis

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of Education in English Department

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2018

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MOTTOS

"THERE IS EASE AFTER EVERY HARDSHIP"

(QS. Al-Insyirah : 6)

"KEEP CALM TO FACE SITUATION IS EASIER TO GET SOLUTION"

(Karenheid)

ABSTRACT

SRI MAWAR, 2018. *Students Response toward Teacher's Hand Written Comments' in Writing of Grade VIIISMPN 3 Lappariaja (A Descriptive Research)* under the thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, guided by Bahrun Amin and Awalia Azis.

This research aimed to find out how the students response toward teacher comments to improve the students' writing skill in descriptive text at the class VIII B students of SMP Negeri 3 Lappariaja.

A descriptive design was employed with one class of the class VIII B students of SMP Negeri 3Lappariaja which was selected purposively as sample. The data were obtained through a questionnaire. The data of questionnaire were analyzed statistically by using table frequency from Sudjana's analysis.

The research findings indicated that the students give positive response more than negative response. It was proved by the questionnaire. The statistical computation showed that the teacher's hand written comments give positive response for the students of SMP Negeri 3Lappariaja.

Key words: Students Response, descriptive text, writing.

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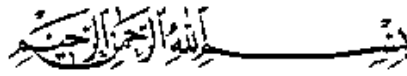
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The Researcher

Sri Mawar

TABLE OF CONTENTS

LIST OF FIGURE

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Recently, there has been growing interesting in English learning. According to Payne (2007), more people around the world learning English. Students use English as their media to deliver their ideas with the others. By learning English, the students can get informations of the another people. Similarly by having the ability to establish the ideas by using English in writing. Thus, mastering writing have important role for students in English learning.

There are four skills that must be mastered by students, which are listening, speaking, reading, and writing. According to Harmer (2002), the four skill are divided in two types. Receptive skill is a term used for reading and listening, skill where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skill where students actually have to produce language themselves. Writing becomes the most important skill of all of skills.

In English learning, writing is major that focus in learning any English courses. Students are demanded to write some different text types. Some students can do it well but not the other students. Students are sometimes get comment from teacher about their task. Comment from the teacher should motivate students to revisit their text with curiosity and involvement. Besides, the comment should be challenge that faced by students. The teacher should monitor the control their comments exert over student writing. Therefore, the teacher should not make

comment that harshly critique the text or foist their expectations on students writing.

Teaching writing as a process of discovery that have aims of teacher and students. Teaching writing raises students awareness of the recursive nature of the composing process. Teacher has a way structure in the writing classroom such as comment to student's writing. The type of the comment that teacher will determine students can know writing process and make revision to their writing. Teaching writing is not easy task for teacher. Therefore, teacher need to plan teaching writing well.

In fact, teaching and learning writing is difficult for teacher and students. Based on the researcher's experience when conducted teaching training in SMP 3 Lappariaja, students had difficulties when learned writing in the class. Some students always got correction from teacher about their task. The teacher gave the comments in their writing task as correction in improving their writing ability. Therefore, the researcher concluded that teacher's comments as the one of the factors which affected the students' writing achievement in the class. Based on the explanation above, the researcher was interested in conducting a research under the title:"***Students Response toward Teacher hand Written Comments in Writing of Grade VIII SMPN 3 Lappa Riaja***".

B. Problem Statements

Based on the background, problem statement was formulated in question forms as follow, "How are students' responses toward teacher's hand-written comments at Grade VIIII in SMPN 3 Lappariaja?"

C. Objectives of the Research

The research objective was aimed to find out some description the students' response toward teacher hand-written comment at Grade VIII in SMPN 3 Lappariaja.

D. Significant of the Research

The result of this research was expected to give significant theoritical and practical contribution to English particularly writing ability.

1. Theoritical Significant

The researcher expected that the result of this study can give description about the importance of hand written commants to the students and English teachers.

2. Practical Contribution

a. For the teacher, the result of this research was expected to give information in knowing their students' improvement through their hand written commants.

b. For the students, the result of this research was expected to give oppotunity to the students in learning English as a foreign language. Besides, this research can help the students to improve their task from the teacher and also find out their mistake and help the students to learn about their grammar in writing.

c. For the next researcher, the result of this research can be used as reference for those who want to conduct a study about another case of hand written commants, or even implementing an approach to improve students' writing skill.

E. The Scope of the Research

The researcher would like to limit the scope of the research problem in order to avoid interpretation. This research was focused to find out students' response toward hand-written comments. There were some types of hand written commants namely focused feedback, content based feedback and integrated feedback. The researcher focused on integrated feedback of hand written commants. The target of the research that is SMPN 3 Lappariaja.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

Those research have find strategies that are more affecient,interesting and easier in teaching and learning process. Some of them also chosee students response and teacher hand-written comments or feedback from the teacher. The following some of them :

Weige (2007) in his journal"*Students Response toward Teacher Comment in Writing Skill"*. The finding is described that the writing and oral skill are equally important but different certain criteria such as, textual features, socio cultural norms and the cognitive process invoved in the production and understanding of the text.

Hyland (2003) in his journal "*Exploring Teacher Written Feedback and Students Revision*".The result of his study is hand-written comments or wrtten production constitute one step forward on the way towards writing competence. However the evectivness of such feedback type turn to be dubious if not take into account by teks generators. Hyland determines are three way reaction to teacher respoding behaviour in which student may eithers.

a. Follow up a comment closely in their revision

b. Use the comment or feedback as on intial stimulus which strategies a number of revision

c. Avold the issue

d. raised by the comments by deleting the problematic text.

Dalker (2014) in his journal "*Students Response toward Teacher feedback in Wiriting Skill*". The result of his research is students response describe students' believe toward teachers' hand-written comment in improving their writing skill. English teacher need to indentify strengths in students writing. Student develop a more positive attitude about their writing.

The similarity of those researches above which are talking about students' response and teachers' feedback about writing. Every researches have different findings in their journal.Meanwhile, the researcher will focus on students' response toward teachers' hand written comments in writing skill.

B. Concept of Writing

Writing is major which focus in teaching any english language course.English language teacher hope to help students write better, develop useful revision strategies, and thingking more systematically responding to student work or students written work is a mean of acheiving these goals. Teacher comments are essential if not idispesable to a student revision and rewriting his/her composition. Weige (2007) says writing is also far from being a meansfor learning and reinforcing other skills especially the oral one since none of the skill is superior to the other.

Teaching writing as a process of discovery aims to raise students awareness of the recursive nature of the composing process while allowing teacher and peer colaboration and intervention during the process as they negotiate meaning. The way that teacher structure the writing classroom and the

type of the comment they will not dubt determine how there students approach the writing process,view comment and make revision to their writing.

Teaching writing is no easy taks. Plaining what to teeach with a particular curriculum is only part of the task. The part is teacher job to consider the different approach that gleaned from theories and research in teaching writing. It also the teachers accordingly, choose or even improve whatteacher thinks would be effective teaching material and technique. The teacher of writing it also deemed reponsible a creating a motivating environment being in charge facilitating learning writing activities.

C. Concept of Teaching/Learning Writing

Writing is not an easy thing to do in the classroom. Students do not have long attention spans and are more and more "digital" and visual learners.However, it is a vital skill that opens up a world of possibilities for any student. Written communication in whatever language, even with the advent of the internet, is still a necessity. Writing allows communication, controlled and deliberate powerfull.

According Al Kafri(2010) , there some reasons to teach writing in classroom :

1. **Listen-Write**

   a. **Dictation**

   There are many ways to "spice" up the standard dictation. The simplest is to have the students fold a blank piece of paper "hamburger" style (Up/down) 4 times. Unfold and they have a nice 8 line piece of paper. Speak 8 sentences , repeating each several times as the students write. Get

the students to record their answers on the board and correct. Collect and keep in a portfolio!

b. Story Rewriting

The teacher reads a story or the class listens to an audio story. After, students make a story board (just fold a blank page so you have 8 squares) and draw pictures. Then, they write the story based on those pictures. Very simple and powerful.

2. Watch - Write

a. Commercials

Students watch a TV Commercial. Then, they write their own script based on that commercial but focused on a different product. Afterwards, they can perform.

b. Short videos.

Just like a story but this time students watch. Then, they can rewrite / respond / reflect. Students can choose to reflect on one standard Reading Response question or as part of a daily journal. Ex. The best part was ….. / If I had made the video, I would have.Short videos are powerful and if well chosen can really get students writing in a reflective manner.Students can watch a short "How to" video that describes a process. There are some excellent sites with User Generated Content. Expert Village and eHow are recommended.

3. Look - Write

a. Pictures / Slideshows

Visuals are a powerful way to provide context and background for any writing. Make sure to use attractive, stimulating and if possible "real" photos to prompt student writing. Students can describe a scene or they can describe a series of pictures from a slideshow.

An excellent activity is to show a nice photo and get students to "guess" and write their guess in the form of the 5Ws. They answer all the 5w questions and then share their thoughts with the class.

Show a picture and get students to write a story or use it as background for a writing prompt. For example, Show a picture of a happy lottery winner. Ask students to write in their journal – If I won a million dollarsI would This is a much better way to "prompt" writing than simple script.

b. Description

Show students a selection of fairly similar pictures. The students describe in writing one of the pictures (faces work really well). They read and the other students listen and "guess" which picture is being described. Similar to this listening activity.

4. Read - Write

a. Reading Journal / Reading Response

The students read a story and then respond by making a reflective journal entry. Alternatively, the students can respond to a reading response question like, "Which character did you like best.

b. Rewrite

Read a short story and then give students a copy of the story with some text missing. The students can fill it in with the correct version or fill it in and make the story their own.

These are stories where words are replaced with icons/pictures. Students can read the story and then write out the whole story, replacing the pictures with the correct text. Here are some nice examples.

5. TEXT - Write

   a. Sentence Chains

The teacher writes a word on the board and then students shout out words that follow using the last letter(s). The more last letters they use, the more points they get. The teacher keeps writing as quick as possible as the students offer up more correct words.

Give students a blank piece of paper and in pairs with one student being the secretary, they play! This is a great game for simple spelling practice and also to get students noticing language and how words end/begin. They can also play for points. Compound words and phrases are acceptable.

D. Concept of Teacher Hand-Written Comments

1. Teacher Comments in Writing

When working with student written texts, teachers must form their own opinion about whether the text is good or not. However, it mightn not be easyto determine how each pieceof writing should be graded and what aspects should bepaid attention toin teacher response. Therefore the textshouldbe dividedin portions which wouldbe responded to separately. Hyland(2003: 2) makesa division in seven focusesof L2 writingteaching: languagestructures, text functions, creative expression, composing process, content, andgenre, and argues that no single characteristic as it self can be a marker of good writing: each text is dependent on its context. Ibidal sosta test hat because texts always representa certain communicative setting, the response should not treatmere accuracy and explicitness of expression, but rather all the divisions of the text(Hyland2003:185).

The goal of giving feedback may vary the assessor may want to give writers a grade on a singleproduct, or the pieceof writing maybe just one draftin a long- term writing process. Feedback can bemade either formative or summative the former type responds tow here the writer is doing well or badly, and the latter sums up what the writer has been learning so far.

In writing, the teacher focused on giving the students positive comments such as praise about theirn written performance. She wrote on the students paper and it wasmore than just *"well done!"* One of the comments was *"I really liked your story"*.Conversely,when she was not happy with what the

student had written, she could write,"*Good, but I need youto write more. Use your imagination.*" This can be seen as a form of suggestion. In addition, there were unfocused and corrected by marking them in a direct manner or with a different color,and by providing the correct grammar form. According (Hyland 2003:185) such as in the following.

S: I came to with brothers and mom.

T: I came to with /my two/ brothers and mom.

S: I have no friend.

T: I have/had/ no friends.

As can be seen in this example, direct feedback was provided when a more indirect correction, such as an indirect coded error correction – Gr for grammar and Sp for spelling – could have been offered.The Teacher did focus on both form and content, but more specific comments consisting of constructive criticism to show the student what needed to be improved would have been a better option.

Teacher states that when correcting students' essays she always includes some comments. Students try to avoid direct feedback, instead aiming to make the students understand what the mistake is themselves. It they have a written assignment, she goes through the mistakes in a group, meaning that she collects the most common mistakes.

Based on the statement above, the researcherconcludes that many roles in teaching writing. The teacher can give student some corection in their task based on the task is god or not. The commentsof the teacher can give motivation

from the students in learning English. The comments of the tracher can make students have selfconvidance to learn again.

2. Three Types of Teachers' Written Feedback

According to Robbin (1976) there are three types of teacher hand written comments.Those are :

a. Form –Focused Feedback

The first type of teachers' feedback, form focused feedback or grammar correction. Even though most of teachers have been using this type of L2 writing instruction for such a long time, the effectiveness has remained one of most controversial issues among L2 scholars.

Burt (1975) is one of those who first cast doubt on grammar correction, claiming that no current standards seem to exist on whether, when, which, or how learners errors should be corrected or who should correct them.Hendrickson also turned to the problem of teacher's error correction in grammar, approaching to this matter with more theoretical grounds.

form-focused feedback may be beneficial to students in some cases,it is not necessarily an effective instructional strategy for every student or in all language classrooms as some empirical studiesindicated. Accordingly, continued research is required to substantiate the effectiveness of form-focused feedback.

Tmscott's (1996) review that arguments among teachers and scholars inthis field. After reviewing a large amount of previous research, Tmscott

made a rather radical conclusion that grammar correction byL2 teachers is ineffective and even harmful. Therefore, it should be abandoned right away. He presented three reasons to supportthe argument. First, previous studies that he reviewed didn't offer any valid grounds for grammar correction and, though there are some studies showing the positive effect of grammar correction, they are mostly due to learner's tendency to avoid using grammatical features they art5rtfgcxepoor at.

Additionally, based on morpheme studies of Burt (1975), which implies that L2 learners should reach appropriate level to acquire linguistic howledge including grammatical rules, he claimed grammar correction performed in current writing class ignores this natural learning process. The last reason for his argument was found inL1studies by Knoblauch and Brannon (1981), which proved the futilityofL1grammar correction. Tmscott noted that since the L2situation is the same as that ofL1, the evidence showing the invalidity ofteachers' grammar correction inL1can apply to L2 learning as.

Based on the statements above the researcher can conclude that the example of form-focused feedback is the teacher focus on the grammar correction it means that when the teacher gives the students task about past continuous tense (ayah saya sedang mengajari adik saya mengendarai sepeda kemarin) and then when the students writes the answer of the task (My father was teaching my younger brother driving bicycle) hence, the

teacher will give correction of the grammar (My father was teaching my younger brother drove bicycle).

b. **Content-Based Feedback**

Now let's turn to the second type of feedback, which is known as content or meaning based feedback. Unlike form-focused feedback,content-based feedback focuses more on content quality and organizational features in students' composition and teachers provide overall comments on where it doesn't make sense in terms of content or give some comments on logical fallacies in writing without pointing out specific grammatical errors. Since this type was put forth from the dubiousness of grammar correction, many researchers conducted their research to reveal the relative superiority comparing to form-focused feedback.

Based on the statements above the researcher can conclude that the example content based feedback is the teacher focus on the meaning or content of the students' writing.Students are treated with only comments on content is better than any other students.revising student writing teachers should consider meaning-level issues first because they can help to develop student.

c. Integreted Feedback

To make an attempt to solve the problems of using only one typeof feedback, some other teachers and researchers came up with the third form of teacher written feedback by combining grammar correction with content-related feedback, which is usually called integrated feedback.On the part of

teachers, in fact, they want to believe that the direct insttuction such as correcting grammatical errors helps their students improve the accuracy of writing.Besides, they are concerned that if student's desire of teacher feedback is ignored, it might interfere with student's motivation and confidence in the writing class. For this reason, hypothesizing that integrating the two types of feedbacks can be more beneficial to learners, researchers wanted to verify the effectiveness of this form of feedback. First, Song (1998) aimed to research on which gives more positive effect on student's writing ability between meaning-related feedback and integrated feedback. This study exhibited that students with integrated feedback gained higher scores in holistic aspect as well as two analytical aspects such as content/organization and mechanics. However, there was no meaningful difference between content-based feedback and integrated feedback in aspects of vocabulary and style.

The similar result was seenin an experiment by Ashwell (2000).He makes a comparison of four cases; form feedback only,content-based feedback only, feedback combined with two types in a different order and twotypes of feedback simultaneously. Henotes that the result didn't show a significant differentiation between which order they received form or content feedback when two types of feedback are treated separately. Interestingly enough, the most effective result of writing abilities came from whenlearners received mixed pattern of two types of feedback at the same time.

Based on the statements above the researcher can conclude that the example of integrated feedback is the teacher focus on the students' grammar and the meaning or the content of students writing it means that the teacher combines grammar correction with content or meaning.

E. Concept of Students

1. Attitude of Student

a. Definiton of Attitude

According to Eagly and Chaiken in Omar (2013:21) defines attitude as: "A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor", it is important to state that for this research attitude is operationally defined as the students' perceptions, understandings,   beliefs   or   experiences   of learningEnglish as a foreign language as assessed by a speciallydesigned questionnaire.

Likert in Atef (2009:33) defines the term attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object". in other hand, Gardner in Atef (2009:33) elaborates on Likert's definition by defining attitude as "the sum total of a man's instinctions and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic"

In addition, Gardner in Atef (2009:33) considers attitudes as components of motivation in language learning. According to him, "motivation refers to the combination of effort plus desire to achieve the

goal of learning the language plus favourable attitudes toward learning the language".

b. Students' Attitudes toward Learning English

According to Omar (2013:22) Studying language attitudes benefits all stakeholders in different ways. Firstly, an investigation into students' attitudes is an effective method by which language teachers, education planners, syllabus designers and researchers can obtain greater understanding into the language learning /teaching process. Secondly, students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and that imposition of change upon these factors can lead to negative reactions. Thirdly, learners have views on the learning process and can articulate them.

2. Students' Response toward Teacher Hand-Written Comments

a. Students' Positive Response

According to Treglia's (2009). Students' response toward teacher hand-written comment usually given positive response by students. As a good teacher we must always give motivation or postive comment so that our students can motivated to revition their task in their writing.In addition if the students start motivate, and improve their task with the hand-written which given by the teacher it means that the students has positive response with the teachers' hand-written. Cardelle andCorno (1981) explain, "students receive feedback onlyon errors and there[is]no consideration of possible motivational effects"(p.253).Thus, to avoid negative consequences,

Cardelleand Cornosuggest in their study that a combination of criticism and praisecanmake"students' errors salient in amotivationally favorable way "(p.260).Requests and advice are consideredas moderatemodels between the two extremes of criticism and praise. That is, teachers point to students' errors but in aless critical way (Silver&Lee,2007) .Requests are found to be the most frequent type of feedback in Ferris'study (1997)and Treglia's (2009). Ferris also finds that the students in her study take "the teacher's requests quseriously,regardless of their syntactic form"(p. 325).

Based on the statements above, the researcher can conclude that the students' positive responses are when the students start motivate, excited, and serious to improve their task.

b. Students' Negative Response

Ferris (1997) Students' response toward teacher hand-written comment usually given negative response by students. Some of students usually don't give response to their teacher hand-written and even there are students ignore their teacher hand-written. It means that, the students is not interested about the teachers learning.

In other hand, the students who give negative response to teachers hand-written is not motivated. And there is no improvement to the students learning and then sometimes the students isnot intersted to the teacher hand-written hence the students ignore it.

F. Conceptual Framework

The conceptual framework underlying this research is shown in the following figure.

```
┌──────────┐     ┌──────────────────────────────┐
│ Writimg  │─────│ Teacher Hand Written Comment │
└──────────┘     └──────────────────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
┌───────────────┐    ┌───────────────┐    ┌───────────────┐
│ Form-focused  │    │ Content based │    │  Integreted   │
│    feedbak    │    │   feedback    │    │   feedback    │
└───────────────┘    └───────────────┘    └───────────────┘
                              │
        ┌─────────────────────┴─────────────────────┐
┌───────────────────┐              ┌───────────────────┐
│ Students Positive │              │ Students Negative │
│     response      │              │     response      │
└───────────────────┘              └───────────────────┘
```
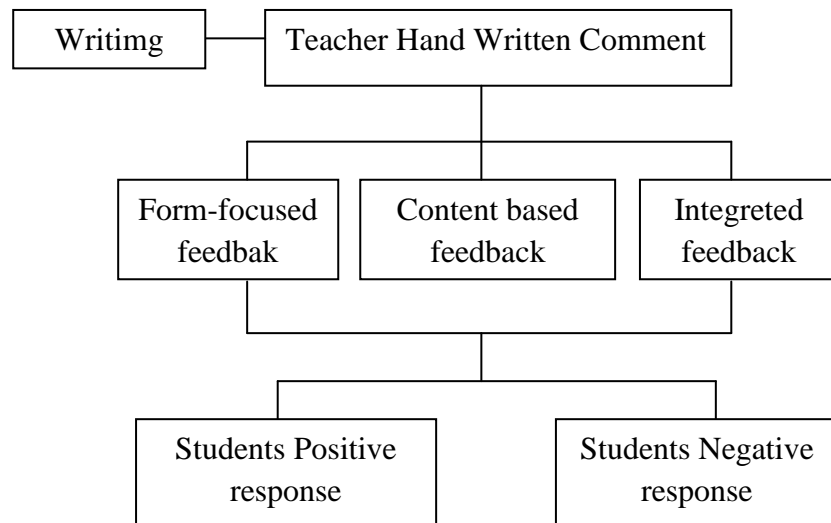
Figure 2.1

Based on the conceptual framework, the researcherwill focus to analyze students' response toward teacher hand written commen in writing class . In doing this research, the researcher will get the students'response toward teacher hand written commen in writing class by questionnaire result. The researcher's input is teacher hand written commentand will be processed by use hand written of teacher. and output is to find out the students response on the teacher's hand writtenand the how teacher follow up on the response given by the students.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The researcher used descriptive research, where this research want to know how thestudents response teacher hand-written comment especially in writing class at SMPN 3 Lappa Riaja. Descriptive research also refered to as survey research, determains and describes the way thing areit may also compare how sub group (such as males and females or experienced teachers)view issues and topic.Qualitative reaserch is the collection, analysis and interpretation or comperhensive narrative visual data in order to gain insights research method are based on different beliefs and purpose then quantitative research method.

B. Research Variables

The researcher used one variable. The variable of this research will be independent variable. The independent variable is the students response toward teacher hand written commets.

C. Population and Sample

1. Population

Participant of this research were students at SMPN 3 Lappa Riajawhich consist of 3 classes namely 2a, 2b, 2c. Each class had 22 students. Therefore, the sampling of this study will be 2b. The total population students of 2a, 2b, 2c are 96 students.

2. Sample

From the population above,there are 22 students that is selected as a sample of this research. It is student from SMPN 3 Lappariaja and that have learning english specially in writing.

D. Research Instruments

In this research, researcher used instruments. Those were questionnaire and documentation.

1. Questionnaire

In this research, the researcher used quesionare to describe about Students' response toward teachers' written hand commaents.

2. Documentation

The researcher used documentation to observe student in learning writing. This instrument helped the researcher to describe student response in learning writing that related with teachers' comments.

E. Technique of Data Colection

This research conducted by personally visited the sample in SMPN 3 Lappa Riaja. Data collect from the students in the classroom with the permision of concere autohorities. Before administered the instrument research was briefing to all of the sample about the purpose of the research and procedure of complating the instrument. The data of this research was obtained by doing the following steps :

1. The researcher will take 32 students from the population.

2. The researcher will ask permission to the teacher.

3. After that, the researcher will ask permission to the studentsthat their class will be conducted by the researcher.

4. The researcher will cometo the class.

5. The researcher will explaine to the subject (teacher and students) about what will they do.

6. The researcher will ask the teacher to gather her students' assignment and then the teacher give comment to her students' assignment.

7. The researcherwill analyze the teacher's hand written.

F. **Data Analysis**

1. Questionnaire

The data collected had verified by checking the completion of the data given by the sample participants to face the data processing requirements. The verifing data was done by using the following score procedures.

The data was collected through questionnaire to know the response of students' responsetoward teacher's hand written. It analyzed by using percentage as follows:

Table 3.1 Likert Scale

No	Point	SA	A	D	SD
1	Positive	4	3	2	1
3	Negative	1	2	3	4

(Sugiyono:2016)

Table 3.2 Classification of Student Score

No	Classifications	Score
1	Strongly Agree	60-45
2	Agree	45-30
3	Disagree	30-15
4	Strongly Disagree	15-1

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of questionnaire

F = The frequency of items

N = Total items

(Sudjana in Nasaruddin, 2015:28)

2. Documentation

The researcher used escription analysis to describe the response of students' responsetoward teacher's hand written through documentation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses about the findings and discussion. The findings describe about the result of the data collected from the students response. And discussion explains and interprets the findings. The result of the research will be described in the following description:

A. Findings

Students' response toward teacher's hand written comments was divided into two points, namely positive and negative. This data was acquired from 22 students' as respondents. The data was presented below :

Table 4.1 Item 1

No	Classifications	Scale
1	Strongly Agree	60-45
2	Agree	45-30
3	Disagree	30-15
4	Strongly Disagree	15-1

Based on the table above it shown that if the students answered get 60-45 (positive response) point its means that students answered in calssification strongly agree, if the students answered get 45-30 (positive response) points its means that students answered in calssification agree. If

the students answered get 30-15 (negative response) points its means that

students answered in calssification disagree, and if the students answered

get 15-1 its means that students answered in classification strongly

disagree.

Table 4.2 Item 2

students	Classification			
	SA	A	D	SD
1	3	11	1	-
2	2	11	2	-
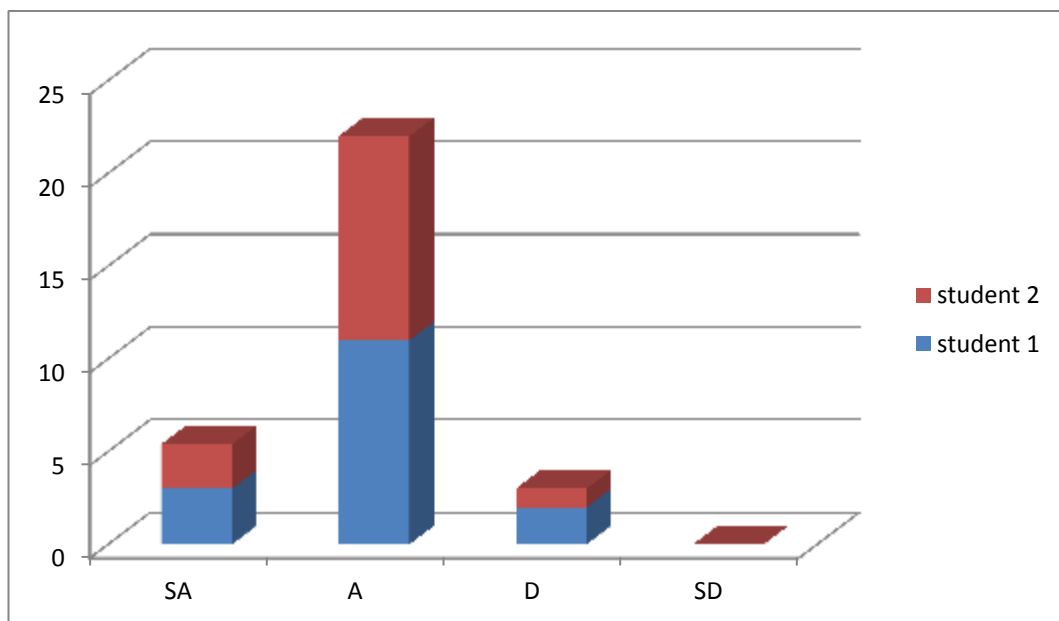
In this statement, the student one who answered Strongly Agree were

3 students (20%), the students who answered agree were 11 students

(74%), the students who answered Disagree were 1 student (6%), and none

students who answered strongly disagree. And then student two who

answered strongly agree were 2 students (13%), the students who

answered agree were 11 students (74%),, the students who answered disagree were 2 students (13%), and none students who answered strongly disagree.

Based on the table a bove it shown that the most of the students one and two had answered agree toward teacher's hand written comments.

Table 4.3
Statements 1-15

students	Classification			
	SA	A	D	SD
3	2	11	2	-
4	1	12	1	1

In this statement, the student one who answered Strongly Agree were 2 students (13%), the students who answered agree were 11 students

(74%), the students who answered Disagree were 2 student (13%), and 1 students (6%) who answered strongly disagree. And then student two who answered strongly agree were 1 students (6%), the students who answered agree were 12 students (82%),, the students who answered disagree were 1 students (6%), and 1 students who answered strongly disagree (6%).

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments.

Table 4.4

Statements 1-15

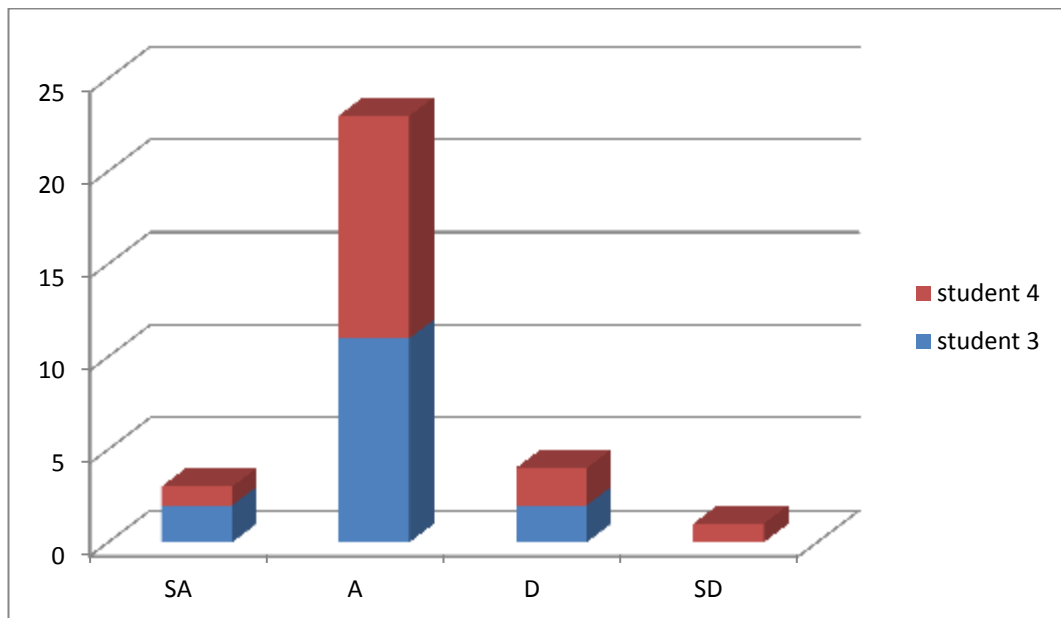| students	Classification			
	SA	A	D	SD
5	3	11	1	-
6	2	13	-	-

In this statement, the student one who answered Strongly Agree were 3 students (20%), the students who answered agree were 11 students (74%), the students who answered Disagree were 1 student (6%), and none students who answered strongly disagree. And then student two who answered strongly agree were 2 students (13%), the students who answered agree were 13 students (87%), and none students who answered disagree and strongly disagree/

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments.

Table 4.5

Statements 1-15

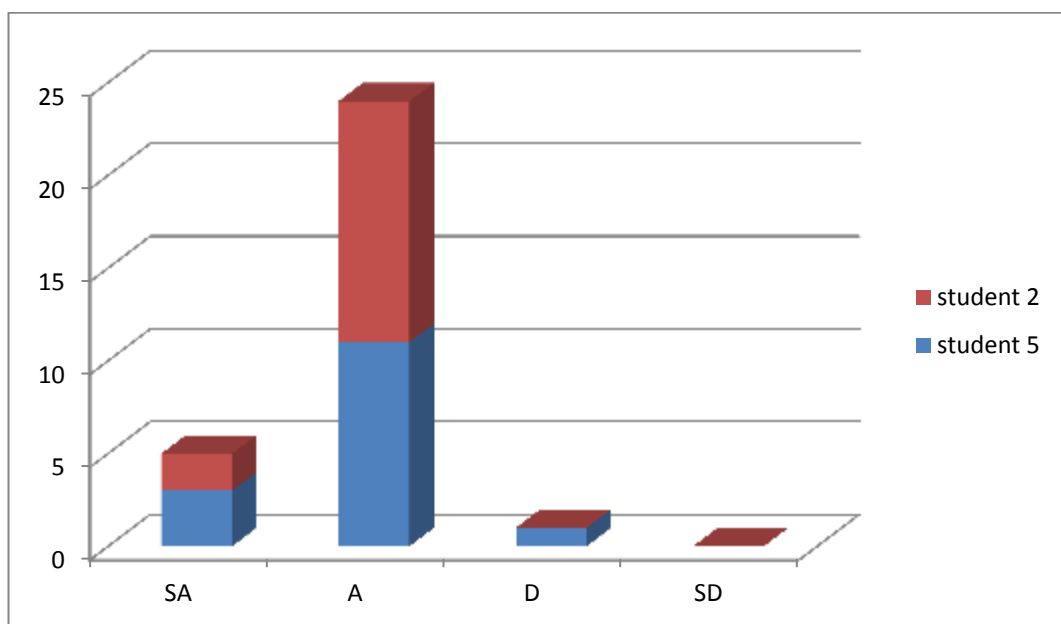| students	Classification			
	SA	A	D	SD
7	3	9	2	1
8	2	12	-	1

In this statement, the student one who answered Strongly Agree were 3 students (20%), the students who answered agree were 9 students (60%), the students who answered Disagree were 2 student (13%), and 1 students (6%) who answered strongly disagree. And then student two who answered strongly agree were 2 students (13%), the students who answered agree were 12 students (80%), the none students who answered disagree were, and 1 students who answered strongly disagree (6%).

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments

Table 4.6

Statements 1-15

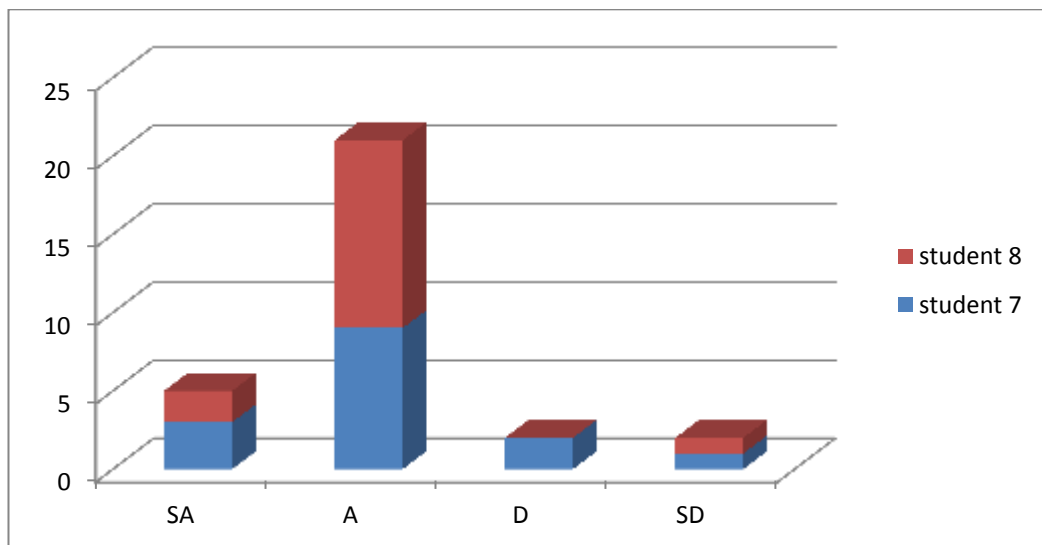| students	Classification			
	SA	A	D	SD
9	4	11	-	-
10	3	11	1	-

In this statement, the student one who answered Strongly Agree were 4 students (26%), the students who answered agree were 11 students (74%), and none students who answered disagree and strongly disagree. And then student two who answered strongly agree were 3 students (20%), the students who answered agree were 11 students (74%), the students who answered disagree were 1 student (6%), and none students who answered strongly disagree.

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments

Table 4.7

Statements 1-15

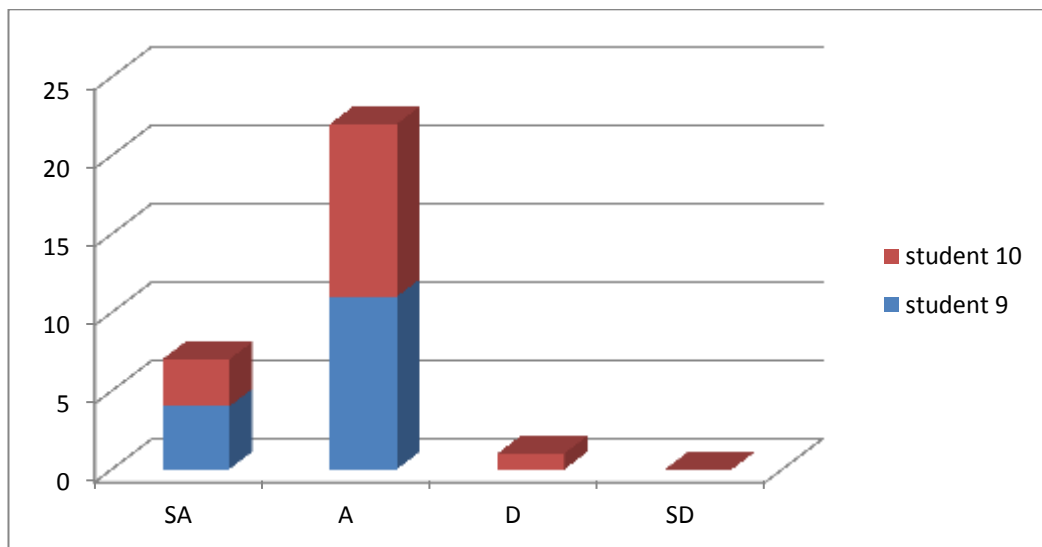| students	Classification			
	SA	A	D	SD
11	8	6	1	-
12	4	9	-	2

In this statement, the student one who answered Strongly Agree were 8 students (54%), the students who answered agree were 6 students (40%), the students who answered Disagree were 1 student (6%), and none students who answered strongly disagree. And then student two who answered strongly agree were 4 students (27%), the students who answered agree were 9 students (60%), the none students who answered disagree were, and 2 students (13%) who answered strongly disagree.

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments

Table 4.8

Statements 1-15

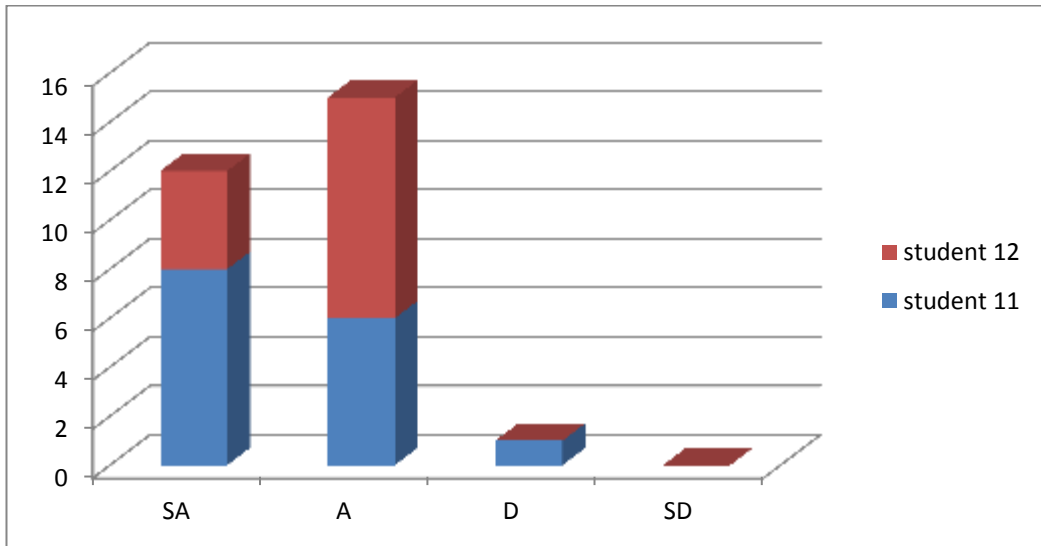| students	Classification			
	SA	A	D	SD
13	5	7	3	-
14	3	11	-	1

In this statement, the student one who answered Strongly Agree were 5 students (33%), the students who answered agree were 7 students (47%), the students who answered Disagree were 3 student (20%), and none students who answered strongly disagree. And then student two who answered strongly agree were 3 students (20%), the students who answered agree were 11 students (47%), the none students who answered disagree were, and 1 students who answered strongly disagree (6%).

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments

Table 4.9

Statements 1-15

students	Classification			
	SA	A	D	SD

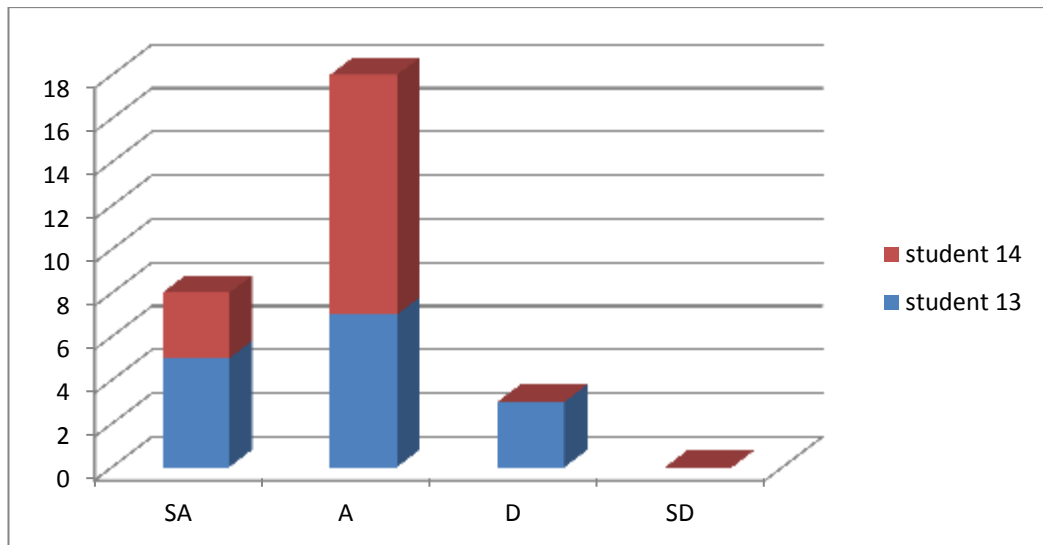| 15	5	7	1	2
16	2	12	1	-

In this statement, the student one who answered Strongly Agree were 5 students (33%), the students who answered agree were 7 students (60%), the students who answered Disagree were 1 student (6%), and 2 students (13%) who answered strongly disagree. And then student two who answered strongly agree were 2 students (13%), the students who answered agree were 12 students (80%), the students who answered 1 student (6%) disagree were, and none students who answered strongly disagree.

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments

Table 4.10

Statements 1-15

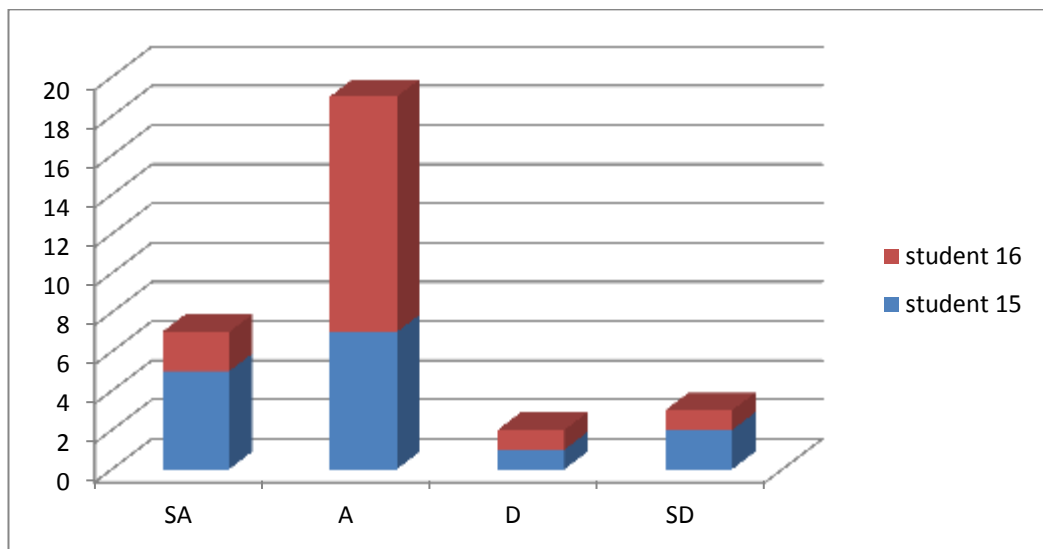| students	Classification			
	SA	A	D	SD
17	4	10	-	1
18	2	10	3	-

In this statement, the student one who answered Strongly Agree were 4 students (27%), the students who answered agree were 10 students (67%), none students who answered Disagree, and 1 students (6%) who answered strongly disagree. And then student two who answered strongly agree were 2 students (13%), the students who answered agree were 10

students (67%), the students who answered disagree were 3 students (20%) and none students who answered strongly disagree.

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments.

Table 4.11
Statements 1-15

students	Classification			
	SA	A	D	SD
19	3	12	-	-
20	5	9	-	1

In this statement, the student one who answered Strongly Agree were 3 students (20%), the students who answered agree were 12 students (80%), none students who ans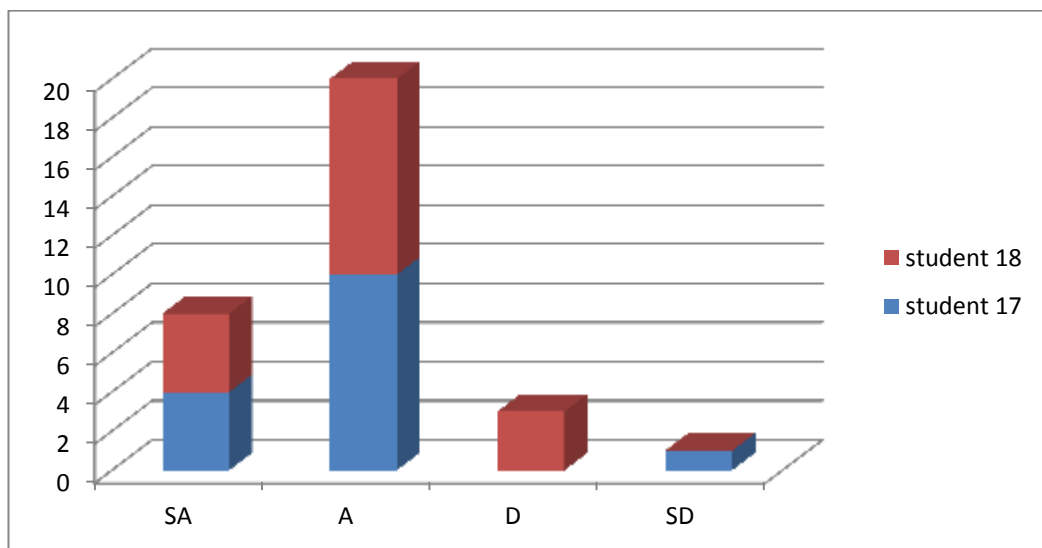wered Disagree andstrongly disagree. And then student two who answered strongly agree were 5 students (33%), the students who answered agree were 9 students (60%), the none students

who answered disagree were, and 1 students who answered strongly disagree (6%).

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments.

Table 4.12
Statements 1-15

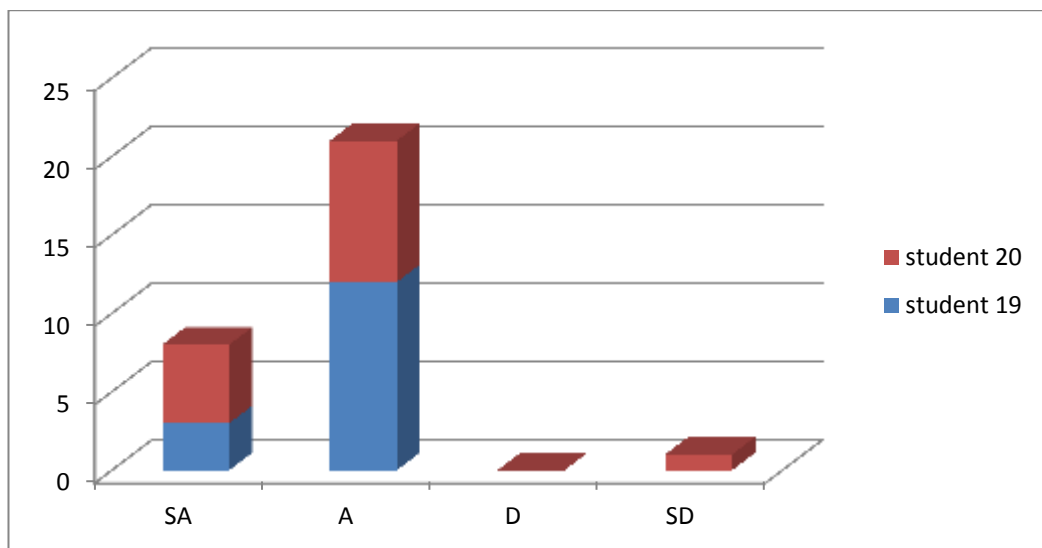| students	Classification			
	SA	A	D	SD
21	3	6	4	2
22	2	6	4	2
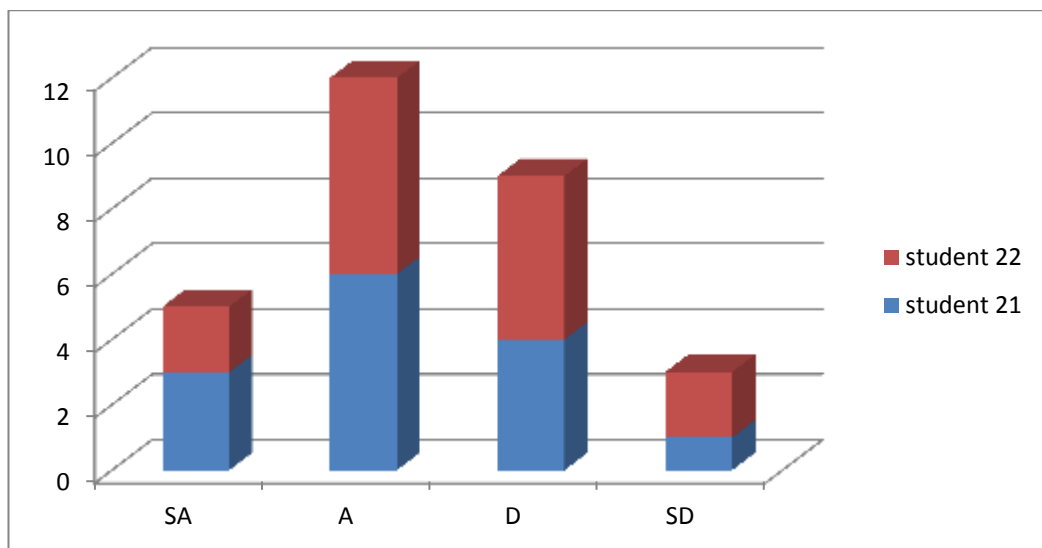
In this statement, the student one who answered Strongly Agree were 3 students (20%), the students who answered agree were 6 students (40%), the students who answered Disagree were 4 student (27%), and 2 students (13%) who answered strongly disagree. And then student two who answered strongly agree were 2 students (13%), the students who

answered agree were 6 students (40%), the students who answered disagree were 5 students (34%), and 2 students who answered strongly disagree (13%).

Based on the table a bove it shown that the most of the students one and two had answered Agree toward teacher's hand written comments.

Table 4.13

No	Classification	Data Analysis	
		F	**%**
1	SA	11	50%
2	A	10	45%
3	D	1	5%
4	SD	-	-
Total		**22**	**100%**

Based on the table above it shown that the student give positive response toward teacher's hand written comment in writing of garde SMP Negari 3 Lappariaja.

B. Discussions

Dalker (2014) in his journal "*Students Response toward Teacher Feedback in Writing Skill* " said that students response describe students' believe toward teachers' a written-comments in improving their writing skills. English teacher need to identify strengths in students writing. Student develops a more positive attitude about their writing. This is in line with what is stated in the second statement of the questionnaire. The second statement "the comment can help improve my writing" most students agree that teacher comment can improve my writing.

The third statement "some positive comments from the teacher in writing build up my confidence" and thir teenth statement "I pay attention to the feedback from my teacher" relate Treglia (2009) students' response toward teacher' hand-written comments are usually given positive response by students. As a good teacher we have motivation or positive comment so that our students can motivate to revise their task in their writing. In addition if the students start motivate and improve their task with the hand-written which is given by the teacher it means that the students has positive response with the teachers' hand-written.

Teacher hand written comment can correct students' errors especially grammar. According to Burt (1975) is one of those who first cast doubt on grammar correction, claiming that no current standards seem to exist on whether, when, which, or how learners errors should be corrected or who should correct them. Hendrickson also turned to the problem of teacher's error correction in

grammar, approaching to this matter with more theoretical grounds. These statements are connected fourth statement of questionnaire and tenth statement of questionnaire. The fourth statement is "the teacher comments can help when error shown" and the tenth statement "teacher comments makes me know my mistake clearly.

According to Omar (2013:22) Studying language attitudes benefits all stakeholders in different ways. Firstly, an investigation into students' attitudes is an effective method by which language teachers, education planners, syllabus designers and researchers can obtain greater understanding into the language learning /teaching process. Secondly, students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and that imposition of change upon these factors can lead to negative reactions. Thirdly, learners have views on the learning process and can articulate them.

Student know what to avoid or improve thr issue for the next time. This is same with the state by SHyland (2003) in his journal "*Exploring Teacher Written Feedback and Students Revision*".The result of his study is hand-written comments or wrtten production constitute one step forward on the way towards writing competence. However the evectivness of such feedback type turn to be dubious if not take into account by teks generators. Hyland determines are three way reaction to teacher respoding behaviour in which student may eithers.

    a.   Follow up a comment closely in their revision

b. Use the comment or feedback as on intial stimulus which strategies a number of revision

c. Avold the issue

d. raised by the comments by deleting the problematic text.

Based on the above comparison and based on the results of the questionnaire the more students who answered yes rather than no answer, this means the teacher's hand comment get a positive response by the students at SMP Negeri 3 Lappariaja.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After finishing the research, the researcher drew conclusion. Teacher hand written comments sometimes make students down or get negative response from students but more students who give positive responses to teacher's hand comment it is proved that with the comments are students in SMP Negeri 3 Lappariaja can see the good progress of the teacher's comments, moreover there are many other responses that are given by students such as: students know clearly the location of their mistakes on their duties; teacher comments make students more passion in learning English especially writing; students know what their teachers want in their next task; the positive teacher's hand of the teacher's handshake can also inspire and confident the students in learning and the latter can know what to develop in the next task.

B. Suggestion

The researcher put forward some suggestion as follows

a. **From the teacher** :

1. English teachers in SMP 3 Lappariaja more often do the activity to give hand comments to students

2. Teachers should often pass interaction with students to establish good communication between students and teacher.

b. For the students :

1. If students have responded well or badly to teacher hand written comment teachers should do a good follow the student response up.

2. Students must be pay attention if the teacher give some comments or feedback in their task.

3. Students must seriously if the teacher given material in the classroom.

c. For the researcher

1. For the next researcher, apllying teacher's hand written comments in writing method in doing researching in the variables of writing.

2. Applying teacher's hand written comments method can help studets to improve their writing also,

3. Special for for the next researcher, with the applying teacher's hand written method we can know what the respon given by the students toward teacher's comments.

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APPENDICES

APPENDICEX A

Students	statements														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	✔	✔	✗	✗	✔	✗	✗	✗	✔	✗	✗	✔	✔	✗	✔
2	✗	✔	✗	✗	✔	✗	✗	✔	✔	✔	✗	✔	✗	✔	✗
3	✗	✔	✗	✗	✔	✗	✗	✗	✔	✔	✗	✔	✗	✔	✗
4	✔	✔	✔	✗	✔	✗	✗	✔	✔	✗	✔	✗	✗	✔	✔
5	✔	✔	✔	✔	✗	✗	✔	✔	✗	✗	✔	✔	✗	✗	✗
6	✗	✗	✔	✗	✗	✔	✗	✗	✔	✗	✔	✔	✔	✔	✗
7	✗	✔	✔	✗	✗	✔	✗	✔	✔	✔	✗	✔	✗	✔	✔
8	✔	✔	✔	✔	✔	✔	✗	✔	✔	✗	✔	✔	✗	✗	✗
9	✗	✔	✗	✔	✔	✗	✔	✗	✔	✗	✗	✔	✗	✗	✔
10	✔	✔	✔	✔	✗	✗	✔	✔	✗	✔	✔	✔	✗	✗	✔
11	✗	✗	✗	✗	✔	✗	✔	✔	✗	✔	✔	✗	✗	✔	✔
12	✗	✗	✗	✗	✔	✗	✔	✔	✗	✔	✔	✗	✗	✔	✔
13	✗	✗	✗	✗	✔	✗	✔	✔	✗	✔	✔	✗	✗	✔	✔
14	✔	✔	✔	✗	✔	✗	✗	✔	✗	✔	✗	✗	✗	✔	✗
15	✔	✔	✔	✗	✗	✗	✗	✗	✗	✔	✔	✔	✗	✔	✗
16	✗	✗	✔	✗	✔	✔	✗	✗	✔	✔	✗	✔	✔	✗	✗
17	✗	✗	✗	✗	✔	✗	✔	✔	✔	✔	✔	✗	✗	✔	✔
18	✗	✗	✗	✔	✔	✗	✔	✗	✔	✗	✗	✔	✗	✔	✔
19	✔	✔	✔	✗	✔	✔	✗	✔	✗	✗	✗	✔	✗	✔	✗
20	✗	✗	✗	✗	✔	✗	✔	✔	✔	✔	✔	✗	✔	✔	✔
21	✔	✔	✔	✗	✔	✗	✔	✔	✔	✔	✔	✗	✔	✔	✗
22	✔	✔	✔	✔	✔	✔	✔	✔	✗	✔	✗	✗	✗	✔	✔

APPENDIX B

Students	statements														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	✓	✓	✗	✗	✓	✗	✗	✗	✓	✗	✗	✓	✓	✗	✓
2	✗	✓	✗	✗	✓	✗	✗	✓	✓	✓	✗	✓	✗	✓	✗
3	✗	✓	✗	✗	✓	✗	✗	✗	✓	✓	✗	✓	✗	✓	✗
4	✓	✓	✓	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓
5	✓	✓	✓	✓	✗	✗	✓	✓	✗	✗	✓	✓	✗	✗	✗
6	✗	✗	✓	✗	✗	✓	✗	✗	✓	✗	✓	✓	✓	✓	✗
7	✗	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✓	✗	✓	✓
8	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✗	✗	✗
9	✗	✓	✗	✓	✓	✗	✓	✗	✓	✗	✗	✓	✗	✗	✓
10	✓	✓	✓	✓	✗	✗	✓	✓	✗	✓	✓	✓	✗	✗	✓
11	✗	✗	✗	✗	✓	✗	✓	✓	✗	✓	✓	✗	✗	✓	✓
12	✗	✗	✗	✗	✓	✗	✓	✓	✗	✓	✓	✗	✗	✓	✓
13	✗	✗	✗	✗	✓	✗	✓	✓	✗	✓	✓	✗	✗	✓	✓
14	✓	✓	✓	✗	✓	✗	✗	✓	✗	✓	✗	✗	✗	✓	✗
15	✓	✓	✓	✗	✗	✗	✗	✗	✗	✓	✓	✓	✗	✓	✗
16	✗	✗	✓	✗	✓	✓	✗	✗	✓	✓	✗	✓	✓	✗	✗
17	✗	✗	✗	✗	✓	✗	✓	✓	✓	✓	✓	✗	✗	✓	✓
18	✗	✗	✗	✓	✓	✗	✓	✗	✓	✗	✗	✓	✗	✓	✓
19	✓	✓	✓	✗	✓	✓	✗	✓	✗	✗	✗	✓	✗	✓	✗
20	✗	✗	✗	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓
21	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✗
22	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✗	✓	✓

APPENDIX C

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