CHAPTER IV

FINDINGS AND DISCUSSION

This chapter mainly discussed the finding of the conducted research and interpretation of the data to answer the research problem stated in the first chapter. This chapter contains the result of the collecting data through observations which are taken from teaching and learning process, interview with the English teacher and distributing questionnaires.

In this research, the researcher discussed three problems of the study:

- 1. What kind of feedback used by English teacher to correct the students' mistakes in recount text?
- 2. What are the reasons of the English teacher choose certain kind of feedback?
- 3. What are the students' responses toward teachers' feedback?

The first observation was done on 19^{th} of July 2014 the second observation was done 21^{st} of July 2014 the third and the last observation was done on 22^{nd} of July 2014.

The first research problem was answered by doing observation 3 times. In the observation process the researcher used observation checklist which contained category of feedback, indicator, and numerical classifier to easier the researcher in the observation process.

The second research problem was answered by doing interview with english teacher. To collect the data, the researcher used interview guideline to help the interview process become more focus. It contained some essential problems which might be enough to answer the research the second research problem.

The third research problem was answered by distributing the questionnaires to all of the students in the class. The total number of the students was 32, but for some reasons they were absent so the questionnaire only distributed to 24 students. This process was done in one meeting.

There are three indicators in the questionnaire:

- 1. Students' background in writing.
- 2. Students' responses toward teachers' feedback in writing.
- 3. Students' attitudes toward teachers' feedback in writing.

A. Data Analysis

 Kinds of feedback often used by teacher to correct the students' errors in writing

a. The Result of First Observation

In the first observation, the researcher found the type of feedback often used by the teacher was corrective feedback. For the clearer explanation, it will be presented in the charts below;

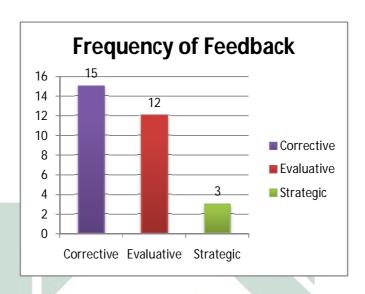


Figure 4.1. Total of Oral Feedback in First Observation

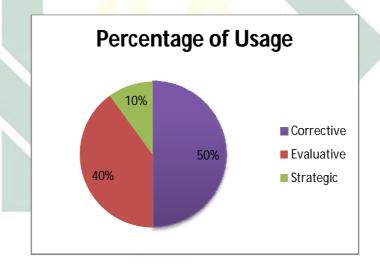


Figure 4.2. Percentage of Usage of Oral Feedback in First Observation

The charts clearly show that corrective feedback was often used by the teacher. The result of first observation shows that corrective feedback is used 15 times or about 50%. Evaluative feedback is used 12 times or about 40%. Strategic feedback is used 3 times or about 10%.

Strategic, corrective and evaluative feedback is used to correct students' errors, but corrective feedback seems to be more useful and easy to understand for the students than strategic and evaluative feedback. The students are also easy to aware about their errors when the teacher used corrective feedback. On the contrary, when teacher used strategic to suggest the correct way to the when the teacher used strategic to suggest the correct way to the students, they looked confused and the teacher had to repeat what she said and even translated into Bahasa Indonesia. It is happened because strategic feedback need long sentences to convey the suggestion but corrective feedback only need short sentences to convey the suggestion since it will point the errors directly.

On the first day of observation, the reason why the teacher often used corrective and evaluative feedback has been revealed. The reason is because the students still have lack knowledge about recount text. To avoid discouraging the students despite their many errors in recount text, the teacher was directly pointing out the errors, giving the right one and also giving positive reaction toward their result of writing. It was done to avoid discouragement among the students.

The next result will be about the types of oral corrective feedback than often used by the teacher. The researcher presents the result of through the charts below;

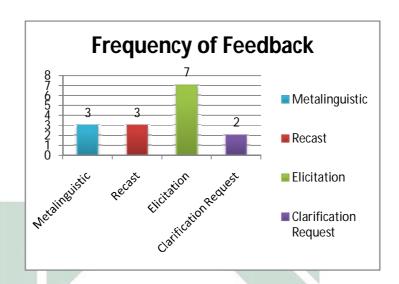


Figure 4.3. Total of Oral Corrective Feedback in The First Observation

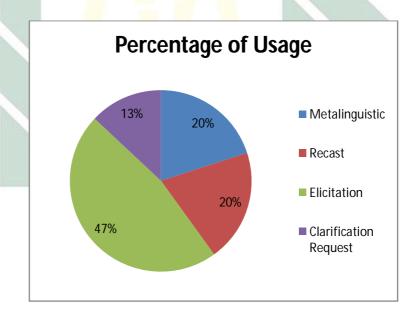


Figure 4.4. Percentage of Usage of Oral Corrective Feedback in The First

Observation

The charts above show that elicitation is the oral corrective feedback often used by the teacher. In the first observation, total of

elicitation is used for 7 times or about 47%. Metalinguistic is used for 3 times or about 20%. Recast is used for 3 times or about 20%. Request is used for 2 times or about 13%.

The students seemed easy to understand elicitation because the students directly know about their errors. Based on the observation, the teacher used recast to comment students' written errors in grammar. Classification request was not only used to correct grammar, but it is also used to correct the content of the sentences. To comment or correct students' errors and mistakes in vocabulary the teacher used elicitation.

b. The Result of Second Observation

In the second observation, the researcher found the different result with the first observation about the oral feedback often used. In this second observation, the researcher found that evaluative feedback is often used than corrective feedback. Therefore, the total number only shows little different.

For the clearer explanation, the researcher draws the charts

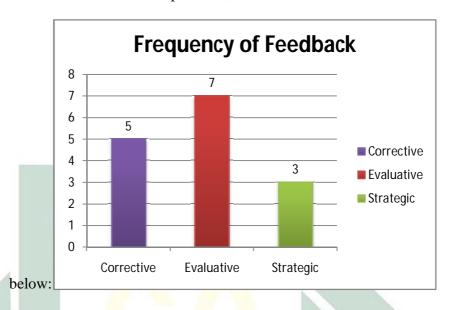


Figure 4.5. Total of Oral Feedback in Second Observation

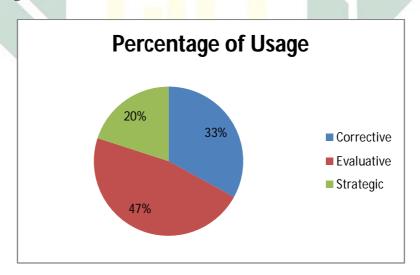


Figure 4.6. Percentage of Usage of Oral Feedback in Second Observation

In this second observation, the researcher looked the good interaction between teacher and students. Students seemed enjoy the teaching and learning process in the class. Moreover, the students

looked enthusiastic in the class. Based on the observation, they are enthusiastic because the teacher succeeds in managing the class with enjoyable situation which makes the students fun while in the class.

In this second observation, the researcher found that giving evaluative feedback is actually useful to increase students' motivation and to build students' confidence in writing. It was proved when the teacher gave praise to one of the students because she answered teacher's question correctly. The teacher used words which encourage them "ok, good job!" the students looked satisfied and they write much faster and eager than before.

The type of oral corrective feedback in the second observation showed that recast is often used by the teacher. Using different kind of oral corrective feedback, the teacher succeeds in making the students understand. For make clearer explanation, the researcher also uses the charts below;

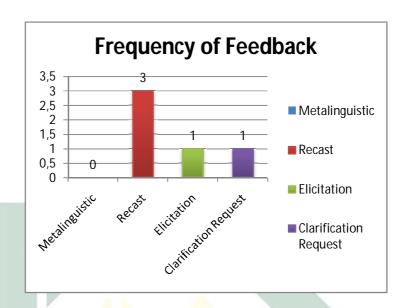


Figure 4.7. Total of Oral Corrective Feedback in The Second Observation

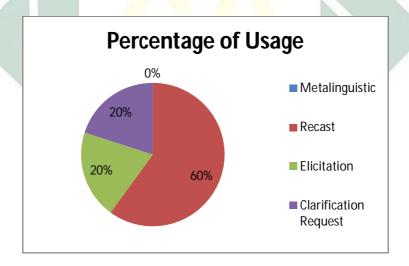


Figure 4.8. Percentage of Usage of Oral Corrective Feedback in The Second

Observation

The charts above shows the most commonly used is recast for 3 times or 60%. Request is used for 1 times or 20%. Elicitation also is

used for 1 times or 20%. Finally, the metalinguistic was never used at the second meeting.

Based on the observation, recast is the most commonly used to correct the students' errors. But in this second observation, vocabulary errors are the most commonly done by the students.

c. The Result of Third Observation

In the last observation, the researcher found the similarity of result that evaluative feedback is the most commonly used by the teacher that corrective feedback. The more explanation are presented in the charts below;

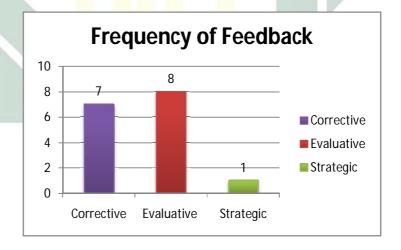


Figure 4.9. Total of Oral Feedback in Third Observation

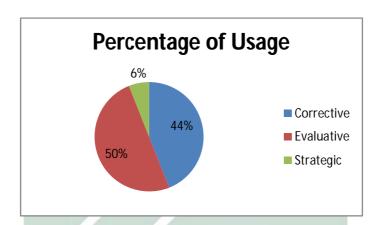


Figure 4.10. Percentage of Usage of Oral Feedback in Third Observation

The chart above shows that evaluative feedback is the most commonly used by the teacher. The teacher uses evaluative feedback for 8 times or 50%. Corrective feedback is used quite often, and the teacher uses it for 7 times or 44%. Strategic feedback is rarely used in this meeting, it is used for 1 times or 6%.

Based on the observation that the researcher did, the researcher found that almost all of the students got positive evaluative feedback. They seemed so happy though they are very enthusiastic to follow the teaching and learning process.

The oral corrective feedback that commonly used by the teacher in this meeting was still recast. The charts below explain the result;

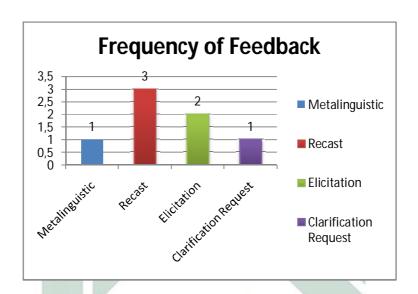


Figure 4.11. Total of Oral Corrective Feedback in The Third Observation

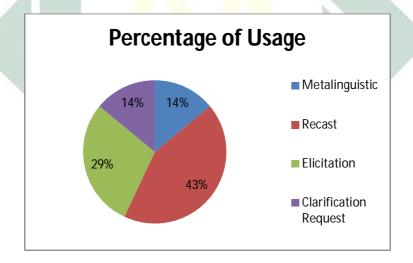


Figure 4.12. Percentage of Usage of Oral Corrective Feedback in the Third

Observation

Based on the charts above, recast is the commonly used to correct students' errors and mistake. Recast is used for 3 times or 43%. Metalinguistic feedback is also used by the teacher that is for 1 time or

14%. Elicitation is used for 2 times or 29%, while request is only used for 1 time or 14%.

2. The reasons of the teacher choose certain kind of feedback

a. The result of interview

The researcher analyzed the result of teacher's interview about the reasons of the English teacher choose certain kind of feedback to correct the students' error in writing class.

First, to know the background of the students' ability in writing, the researcher asked some questions to the teacher. The result shows that in the teacher point of view, the students' ability in writing is not bad but also not too good. Some of them have good ability in writing but mostly not. The interview also shows that most of the students tend to make error in vocabulary and grammar. They sometime used an unfamiliar vocabulary which is not suitable with the sentence.¹

Second, to confirm the observation result of what kind of feedback often used by the teacher to correct the students' error and mistakes in writing, the researcher asked some question regarding this issues. The result shows that the teacher often used corrective and evaluative feedback to correct the students' errors and mistakes, but

49

¹Interview with Cahyanti Lusiandri on 22nd of July 2014 at 11.00

the teacher also said that strategic feedback was also used to give them stimulus to find what kind of errors or mistakes which they had made.²

The third and the last to know the reason of the English teacher choose certain kind of feedback and also the teacher opinion about the advantages of the feedback, the researcher asked some questions which related to these issues. The results shows that the teacher reasons often used corrective and evaluative feedback in the class is because it is not time consuming and easier to understand. The teacher also said that feedback is useful to improve their ability in writing and feedback also prevent them to do the same mistakes again.³

3. The students' responses toward teacher's feedback

a. The result of questionnaire

The researcher also used questionnaire to collect the data. It was used to know the students' responses about teacher's feedback and also to know the students' attitude toward the teacher's feedback after getting feedback from the teacher. Each of students was given 20 questions which were divided into multiple choices and checklist questionnaires. There are three indicators measured in the questionnaires;

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²Interview with Cahyanti Lusiandri on 22nd of July 2014 at 11.00

³Interview with Cahyanti Lusiandri on 22nd of July 2014 at 11.00

- 1) Students' background and interest in writing (1-6)
- Students' responses toward teacher's feedback in writing (7 12)
- 3) Students' attitude toward teacher's feedback in writing (13-20)

By distributing questionnaire, the researcher got the data about the students' background and interest in writing.

For the question number 1, "which skill would you like to master most?". The result presented below;

Table 4.3

The Result of First Question

No	Percentage of The Answer			
- 1.5	Listening	Speaking	Reading	Writing
1	4%	84%	4%	8%

There are 83% students who wants to master speaking skill. It is 20 out of 24 students who choose this answer. It seems most of the students really want to be able to speak english fluently and correctly. 8% students wants to improve their writing. The rest of them 4% choose listening and 4% choose reading.

For the statement number 2, "Your ability to write is...". The result presented below;

Table 4.4

The Result of Second Statement

NO]	Percentage of Answer	
	Good	Average	Low
2	8%	92%	0%

The result of the students' answer above shows that only 8% or 2 students feel confident of their skill in writing. 92% or 22 students feel not too confident with their skill in writing. However, no students feel bad at their skill in writing.

For the question number 3, "Do you write in English outside the school?". The result presented below;

Table 4.5

The Result of Third Question

No	Percentag	e of Answer
	Yes	No
3	38%	62%

The result above shows that 38% or 9 students practice to write in English outside the school. On the other hand 62% or 15 students do not practice to write in English outside the school. It is answering the

reason why most of the students do not feel confident in their writing skill.

For the question number 4, the students who eligible to answer is the students who answer "Yes" in the question number 3. So, only 9 students are eligible to answer this question. "If "Yes", What type of writing?". The result will be presented below;

Table 4.6

The Result of Fourth Question

No		Percentage of The Answer		
	Homework	Letter	E-mail	Other
4	33%	0%	11%	56%
				7

The result above shows that 56% or 5 students practice their writing skill outside the class by using it on other. 4 of the students specify that other is short message system (SMS), and 1 student specify that other is social media. 11% or 1 student answered E-mail, and 33% or 3 students answered homework.

For the question number 5, "In the class do you like writing...".

The result will be presented below;

Table 4.7
The Result of Fifth Question

No	Percentage of The Answer					
	Individually In Pairs In Small Groups In Large Group					
5	17%	54%	29%	0%		

The result above shows that 54% or 13 students want to do their writing assignment in pair in order to make their writing better. 29% or 7 students feel best when working writing assignment in small groups. 17% or 4 students think it is good to work individually since working together may lead to confusion during developing the idea of writing. Finally, no student choose to work their writing assignment in large group.

For the question number 6, "When you write, do you have difficulty in". The result will be presented below;

Table 4.8

The Result of Sixth Question

Difficulty in	Percentage of answer			
	Often Sometime New			
Grammar	21%	79%	0	
Vocabulary	17%	79%	4%	
		Difficulty in Often Grammar 21%	Difficulty in Often Sometime Grammar 21% 79%	

Ideas/Content	38%	58%	4%
Organizing of	25%	67%	8%
the Ideas			

The result above shows that 79% or 19 students are sometimes having difficulty in grammar when writing English. 21% or 5 students are often having difficulty in grammar when writing English. 0% student is never to not having any difficulty in grammar when writing English.

79% or 19 students are sometimes having difficulty in vocabulary when writing english. 17% or 4 students are often having difficulty in vocabulary. Only 4% or 1 student is confident about his vocabulary collection and feeling no problem in vocabulary whens writing English.

58% or 14 students are sometimes having difficulty in content or ideas when writing English. 38% or 9 students are often having difficulty in content or ideas when writing. Only 4% or 1 student is confident about his content picking and feeling no problem when writing English.

67% or 16 students are sometimes having difficulty in organizing the idea of their writing. 25% or 6 students are often having difficulty

in organizing the idea of their writing. 8% or 2 students are feeling so confident about his ability to organizing the idea of their writing.

For the question number 7, "What do u feel if your teacher praise you?". The result will be presented below;

Table 4.9

The Result of Seventh Question

No	Percentage of The Answer				
	Very Happy	Нарру	Unhappy	Shy	
7	42%	42%	0	16%	

From the result above, 42% students are very happy their teacher praise them. 42% students are also happy when their teacher praise them. Unfortunately, 16% students feel shy when they get praise from their teacher, it may cost backfire to these kind of students when the teacher praise too much to them.

For the question number 8, "What do you feel if your teacher correct your mistakes at class".

Table 4.10

The Result of Eighth Question

No	Percentage of The Answer			
	Very Happy	Нарру	Unhappy	Shy
8	4%	17%	4%	75%

The result above shows that most of the students which is 75% or 18 students feel shy when their teacher correct their mistakes at the class. 17% or 4 students feel happy toward the teacher's feedback at the class. 4% or 1 student feel very happy while the other 4% or 1 student feel unhappy when the teacher correct their mistakes at the class.

The question number 9, "What is your opinion about your teacher feedback?". The result will be presented below;

Table 4.11

The Result of Nineth Question

No	Percentage of The Answer				
	Very Good	Good enough	Not Good	Bad	
9	17%	71%	12%	0%	

From the result above, it shows that most of the students fees the teacher feedback is good enough, it is about 71% or 17 students. 17% or 4 students feel the teacher feedback is very good. The rest of the students or it is about 12% or 3 students feel that the teacher feedback is not good.

The question number 10, "According to you, is your teacher's feedback useful to improve your writing skill?". The result will be presented below;

Table 4.12

The Result of Tenth Question

	Percentage of The Answer				
No	Yes, it is useful	Yes, it is useful	Not Good	Bad	
		enough			
10	46%	50%	4%	0%	

The result above shows that 50% or 12 students think that the teacher's feedback is useful enough to improve their writing skill. 46% or 11 students think that the teacher's feedback is useful to improve their writing skill. 4% or 1 student thinks that the teacher's feedback is not good to improve their writing skill. No students thinks that the teacher's feedback is bad.

The question number 11, "What is the benefit which you feel from your teacher's feedback?". The result will be presented below;

Table 4.13

The Result of Eleventh Question

		Percentage	e of The Ans	swer
No	Give me more motivation and confidence in writing english	Improve my writing skill	No Benefit	Reduce my confidence in writing english
11	50%	33%	17%	0%

The result above shows that 50% or 12 students feel that the teacher's feedback give them more motivation and confidence in writing English. 33% or 8 students feel that the teacher's feedback will be able to improve their writing skill. 17% or 4 students feel that the teacher's feedback has no benefit to them. No student feel that the teacher's may be able to reduce their confidence in writing english.

The question number 12, "How is your writing skill improvement after being corrected by your teacher?". The result will be presented below;

Table 4.14

The Result of twelveth Question

	Percentage of The Answer				
No	Better, because I know my mistakes and how to	Nothing changed	Worst, because i have less		
	correct it				
12	79%	21%		0%	

From the result above, it shows that 79% or 19 students feel that they become better after being corrected by the teacher because they know their mistakes and how to correct it. 21% or 5 % students feel nothing changed after being corrected by the teacher. No one student feel worst after being corrected by their teacher because it may decrease the students' confidence to write.

The question number 13, "Do you read the teacher's feedback?".

The result will be presented below;

Table 4.15

The Result of Thirteenth Question

No	Percentage of Answer		
	Yes	No	
13	71%	29%	

From the result above, it shows that 71% or 17 students answer "yes". It means that the students read the teacher's feedback. 29% or 7 students answer "no". It means that the students do not read the teacher's feedback.

For the question number 14, the students who eligible to answer is the students who answer "Yes" in the question number 13. So, only 17 students are eligible to answer this question. "If "Yes", do you...". The result will be presented below;

Table 4.16

The Result of Fourteenth Question

	Percentage of The Answer			
No	Read Them	Look at	Pay attention to the	
	Carefully	some of	f teacher's comments on the	
		them	idea expressed	
14	42%	23%	18%	0%

The result above shows that 42% or 10 students read the teacher's feedback carefully. 23% or 4 students just look at some of the teacher's feedback. 18% or 3 students pay attention only to teacher's comments on the idea expressed.

For the question number 15, "it is important that your teacher's feedback points our your errors in your writing in;". The result will be presented below;

Table 4.17
The Result of Fifteenth Question

	Important to	Percentage of answer			
NO	points out the	High	Medium	Low	No
	errors in;	Importance	Importance	Importance	Importance
	Grammar	6 <mark>7</mark> %	33%	0%	0%
4	Vocabulary	67%	25%	8%	0%
15	Ideas/Content	67%	33%	0%	0%
	Organizing of the Ideas	71%	29%	0%	0%

From the result above, it shows that 67% or 16 students think that it has high importance to point out the errors in the grammar. 33% or 8 students think that it has medium importance to point out the errors in the grammar. No students think that has is low importance and and no importance to point out the errors in the grammar.

67% or 16 students think that it has high importance to point out the errors in vocabulary. 25% or 6 students think that it has medium

importance to point out the errors in vocabulary. 8% or 2 students think that it has low importance to point out the errors in vocabulary. No students think that it has no importance to point out the errors in vocabulary.

67% or 16 students think that it has high importance to point out the errors in ideas or content. 33% or 8 students think that it has medium importance to point out the errors in ideas or content. No one think that it has low importance or no importance to point out the error in content or ideas.

71% or 17 students think that it has high importance to point out the errors in organizing the ideas. 29% or 7 students think that it has medium importance to point out the errors in organizing the ideas. No one think that it has low importance or no importance to point out the error in organizing the ideas.

The question number 16, "Do you want your teacher to correct your written production?". The result will be presented below;

Table 4.18

The Result of Sixteenth Question

No	Percentage of Answer		
	Yes	No	
16	92%	8%	

The result above shows that 92% or 22 students want the teacher to correct their written production. 8% or 2 students do not want the teacher to correct their written production.

For the question number 17, the students who eligible to answer is the students who answer "Yes" in the question number 16. So, only 22 students are eligible to answer this question. "If "Yes", do you want them to correct...". The result will be presented below;

Table 4.19

The Result of Eleventh Question

		Percentage of The Answer				
				Only Errors that	No Errors and	
No	All	Most	Some	might interfere with	comment only on	
	errors	Errors	Errors	communicating ideas	the ideas you	
					expressed	
17	92%	4%	4%	0%	0%	

The result above shows that 92% or 20 students want the teacher to correct all the errors in their assignment. 4% or 1 student wants the teacher to correct most errors in his assignment but not all. 4% or 1 student wants the teacher to correct only some errors in his assignment.

No one wants the teacher to correct only the errors that might interfere with communicating ideas or comment only on the ideas that writer suppose to express.

The question number 18, "Do you want your teacher to correct your writing with...". The result will be presented below;

Table 4.20
The Result of Eightenth Question

No	Percentage of The Answer			
	Red Pen	A Pencil	It does not matter	
18	50%	0%	50%	

From the result above, it shows that 50% or 12 students want the teacher to use red pen to correct their errors in writing. The other 50% students feel it does not matter whether the teacher use red pen or pencil to correct their errors in writing.

The question number 19, "How do you want your teacher to indicate errors in writing?". The result will be presented below;

Table 4.21

The Result of Ninetenth Question

	Percentage of The Answer				
	Cross and	Cross out what	Show the errors	Ignore errors and	
No	Cross out what is	is incorrect and	and give a hint	pay attention only	
	incorrect	write the correct	about how to	to the ideas	
		form	correct it	expressed	
19	4%	63%	33%	0%	

The result above shows that 63% or 15 students want the teacher to indicate errors in writing by crossing out what is incorrect and write the correct form. 33% or 8 students want the teacher to indicate errors in writing by show the errors and give a hint about how to correct it. 4% or 1 student wants the teacher to indicate errors in writing by cross out what is incorrect.

The question number 20, "If you made errors in your writing, what helps you to understand what you did wrong?". The result will be presented below;

Table 4.22
The Result of Twentith Question

	Percentage of The Answer				
No	Having another student explain the problem				
20	4%	75%	21%		

The result above shows that 75% or 18 students feel that having the teacher explain the problem helps them to understand what they did wrong. 21% or 5 students feel that looking in grammar handbook (or other book) helps them to understand what they did wrong. Finally, 4% or 1 student feels that having another student to explain the problem helps him to understand what they did wrong.

B. Discussion

In this research, the result shows that the types of feedback that most commonly used are evaluative and corrective feedback. At the first observation, corrective feedback is the most commonly used. It is happened because the students' knowledge about writing English is still lacking. So, the students are not ready to do writing task, and they do many mistakes

when writing. However, the second and the third, evaluative feedback becomes the most commonly used type of feedback by the teacher. It is happened because the teacher tried not only to give correction which may leads to discouragement but also the teacher wanted to build the students' confident by giving good reaction toward their works. These findings also support Tsui's claim that evaluative feedback dominates classroom interaction⁴. Another finding shows that strategic feedback is not used very often by the teacher. Such feedback helps learners to develop skills which allow them to avoid errors in future by mentoring and checking their performance.

The type of oral corrective feedback that is most often used in this class in every meeting is recast although elicitation is also used quite often. Based on the observation, the teacher often used these because recast and elicitation approach are easier to understand by the students. The students are also aware quickly when the teacher used these approaches to correct the students' errors or mistakes. The result of this research also shows that corrective feedback is the most often used when the students made error in content of writing.

The teacher in this class often gives feedback to the whole class rather than to individuals. This is happened because whole class feedback allows all students to learn from other's students' errors or mistakes. The teacher

68

⁴A.B.M. Tsui, *Introducing Classroom Interaction*, London: Penguin, 1995. p.24.

tries to always give the students evaluative feedback or praise in the process of writing and after submitting their works so that it will be able to encourage them in developing their English writing ability. On the other hand, the teacher sometime will also correct a single student when the student makes fatal errors or mistakes which may leads to misunderstanding. The teacher also prefers not to focus on single kind of feedback and she will prefer to give feedback based on the students' errors and the situation.

Based on the questionnaire, the students' background in writing can be found at questionnaire at number 1 to number 6. Most of the students would like to master speaking skill. It shows that they really want to be a good in speaking rather than good in writing. The students do not seem to too be very confident and also too be pesimistic in their writing ability. Unfortunately most of the students do not write English outside the class. The students really like to work in pairs when the teacher give assignment about writing. They found some difficulties when the teacher give assignment about writing but mostly they got difficulties in grammar and vocabulary.

The students' responses toward teacher's feedback, will be desribed based on the questionnaire at number 7 to number 12. The students feel very happy if the teacher praise them. It means that the students is much like evaluative feedback from the teacher. When the teacher correct the

students' mistakes and errors, most of the students will be shy. It means corrective feedback might be good for the students but if it is used often it might discourage the students motivation to improve their writting. Most of the students seem that the feedback from their teacher is good enough and it useful enough to improve their writing skill. Teacher's feedback is also beneficial to give more motivation and confidence in writing english.

The students' attitudes toward teacher's feedback in writing will be described based on questionnaire number 13 to number 17. Most of the students read the feedback from the teacher. They read carefully on the feedback. The students think that it is very important for the teacher to point out the their error in every aspects of writing and they really want their teacher to give the correction or feedback at their writing since sometime the teacher do not give any feedback and directly give score to their writing. The students wants their writing to be corrected using a red pen by crossing out what is incorrect and write the correct form. They think that having the teacher explain the problem help more to understand than having another student explain the problem or looking in grammar handbook (or other book).