TEACHER'S ONLINE CORRECTIVE FEEDBACK USING INSTAGRAM AT SMAN 1 PORONG SIDOARJO

THESIS

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ABSTRACT

Ma'rufah, Alifatul. (2019). *Teacher's Online Corrective Feedback Using Instagram At SMAN 1 Porong.* A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Suarabaya, Advisors: Hilda Izzati Madjid, MA & H. Mokhamad Syaifudin, M.Ed., Ph.D.

Keywords: Online corrective Feedback, Hortatory Exposition, Writing Aspects, Instagram.

This research discusses the teacher's online corrective feedback in students' writing hortatory exposition text using Instagram at SMAN 1Porong. The aims of this qualitative research are to explore; 1) The types of online corrective feedback which applied by teacher on students' writing hortatory exposition text using Instagram. 2) The grammar and content aspects that teacher gives of online corrective feedback on students' writing hortatory exposition text using Instagram. Online corrective feedback which applied by teachers refers to the typology of corrective feedback proposed by Rod Ellis. The documents analyzed are students' writing hortatory exposition and the teacher's online corrective feedback used by the students using purposive sampling. Five documents along with the teacher's online corrective feedback were taken from students' of eleventh grade of English as Cross Interest Program at SMAN 1 Porong in year 2018/2019. The results highlighted the following; 1) Regarding with seven type of online corrective feedback of Rod Ellis. Here teacher mostly applied four types, it are direct, indirect, focused and unfocused online corrective feedback. This direct online corrective feedback mostly applied because of the focusing point of teacher in direct evaluating the grammar aspects. 2) The teacher's use direct online corrective feedback related with two writing aspects; grammar and content, teacher more focuses on grammar part instead of content. The grammar part, teacher's giving correction mostly in verb part rather than proposition and conjunction. For teacher's online corrective feedback mostly focuses on content. Thesis of students' writing hortatory exposition part becomes the most error which becomes the main focuses on teacher's online corrective on content aspects. This indicates that teacher still focused on using direct online corrective feedback and grammar aspects in evaluating writing. Furthermore this findings confirm that errors commonly occurs in second language learning including English writing by Indonesian EFL learners.

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ABSTRAK

Ma'rufah, Alifatul. (2019). *Teacher's Online Corrective Feedback Using Instagram At SMAN 1 Porong.* Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbyah da Keguruan, UIN Sunan Ampel Surabaya, Pembimbing: Hilda Izzati Madjid, MA & H. Mokhamad Syaifudin, M.Ed., Ph.D.

Kata kunci: Umpan balik korektif online, Hortatory Eksposisi, Aspek Menulis, Instagram.

Penelitian ini membahas tentang penulisan umpan balik online dalam siswa menulis teks hortatory eksposisi menggunakan Instagram di SMAN 1 Porong. Penelitian bertujuan untuk mengeksplorasi; 1) Tipe umpan balik korektif online yang diterapkan oleh guru pada siswa saat menulis teks hortatory eksposisi menggunakanInstagram. 2)Tata bahasa dan aspek konten dari guru saat memberikan umpan balik korektif online pada teks hortatory eksposisi siswa menggunakan Instagram. Umpan balik korektif online yang diterapkan oleh para guru tipologi umpan balik korektif online yang diusulkan oleh Rod Ellis. Dokumen yang dianalisis adalah hortatory eksposisi tulisan siswa dan penggunaan umpan balik korektif online dengan menggunakan purposive sampling . Lima dokumen yang terdapat umpan balik online guru dari siswa kelas sebelas bahasa Inggris yang sebagai Program Lintas Minat di SMAN 1 Porong pada tahun peajaran 2018/2019. Hasilnya menyoroti hal-hal berikut; 1) Mengenai tujuh tipe umpan balik korektif online dari Rod Ellis. Di sini guru kebanyakan menerapkan empat jenis, yakni umpan balik korektif online langsung, tidak langsung, terfokus dan tidak fokus. Umpan balik korektif online langsung ini sebagian besar diterapkan karena titik fokus guru dalam mengevaluasi langsung pada aspek tata bahasa. 2) Aspek tata bahasa dan konten dalam umpan balik korektif langsung online guru Tata bahasa dan konten, guru lebih fokus pada bagian tata bahasa alih-alih konten. Bagian tata bahasa, koreksi guru memberikan sebagian besar di bagian kata kerja daripada proposisi dan kata penghubung. Untuk umpan balik korektif online guru tidak langsung sebagian besar berfokus pada konten. Bagian Thesis pada bagian hortatory eksposisi siswa menjadi kesalahan yang menjadi fokus utama pada koreksi online guru pada aspek konten. Ini menunjukkan bahwa guru masih fokus menggunakan umpan balik online langsung dan aspek tata bahasa dalam mengevaluasi penulisan. Selanjutnya temuan ini mengkonfirmasi bahwa kesalahan terjadi pada pembelajaran bahasa kedua termasuk penulisan bahasa Inggris oleh pelajar EFL Indonesia.

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CHAPTER I
INTRODUCTION

This chapter basically reveals the background of study. It contains background of the study, research question, and objective of the study, significance of study, scope and limitation, and definition of key terms.

A. BACKGROUND OF STUDY

To learn English effectively, students got to master all skills like reading, listening, speaking, and writing. Moreover, among all those skills, writing is that the hardest talent for few students. As stated by Richards and Renandy, that is happened since they are frequently in doubt of making mistakes and have no ideas to write. The main issue is that the incapability of mastering all writing elements and lack of information on writing accuracy.[1] Thus, one in every of the methods to decrease students' issue in writing is by providing feedback. As stated in Wirpianti research, how do we know whether we have done something right or not. Generally, we rely on it to feedback from others because seeing others' weaknesses is easier than their strengths.[2] However, positive or even negative feedback surely can be our evaluation towards our works result. According to Chawla which have been stated in Wiprianti research defines that feedback is the most important component as it contributes significantly to behavior modification of the student.[3] Feedback must be provided to motivate each other; it can be formed as advice and criticism.

Feedback can come from many sources in learning process. In class, we can get feedback from teacher and classmates. However in this case, the roles of teacher for giving feedback are such as being a reader, a grammarian, and an evaluator in writing course[4].So, L2 students need those roles of teacher in giving feedback. Corrective feedback is one of the types of written feedback. Corrective feedback divided into some ways. According to Rod Ellis, those ways are direct, indirect, focused,

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[1] Richard, Jack C and Willy A Renandya., *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge University, 2002), 303

[2] Waprianti, Thesis: "*Student-Teachers' Attitude Towards Peerfeedback In Teaching Practice Class at Uin Sunan Ampel Surabaya*". Surabaya: UINSA, 2018.

[3] Waprianti, Thesis: "*Student-Teachers' Attitude Towards Peerfeedback In Teaching Practice Class at Uin Sunan Ampel Surabaya*"…..

[4] Bougherara, Doctoral Dissertation: "*The Role of Teacher's Feedback in Enhancing EFL Learners' Productive Skills*" . Algeria: Mohammed Kheider University of Biskara, 2016, 12

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unfocused, metalinguistic, electronic, and reformulation corrective feedback[5].

Feedback sometimes can make the teaching process get bored and less enthusiasm.[6] For facilitating teaching process, teacher should know that the most important factor in writing is student's involvement. The students need to be personally involved to make the learning process has lasting value, interesting and fun to make the learning process be fun and interesting. It should be supported by good and interesting teaching style and media used in the learning process. As stated by Soo Kum Yoke, Conventional corrective feedback which just focuses on content comments, error correction, error correction and content comments and, error identification without corrections directly by using paper has been widely practiced but has been said to be tedious, stressful and time consuming.[7] Furthermore using paper as tools often makes the student feel bored and shows less motivation.

Nowadays there are a lot of different ways to learn a language: online or tutored language courses like the ones at learning management system provide, going abroad, reading loads of books and doing reading, listening and speaking tasks on student own interest perhaps what might be considered the most modern way: using an app on mobile phone which makes language learning easy and accessible to everyone. In this new era of technology, Social Network Sites has become a fashionable tool in teaching and learning for example, Students are interacting in such social media with or without their teachers' consent or knowledge through study group.[8] The most attractive argument for a lot of people is that everyone can learn whenever, wherever and whatever students' want. It`s student's own decision and no one can really control their progress, although this might be sometimes a real problem. Although there are too many applications that provide for learning process, the focus of this study is to investigate the use of an alternative method to

[5]Ellis, "A Typology of Written Corrective Feedback Types". *Eglish Language Teaching Journal, Vol. 63, 2009, 97-107*

[6] Yoke, Soo Kum, "The Use of Online Corrective Feedback in Academic Writing by L1 Malay Learners". English Language Teaching; Vol. 6, No. 12; 2013, 176

[7] Yoke, Soo Kum, "The Use of Online Corrective Feedback in Academic Writing by L1 Malay Learners".,,,,

[8] Kasse, Daniel, Insap Santosa, dan Ridi Ferdiana, "Pengembangan E learning berbasis Technology Acceptance Model (Studi Kasus: Bahasa Inggris)". .*Jurnal Nasional Pendidikan Teknik Informatika (JANAPATI)*, 2014, Vol.3, Nomor.3,p.88-92.

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give corrective feedback namely, an online corrective feedback through Instagram.

Instagram becomes the most popular application that used by teenager who focuses on senior high school student's range age generation and becomes the third popular social media in Android and IOS system. From that fact, the new study implements the new kind of application which normally doesn't include in learning application program which by using social media as aid for providing students writing proficiency. According to Bell conducted similar study victimization Instagram and disclosed that Instagram has vie a serious role in enhancing the topics learning whereby communication came about within the kind of expressing ideas and feelings in their captions in Instagram. [9] Further, he claimed that communication helps within the method of build up shallowness and confidence in everyday lives. Salomon stated that he agreed and added that Instagram has gained a person's interest as well as confidence in expressing ideas virtually.[10] As stated of Noraien Mansor& Normaliza Abd Rahim agreed with Bell and Salomon and unveiled that the students involved in instagram interactions seemed to have built their confidence in writing.[11] The Instagram correspondence provided students with the opportunity to engage in a dialogical process in which the learning benefits of reading, writing, questioning, arguing and clarifying were incorporated.[12] Both of the previous study focus on the use of Instagram in feedback method which the subject of the study is collages students but not on high school students. However, Instagram is currently one of the most popular social media applications in the world with over 300 million active users in teenager's range of age.[13] It range of age matches with the senior high school students stated from 16-18 years old which becomes the subject of this research.

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[9] Bell, M. "A.Picture this! Using Instagram with students*"*. *Internet@Schools*, 2013, 20(4), pp. 23-25.

[10] Salomon, D. "Moving on from Facebook Using Instagram to connect with undergraduates and engage in teaching and learning". *College & Research Libraries News*, 2013,74(8), pp. 408-412.

[11] Noraien Mansor. & NormalizaAbd Rahim. "Digital Written Discourse". *Asian Journal of Communication*, 2016,(In print) (ISSN: 1742-0911)

[12] Noraien, Mansor. "Instagram In Esl Classroom*"*, *Man In India*, 97 (20) , 2017, p. 107-114

[13] Instagram Press. (2015) www.instagram.com. Accessed: 05/03/2019

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Some previous studies that in the same topic area are according Laila's research that by providing some of kind social media are able to improve students' writing skills.[14] Noroozi et al also research that argumentation skill of student enhance significantly by using feedback.[15] Both of those previous study focuses on peer feedback by using social media but not on teacher's online corrective feedback. Related with argumentation is used also in the one of kind of genre text. The focus one of the genre texts which has social function to persuade the reader or listener that something should or should not be the case is in the hortatory exposition text. According to Melly, hortatory exposition text include in to one of five kinds of writing which called as writing which focusing on persuade the reader.[16] By giving argument for some topic that real life issue is the proof for making strength exposition writing. The thesis, arguments and recommendation becomes the generic structure of the hortatory exposition text. Hortatory Exposition is material which included in English as senior high school cross interest program. The researcher use this material becomes the subject of research because of this material is delivered in the same time when the researcher doing the preliminary research. English teacher in SMAN 1 Porong is applied Hortatory Exposition in English as cross interest program in eleventh grade of IPA6 in academic year 2018/2019. Related with the subject and researcher's reason for doing this research so the present study is projected to deliver what aspects of grammar and content of writing that teacher gives of online corrective feedback on students' writing Hortatory Exposition. In analyzing writing aspects that mostly becomes the main point of corrective feedback which based on Jacob et al[17], there are five aspects of writing; language use or the other name is grammar, content, organization, vocabulary and mechanic. Five aspects of writing become the guideline for analyzing the data related to students' writing hortatory exposition text.

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[14] Fasyatul Laila, Thesis:"*The Use of Peer Feedback to Improve Students Writing Ability through Facebook at At English Department State of State Institution For Islamic Studies Sunan Ampel Surabaya"* (State Islamic for Islamic Studies Sunan Ampel Surabaya, 2011).
[15] Noroozi, et al "Relations between scripted online peer feedback processes and quality of written argumentative essay", *The Internet Higher Education*, Vol 31 (2016).
[16] Melly. *All kinds of writing* (Writing Description or Descriptive Writing) (USA: Blackwell Publishing,2006)
[17] Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. *Testing ESL composition; a practical approach*. Rowley (MA: Newbury House, 1981)

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Feedback becomes the tools for knowing the aspects that can affect students' revision in writing hortatory exposition text. Ferris conduct that feedbacks are can produce benefit for improving of student's writing achievement. It is confirmed that students who are given corrective feedback from the teacher have self-correction abilities than those who get no corrective feedback.[18]

In addition, this current study attempts to provide students' writing which is posted in Instagram for getting teacher's online corrective feedback. Based on preliminary research, teachers are using Instagram not only becomes the tools for enhancing students' speaking skill but also developing students' writing skill in more than two subject material in SMAN 1 Porong. This research will be carried out in SMAN 1 Porong and XI MIPA 6 in academic year 2018/2019 in English as cross interest program becoming the data of this current study is teacher's online corrective feedback had been utilized in writing a Hortatory Exposition Text through Instagram.

B. RESEARCH QUESTION

Based on the background of the study above, questions of this study are formulated:

1. What types of online corrective feedbacks are applied by teacher on students' writing Hortatory Exposition Text using Instagram?
2. What aspects of grammar and content that teacher gives of online corrective feedback on students' writing Hortatory Exposition Text using Instagram?

C. OBJECTIVE OF STUDY

The aim of this study based on two research questions mentioned above are :

1. Identifying types of online corrective feedback are applied by teacher on student's writing Hortatory Exposition Text using Instagram
2. Describe the aspects of grammar and content that teacher gives of online corrective feedback on students' writing Hortatory Exposition Text using Instagram

D. SIGNIFICANCE OF THE RESEARCH

[18] Ferris, D. R. (2002). *Treatment of error in second language student writing* (Ann Arbor: University of Michigan Press)

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By showing the research's result, the researcher believes to give a contribution to the teachers and the readers. The significances of study are stated as follow:

1. For teachers, the findings hopefully contribute to teacher which could concern well about the appropriate feedback to reduce the problem which focused on writing aspects during online corrective feedback. Thus, the suitable online corrective feedback can be applied better by the teacher on students in evaluating mistake in student's writing, such as showing error directly, showing error without correcting it, showing error in terms of comments, signs, or explanation.
2. For the readers, this current research serves information who wants to explore more about the types of teacher's online corrective feedback. For additional information is explaining the phenomena of using media for teacher's corrective feedback and how to analyze the data.
3. For students, this current research also gives the information for utilizing social media it is not only for entertaining but also for enhancing students' motivation for doing learning process outside the class. Writing and speaking skills becomes the skill which can be enhancing through Instagram.

E. SCOPE AND LIMITATION

The scope of the study is the online situation of teacher's corrective feedback on students' writing. The study focuses on the teacher's online corrective feedback for correcting students' writing in online discussion by using Instagram. The students' writing are come from Hortatory Exposition material which learn by students in English as cross interest program in SMAN 1 Porong in academic year 2018/2019. The scope of research study are focusing on what types of online corrective feedback which applied by teacher through Rod Ellis's theory of seven types of corrective feedback and the aspects of grammar and content that teacher gives of online corrective feedback on students' writing Hortatory Exposition Text using Instagram. To know the aspects of grammar and content that teacher gives of online corrective feedback on students' writing Hortatory Exposition Text using Instagram so the researcher uses theory of five aspects in writing by Jacob et al which stated that

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there are five aspect of writing that should be consider.[19] The use of grammar and content aspects rather than all of writing aspects purpose by Jacob is because of based on preliminary research, teacher is mostly use grammar and content aspects in giving online corrective feedback on student's writing Hortatory Exposition using Instagram.

The focus point in this current study is Hortatory Exposition Text which designed by cross interest program's student of XI MIPA 6 in academic year 2018/2019 of SMAN 1 Porong. The limit of this study is cross interest program's student, the class consists of 36 students, and the researcher uses five students' writing with most getting teacher's online corrective feedback in content and language use in another meaning is grammar related into data collection in qualitative data which refers to purposive sampling by Sugiyono[20] in Science program SMAN 1 Porong in academic year 2018/2019.

F. DEFINITION OF KEY TERMS

The researcher writes down some definitions of key terms in order to support the readers understand this study easily and have the same interpretation as the writer.

1. Online Corrective Feedback

Online corrective feedback defines as any types of corrective feedback in online situation which provided to a learner which contains evidence of learner error in online situation[21]. The online feedback utilizes technology that is making someone to mention their feedback without directly face to face[22]. In this research, online corrective feedback is defined as the type of teacher's online corrective feedback which applied in Instagram towards the students' writing aspects error in their Hortatory Exposition Text. The researcher uses the seven type of corrective feedback purposed by Rod Ellis.

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[19] Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. *Testing ESL composition; a practical approach*. Rowley (MA: Newbury House, 1981)

[20] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012) 372-374

[21] N. W. Evans, "Written Corrective Feedback: Practitioner's Perspectives*". International Journals of English Studies*. Vol. 10, 2010, 48.

[22] Jessi, "Online Peer Discourse in a Writing Classrom*",* pp. 218-219

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2. Hortatory Exposition

Hortatory exposition is a senior high school student's writing which include in kind of genre to persuade the reader or listener that something should or should not be the case.[23] In this research, the text refers to students' writing in student of XI MIPA 6 who gets cross interest program in academic year 2018/2019 SMAN 1 Porong which had been posted in Instagram.

3. Writing Aspects

In relation to the previous explanation, related with Jacob et al, five aspects that should be considered in writing are: language use or grammar, content, mechanic, organization and vocabulary.[24] In this research, the writing aspects that become the focusing point in this research are: content and language use. For the documents which show writing aspects are delivered from students' writing in hortatory exposition text which had been posted in Instagram.

4. Instagram

Instagram is a free, online a mobile app (iOS and Android) photo sharing application and social network platform that was acquired by Facebook in 2012. Instagram is presently the third hottest social network employed by U.S's college students' pictures and videos.[25] Instagram permits users to edit and share photos and short videos through a mobile app. In this research, Instagram becomes teachers' aid for doing the online corrective feedback in student's writing hortatory exposition text.

[23] Melly.. *All kinds of writing* (Writing Description or Descriptive Writing) (USA: Blackwell Publishing, 2006)
[24] Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. *Testing ESL composition; a practical approach*. (Rowley, MA: Newbury House, 1981)
[25] Salomon Danielle . *Moving on from facebook: Using Instagram to connect with undergraduates and engage in teaching and learning*. p. 1

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CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher portrays some related literature review and writing to the issues of this investigation so as to give important information in the field.

A. THEORETICAL FRAMEWORK

The theoretical review shows applicable speculations of the research. It is displayed in three subheadings. The initial segment talks about the writing and the aspects. The subsequent part talks about online corrective feedback. The third part discusses Hortatory Exposition.

1. Writing
   a. Definition of Writing

      There are numerous specialists who characterize what composing is. As per Pulverness, Spratt, and Williams[26], writing is one of the four language aptitudes: listening, speaking, reading, and writing. Writing is additionally one of beneficial aptitudes which include conveying a message as letters, images and symbols. Communicating means sending certain data to other people, thus, a message must have a reason. As it were, writing skills produce a composed item which has certain data. Brown [27] also expresses that a written product is product of reasoning, drafting, and reexamining that requires particular skills on the most proficient method to create thoughts, how to organize them coherently, how to arrange them intelligibly, how to utilize talk markers and expository shows to put them firmly into a composed language, how to change content for more clear importance, how to alter content for proper sentence structure, and how to deliver a correction item.

   b. Aspects of Writing

      Melly have stated that five kinds of writing is becomes her believes. The initial one is expository writing. It is one of kind in purposing to explain or inform. The other one is

[26] Pulverness, A., Spratt, M., and Williams, M. *Teaching Knowledge Test Course*. (New York: Cambridge University Press, 2005

[27] Brown, H. Douglas. *Principles of Language Learning and Teaching. (*New York: Pearson Education Ltd, 2000)

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descriptive writing. Descriptive writing is writing that purposing on describing something. The next one is persuasive writing. It is types of writing for arguing or against an issue. Another one is creative writing which tells about fiction, poetry, drama, screenwriting, autobiographies and more. And the last is narrative writing.[28] This one of type which providing legend and the purpose are informs the reader. According to Jacob et al[29] five aspects of writing believe on him. They are:

1. Content.

   Content alludes to substance of writing, the experience of the principle thought gatherings of coherence explanations that an essayist shows as unit in building up a topic. Content on making steps of movement thoughts as opposed to satisfying exceptional work of progress, repetition, and accentuation. Writing hortatory exposition is creating thought and giving the contentions to help the author's postulation proclamation turns into the principle substance of this sort of writing. Demonstrating the arguments can influence the reader to pursue the essayist's situation in confronting the issue. The general structures of Hortatory Exposition are thesis, arguments, and recommendation, the issue related with hortatory piece is nature, instruction, governmental issues and so on.

2. Organization

   It alludes to the coherence organization of the content. It is hardly over a shot to piece along all collections of certainties and muddle thoughts. Indeed, even in early drafts it will in any case be scanning orderly, attempting to make out patterns in its material exclusively a direction's of half-shaped thought. Concentrating on the generic structure of hortatory exposition becomes turns into the appraisal procedure

[28] Melly.. *All kinds of writing* (Writing Description or Descriptive Writing) (USA: Blackwell Publishing, 2006)

[29] Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B.*Testing ESL composition; a practical approach*. (Rowley, MA: Newbury House.1981)

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to know the cognizance for all aspects of thesis, arguments, and recommendation.

3. Vocabulary

It alludes to the determination of words which are appropriate with the topic of text. It starts from possibility that the author need to exact the thoughts as unmistakably and straightforwardly as author can. Clarity ought to be author prime goal. Picking words that straight out his which means is actually than obscure it.

4. Language Use

Alluding to the utilize right grammatical and gathering thoughts in words, phrases, provisions, and sentences to showing out logical connections in writing. In writing hortatory exposition, authors should utilize present tense and conjunction for referencing each proof and idea. What's more is center around on conventional human and non-human members. In this research, for analyzing the data using based on Lyons in Soetikno which classifies grammatical category into three types, the primary categories, which consist of the word classes such as the Verb, noun, adverb, adjctive.[30] All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The secondary categories which include the notions of Number, case, gender, person, mode, voice. Functional categories which discuss the notion of subject, predicate and object, etc. Galasso states that functional categories are a class of words (or inflection) which have no substantive meaning, and thus inserted into a sentence not to transmit tangible information, but rather to serve some abstract grammatical purpose-functional words or items (inflection) are usually utilized in some capacity to form a grammatical relationship with a counterpart

[30] Lyons John, *Pengantar Teori Linguistik.* Translated by Sutikno, (Jakarta: Gramedia Pustaka Utama, 1995), 84.

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lexical item. [31] Functional categories have no descriptive content and assists lexical categories in carrying out grammar.

Primary categories or in another name called Word classes. All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are the following:

a. Nouns

Noun is the most important word classes. It is the name of person, place, thing or idea. It is headword of noun phrase, in other words, a noun phrase must contain one main noun on which all the other words in the phrase are centered. e.g., girl, city country, birth, day, happiness.

b. Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. There are several types of verb in English they are main verb and auxiliary verb. e.g., My sister delivers packages to department stores every day, and there were many visitors yesterday.

c. Adjectives

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. e.g., Tono read an interesting story

d. Adverbs

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb. e.g., Rendy is very happy.

e. Pronouns

A pronoun is a word used in place of one or more nouns.it is used to refer a noun (called its antecedent) that usually comes before the pronoun.

[31] Galasso Joseph, *Analyzing English Grammar: An Introduction to Feature Theory.* (California State University, Northridge, 2002), 54.

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There are several types of pronoun they are personal, reflexive, and demonstrative pronoun.

f. Prepositions

Preposition is used in which two parts of a sentence are related to each other. e.g., the woman swam under the bridge. (Under connects the idea of swam and bridge

g. Conjunctions

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction they are coordinating conjunction (are for, and, nor, but, or, yet, and so.) and subordinating conjunction. e.g., The coffee was strong, but sweet and e.g., When I arrived home, they had already eaten.

h. Determiners

Determiners are words which come at the beginning of the noun phrase. e.g., the coffee was cheap.

In this research, due to online corrective feedback which applied by teacher that are focusing on grammar in mostly on primary categories so the researcher uses primary categories only for analyzing data in chapter four.

5. Mechanic

It alludes to the utilization the steps of masterminding letters, words sentences, information of structure and some others identified with each other. For all of aspect in mechanic it ought to actualize in writing like hortatory exposition text.

By observing the explanation above for this research is the writing aspects that become the focusing point in this research are: content and language use from the phenomena based on researcher preliminary research is, those two writing aspects are become the main correction that applied by teacher in writing assignment. Language use which another name is grammar mostly becomes the main point

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writing. Grammar part also teacher just focusing on primary categories or word classes. Supporting with teacher's utterance with according to Anne Sitlman , in reality as we know it where clearness rules, writing must be smooth, clear and as elegant as it is concise. For the content, this writing aspects will becomes the assessing for learning process in this material of study in curriculum. The purpose is to realize the students' understanding in making ideas of hortatory exposition.

2. Corrective Feed Back

The fact that students' error in writing has infrequently been uncovered welcomes the specialist to scan arrangements that work for it. One of the techniques that teachers used to improve students' writing ability is by giving corrective feedback. In general, beating the mistakes in writing is affected from the strategy to correct them. A few previous studies accept that by giving teacher corrective feedback is compelling to improve student's writing ability. In this way, they will gain from their writing problem and have the option to update it. Besides, Truscott conclude that online corrective feedback alludes to the evaluation of grammatical blunders to improve a student's ability to write precisely[32]. Bitchener and Knoch mentioned that online corrective feedback as methods of suggesting students' exhibit authority for utilizing of focused linguistics structures[33].

This present of study is anticipated to take connection between the teacher's online corrective feedback writing aspects in the one kind of genre text to know the aspects of grammar and content that teacher gives of online corrective feedback on students' writing Hortatory Exposition Text using Instagram. As mentioned before by Melly which hortatory exposition is incorporated in sort of writing. The use of online corrective feedback it can be applied in hortatory exposition whether because of providing correction in content or

[32] Truscott. "The Case against Grammar Correction in L2 Writing Classes". *Language Learning Article.* Vol. 46 No. 2, 1006, page 329

[33] Bitchener, John and Knoch, Ute, "The Value of Written Corrective Feedback for Migrant and International Students". *Language Teaching Research.* Vol. 12 No.3, 2008, 410.

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language use. Corrective feedback is also there are the categories.

The feedback censures students' writing with showing unpositive comment which only focusing on instead of giving suggestion is making critic statements[34]. Related with Ellis, seven type of online corrective feedback are defining.[35]

1. Direct Online Corrective Feedback

   The initial type of online corrective feedback is direct corrective feedback. Direct corrective feedback alluds to the feedback furnished expressly by correct structure. It demonstrates then position of the errors will be showing for evaluating student's writing. R. Ellis contended, direct corrective feedback has an advantage students' explicit direction how to amend errors. It is fundamental to give direct corrective feedback when the students have no clue about the right structure.

   An investigation identified with the benefit of error correction directed by K. Rustipa[36] demonstrated that these types of corrective feedback helps the students to expand the revision accuracy of an initial piece of writing effectively in the low level of proficiency. As the perception of generally teachers in the previous study lead that direct corrective feedback can demonstrate the correct piece of writing with explicit way. In accordance with Ellis, he likewise accepts that direct corrective feedback is the manner in which the teacher gives the`student with the correct form of the student's mistake in writing.[37] Supporting from those discoveries, so in this research will be `centered around on direct corrective

[34] Muhammad Sholahuddin, Thesis: "An analysis of students' feedback in paragraph writing class of English Education Department UIN Sunan Ampel Surabaya", (Surabaya: English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, 2014).

[35] R. Ellis, "A typology of written corrective feedback types," *ELT Journal*, vol. 62 (2), pp. 97107, 2007.

[36] K. Rustipa, *The Benefit of Indirect Comprehensive Error Corrections in Improving Advanced EFL Learners' Writing Accuracy*, Proceedings: The 2nd International Languageand Language Teaching Conference, pp. 551-557, 2015.

[37] Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

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feedback that applied by teacher in students' writing hortatory exposition text.

The reason it can be because the limit of learning time and make the students know well which part of the writing ought to be overhauled accurately. It can be applied in writing hortatory exposition which also need direct corrective feedback which concentrating on revising the structure and the content from the explicit feedback of teacher.

2. Indirect Corrective Feedback

The second type is known as indirect corrective feedback. Indirect corrective feedback alludes to the feedback gave certainly to the students. It shows that the student makes a mistaken structure by giving warning, yet the right structure isn't given. In this manner, this kind of corrective feedback enables the students to discover their own mistake and let them to address it.

The indirect corrective feedback method is regularly the speediest and least demanding approach to perform by the teacher. However it might be unseemly for students with restricted knowledge of linguistics as they probably won't comprehend why they created the blunders and they probably won't know the area of the mistakes[38]. From those theory doing this kind of corrective feedback in current research will show up the new issue in view of the utilization of media Instagram can't give the area of blunder if the educator did not specify the mistake place obviously.

3. Metalinguistic Corrective Feedback

Metalinguistic corrective feedback alludes to the provision of feedback in a form if linguistics clue or explicit comment on the target error. It demonstrates that when the students make an rror, they are given some insight on how to address the mistake one. The teacher

[38] Pariyanto, Thesis, "The effect of corrective feedback on grammatical accuracy in the writing of EFL university students," [Doctoral Dissertation in English Language Teaching]. Malang: State University of Malang, 2017, "Unpublished".

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may utilize the mistake codes curtailed marks (for example craftsmanship. means article blunder).

According to N. M. Diab The study uncovered that metalinguistic feedback may may encourage learning advancement and increment linguistic exactness of grammatical structures.[39]

4. Focused and Unfocused Corrective Feedback

Focused corrective feedback means giving corrective feedback on the focused on mistakes (for example the article blunders), while focused corrective feedback means giving corrective feedback on the majority of the mistakes or an assortment of mistake includes on the students' writing. L. T. Lam researched engaged and unfocused corrective feedback. The study showed that giving focused corrective feedback effectively improved the precise utilization of students' written text.[40] Clearly engaged that focused corrective feedback enables to see the particular kind of grammatical errors.

5. Electronic Feedback

Electronic feedback is a system of giving feedback by utilizing a PC as a device to call attention to the composed mistakes. The feedback can be gotten to through programming programs. In spite of the fact that utilizing PC apparatuses advantage the students, most of teachers have apparatuses advantage writing and resulting examination.[41]

6. Reformulation Feedback

Reformulation feedback alludes to a technique of amending a blunder when a speaker which English becomes the mother tongue remakes a subsequent language author's content to make it sounds native like just as keeps up the essayist's thought as could reasonably be expected. It has been asserted that the local speaker

[39] N. M. Diab, "Effectiveness of written corrective feedback: does type of error and type of correction matter?," *Assessing Writing*, vol. 24, 2015, pp. 16–34,

[40] L. T. Lam, "The effects of focused and unfocused written corrective feedback on the accurate use of tenses in Hong Kong primary ESL context," Hongkong: The Education University of Hongkong Library Press, 2016, "Unpublished".

[41] Pariyanto, "The effect of corrective feedback on, ……45

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encourages the understudy to modify their thought. The primary motivation behind this methodology is giving the essayists the best possible linguistic component that they might be utilized to address their blunders, it is important to consider how students and language teacher see corrective feedback. As indicated by Lee, secondary school students in Hong Kong appear to lean toward direct corrective feedback instead of indirect corrective feedback as they regarded their language teachers increasingly equipped in language.[42] Liang additionally upheld that students favored recognizable proof of blunders by underlining and coded inputs to empower them to improve their work.[43] Furthermore related with Ellis There are ESL instructors who prefer to want to give through corrective feedback of a student's written work by methods for recognizing every single slip-up.[44] Anyway this ebb and flow research will break down the types of online corrective feedback are most applied by teacher and to describe the aspects of grammar and content that teacher gives of online corrective feedback on students' writing Hortatory Exposition Text using Instagram.

3. Hortatory Exposition

According to Melly, hortatory exposition is a genre which has social capacity to convince the peruse or audience that something ought to or ought not be the situation.[45] Reinforce the thoughts, the speaker or creator needs a few contentions cause the fundamental reasons of the given arrangement. As such, this sort of content is frequently called as argumentation. Hortatory composition content can be found in logical books, diaries, magazines, paper articles, scholarly discourse or addresses, look into report and so forth. Hortatory pieces are

[42] Lee, I. "Error correction in the L2 writing classroom: What do students think? "*TESOL Canada Journal*, 22(2),2005, 1-16.

[43] Liang, Y., "The effects of error feedback in second language writing" *Second Language Acquisition and Teaching*, 2008, 15, 65-79.

[44] Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The effects of focused and unfocused written corrective feedback in English as a foreign language context. System, 36, 353-371. http://dx.doi.org/10.1016/j.system.2008.02.001

[45] Melly. *All kinds of writing, p. 96*

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notable among science, scholastic network and instructed individuals. The conventional structure of hortatory article normally has three parts:

a. Thesis: Statement or declaration of issue concern. The thought which the essayist needs to present is called Thesis. The theory which is express inside the underlying passage of the work lead a few sections fuse of contentions.
b. Arguments: Statement or declaration of issue concern on some opinions about certain things to reinforce the main idea of the text.
c. Recommendation: Statement of what ought to or ought not to occur or be done dependent on the given contentions. After every one of the contentions that have been conveyed by the author, hortatory composition will be shut by the essayist proposal worried about the thing talked about.`.

For writing Hortatory Exposition exactly need some effort to writer delivered the arguments and idea to persuade the reader. One of more writing aspects can be problem which needed the feedback, especially teacher's feedback. Teachers' evaluate the language use and content of text to make the student's writing understand well and good arrange in compose every ideas.

B. PREVIOUS STUDIES

There are a few quantities of concentrates that discussing the comparable subject with the specialist. The past examination that related with this exploration was finished by Nisfuroh, Ainun by the title teacher's corrective feedback in speaking activities at eleventh grades of SMA Wahid Hasyim Model Lamongan Academic Year 2017-2018. This investigation lead the sorts of issue during talking by giving corrective feedback and students feel and lean toward during the corrective feedback. The other research that related with this exploration was finished by Bayu Aga Aprilian Pratama, the investigation is centered around written corrective feedback on students' research proposal in academic

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writing course at UIN Sunan Ampel Surabaya.[46] This exploration recognizes sorts of written corrective feedback applied by teacher on students' research proposal and discovers teacher's purposes behind applying kind of written corrective feedback that is generally showed up. Teacher mostly used direct corrective feedback because it's so useful to the point that numerous students can undoubtedly perceive their mistakes in their writing. Both of them are focused on conventional corrective feedback but in different skill. The different with this present study is the use of online corrective feedback in one of the genre text and use additional media which becomes an aid to facilitate learning process in high school students' generation. The of teacher's online corrective feedback are focusing on which types of corrective feedback and the deep correction which applied in students' writing hortatory exposition becomes the aim of this study. in addition, the aspects of grammar and content that teacher gives of online corrective feedback on students' writing Hortatory Exposition Text using Instagram becomes the other focusing point in this research.

The different past examination research was finished by Sina Soltanabadi Farshi, in journal with title "The Effect of Two Types of Corrective Feedback on EFL learners' Writing Skill". [47]This examination discusses correlation between the impacts of two types of corrective feedback on EFL students' writing skill. Students needed to compose their assignments on their electronic instruments, and after that send composed undertakings by means of email to the teacher, and he additionally sent the corrective comments on their errors through email. The got outcomes demonstrated the two techniques to be successful since the scores of both trial groups were essentially higher than the scores of control group, but electronic feedback was more viable and beneficial than conventional kind since scores of the students in Electronic criticism groups were fundamentally higher than Traditional input class. Another past investigation that related with

[46] Pratama, Thesis: *"Written Corrective Feedback on Students' Research Proposal in Academic Writing Course at English Teacher Education Department of UIN Sunan Ampel Surabaya."*. Surabaya: UINSA 2018

[47] Sina, "The Effect of Two Types of Corrective Feedback on EFL Learner's Writing Skill". *Advanced in Language and Literacies Studies.* V6 n1 p26-30. 2015.

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this exploration was finished by Valensiana Vortunata Ari Ustoyo. The title of Valen's study is "Online Peer Feedback to Facilitate Students' Critical Thinking: A Case Study At UIN Sunan Ampel Surabaya". [48] This investigation direct about the students' peer feedback interaction of other students' feedback in encouraging students' critical thinking thoroughly considering Instagram. The outcome is about the online peer feedback activity is able to facilitate students interfacing. Two of them are focused on using media in doing feedback.

This research is different from the previous studies, in the first and second previous study conduct the teacher's role as corrector in corrective feedback and analyze the types of written corrective feedback that mostly applied by the teacher which have not focus on teacher's role as corrector in online feedback for high school students. Those previous study also have not mention the teacher's online corrective feedback focusing on grammar and content aspects which applied in students' writing. So this current research analyzes it for explaining of teacher's new way by providing online corrective feedback through using two aspects of writing which are grammar and content.

For the third and the forth study conduct the result of student's process doing feedback by using some media electronic. The same focus on fourth previous studies is the use of Intagram which becomes aids of providing corrective feedback but have not focus on whether those feedbacks will impact well in senior high school student in their writing. Especially this current research, researcher explore the teacher's online focusing point in giving online corrective feedback in the students' writing is the same point in conventional corrective feedback through grammar and content aspect of writing the purpose exactly to identify the teacher's online corrective feedback focusing on grammar and content aspects. In the other hand, the researcher here investigates more about teacher's online corrective feedback which by using new method to utilize technology through Instagram and observe the teacher's online corrective feedback focusing point in student's

[48] Ustoyo, Thesis: *"Online Peer Feedback to Facilitate Students' Critical Thinking: A case Study at UIN Sunan Ampel Surabaya".* Surabaya: UINSA, 2018

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writing on Hortatory Exposition Text through grammar and content writing aspects in teaching writing using Instagram.

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CHAPTER III
RESEARCH METHOD

This section gives the exploration methodology in investigating teacher's online corrective feedback using Instagram, trailed by research design, research subject, research setting, data and source of data, research instrument, data collection technique, data analysis technique, checking validity and research stages.

A. RESEARCH DESIGN

In this research the researcher applies a qualitative descriptive. Based on Sharan, he fundamental subjective examinations is the most widely recognized structure and has objective to seeing how individuals comprehend their encounters. Informations are gathered through interviews, observations, and documents and are analyzed inductively to address the research question posed[49]. Besides, by utilizing descriptive qualitative research reveals the condition of the phenomena as clearly as possible without any exceptional treatment. However, the purpose of this study is identifying online corrective feedback are mostly applied by teacher and describe the teacher online corrective feedback in students' writing Hortatory Exposition Text focusing on grammar and content aspects which produce by eleventh grade of cross interest program in SMAN 1 Porong through Instagram so its' suitable with the characteristic of qualitative design.

B. RESEARCH SETTING

This study takes place in SMAN 1 Porong. The location is in Jl. Bhayangkari 12 Porong Sidoarjo. The consideration for choosing this institution which becomes the place of this research is this institution provides cross interest program which provide hortatory exposition as the material in English class in academic year 2018/2019 and the other reason is because of the teacher who had given experience in teacher's online corrective feedback to students' writing through Instagram. Additionally, for this study, the researcher works by using purposive sampling by Sugiono with five students of cross interest program in XI MIPA 6 in academic year 2018/2019 as the representative of all of data who had gotten

[49] Sharan B. Merriam, *Qualitative Research A Guide to Design and Implementation (Revised and Expanded from Qualitative Research and Case Study Applications in Education)* (San Francisco: Jossey-Bass, 2009), 37. 90

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teacher online corrective feedback on Hortatory Exposition Text in academic year 2018/2019. Those five students' name will be appeared in pseudonymous name for privacy reason.

C. DATA AND SOURCE OF DATA

1. Data

To answer first research question, the data which uses for this study comes from comment of online corrective feedback applied by teacher in student's writing. This research use students' sentence which delivered in writing that shows the teacher's online corrective feedback through two writing aspects: grammar and content which are affected by teacher's online corrective feedback comes from students' writing which had gotten teacher online corrective feedback on Hortatory Exposition Text which posted by eleventh grade students' of English as cross interest program in academic year 2018/2019 SMAN 1 Porong for answering second research question. The data focuses on answering the research question related to analyses those grammar and content writing aspects which used by teacher's online corrective feedback by using Instagram.

2. Source of Data

Related to the data which are needed in this research, the document is comes from five students' writing of Hortatory Exposition Text of eleventh grade English as cross interest program in academic year 2018/2019 SMAN 1 Porong which had gotten teacher's online corrective feedback documents using Instagram to answer the research question. The documents come from five students' hortatory exposition writing which comes from purposive sampling sentence proposed by Sugiono. [50] Purposive sampling means the researcher is take the data which comes from five of students writing with most getting teacher's online corrective feedback in two aspects of writing: grammar and content in hortatory exposition text using Instagram. In this research, those five students' appears with pseudonymous name for protecting their private information. The data provide content and language use which included in writing aspects.

[50] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, kualitatif, dan R&D*. (Bandung: Alfabeta, 2012)

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D. RESEARCH INSTRUMENTS

Since it is a qualitative study, Here, the researcher as the key instrument helps by utilizing and checklist of corrective feedback proposed by Rod Ellis and document analysis of writing aspect table by Jacob et, all. For further information about research instruments are stated below:

1. Document Checklist

   The next step for doing this research after collecting the students' writing is analyzing by using checklist to divide the types of online corrective feedback which mostly applied by teacher. By the checklist of the seven type of online corrective feedback proposed for answering first question by using the theory of Rod Ellis.[51]

2. Document Analysis of Writing Aspects

   This data is for answering the second research question based on theory in literature review section. Writing aspects theory by Jacob et, all becomes the guideline for describing the teacher's online corrective feedback through analyzing which writing grammar and content aspect that becomes teacher's focusing on students' writing hortatory exposition. The researcher revealed teacher's online corrective feedback affect student's writing in hortatory exposition by using document analysis by using table of writing aspects according with Jacob et, all. The writing aspects are focusing on content and grammar which mostly appeared in teacher's online corrective feedback. Expression or sentence that had been gotten correction of teacher is included in that table.

E. DATA COLLECTION TECHNIQUE

The data on students writing hortatory exposition were collected using content analysis. According to Downe Wambolt, content analysis is research design that utilize an objective data for analyzing the specific phenomena.[52] Therefore, To obtain the valid data the researcher used content analysis as data collection technique Content Analysis, this technique chose because the

[51] Ellis, "A typology of written corrective feedback types" *ELT Journal*, vol. 62 (2), pp. 97107, 2007

[52] Downe-Wamblt, B. *Content analysis: method, applications, and issues,* (Helath care for woman International: 1992) 3131-321

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research question which talking about what corrective feedback are applied by teacher in students' writing and describing the teacher's online corrective feedback using two aspects of writing: grammar and content on students' writing Hortatory Exposition Text. The data comes from students' writing that collected related to Hortatory Exposition Text of eleventh grade MIPA 6 who gets English as cross interest program in academic year 2018/2019. The students' writing is collected by searching the hastag #hortatoryexpositionmipa6 in Instagram. From those writing which posted in Instagram, researcher analyze types of online corrective feedback are applied by teacher and the teacher's focusing on grammar and content aspects in giving online corrective feedback in students' writing hortatory exposition text.

F. DATA ANALYSIS TECHNIQUE

Descriptive qualitative research becomes the design of this research so the researcher analyzed the result descriptively. Based on Creswell for analyzing the data is using six steps that stated below[53]:

1. Preparing and organizing the data for analysis.

   The next step after getting the data, the researcher organizes the data. The data were making in order based on the source of data. In this study, researcher collects the data of student's writing in Hortatory Exposition Text become the main data for answering first and second research question.

2. Reading all data

   The researcher read all the data to collect the data which are needed. The researcher gives some notes in the data for making easier in coding the data later. In this study, reading all the data refers to go over the whole document of student's writing in Hortatory Exposition Text.

3. Coding the data

   Here, analyzing the data becomes the nest step by giving code or making table to the data. This is done to determine which data need to be used and which ones need to be reduced for this research. The data which do not answering and supporting information related with the research question are

[53] John W Creswell, *Research Design Qualitative, quantitative, and mixed methods approaches*

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reduced. The data are provided from students' writing hortatory exposition which had gotten teacher's online corrective feedback.

4. Coding to build description/themes

   Those five students' writing hortatory exposition is chosen based on research questions is gaining for the theme, while the descriptions are the information following it. Then for the next step is making some theme that related into every participant answer to make the data relate with the object of this study. The document checklist instrument becomes guideline for analyzing the types of online corrective feedback are applied by teacher for answering the first research question and document analysis of two writing aspect: grammar and content table will be the guideline from coding the students on writing hortatory exposition which analyze the teacher's online corrective feedback using Instagram based on Jacob et all theory.

5. Interpreting the findings

   Interpreted the findings of the research by relating the findings with the theory mentioned by Rod Ellis of seven types of corrective feedback for answering the first research question and theory based on Jacob et all above for answering second research question becomes the final step in analyzing the data for this research. The researcher then starts to describe the findings and all of the data narratively. Then, interpreting steps is focusing on the online corrective feedback are applied by teacher to which writing aspects does the teacher's online corrective feedback affect students' writing in hortatory exposition text.

G. CHECKING VALIDITY OF FINDINGS

After analyzing the data, the researcher needed to validate the findings of this study. Creswel is providing three techniques to validate the findings; triangulation, member checking and auditing.[54] Specifically, this study used triangulation to validate the

[54] John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition*. (Boston: Pearson Education, Inc., 2010), 259

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findings. To be more specific, Sugiyono adds that triangulation can be used in three ways; three angulation of sources, triangulation of data collection technique, and triangulation of time.[55] Moreover, this study is focusing on exploring triangulation of time that has been done by researcher itself. With duration of time, the researcher is checking the data with the guide of advisor. By doing these triangulation techniques, this study becomes more credible and accurate.

H. RESEARCH STAGES

The researcher has the following stages in doing the research.

1. Pre-liminary research

   The researcher asks permission to school, which is SMAN 1 Porong. Dealing with the head master and English teacher to do research in SMAN 1 Porong becomes the first step. Then, the researcher delivers the reason and procedure of this study into English teacher of English as cross interest program for being the facilitator during this research. After that, researcher asked rubric of writing aspect assessment to the teacher of SMAN1 Porong. This rubric becomes supporting tool for analyzing data which comparing writing aspects' that mostly get corrective feedback related in to students' writing in hortatory exposition text.

2. Deciding The Research Design

   Identifying the phenomenon which becomes the main focusing point for this research is by making title and research question which are appropriate.

3. Conduct The Research

   a. Checking the validity of the instruments

      The valid instruments were document checklist of type of corrective feedback and document analysis table of two writing aspects: grammar and content. Other expert like lecturer which is focusing on writing becomes the validator for the instruments.

   b. Collecting Data

      Related with this case the researcher collected the students' writing in hortatory exposition text which had

[55] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitataif da R&D*…..372-374

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been posted in the Instagram. The duration time for writing is a week after the teacher delivered the material in the class. Then, researcher collaborates with teacher which giving online corrective feedback related to students' writing and post the comment in Instagram. The last step is students' revise the writing and post it again in Instagram. After that, researcher collects and analyzes the students' writing in hortatory exposition text which had been gotten teacher's online corrective feedback. The most focuses point of teacher's online corrective feedback which focuses on content and grammar aspects of 5 five students' writing becomes the final data that to be analyze.

c. Analyzing Data

Data had been collected in the previous step, then identifying the online corrective feedback which are applied by teacher based on the theory of Rod Ellis that mentioned above and to know the extent by analyzing which writing aspect from teacher's online corrective feedback on students' writing by using the table of two writing aspects: grammar and content for describing the online corrective feedback that applied by teacher.

d. Concluding Result

The results generated from student's writing in hortatory exposition through Instagram posts were compared against the researcher's interpretations at different times over the course of the study. [56]

[56] Cohen, L., Manion, L., Morrison, K. (2011) Research Methods in Education. 7th Edition. New York: Routledge.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

Dealing with the exploring the research finding and discussion are showing in this chapter. The finding focusing on answering two research question which about what types of teacher's online corrective feedback that applied by teacher on student's hortatory exposition text and the teacher's online corrective feedback by analyzing the grammar and content writing aspects on student's writing using Instagram. This finding is based on data from student's sentence on hortatory exposition text and the discussion of it. Morever, for analyzing the data is based on the order of research question.

A. Reasearch Findings

The duration for collecting the data comes from 22th of April until 13th of May 2019. There were 36 students in eleventh grade of English as cross interest program in SMAN 1 Porong. Using purposive sampling by Sugiono for choose five students' writing. The reason is using those five students are because of those writing had gotten mostly teacher's online corrective feedback on grammar and content aspects. Students' writing should mention the teacher's online corrective feedback on each main element of hortatory exposition text, such as thesis part, argument and recommendation. Then, the researcher asks for the teacher's permission to use those five student's writing which had been posted in Instagram.

There are two research questions which becomes the purpose of this study; (1) what types of online corrective feedbacks are applied by teacher on students' writing Hortatory Exposition Text using Instagram? and (2) what aspects of grammar and content that teacher gives of online corrective feedback on students' writing Hortatory Exposition Text using Instagram? The researcher has explored the findings as follows:

1. Types of Online Corrective Feedbacks are Applied by Teacher on Students' Writing Hortatory exposition Text Using Instagram

In order to find the online corrective feedbacks are applied by teacher on students' writing in hortatory exposition, the researcher does several steps. The researcher collects students' writing which had been posted on

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Instagram containing teacher's online corrective feedback. After that, the researcher analyzes the teacher's online corrective feedback on five students' writing. After that, the researcher categorized all of teacher's online corrective feedback through theory of Rod Ellis. Next, the classification's results are put on the table. Finally, the researcher totals each teacher's corrective feedback.inFive students' writing hortatory expositions are collected by the researcher. Then, reading the entire teacher's online corrective feedback on each student's writing. The next step is, the researcher classifies online corrective feedback based on the types of online corrective feedback by Rod Ellis. The next step, the researcher put the results into the table with the name of respondent will be appeared as pseudonymous name. The result and calculation of the categorization can be providing bellows:

Table 4.1 The Result of The Classification of Teacher's Online Corrective Feedback Using Instagram

Students' name	**Types of Teacher's Online Corrective Feedback by Ellis**						
	Direct CF	**Indirect CF**	**Meta-linguistic CF**	**Focused CF**	**Unfocused CF**	**Electronic Feedback**	**Reformulation**
Abi	2	1	-	-	-	-	-
Asri	3	-	-	1	1	-	-
Bagus	3	1	-	-	-	-	-
Dwi	2	1	-	-	-	-	-
Iza	4	1	-	-	-	-	-
Total	**14**	**4**	**-**	**1**	**1**	**-**	**-**

Related with types of online corrective feedback by Rod Ellis, seven types of online corrective feedback are mentioned. They are

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direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focus and unfocused feedback, electronic corrective feedback and reformulation corrective feedback. As delivered in Table 4.1, there only four types of online corrective feedback which applied by teacher; direct, indirect, focused and unfocused corrective feedback. Besides, the teacher focusing on using direct corrective feedback on all students' writes hortatory exposition text which had been posted in Instagram.

According to the table 4.1, there are 14 feedbacks are split up as direct online corrective feedback, 4 feedbacks are split up as indirect online corrective feedback, 1 feedback split up as focused corrective feedback and 1 feedback split up as unfocused corrective feedback. Relayed with four types of online corrective feedbacks, direct corrective feedback is the most types which applied while focused and unfocused corrective feedback is the least appeared.

The following is the elaboration and the proof of each online corrective feedback that applies in students' hortatory exposition text which had been posted in Instagram:

a. Direct Corrective Feedback.

Related with corrective feedback purposed by Rod Ellis, teacher's direct online corrective feedback is mostly appear on students' hortatory exposition text which had been posted in Instagram. In this research, the teacher makes correction directly in the part of students' making mistake in their writing directly.

Based on table 4.1, this is the proof of direct online corrective feedback. The teacher makes a correction on the students's sentence 'writing. As provide above, Abi makes mistakes in making passive sentence. The teacher mentioned the sentence which should be revise and pointing the some wrong words to make correction. The original sentence of Abi is *"maybe, that will happened if the teachers ormaybe the students association….."*. The teacher mentions in the comment part of Instagram by *"add **be** after word **will** because it's passive voice sentence"*. Therefore Abi should change the sentence into *"maybe, that will **be** happened if the teachers or maybe the students association start to socialize the importance of maintaining the cleanness of the canteen"*.

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The other direct corrective feedback which apply by teacher is comes from Asri's writing, Asri here makes some mistakes in using auxiliary verb in sentence *"as one of educational institutional, Porong Senior High School **have** an administration office too"*. The teacher directly gives corrective feedback by asking student to *"change **have** into **has** in the sentence after Porong Senior High School"*.

The next evidence which shows about applying direct corrective feedback from teacher by using Instagram comes from Bagus' writing. Here the teacher gives correction also about using the appropriate auxiliary verb in sentence. Bagus' sentence is *"school yard **are** important part of the school area"*. Teacher gives corrective feedback by saying *"first sentence, school yard is singular so change from **are** into **is**"*. From those comments, Bagus should use the teacher's corrective feedback for further revision.

The other Evidence is come from Iza's writing. Iza's said in that text is *"online tickets **must** have more value"*. Teacher here gives corrective feedback by saying *"choose appropriate word to recommend someone rather than using **"must"** better using "**should"***. Here the teacher giving direct corrective feedback to make Iza understand which part of word that should be change. Therefore the purpose of hortatory exposition text is persuade the readers and do not force to follow what author point of view by using appropriate word like ***"shoud/would"***.

b. Indirect Corrective Feedback

Another corrective feedback which are focusing part of students' hortatory exposition text which had been posted in Instagram is indirect corrective feedback. The teacher shows the indication of students' errors in writing in direct online corrective feedback, but in indirect online corrective feedback teacher does not show the error correction. The teacher only gives sign or asking some part that unrelated with text of students' hortatory exposition text where the error is on.

As shown in table 4.1, the teacher gives a question for recommendation statement that have not mentioned in students' hortatory exposition text, but teacher do not show how to make recommendation statement. So the teacher just gave question

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"what is the recommendation?" for part that less correct. Therefore, Iza should attach the recommendation statement.

In another case based on table 4.1, the teacher gave some question also in part of thesis statement that do not mention in student's hortatory exposition text. Teacher just showing corrective feedback by giving question to Abi's writing. *"What is the thesis?"* rather than giving direct example of how to make a good thesis statement. Otherwise thesis statement is very important in hortatory exposition text which makes the author limit the topic and persuade the reader.

c. Focused Corrective Feedback

Focused feedback is type of feedback that focuses on specific errors made by students in some context related with topic.On table 4.1, the teacher write some correction to student Asri' writing. The online corrective feedback was written by teacher is about *"strength and weakness"* of Asri's statement that showing in thesis statement. It seems like the Asri want to make strength statement but did not mention the evidence. Due to Asri's does not mentioned the proof of her argument, it's lack in persuading someone and teacher also does not know whether it's fact or just Asri's Assumstion. Therefore, the teacher's comments focused on student's statement on the content of some part in hortatory exposition text.

d. Unfocused Corrective Feedback

Unfocused corrective feedback, students are required pay more attention to various errors. On table 4.1, the teacher writes *"Senior High School 1 Porong"*. It refers that the teacher wants to remind Asri to change the *"Porong Senior High School"* into the right word English order for the name of school *"Senior High School 1 Porong"*. Perhaps, the teacher assumes that it is important to conduct the right name of that institution later.

From descriptions above conclude that online corrective feedbacks applied by teacher are direct, indirect, focused and unfocused corrective feedback. The types of online corrective feedbacks are applied by teacher on student's hortatory exposition text which had been posted in Instagram are shown in diagram below:

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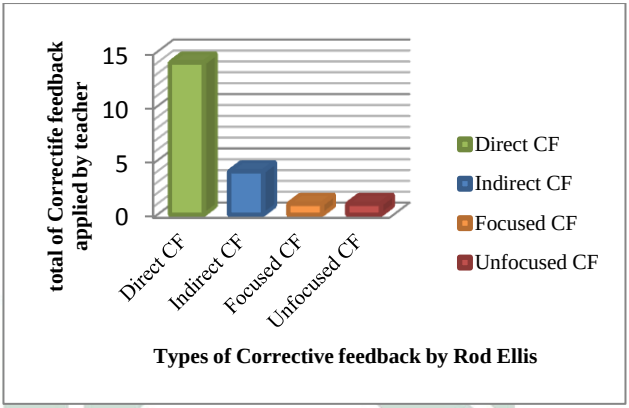

Figure 4.1 Types of Online Corrective Feedback Applied by Teacher on Students' Hortatory Exposition Text Which Had Been Posted in Instagram.

Figure 4.1 shows the corrective feedback that applied by teacher on five students' hortatory exposition text which had been posted in Instagram. To conclude based on the result, direct corrective feedback are mostly appereard and used by the teacher in correcting students' error writing hortatory exposition text using Instagram.

2. Aspects of Grammar and Content that Teacher Gives of Online Corrective Feedback on Students' Writing Hortatory Exposition Text Using Instagram

After analyzing online corrective feedback mostly applied by teacher on the student' hortatory exposition text which had been posted in Instagram. The researcher will focus on analyzing the teacher's online corrective feedback which focusing on grammar and content writing aspects that becomes focusing point by teacher.

The researcher uses the theory of Jacob et al.. So, writing aspects that will be used for this research are Grammar and Content of teacher's corrective feedback due to focusing part that applied in students' hortatory exposition text which had been posted. Focusing point that related with grammar are verb, preposition and conjunction. In the other hand, according to Marh Anderson for content of hortatory exposition text is

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focusing on thesis, argument and recommendation.[57] The result of aspect of students' writing corrective feedback applied by teacher will be posted in table:

Table 4.2 Grammar Aspects in Corrective Feedbacks Applied By Teacher on Students' Hortatory Exposition Text Which Had Been Posted in Instagram

Students' name	**Grammar**		
	Verb	**Preposition**	**Conjunction**
Abi	Main verb **clean** replaced by teacher with **cleaned** *"should be clean**ed**"* and Auxiliary verb teacher correction by add **be** "*that will **be** happened"*	-	-
Asri	Auxiliary verb **have** replaced by teacher with **has** "*Porong Senior High School **has** an administrative office too"* To Infinitive "*and other **to get** the stamp from the administrative office"*	-	-
Bagus	Auxiliary verb **are** replaced by teacher with **is** *"School yard is an important part of*	Preposition **of** for replacing **to** **"**so, the use **of** school	-

[57] Anderson, K., and Anderson, M. *Text types in English 2*, (Malaysia: The modern art production group, 2003) page. 124

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	school area"	yard can be very effective"	
Dwi	To infinitive **to cheating** replaced by teacher with **to cheat** *"the factor that causes someone **to cheat** is that parents are too ambitious to expect good graders"*	-	Conjunction and *"in my opinion if you **and** I also carry out the exam you should learn to get a satisfactory score"*
Iza	Auxiliary verb should replacing by teacher with must "online tickets **should** have more value"	-	Conjunction **if not** replaced by teacher with **otherwise** *"online tickets should have more value, **otherwise** people still choose to buy tickets normally"*

Table 4.2 shows writing aspects in grammar on verb is the mostly focuses on teacher's online corrective feedback on five students' hortatory exposition text which had been posted in Instagram. The next explanation is the elaboration and the example of each part of grammar aspects on students' hortatory exposition text which had been posted in Instagram and had gotten teacher's online corrective feedback.

a. Verb

For the first data is about grammar aspect of verb had been used by teacher for corrective feedback in students' hortatory exposition text which had been posted in Instagram. Verb are

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used differently in every tense. On the students' writing topic is about passive voice tense so they should use be+Verb3 but most of them oftentimes still use Verb1. There are some types of verb in English are main verb and auxiliary verb. The data of teacher's corrective feedback which focuses on grammar mostly appears in main verb which the subject had been doing. In other hand auxiliary verb also appears in teacher's online corrective feedback that has no meaning without main verb.

According with table 4.2 teacher's correction part in verb in exemplified in Abi writing *"canteen should be clean"*. Than teacher gives online corrective feedback by saying *"Main verb **clean** replaced with should be **cleaned**"*, on that sentence Abi does a mistake on verb **clean**, the right one is must be **cleaned**. In this sentence Abi uses main verb but in wrong tenses because it should be delivered in passive so the correct sentence is *"canteen should be cleaned"*.

After wards auxiliary verbs is a verb that proposed to make connection between noun and adjective in the predicate or others. Auxiliary verb is called *"to be"*, such as am, are, was, were. It shows in another example of error by student Asri related with the ftable above the sentence is *"Porong Senior High School **have** an administration office too"*. Teacher's add comment by saying *"change **have** into **has** after word porong senior high school, cause it singular"*. The sentence does not correct because word ***"have"*** as an auxiliary verb have to ***"has"*** due to singular subject.

b. Proposition

Preposition is used when two related sentence is should be connecting. The research find on Bagus's writing. The sentence is *"so, to use the school yard can be very effective"* for the better meaning and word order of the sentence, the teacher give suggestion to change the sentence into "*so, the use of school yard can be very effective"* because it sentence refers to Indonesian style in making sentence.

c. Conjunction

The last correction which applied by teacher on grammar writing aspects is conjunction. Conjuction refers to one word that becomes connection between clauses to make the

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construction of one complete sentence. Based on the table 4.2 of this research is in students Iza use some word that becomes the connection with first clause and the next clause but did not use appropriate conjuction *"online tickets should have more value,* ***if not*** *people still choose to buy ticket normally"* It is incorrect because related with sentence showing a purpose therefore conjunction should be coordinate conjunction *"otherwise"*. Teacher mentions the correction by the comment directly to change the sentence into "*change the word* ***if not*** *into* ***otherwise****".*

From the description above corrective feedback applies by teacher mostly focuses on verb part whether in main verb or auxiliary verb cause student were still committed making error on those part, otherwise correction in preposition is less become focused point in corrective feedback in students' hortatory exposition text through less of students making error in using preposition.

Table 4.3 Content Aspects in Corrective Feedbacks Applied By Teacher on Students' Hortatory Exposition Text Which Had Been Posted in Instagram

Students' name	**Content**		
	Thesis	**Argument**	**Recommendation**
Abi	What is the thesis?	-	-
Asri	What is the thesis? But suddenly mention strength and weakness?	-	-
Bagus	-	-	-
Dwi	What is thesis? You just describe the topic	Less evidence in delivering the statements	-
Iza	-		It's

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			concluded the arguments, but did not mention the recommendation statements clearly.

Table 4.3 delivered the result of corrective feedback applied by teacher which focusing on second part of writing aspect which is the content of hortatory exposition. According to Marh Anderson which has mentioned above that the content of hortatory exposition are thesis, argument, and recommendation.[58] The explanation below is the elaboration and the example of each part of content aspects on students' hortatory exposition text which had been posted in Instagram and had gotten teacher's online corrective feedback.

a. Thesis

Thesis is a statement or idea that describing the author' point of view. A thesis should be mention the statement of what the writer believes and making the line of the argument. Related with table 4.3, teacher makes some corrective feedback in students writing related thesis statement. On Abi's hortatory exposition mention the thesis statement *"canteen is a place to buy or sell food and drinks. Canteen are located in many places such as schools, offices, and much more".* Related with Abi's thesis statement, teacher gave comment about *"what is the thesis statement?"* The reason is the sentence of Abi's thesis is just describing the topic which is the place and function of canteen. Otherwise thesis statement should mention about author point of view related the topic that choosing by them.

[58] Anderson, K., and Anderson, M. *Text types in English 2*, (Malaysia: The modern art production group, 2003) page. 124

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The other teacher's online corrective feedback which applied in student's writing is comes from Dwi. In the part of thesis statement, Dwi just making sentence that refers to describe the topic instead of making his point of view. The statement of Dwi's writing is *"cheating behavior is an activity, or action carried out intentionally by usaing dishonest or fraudulent methods to falsify learning outcomes by using assistance or illegally utilizing outside information when an academic test or evaluation is carried out to achieve certain goals"*. Here in line with Abi, Dwi just mention the detail information of the topic. So teacher gives comment about *"so what is the thesis? You just describe the topic"*.

b. Argument

Argument is a sentence that expressing author a point of view which using evidence to prove the argument or supporting the reason. The arguments can be related with topic which shows cause and effect in every idea. Related with table 4.3 on the Dwi's hortatory exposition which had been posted in Instagram got comment from teacher. The argument of Dwi written *"the next factor is because children do not learn"*. After those argument Dwi did not mention supporting sentence for delivering the prove of Dwi's argument. Teacher gives comment for giving additional evidence to support the argument. Perhaps by giving comment in Dwi's argument, the argument becomes strong and persuade the reader.

c. Recommendation

Recommendation is a statement of what should or should not happen or done based on the giver author's argument. As the function of hortatory exposition is persuade the reader, so the recommendation becomes the main point to make author's argument do able or do not for the reader. Based on the table 4.3, in recommendation part of Iza's hortatory exposition is becomes the subject of teacher's correction. Iza's writing is *"the main advantage of each of the above is that there are many agents or applications that offer various promos and are*

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competing to provide facilities that appeal to the community". This sentence more refers to concluding the author argument rather than recommend the reader to do the topic of this text. It' similar with teacher comments *"It's concluded the arguments, but did not mention the recommendation statements clearly. Make the recommendation clearly"*. Perhaps related teacher's correction, Iza should mention the recommendation statement to make what Iza's write becomes appropriate recommendation part of hortatory exposition text.

From the description above corrective feedback applied by teacher mostly appeared is about mentioning thesis statement that being forgotten by students. Most of them are making description only whereas the main point of making thesis point is delivering author point of view to guide the reader's believe.

B. Discussion

This part is focusing on making discussion of the teacher online corrective feedback using Instagram. This study is conduct to identify corrective feedback which applied by teacher using Instagram and describe the grammar and content of writing aspects are mostly concern in teacher's corrective feedback to revise students writing hortatory exposition. In order to answer those research questions, two main sections are choosen. They are identify types of corrective feedback which applied by teacher using Instagram and what grammar ad content writing aspects of teacher's online corrective feedback in students' hortatory exposition text.

1. Types of Online Corrective feedback applied by teacher using Instagram.

Based on the finding that had been mentioned above, the research found that there are four corrective feedback types applied by teacher on students' hortatory exposition text using Instagram. Those are direct corrective feedback, indirect corrective feedback, focused and unfocused corrective feedback. The most types of corrective feedback applied by teacher are direct corrective feedback. It is obviously shows in each five of students' hortatory exposition text which had been posted in Instagram. Teacher is preferred in using direct online corrective feedback to direct student's mistake. Supported

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with Ellis, he also believes that direct corrective feedback becomes the teacher's way to provide the student with the correct form of the students' mistake in writing.[59] The finding of this research is similar with Rustipa, direct corrective feedback becomes one of strategy to enhance students' awareness in further revision due to low writing proficiency in EFL learner. As the perception of mostly teachers in the previous study conduct that direct corrective feedback can show the right part of writing with explicit way.[60]

There are five students' hortatory exposition text which collected from eleventh grade of English as cross interest program. Each students' writing are consist of one or more types of online corrective feedback which applied by teacher using Instagram. Based on the result of research, teacher is focusing on using four type of online corrective feedback.

The first type which mostly becomes teacher uses is direct online corrective feedback. The analysis conduct that teacher not only mentions the mistakes of students' writing in comment, but also showing the correction directly to make the student aware which past is error and making revise later. In direct corrective feedback especially in using technology like Instagram, teacher directly mention part which wrong or asking students to insert some missing word. This is supported by Ellis also, direct feedback refers to crosses out unsuitable word order, clause and phrase, inserts uncompleted letter in some word or morpheme and writes the correct form next to the erroneous form.[61] In the other hand, teacher online corrective feedback is mostly focusing how to make students understand which part of grammar that supposed to be fixing. As stated by Bougherara, teacher becomes the

[59] Rod Ellis, "A Typology of Written Corrective Feedback Types". English Language Teaching Journal. Vol. 63, 2009, 97-107

[60] K, Rustipa. *The Benefit of Indirect Comprehensive Error Correction in Improving Advanced EFL Learners' Writing Accuaracy,* Proceedings: The 2nd International Language and Language Teaching Conferences, pp 551-557, 2015

[61] Rod Ellis, "A Typology of Written Corrective Feedback Types". …. 97-107

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grammar evaluator error in EFL.[62] Furthermore this finding in line with Heaton's which confirm that errors commonly occurs in second language learning including English writing by Indonesian EFL learners.[63] So, by direct online corrective feedback becomes appropriate type of corrective feedback to enhance students' awareness further in doing revision especially in grammatical error.

The other type of online corrective feedback which are mostly applied teacher is indirect online corrective feedback. According to the analysis above, teacher asking the part which did not mentioned by students, so teacher just giving question and question mark. Teacher mostly uses indirect corrective feedback to asking some part which missing from the text by giving question rather than showing the correct sentence of that part. It's similar with direct corrective feedback, but indirect corrective feedback did not provide correction clearly in the parts which are wrong. It supported again with Ellis theory which teacher only give mark or indication but not to give correction in students' mistake[64]. In conclusion, indirect corrective feedback can be done with several ways, such as circling, crossing, and underlining the error without showing the correct form.[65] As stated before which teacher most focus on grammar, indirect corrective assume that do not appropriate to make the direct correction to show part of error writing. It suitable just for asking further information from student's writing.

The last type is focused and unfocused corrective feedback. On the results there are those two types of corrective feedback too. There was some statement that made teacher confused. There comment focused on the content of the hortatory exposition text. From that case, concluded that content aspects becomes the focusing part

[62] Rim Bougherara, Doctoral Dissertation: "*The Role of Teacher's Feedback in Enhancing EFL*

[63] Heaton J. Brian, *Writing English Language Test*, (New York: Longman Inc. 1989),135

[64] Ellis, "A Typology of Written Corrective Feedback Types"…. 97-107

[65] Ellis, "A typology of Written Corrective Feedback Tyoes"…….. 97-107

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of teacher's online corrective feedback on students' writing hortatory exposition text. The teacher also gives comment unrelated with the content. The comment shows about the right written English of the school's name. The teacher reminded the student to make it right. In line with Ellis, unfocused corrective feedback is teacher's does not have limitation on providing online corrective feedback as long as the sentence included in students' writing.[66]

Online corrective feedback becomes one of strategy to enhance students' awareness in decreasing writing error, but from those seven types of corrective feedback proposed by Rod Ellis, three of it does not appear in this research. Such as Metalinguistic corrective feedback which does not appropriate ways for teacher correcting students' grammar by using this type of corrective feedback. The next one is Electronic corrective feedback which also does not appear because of the use of Instagram during research on students' writing. Mostly electronic feedback will appear in appropriate media which provide specific program for supporting teacher to show corrective feedback like learning language tools. Instagram had been chosen by researcher for gaining students' interest to do the assignment on time rather than consider the supporting feature like had been provided in learning special tools. The last type of corrective feedback which does not appear in this finding is reformulation corrective feedback. The main purpose of this type of corrective feedback is used to provide the writer is the proper linguistics sentence that can be used to correct errors sounds like native speaker. So it is important to consider how students and language teacher perceive corrective feedback.

In sum, in online situation direct corrective feedback becomes the types of feedback which mostly applied by teacher using Instagram. The other corrective feedback like indirect, focused and unfocused corrective feedback also applied by teacher in making correction on

[66] Rod Ellis, "A Typology of Written Corrective Feedback Types"…. 97-107

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students' hortatory exposition text which had posted in Instagram. Besides, as stated from Soo Kum Yoke research delivered research which use online and conventional ways in giving corrective feedback stated that those two ways are showing direct corrective feedback mostly applied by teacher. [67] So whether use online and conventional corrective feedback will not showing any difference for teacher to show student's error.

2. Aspects of Grammar and Content that Teacher Gives of Online Corrective Feedback on Students' Writing Hortatory Exposition Text Using Instagram

Based on the result of the research in writing aspects, to describe the aspects of grammar and content that teacher gives of online corrective on students' writing Hortatory exposition test. Teacher mostly focuses on making correction in grammar part especially in verb. It obviously shown in those five of student's writing which had posted in Instagram. In line with Trusscott states that in directly correcting students' error in grammar aspects is important due to enhance writing proficiency [68] As previous study shown that corrective feedback as means of supporting students' to improving targeted language skill in structure.

According to the result of this research, in correction of students' hortatory exposition text verb part of grammar aspects becomes the most correction point. This indicates that student's make error whether in main verb and auxiliary verb. The researcher found that each of five students making mistake in using verb. Some of them are making mistakes in auxiliary verb. The example *"school yard **are** important part of school area"* which it incorrect cause the auxiliary it could be singular *"school yard **is** important part of school area"*. This finding is related with previous study of Novi Hayu Trianasari. The result of Novi's study shows that there are errors in syntactical error

[67] Yoke, Soo Kum, "The Use of Online Corrective Feedback in Academic Writing by L1 Malay Learners". English Language Teaching; Vol. 6, No. 12; 2013, 176

[68] Truscott. "The Case against Grmmar Correction in L2 Writing Classes". *Language learnin Article.* Vol. 46 No, 2, 1996, 329

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such as verb and preposition. Verb becomes important aspect in making writing understood and coherence with writing's topic. In the other hand, this study found that teacher mostly making correction in verb and conjunction. Conjunction becomes the second aspects which mostly making error by students related with teacher's online corrective feedback. Based on the result, 2 of 5 students are making error in conjunction part. The example of using ***"otherwise"*** rather than ***"if not"*** in one students' hortatory exposition text appeared.

The last grammar aspect is preposition. Making correction by teacher in preposition seldom applies due to less of students' error. Based on the result of the research, just 1 of 5 students who making error in preposition aspects. It was different with Tiara Lembayung which in that thesis preposition appeared mostly in student's writing. Furthermore this finding concludes that errors mostly appear in Indonesian EFL learners.[69]

The other aspect of writing which becomes the focus point based on the teacher's corrective feedback is Content of hortatory exposition text which had been posted in Instagram. There are a lot of problems for the students in learning English, but the urgent one was the students' difficulties in writing generic structure hortatory exposition text. Most of the students were unable to write text based on the generic structure, they unable to write based on the generic structure. Based on Marh Anderson, hortatory exposition text consists of thesis, argument and recommendation.[70] Based on the table 4.3, teacher was concern on giving correction mostly in students' thesis statement. Thesis statement should be told about author statement of what the author believes. In example of Abi's horatatory exposition text, Abi making some statement related with topic but it more focusing on describing the

[69] Heaton, J. Brian, Writing English Language Test, (New York: Longman Inc. 1989), 135.

[70] Anderson, K., and Anderson, M. *Text types in English 2*, (Malaysia: The modern art production group, 2003) page. 124

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topic rather than telling the author's hopes to proving what author believes. The result was written with *"canteen is a place used to buy or sell food and drinks. Canteens are located in many places such as schools, offices, and much more"*. Related with Abi's statement, teacher gives comment by asking question *"what is thesis statement?"* for Abi's hortatory exposition. It's applied also with 2 of 5 students' writing. Students can not mention the thesis clearly but just describing the topic which the structure almost similar with descriptive text sentence. This result is in a line with Wulandari study, it was stated that the students did not write the clear introduction of the main idea. This indicates that having knowledge, good arrangement, and show the point of the topic is important in writing thesis.

Another aspect in content in hortatory exposition text is argument. According to Marh Anderson, argument should be about making clear statement which expressing author's point of view. The statement has to showing evidence to prove or supporting the reasons.[71] Based on table 4.3, 1 of 5 students who makes the mistake in argument is Dwi. In example *"the next factor is because children don't learn"*. Teacher making comment in Dwi's hortatory exposition was less evidence which have not mention in Dwi's argument. Teacher was suggesting Dwi to add some evidence to make argument strong. It still in line with Wahyuni also stated that while in writing arguments, students sometimes did not contain the appropriate opinions to support the main idea because student still have difficult in developing the idea.[72]

The last aspect of content writing is recommendation. Recommendation is statement that author persuade the reader to believe in author's argument by making some

[71] Anderson, K., and Anderson, M. *Text types in English 2*, (Malaysia: The modern art production group, 2003) page. 124

[72] Wahyuni, S, "Students Ability In Writing Hortatory Exposition Of Eleventh Grade Students At SMAN 14 Pekanbaru In Academic Year 2015/2016". Journal of English for Academic, Vol. 04, No. 02, 2017.

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suggestion statement. Related with the result of table 4.3, show that 1 of 5 students do error in making recommendation in hortatory exposition. Iza becomes student who mentions recommendation just by showing advantage to do the topic rather than recommend the reader to do the topic. This obviously becomes the part of getting teacher's online corrective feedback. The written of Iza's recommendation was *"the main advantage of each of the above is that there are many agents or applications that offer various promos and are competing to provide facilities that appeal to the community".* Teacher gives suggestion to Iza to make clear recommendation for readers. Previous study from Putri also mentioned that most of students have difficulties in writing recommendation. [73] Based on finding, the difficulty faced by students in writing recommendation was the lack of knowledge that students had about how to write the suggestion and what should be informed in recommendation section.

In sum, making thesis, developing idea in argument part and recommendation is not easy for students. Teacher need to give online corrective feedback whether to make guidance and showing which part of student's statement is related with topic and good arrangement. Regarding with Harmer stated that the actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of ongoing learning experience.[74] Also Wahyuni stated that students were suggested to learn and do more exercise about generic structure and language feature by guidance of

[73] Putri, D. D, "An Analysis Of The Students Difficulties In Writing Hortatory Exposition Text By The Second Year Students Of SMAN 7 Padang In Academic year 2013". Undergraduate faculty of Education of Bung Hatta University Vol. 2, no. 05, 2013

[74] Harmer, J, How To Teach English: An Introduction To The Practice Of English Language Teaching (Harlow: Pearson Education Limited, 2007)

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teacher feedback in hortatory exposition text to have good writing.[75]

However, in line with the result of teacher's online corrective feedback mostly used is direct corrective feedback due to the focus of teacher itself is Grammar rather than content. All of teacher's online corrective feedback comes with the teacher's believe in focusing to enhance students' writing in EFL by mostly making correction in grammar aspects directly. For making online corrective feedback in content is already enough with use indirect corrective feedback to mention student's error. Moreover both of the aspects of writing becomes the aspect for students' do better further revision in hortatory exposition text.

[75] Wahyuni, S, "Students Ability In Writing Hortatory Exposition Of Eleventh Grade Students At SMAN 14 Pekanbaru In Academic Year 2015/2016". Journal of English for Academic, Vol. 04, No. 02, 2017.

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CHAPTER V
CONCLUSIONAND SUGGESTION

This chapter is for elaborate the conclusion of the current study's findings and suggestion. The conclusion section describes the main or salient findings of the research and proposes several suggestions for the teachers, readers, and further researcher.

A. Conclusion

As described the research findings and discussion section, there are several important points about types of online corrective feedback applied by teacher and the grammar and content aspects that the teacher gives of online corrective feedback on students's writing Hortatory Exposition.

1. The findings indicate that regarding with seven types of corrective feedback proposed by Rod Ellis, four of them are applied by teacher such as direct, indirect, focused and unfocused teacher's online corrective feedback applied by teacher in doing corrective feedback using Instagram. The way teacher delivered the online corrective feedback mostly uses direct ways for showing students' error in writing Hortatory Exposition. This direct corrective feedback which applied by teacher refers to making the straight correction especially in Grammar aspects. In the other hand, this research deliver that the other three types of teacher's online corrective feedback does not appear is because the appropriate ways for using those types for showing correction by teacher.
2. The next findings indicates that related with those two writing aspect which are Grammar and content of teacher's gives in online corrective feedback. This research find the verb part of grammar becomes the most correction point instead of preposition and conjunction. This indicates that grammar becomes the focuses point of teacher's online corrective feedback. Indirectly due to the learning process in EFL, teacher will focus on showing correction in grammar. It becomes teacher's style on delivering and evaluates in EFL program for students' writing. So the teacher use direct corrective feedback rather than other types for making clear student's error in grammar. For the content aspect, indirect online corrective feedback is

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mostly used by teachers. The focusing part which mostly becomes focuses point is thesis instead of arguments and recommendation part. Thesis statement becomes the part of text which less attention on students' writing. Teacher use indirect corrective feedback in most error part of students' thesis statement. They just describe the topic of the text instead of showing their point of view statement. This indicates that students' have not understood yet how to make the statement for limit the students' idea in hortatory exposition.

B. Suggestion

Considering the findings of the study, the current research proposes some suggestion for the students particularly students of English Language Education Department, UIN Sunan Ampel Surabaya, the teachers, readers and the further researcher.

1. For the teacher

   The teacher expected to explore more in using appropriate corrective feedback on every writing aspect due to EFL learning process. The teachers should also provide more practices to facilitate student in difficulty for making good thesis, argument and recommendation in Hortatory Exposition Text. So the students will do better in making argument.

2. For the readers

   For reader who are interested in this topic. As study found corrective feedback which is used by teacher in online situation using Instagram. Addition, this research gives explanation in delivering phenomena in using Instagram as aid for teacher's doing online corrective feedback and present method to analyze the data.

3. For Further researchers.

   For future researchers who are attracted examining the same topic and want to develop it. As this study found that teacher is focusing on writing aspects grammar and content, future research may also need to investigate the other's aspect of writing which comes from those three types of corrective feedback that should be consider in writing EFL.

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