

Appendix 6
EXAMPLE OF STUDENTS' WRITING OF SMA YASMU

1. Student 1

Nama : Lodyiko. Mgs. P. P. s
Kelas : X-3/17
Bhs. Inggris

Look at the picture, then write down a narrative text about Cinderella, then write the text!

Picture 1



Orientation

Once upon a time there lived a little girl named (is) Cinderella. She lived with her a step mother and two step sister, because her mother were dead.

Picture 2



Complication

Cinderella did a house work. She was cryed because scare a step mother and two step sister. Where the party, Cinderella

B

Picture 3



Resolution

Fourtunately, the fairy mother helped her to get the caette

Picture 4



Reorientation
In the castle, Cinderella look princes handsome and then both of them dance then they married and happy ending forever.

Picture 5



2. Student 2

Names: Dyah Ika Permatasari
Class: X-3
Number: 09

Look at the picture, then write down a narrative text about Cinderella, then write the text!

Picture 1

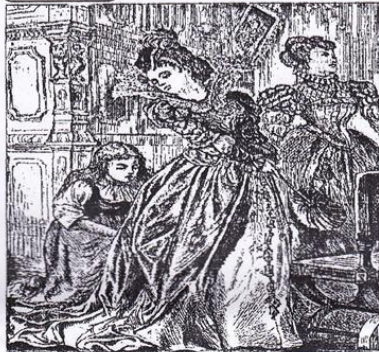
Cinderella



Orientation

Once upon a time there was a girl called Cinderella. She lived with her stepsisters and stepmother. They treated her badly. She had to do all the house work.

Picture 2



Complication

One day an invitation to the castle came to the family. But, her stepsisters would not let her go. Cinderella was sad. The stepmother and stepsisters went to the castle with out her.

Picture 3



Resolution

Fortunately, the fairy godmother came and helped her to get to the castle.

BT

Picture 4



Reorientation

At the Castle, Cinderella danced with the prince. The prince fell in love with her and then married her. They lived happily ever after.

Picture 5



3. Student 3

Name: Farah S.
Kelas: X-3

Look at the picture, then write down a narrative text about Cinderella, then write the text!

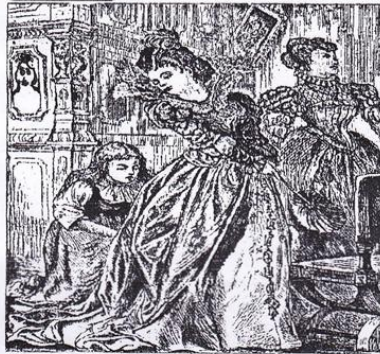
Picture 1



once upon time there ~~the~~ lived a little girl named Cinderella. she lived with step mother and her step sister because her parents were dead. she ~~is~~ ~~not~~ in the ~~the~~ Palace

live &
1/2.

Picture 2



one day Prince invited all the people for come to dance party. but her step mother, for bid ~~not~~ Cinderella come to the Prince's ball. for dance party, Cinderella for ~~try~~ the clothes.

the step mother and step sister want to the Prince ball. just Cinderella stayed ~~in~~ the house.

Picture 3



was she is very sad because she ~~do~~ not want to dance party. afterwards she is

C



Name: Fazal S
Class: X-3

Picture 4



Picture 5



4. Student 4

M.A.F.F

Look at the picture, then write down a narrative text about Cinderella, then write the text!

Picture 1



ONCE CINDERELLA SHE HAD A LITTLE
 FRIEND SHE MET WITH SHE LIVED WITH
 HER MOTHER AND UNCLE BECAUSE HER PARENTS WERE

Picture 2



ONCE DAY PRINCE IN VIETNAM HE PEOPLE
 FROM COME TO LONG PAPER FOR HER SHE
 BROUGHT

Picture 3



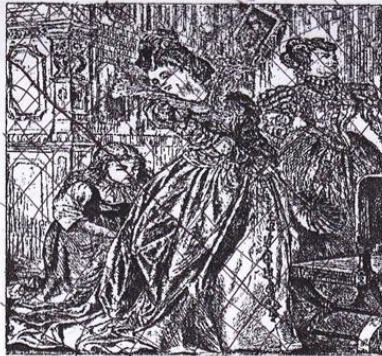
FORGOTTEN AND THE FAIRY GODMOTHER
 RECEIVED CINDERELLA IN THE CASTLE

①

Picture 4



Picture 5



Appendix 5
EXAMPLE OF STUDENT'S WRITING OF MA YASMU

1. Student 1

➤ First

No. 37
Date: _____

PINOKIO


Pada zaman dahulu kala ada seorang anak lk yang terbuat dari kayu & hidup dg kakek yg sudah tua dia bernama Pinokio. dia mempunyai hidung yg panjang kalau dia bohong tapi saat dia masuk sekolah yang baru dia bolos. Pinokio membohongi kakek sehingga hidungnya panjang dan dia takut mau ngakui hidungnya pun bertambah panjang setelah itu dia menyesali perbuatan hidungnya pun kembali normal akhirnya pinokio menjadi manusia selamanya

he → was

Long time ago ^{there was} a boy ~~that~~ in a wood and ^{was calling} he were ^{his} name pinokio. ^{was} he were ^{long} haven't nose ^{that in the long} when false but ^{when} moment he were ^{become} to new school he were was playtruant pinokio ^{lies to his} to false grandfather until ^{longer and longer} his nose in the long and he were ^{he dont want} to confess, ^{his} nose increased very very long, next he were repentanced attitude ^{come back to} normal nose Finally pinokio become a forever human

Revise

You'll never know till you have tried



Nur Laili Hidayati

No. 38

Date :

PINOKIO

Long time ago there were in a wood
 and lived with his old grandfather he was calling
 Pinokio he ~~was~~ had long nose when false when he
 ~~was~~ came to new school he was playtruant pinokio
 lied to his grandfather until his nose longer and
 longer he didnt want to confess his nose
 increased very very long, next he repentanced
 attitude came ^{back} ~~back~~ to normal nose finally
 Pinokio became a human forever.

~~Revise again!~~
 PINOKIO

Long time ago there was a boy in a wood and lived
 with his old grandfather he was calling Pinokio
 he had long nose when false when he came to new
 school he was playtruant pinokio lied to his grandfather
 until his nose longer and longer he didnt want to
 confess his nose increased very very long next
 he repentanced attitude came back to normal
 nose finally pinokio became a human forever

2. Student 2

> First

No. 8

Date: _____

The Ugly Caterpillar.

Once upon a time, seven worms ^{are} walking happily. Their mother ^{is} leading them. They have just had their breakfast on a big tree near a lake. "Come on child, let's go home." Mama worms ^{says}.

Suddenly, came a cricket and ^{says}. "Your last child is ugly!" Ugly? "Mama worms ^{says}. Then she ^{looks} at the child and he ^{is} not the same as her other children. "Hey, ugly. You are not my child, go away!"

The little brown worm walk away. He ^{is} very sad. When he ^{is} near lake, he ^{looks} into the water. "Oh, how ugly I am." he ^{cries}. "You are not ugly." ^{says} a voice. "Oh, I find you, my child. They may call you ugly, but you are the most beautiful child in the world. One day, you will turn into a beautiful butterfly."

Revise!

You'll never know till you have tried



Sakinatul Roifah

No. 9

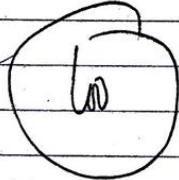
Date: Perbaikan.

The Ugly Caterpillar

Once upon a time, seven worms were walking happily. Their mother was leading them. They have just had their breakfast on a big tree near a lake. "Come on child, let's go home". Mama worms said.

Suddenly, came on cricket and said. "Your last child is ugly!" Ugly? "Mama worms said. Then she looked at the child and he was not the same as her other child. "Hey, Ugly. You are not my child, go away!"

The little brown worm walk away. He was very sad. When he was near lake, he looked into the water. "Oh, how ugly I am?" he cried. "You are not ugly." said a voice. "Oh, I find you my child. They may call you ugly, but you are most beautiful child in the word. One day, you will be into a beautiful butterfly".



Narrative Text

3. Student 3

Nurul Inayah

No. 26
Date: _____

Si Kancil

pada suatu hari disebuah desa tinggalah seorang petani yg mempunyai kebun timun yg luas, pada suatu saat terdapat kancil yg sedang mencuri timun petani yg kemudian petani tersebut mengetahui si kancil. Akhirnya si kancil di pukuli petani.

the dier mouse deer

once upon time in the village lived a farmer that have the garden cucumber very wide. one day there was dier just was to stealing cucumber farmer then farmer it knew ow dier finally the dier hit by farmer

"The mouse deer"

once upon a time in the village lived a farmer that had the cucumber garden it was very wide. one day there was mouse deer was stealing farmer cucumber then farmer knew it mouse deer finally the mouse deer hit by farmer

Narrative Text

Never put off till tomorrow what you can do today

SINAR DUNIA

4. Student 4

> First

Putri Alfia

No. _____
Date: _____

Teko Ajaib


pada zaman dahulu, di sebuah hutan terdapat satu perkampungan kecil, dan tinggal lah seorang gadis cantik ^{yg miskin dan baik hati} pada suatu hari, gadis itu bertemu dengan seorang Nenek tua yg memberi sebuah teko kepadanya tanpa suatu alasan. gadis itu pun terkejut karena dia tau kalau teko itu ajaib dan teko itu kehidupan si gadis pun berubah menjadi lebih baik dan hatinya pun semakin baik dan suka menolong sesama.

A tea pot curious

long time ago, In the wood There ^{is} a village ^{that bring} and In the village ^{to} ^{live} a girl beautiful who ^{believe} poor and live with nice. once upon a time ^{of} a girl ^{to} ^{meet} with a grand mother ^{give}. she ^{to} ^{give} a tea pot curious to a girl. without a reason. The girl even ^{was} frightened because she ^{know} ^{if} that a tea pot ^{is} curious.

Finally, ^{with} that a tea pot curious ^{sustained} a girl yet ^{able} to create more ^{good} ^{both} and her ^{live} ^{able} the more smoother and she ^{like} ^{to} ^{help} fellow man

You'll never know till you have tried



➤ Second

No. _____

Date: _____

A curious teapot

long time ago, in the wood there was a village and in the village lived a beautiful girl who poor and kind.

Once upon a time The girl met a old grand mather she gave a curious teapot to a girl.

without a reason. The girl even Frightened because she knew that teapot was curious.

Finally, whit that curious Teapot sustanced a girl and her heart gable Smoother and she like to helped fellow man.

Ln



5. Student 5

> First


No. _____
 Date: _____

Wardat Jinani

snow white and the 7 Dwarfs

Once upon a time there lived ^{* girl} virgin very beautiful *
 a ^x title named snow white, she ^x to stay ^{her} same ^{with} father
 and ^{one} keep mother that wicked step mother
 ~~to~~ suffer snow white ^{* V₂} start ^{when} in her father
 ^{V₂} to go to America. ^{step} keep mother snow white ^{to} have
 Mirror → ^{V₂} glass wonderful. and ^{V₂} glass wonderful says "to turn
 ^{most} beautiful ⁱⁿ kingdom is snow white", she ^{V₂} listening that
 keep mother ^{to} feel jealous with snow white. keep
 mother ^{to} try ^{kill} snow white with custom
 to bring snow white to jungle. time
 One day there were ^{of} seller ^{of} apple to ^{of} House 7 Dwarfs'
 when ^{the} apple ^{had} ate ^{V₃} by snow white, suddenly ^{snow} white
 overslept ^{for} ^{days} some day. obviously ^{the} seller of ^{the} apple ^{is} the 2
 keep mother ^{of} snow white. and there ^{was} prince ^{come} ^{Ving}
 and ^{to} ^{the 2} ^{Ving} kissed snow white. suddenly snow white
 ^{to} ^{V₂} get up and ^{one} another ^{fell in love} mutual to love at prince
 then they married. dan ^{V₂} living happily

Experience is the best teacher



"Snow white and the 7 Dwarfs"

Once upon a time there lived very beautiful girl named snow white, she stayed with her father and omit wicked step mother.

v2
went
v2
pelt

Snow white's supper started when her father when to America. snow white step mother had wonderful mirror. and wonderful mirror said "most girl in king dome is snow white" heard that step mother to Feeled jealous with snow white. step mother tried to killed snow white with custom to bring snow white to jungle time.

One day there were seller of apple to dropped 7 Dwarfs' House then the apple had aten by snow white suddenly snow white overslept for days obviously the apple was step mother of snow white. and there was prince coming and to kissing snow white. suddenly snow white woke up and fell in love then they married de lived happily.



snow white and the 7 Dwarfs

Once upon a time there lived very beautiful girl named snow white, she stayed with her father and wicked step mother.

Snow white's supper started when her father went to america. snow white step mother had wonderful mirror. and wonderful mirror said "Most Birth king dome is snow white" heard that step mother felt jealous with snow white. step mother tried to killed snow white with custom to bring snow white to single time.

One day there were seller of apple dropped to 7 Dwarf's House then the apple had eaten by snow white suddenly snow white overslept for days obviously the seller apple was step mother of snow white and there was prince coming and was kissing snow white. suddenly snow white woke up and fell in love then they married lived happily

Ln

Narrative Text

Students of SMA Yasmu Manyar

Student 1

1. What do you know about teacher corrective feedback?
Koreksi guru terhadap yang saya kerjakan.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Ya sangat bermanfaat, karena kita bisa mengoreksi lagi letak kesalahan kita supaya tulisan kita bisa lebih sempurna.
3. Do you prefer lots of feedback, or a few? Why?
Sedikit aja, biar gampang membetulkannya.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Grammarnya, karena kan kalau salah grammarnya itu mudah dibetulkan, kan kalau salah verb nya gitu bisa dihafalkan, verb satunya apa verb duanya apa begitu.
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Senang, karena kan biasa tahu kesalahannya.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Sangat penting karena yak an kalau bisa menulis dengan baik tu bisa meningkatkan kemampuan bahasa Inggrisnya.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Pilih semuanya dikoreksi dari awal sampai akhir, biar bisa menyeluruh koreksinya dan nantinya bisa jadi tulisan yang sempurna sudah tidak ada salahnya lagi.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Dikoreksi, karena saya jadi bisa membetulkannya.
9. Do you like when teachers use an "error code", or if they give a clue about what is wrong? Why?
Lebih suka diterangkan, karena biar lebih jelas.

Student 2

1. What do you know about teacher corrective feedback?
Koreksi yang diberikan guru terhadap kesalahan saya.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Bermanfaat ya supaya kita bisa mengetahui kesalahan-kesalahan.
3. Do you prefer lots of feedback, or a few? Why?
Sedikit aja, biar gampang mbetulkannya.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Grammarnya, enak bisa mengerti satu persatu

5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Senang ae, karena bisa mengetahui kesalahan dengan baik.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Ya penting, soalnya menulis kan ya juga bagian dari bahasa Inggris.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Dari awal hingga akhir, biar menyeluruh.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Ya dilingkari tapi juga dijelaskan.
9. Do you like when teachers use an “error code”, or if they give a clue about what is wrong? Why?
Memberi petunjuk dan juga diberi kode. Kan bu Siti biasanya memberi penjelasan terhadap yang dilingkar-lingkari.

Student 3

1. What do you know about teacher corrective feedback?
Koreksi yang diberikan guru terhadap hasil tulisan kita.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Bermanfaat dan sangat penting Karena biar tahukesalahan kita dan bisa lebih sempurna dalam berbahasa Inggris.
3. Do you prefer lots of feedback, or a few? Why?
Sedikit karena kita merasa kalau tulisan kita itu ada hasilnya, bangga.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Grammar karena saya bingung membedakan grammar, nah kalau dikoreksi biar saya tau yang bener bagaimana.
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Senang, karena kita dapat memperbaiki tulisan kita.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Sangat penting, karena itukan salah satu aspek berbahasa Inggris, membaca, menulis, berbicara, dan mendengar.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Beberapa saja, maksunya salahnya sedikit aja, tapi dikoreksinya dari awal sampai akhir.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Suka mengoreksi, karena kita merasa guru kita peduli terhadap kita.

9. Do you like when teachers use an “error code”, or if they give a clue about what is wrong? Why?
Lebih suka diterangkan, karena kalau diberi tanda-tanda kan tidak bisa mengerti secara pasti , kalau dijelaskan lebih mendetail kan jelas gitu lho bu.

Student 4

1. What do you know about teacher corrective feedback?
Koreksi yang diberikan guru terhadap tulisan kita.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Ya menurut saya sangat penting, karena supaya yang awalnya tidak tahu menjadi tahu.
3. Do you prefer lots of feedback, or a few? Why?
Sedikit feedback, biar gak banyak yang salah.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Dalam grammarnya karena ya lebih mudah dibetulkan.
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Ya senang karena bisa tahu letak kesalahannya.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Ya sangat penting karena ya menulis bahasa Inggris itu bisa menunjang kemampuan bahasa inggris.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Milih dari awal sampai akhir karena biar menyeluruh jadi kalau nanti saya betulkan lagi bisa jadi sempurna sudah gak ada yang salah lagi.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Ya suka dikoreksi, lebih suka dilingkari terus langsung dibetulkan daripada dilingkari terus disuruh nyari sendiri di kamus.
9. Do you like when teachers use an “error code”, or if they give a clue about what is wrong? Why?
Lebih memilih diberi petunjuk, biar jelas.

Student 5

1. What do you know about teacher corrective feedback?
Koreksi yang diberikan guru terhadap tulisan kita.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Sangat penting, bisa meningkatkan belajar kita.
3. Do you prefer lots of feedback, or a few? Why?
Beberapa saja yang salah, karena lebih mudah membetulkan.

4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Grammarnya karena lebih mudah dibetulkan
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Senang, karena bisa mengetahui yang salah.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Ya, karena menulis kan bagian dari pelajaran bahasa Inggris
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Dari awal hingga akhir. Biar merata.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Lebih suka dikoreksi, mudah.
9. Do you like when teachers use an “error code”, or if they give a clue about what is wrong? Why?
Diberi petunjuk salahnya mana, biar jelas.

Appendix 3
TRANSCRIPTION OF TEACHER INTERVIEW

Teacher of MA Yasnu Manyar

1. What do you know about teacher corrective feedback?
Teacher corrective feedback it is kind of correction given by a teacher in writing process done by the students and the teacher have to correct what should correct and the teacher have to correct what incorrect, so the students know which one is correct and which one is incorrect. That is teacher corrective feedback for writing.
2. What do you know about narrative writing?
Narrative writing, narrative is a text which has a purpose to entertain or amuse the reader with the story given, which is picture story, and so writing narrative is perhaps it is complex for my students, because as the students, they have to write, they have to compose the story based on their imagination into the best arrangement.
3. How do you introduce new material to your students?
Well, every student in every class has a different characteristic right, so we don't have to follow our ambition as a teacher to explain this material then we have to end it and that's all. We do not know whether our students understand or not, so as a teacher I have to explain it what's a matter, but according to me as a teacher the best teacher is not do so because every students has different characteristic so we have to follow the character of the students by follow them, by guide them and what is it, we can say mengarahkan mereka menjadi seseorang yang baik seseorang yang betul murid yang betul. So how do I introduce my new material usually I use different kind of media different kind of strategy and technique to introduce new material for example for the material descriptive text I usually use the picture, we have to describe right, I usually ask them to bring their favorite picture, their favorite actress it can be, their favorite people it can be, so they have to describe it, that's for descriptive. And how about the procedure for example I have to bring one sachet of instant noodle for example. In the back of the sachet we can see the instruction, it is called procedure text right. So we can show them it is procedure. That is a real in our life. We can see a procedure text in instant noodle sachet. So it will be very interesting for the students. I hope so. Because every student will remember and memorize, when they meet or they see an instant noodle sachet they will remember ow it is procedure text has taught by Miss Indah. So when they meet a picture of somebody so they remember ow it's about descriptive text. That's all.
4. How do you explain the implementation of teacher corrective feedback in narrative writing to your students?
As a teacher after I give a assignment to the students to write some of paragraphs, or some essays so we have to correct, after we correct them so we have to make some cross if they do incorrect or make a thick if they do correct. So how about the feedback, I give some correction for example in

narrative text for the first nominal sentence, once upon a time there was a little girl. And then my student had made some mistakes once upon a time there is a little girl. So I should cross it and for the word “is” I write down upper it with my red pen to the passage “to be past”, then for revision, my students will see that the wrong or the cross part is incorrect and my teacher Miss Indah has write up “to be past” so we have to revise “is” into “was”. But sometimes it is in the matter of limited time, I directly write the answer the correct one.

5. What kind of media do you use in teaching narrative writing using teacher corrective feedback technique?

In the process of explaining, I use many media, as I told you before we can see picture and then what is it sample. For narrative writing I use power point. There isn't LCD in the classroom but for the teacher who wants to use LCD they can ask or borrow the LCD from the school office and then bring them into the classroom. It is provided by the school but it is not pick on the wall.

6. What kind of assignment do you give to your students in teaching narrative writing?

As a teacher we have to give a model first to the students. They will not get what is narrative text, what is the content, they will not know it if the teacher do not bring the modeling text first, so I have to bring the modeling text first, after I have bring the modeling text then I explain it to the students. Whether they understand or not, if they understand so let's do the narrative writing. If they are finish their writing, and then they have to submit it to me.

7. How do you give correction to your students' narrative writing?

It is depend on the time, if the time is still left in my class so directly I make some correction for the assignment, while I correct the assignment usually I call them one by one, I call them one for example Nia, I hold the paper from Nia so I call who get named Nia, then I have to make some advice, it is better for you to bla bla bla, so this one this one this one is incorrect so you have to revise it to the best revision. It is face to face. That's if there is still many time left in my class. But if the time is limited and there are still many material I have to fulfill in the limited time so we have to take their assignment to home then I have to correct the assignment, which one is incorrect which one is correct, we have to give a sign, give a round or a thick, when I give the assignment back to them, they have to revise it. So the best revision is the final narrative text writing. That is the final score. Actually I am the one teacher who didn't like it. Why? Because I am sure if let them to bring it home of course it will done by someone else, not by him or herself. I just ask them do what you can do, no matter if you only can write “good morning” just write it. How if is it false Miss? No problem, I don't bite you. Just write what you can write. I should motivate them to write.

8. How do you review the narrative writing topic in the end of lesson?
I will asked to the students about what have they learnt. Starting from what narrative is, what the purpose is, what the generic structures of narrative are, what the characteristics are, and etc.
9. How do you conclude the lesson about the narrative writing in the end of meeting?
Actually after there are so many processes, from explaining, give an assignment, correction, revision, then I have to conclude the lesson that the paper what they had wrote now, and what score before and after revision that is intisarinya belajar narrative.
10. Is it possible to finish 1 basic competence about teaching narrative writing using teacher corrective feedback in 1 meeting only? Why or why not?
I think it is impossible, if the students can did the best revision, the best writing text in 1 meeting or 2x45 minutes. So you can say 90 minutes. It depends on the level of difficulties of the students, in writing narrative text, it is quite difficult or complex, so it can be three meeting. If it is descriptive, it is quite easier, so it can be only two meeting. So for narrative text I can say three meetings.
11. What are your students' responses toward the implementation of teacher corrective feedback in their narrative writing?
The responses in oral I don't know, but their responses in attitude they quite crying, how difficult it is Miss, but you have to do it my students, slowly. But for the score they do it and they are able.
12. Is teacher corrective feedback technique effective to improve the students' skill in narrative writing? Why or why not?
Yes, absolutely right. Our correction is the best motivation to improve their ability in writing. Without our correction they will get blank, blank paper, blank mind. They do not know whether is it correct or not. So they need our correction as a help.
13. What are the problems did you face during implements teacher corrective feedback technique in teaching narrative writing?
The problems are come from the students. They have different ability in writing, some students able write narrative text easily, but the other are crying when I ask them to write narrative text. The second problem is about students' motivation, usually the students easy to get bored when I only explaining and directly give the assignment. So I should motivate them by giving picture or using power point media.
14. How do you solve those problems?
I usually just to be patient and aware that impossible to have clever students all the whole class. I just aware that different student has different characteristic and ability. About the motivation, I never give up to give them spirit and motivation, just make them comfort with me and my classroom activity.

Teacher of SMA Yasmu Manyar

1. What do you know about teacher corrective feedback?
It is correction done by the teacher. So the teacher corrects the student's writing by giving feedback and then the students should revise their writing if there is any mistake.
2. What do you know about narrative writing?
Narrative is a kind of text that consists of certain generic structure, orientation, rising action, climax, falling action and resolution. So the students should be able to explore and elaborate the sentence.
3. How do you introduce new material to your students?
I introduce the material by giving pictures to interest the students.
4. How do you explain the implementation of teacher corrective feedback in narrative writing to your students?
I explain the material by giving the outline and picture, I also use power point as a media.
5. What kind of media do you use in teaching narrative writing using teacher corrective feedback technique?
I use picture then the students can create or make sentence based on the picture.
6. What kind of assignment do you give to your students in teaching narrative writing?
I give picture that represent each generic structure of narrative, then I asked then students to write sentences based on the pictures.
7. How do you give correction to your students' narrative writing?
I give correction for my students by correcting the sentence from first paragraph until the end of paragraph, whether it is true or false.
8. How do you review the narrative writing topic in the end of lesson?
I repeat the material at glance, and summarized it.
9. How do you conclude the lesson about the narrative writing in the end of meeting?
I take some important point from the material and give motivation to the students to practice at home.
10. Is it possible to finish 1 basic competence about teaching narrative writing
No, it is not. It need two or three meeting to make students understand all the material and finish the topic.
11. What are your students' responses toward the implementation of teacher corrective feedback in their narrative writing?
By teacher corrective feedback, the students know their mistakes so they can make narrative text perfectly.
12. Is teacher corrective feedback technique effective to improve the students' skill in narrative writing? Why or why not?
Yes, I do because they can arrange sentence every paragraph perfectly.
13. What are the problems did you face during implements teacher corrective feedback technique in teaching narrative writing?
The problems usually come from lack of vocabulary and grammar.

14. How do you solve those problems?

From vocabulary, the students should bring a dictionary and for grammar, the students should practice by making sentence with appropriate tenses.

Appendix 4
TRANSCRIPTION OF STUDENTS' INTERVIEW

Students of MA Yasnu Manyar

Student 1

1. What do you know about teacher corrective feedback?
Corrective feedback adalah mengulang kembali tentang kesalahan kesalahan yang telah dikoreksi oleh guru kemudian diperbaiki lagi.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Iya sangat karena ya sangat penting kita jadi tau mana yang sudah benar mana yang masih salah dan harus diperbaiki.
3. Do you prefer lots of feedback, or a few? Why?
Ya lebih banyak, karena kan enak tau mana yang salah mana yang benar jadi ya bisa diperbaiki lagi, ya tergantung, pengennya ya sedikit aj coretannya biar gampang membetulkannya.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Grammarnya karena banyak kesalahannya itu dari kayak she harusnya they, gitu kan lebih mudah dibetulkan.
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Ya senang karena jadi tahu kesalahan saya.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Iya sangat penting karena dengan dikoreksi saya menulis lebih baik lagi, kan hobi saya menulis.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Lebih menerima koreksian semuanya, dari awal sampai akhir itu dikoreksi terus dijelaskan, kan saya dipanggil ke depan, diberi tahu mana yang harus dibetulkan.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Lebih suka dijelaskan, enak bisa tau harus bagaimana, bu indah juga kadang melingkari tapi juga dijelaskan.
9. Do you like when teachers use an "error code", or if they give a clue about what is wrong? Why?
Ya suka yang memakai kode, dengan dilingkari saya lebih mudah mengulang membetulkan kembali. Tapi biasanya bu indah itu dilingkari atau diberi kode tapi jga dijelaskan letak kesalahannya dan bagaimana harus membetulkannya.

Student 2

1. What do you know about teacher corrective feedback?
Koreksi tulisan saya dari guru, koreksi yang diberikan guru terhadap tulisan saya apa ada kesalahan begitu

2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Sangat penting karena ya sangat penting mbak biar tau salahnya dimana.
3. Do you prefer lots of feedback, or a few? Why?
Banyak feedback, kalo banyak kan enak jadi tahu mana yang salah mana yang sudah benar.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Grammar, lebih enak salahnya.
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Ya sedih mbak, kalo banyak salahnya, tapi lega jadi tau kesalahannya, kalau gak dikoreksi kan penasaran salahnya dimana atautah sudah benar begitu.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Ya sangat penting, karena kalau sudah bisa kan enak tinggal nulis nulis aja, brarti pinter bhasa inggrisnya.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Semuanya diberi feedback
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Suka dikoreksi dari pada hanya dilingkari, kan biar tau mbak salahnya letaknya dimana harus dibetulkan bagaimana.
9. Do you like when teachers use an "error code", or if they give a clue about what is wrong? Why?
Diberi password diberi kode kayak gini lho mbak karena biar enak tahu salahnya, kan aku maju ke depan nanti yang dilingkari dimerah-merahin gini harus dibetulkan.

Student 3

1. What do you know about teacher corrective feedback?
Koreksi yang diberikan oleh guru saya.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Sangat penting sekali biar tau salahnya dimana, betulnya bagaimana begitu.
3. Do you prefer lots of feedback, or a few? Why?
Banyak, ya enak mbak biar menyeluruh koreksiannya dan berarti bu indah perhatian sama tulisan saya.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Grammarnya, karena itu kan tinggal ganti yang salah-salah aja, kalau salah isinya kan berarti nanti ngganti semua. Kalau salah grammar kan lebih mudah dibetulkan, tinggal nyari verb2-nya saja misale.
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?

Enak ya, karena bu Indah itu perhatian, ini slahnya begini,,,begini,,,harusnya ini begini,,,begini,,,gitu.

6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Iya, kan kalau pandai menulis tu berarti punya kelebihan tersendiri, berarti dia bisa bahasa Inggris.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Semua dari awal hingga akhir, karena biar semua kesalahannya dikoreksi.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Mengoreksi,membetlkan, karena enak biar ngerti.
9. Do you like when teachers use an “error code”, or if they give a clue about what is wrong? Why?
Diberi kode-kode, lebih mudah. Kan saya juga dipanggil ke depan terus yang diberi kode-kode begini, yang salah-salah dijelaskan sama bu Indah salahnya dimana, harusnya bagaimana begitu.

Student 4

1. What do you know about teacher corrective feedback?
Koreksian bu Indah terhadap hasil tulisan saya.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Ya sangat penting karena biar tau pembetulannya gimana,koreksiannya gimana begitu.
3. Do you prefer lots of feedback, or a few? Why?
Banyak, karena ya biar lebih paham semuanya.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Grammarnya, karena kan nanti bisa nyari di kamus,lebih mudah dibetulkan.
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Ya lumayan sedih, karena ya gak bisa sempurna tulisanku masih banyak yang salah.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Ya, ya biar nilainya gak jelek-jelek amat.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Semua, supaya jelas, biar jadi tulisan yang sempurna.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Ya lebih suka dilingkari terus dijelaskan.
9. Do you like when teachers use an “error code”, or if they give a clue about what is wrong? Why?
Error code, kan Miss Indah biasanya yang salah-salah dilingkari dan dikasih tanda, terus dijelaskan kesalahannya gitu.

Student 5

1. What do you know about teacher corrective feedback?
Tulisan yang salah yang telah saya tulis setelah itu dikumpulkan kepada Miss Indah dan Miss Indah yang membetulkan tulisan saya.
2. Is it helpful or important for you to receive feedback on your writing? Why or why not?
Sangat penting, karena dari saya tidak tahu menjadi tahu.
3. Do you prefer lots of feedback, or a few? Why?
Sedikit sebenarnya, tapi kan tulisan saya masih banyak yang salah biar dikoreksi Miss Indah semua, kan saya merasa belum mampu menulis dengan sempurna.
4. On what parts of your writing do you prefer to receive feedback? For example on the grammar or content or anything else?
Salah isinya, kan tinggal mbalik aja mbak, gampang.
5. If you get an essay back where your teacher has commented on every mistake you have made, how does that make you feel? Why?
Senang, karena sudah dikoreksi sama Miss Indah.
6. Do you think it is important to have good writing skill to achieve a high level of English or succeed in an English academic context/situation? Why or why not?
Ya sangat penting, karena lumayan bisa terangkat nilainya.
7. How do you prefer to receive corrective feedback? Do you prefer to receive feedback on all errors or only some? Why?
Semuanya dari awal hingga akhir, biar tahu semua kesalahannya dan hasilnya bisa sempurna.
8. Do you like when the teacher corrects your mistakes, or just circles them? Why?
Lebih suka dibetulkan kayak gini.
9. Do you like when teachers use an “error code”, or if they give a clue about what is wrong? Why?
Lebih suka diberi kode kayak gini, ditulis V2, kan nanti saya bisa cari sendiri di kamus.

Appendix 2
QUESTIONNAIRE FOR THE TEACHER

Teacher 1

QUESTIONNAIRE FOR TEACHER

Teacher's name : Fitria Indah Abidah (Teacher 1)
School's name : MA Yasnu Manyar
Date : 29th March 2012

1. What are you graduated from?
I am graduated from S1 program at University Muhammadiyah of Gresik
2. What faculty did you take when you are in S1?
Faculty of teacher training and education
3. What department did you take when you are in S1?
English Department
4. How many years have you taught?
6 years
5. Have you gotten teacher certification?
No, I have not get yet.
6. Do you teach writing to your students when you are teaching English?
Yes, I do
7. What technique do you use when you are teaching writing?
Usually I use teacher corrective feedback
8. If you use teacher corrective feedback technique, how many years have you used it in teaching writing?
6 years, I use it whenever I teach writing
9. Do you teach tenth grade of senior High School?
Yes, I do
10. Do you teach narrative writing to your students?
Yes, I do. It based on curriculum.


Fitria Indah Abidah

Teacher 2

QUESTIONNAIRE FOR TEACHER

Teacher's name : SITI NUROLMI (Teacher 2)
School's name : SMA FASMU
Date : 20/05/2012

1. What are you graduated from?
UNISMA (Universitas Islam Malang)
2. What faculty did you take when you are in S1?
FKIP
3. What department did you take when you are in S1?
English Department
4. How many years have you taught?
8 years
5. Have you gotten teacher certification?
yes, I have
6. Do you teach writing to your students when you are teaching English?
yes, I do
7. What technique do you use when you are teaching writing?
teacher corrective feedback
8. If you use teacher corrective feedback technique, how many years have you used it in teaching writing?
8 years
9. Do you teach tenth grade of senior High School?
yes, I do
10. Do you teach narrative writing to your students?
yes, I do


S-Nuroni