

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.

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 19th of July 2014 the second observation was done 21st of July 2014 the third and the last observation was done on 22nd of July 2014.

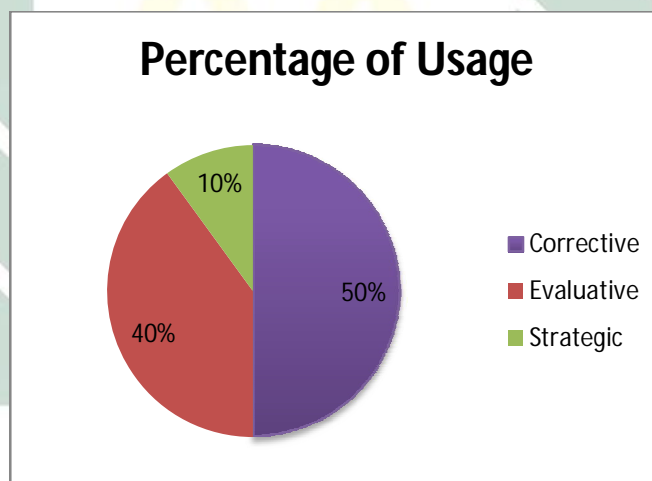
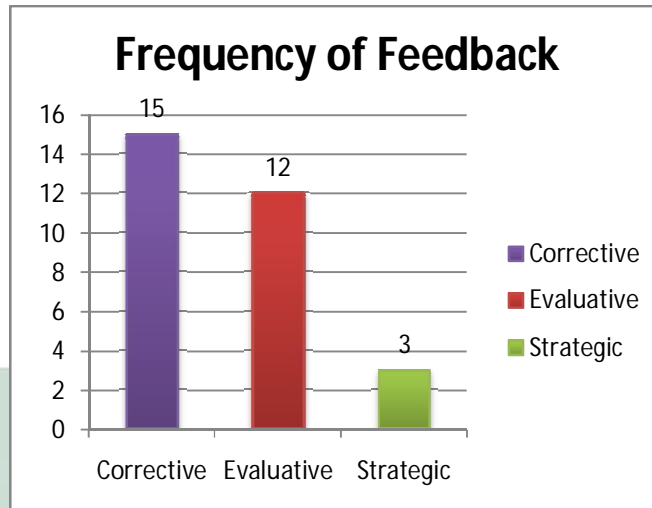
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The third research problem was answered by distributing the questionnaires to all of the students in the class. The total number of the students was 32, but for some reasons they were absent so the questionnaire only distributed to 24 students. This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

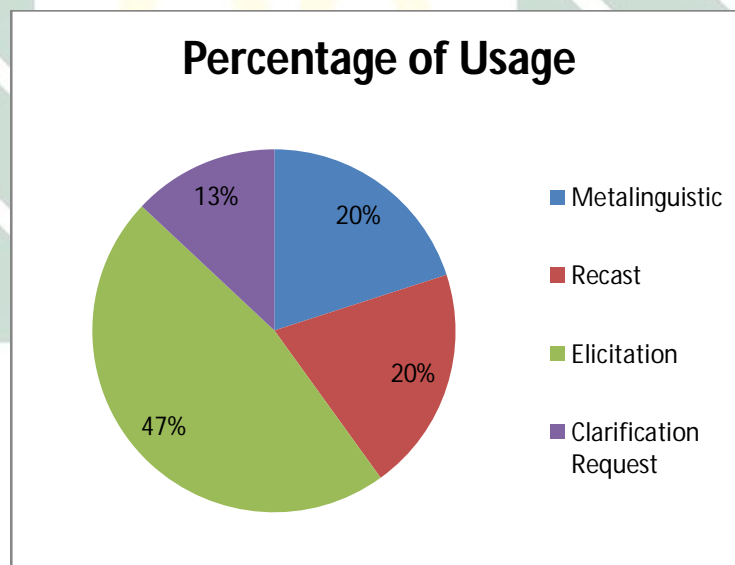
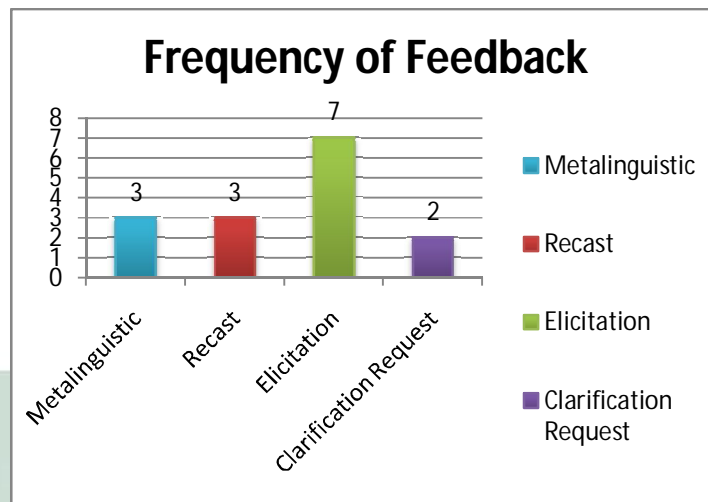
1. Students' background in writing.
2. Students' responses toward teachers' feedback in writing.
3. Students' attitudes toward teachers' feedback in writing.

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

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;



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%.



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

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 was also used to correct the content of the sentences. To comment on 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 data was different from the result with the first observation about the oral feedback often used. In this second observation, the researcher found that evaluative feedback was often used than correction feedback. Therefore, the total

In the second observation, the research

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.

Category	Percentage of Usage
Corrective	3
Evaluative	3
Strategic	3

below:

Figure 4.5. Total of Oral Feedback in Second Observation

Percentage of Usage

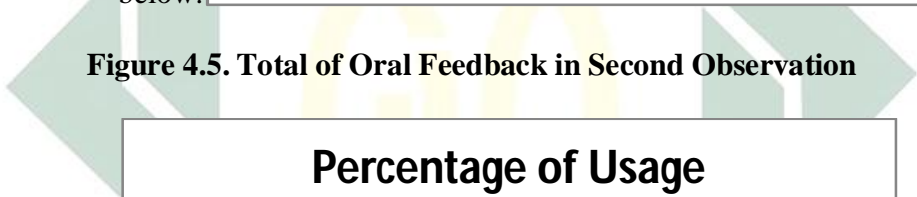


Figure 4.5. Total of Oral Feedback in Second Observation

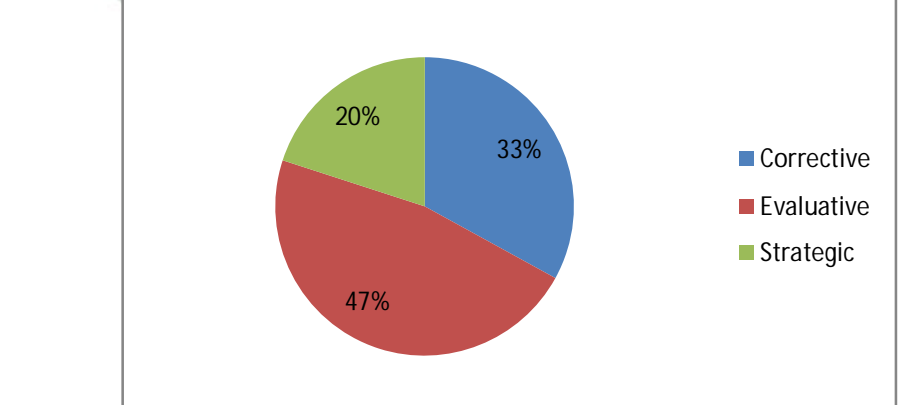


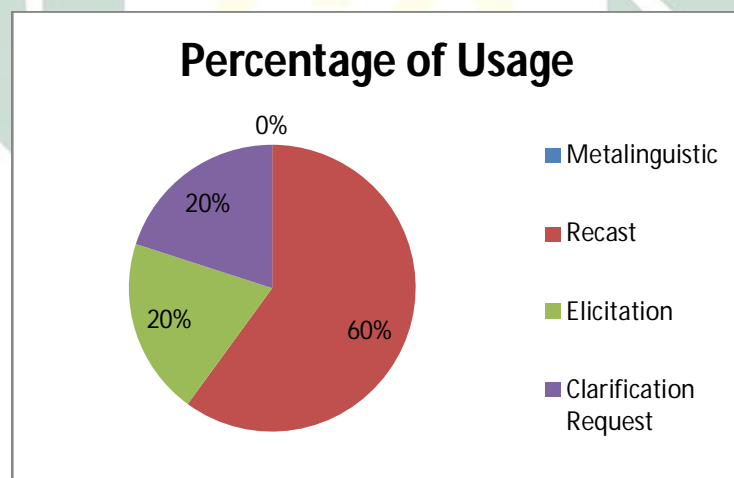
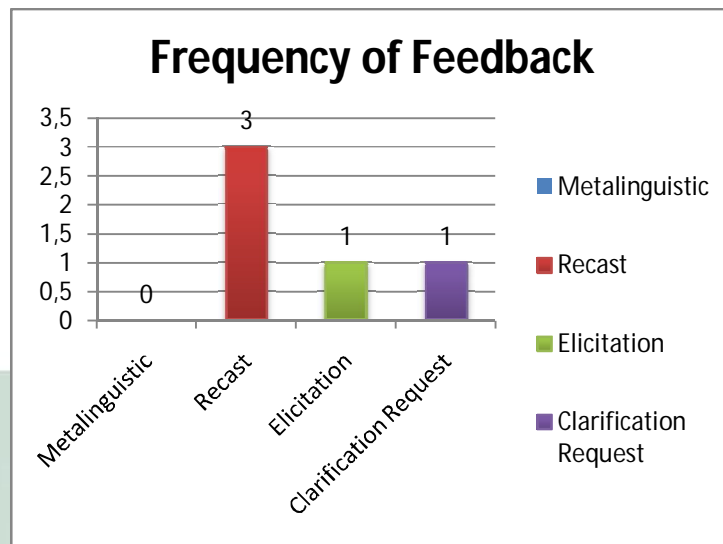
Figure 4.6. Percentage of Usage of Oral Feedback in Second Observation

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

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 the teacher's question correctly. The teacher used words which encouraged them "ok, good job!" the students looked satisfied and they wrote 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 types of oral corrective feedback, the teacher succeeds in making the students understand. For make clearer explanation, the researcher also uses charts below;

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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

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.

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;



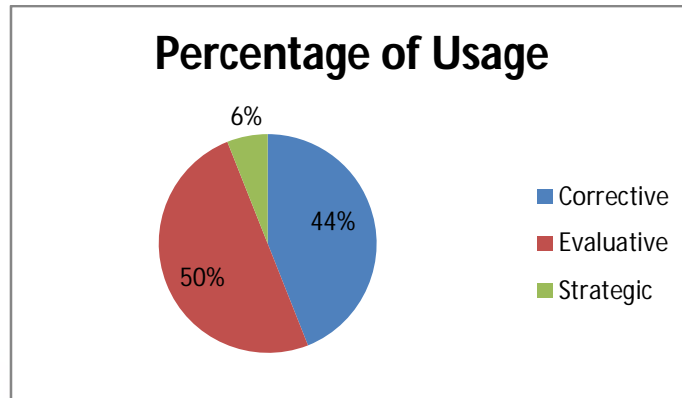
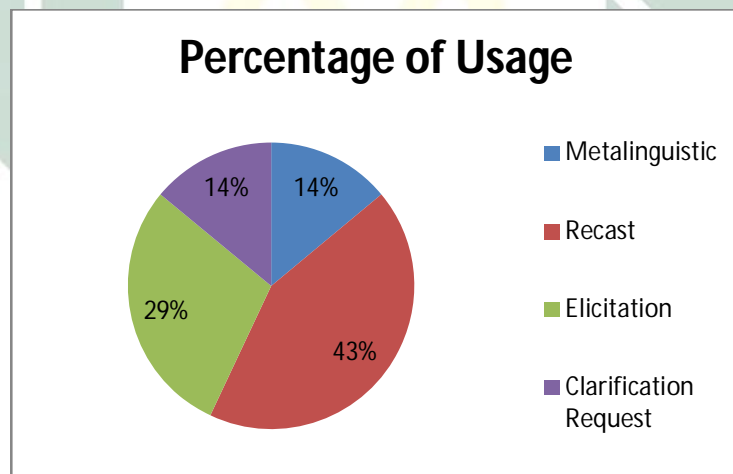
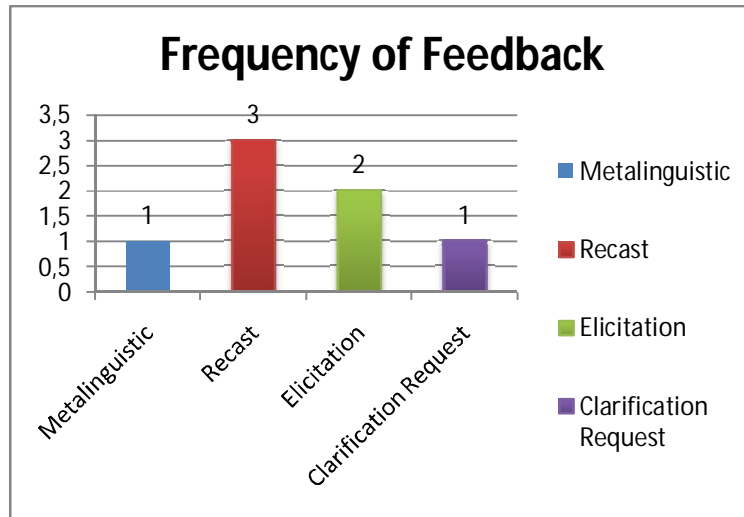


Figure 4.10. Percentage of Usage of Oral Feedback in Third Observation

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;



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

advantages of the feedback, the researcher asked some questions related to these issues. The results shows that the teacher reason used corrective and evaluative feedback in the class is because it is time consuming and easier to understand. The teacher also said that feedback is useful to improve their ability in writing and feedback 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 to know the students' attitude toward the teacher's feedback.

a. The result of questionnaire

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

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%

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;

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

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.

Table 4.9

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

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

The Result of Eighth Question

No	Percentage of The Answer			
	Very Happy	Happy	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

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

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

	Percentage of The Answer		
	Yes, it is useful	Yes, it is useful enough	Not Good
	46%	50%	4%

	Percentage of The Answer		
	Yes, it is useful	Yes, it is useful enough	Not Good
	46%	50%	4%

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.

For the question number 15, “it is important that your teacher’s feedback points out your errors in your writing in;”. The result will be presented below;

Table 4.17
The Result of Fifteenth Question

NO	Important to points out the errors in;	Percentage of answer			
		High Importance	Medium Importance	Low Importance	No Importance
15	Grammar	67%	33%	0%	0%
	Vocabulary	67%	25%	8%	0%
	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

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. 0% think that it has low importance or no importance to point out the errors in content or ideas.

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. One student thinks that it has low importance or no importance to point out the error in organizing the ideas.

error in organizing the ideas.

The Result of Sixteenth Question

The Result of Sixteenth Question		
No	Percentage of Answer	
	Yes	No
16	92%	

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

The Result of Eighteenth Question

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.

65

Table 4.21

The Result of Ninetenth Question

No	Percentage of The Answer			
	Cross out what is incorrect	Cross out what is incorrect and write the correct form	Show the errors and give a hint about how to correct it	Ignore errors and pay attention only to the ideas 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 Twentieth Question

No	Percentage of The Answer		
	Having another student explain the problem	Having your teacher explain the problem	Looking in grammar handbook (or other book)
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

confident by giving good reaction toward their works. These findings support Tsui's claim that evaluative feedback dominates classroom interaction⁴. Another finding shows that strategic feedback is not used often by the teacher. Such feedback helps learners to develop skills and allow them to avoid errors in future by mentoring and checking performance.

The type of oral corrective feedback that is most often used in 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 study

Based on the observation, the teacher often used these basic communication approaches. The communication approaches that are easier to understand by the students are the most used by the teacher. The students are also aware quickly when the teacher used these approaches. The results of this research show that the teacher often used the communication approaches to correct students' errors or mistakes. The result of this research

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

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

