

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents and discusses the finding of the research. The research was conducted to answer the questions mentioned in the research questions. It is about the kind of corrective feedback that used by teacher and how does the teacher apply corrective feedback in writing activities.

To get the data related the kind of corrective feedback that used by teacher and how does the teacher apply corrective feedback in writing activities, the researcher came to the classroom and conducted some activities such observation, collecting the students' worksheet as documentation, and doing interview with the teacher. The researcher observed and checklist on some important points during teaching and learning process.

#### **A. Findings**

The research problem that would like to be answered in this research are; (1) What kind of corrective feedback that are used by teacher in writing activities of 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin? (2) How does the teacher apply corrective feedback in writing activities of 85<sup>th</sup> grade at English UPB of UIN Antasari Banjarmasin?

##### **1. Kind of corrective feedback**

In order to answer the first research question, the researcher was do observation, doing interview with the teacher, and collecting the students'

worksheet. Observation have done from April 26<sup>th</sup> and 27<sup>th</sup> 2019, Mei 3<sup>rd</sup> and 4<sup>th</sup> 2019 with recording all the things occurred in the class in field note form. Interview given to the English teacher on Friday, April 26<sup>th</sup> 2019 in the class English UPB 85<sup>th</sup> grade at UIN Antasari Banjarmasin.

To get the data, the researcher doing observed the teaching and learning process, after that the researcher interviewed the teacher by recorded, and then collecting the student's worksheet. Here are some ways to get the data:

**a. Information by Observation**

In observation, the researcher observed the learning process in writing activities taught by the teacher. There are four time observation with the different topic. The observation result was elaborated on the excerpt of observation bellow:

1) First Observation

First observation was done on Friday, April 26, 2019. The topic on the first observation is "*Present Continuous Tense*" talk over the job. On the first observation, the teacher opened the lesson by greeting and then the teacher gave clue what will they learn. The teacher started learning activities by conveyed the material with the topic "*present continuous tense*" on the white board. By given form and example related the topic, the teacher explained lesson material then let the student to ask if they did not or not yet

understand. Interaction in the class goes well during the lesson. When doing assignment, the student asked to do by their own ability. The teacher overseen the students' writing and check directly. By given some correction, teacher gave direct corrective feedback by inserting a missing, other way was by crossing out the necessary word, the teacher also putting the phrase. Sometime the teacher also give indirect corrective feedback, the teacher just gave marked by circle sign without providing the correct form. The last, the teacher used metalinguistic by put circle sign and then wrote the correct form and then provided the brief grammatical description aside the sentence, but researcher seen direct corrective feedback more often. At the end of the lesson, the teacher gave review the material and then gave evaluation.

## 2) Second Observation

This observation was done on Saturday, April 27, 2019. The teacher reminded the previous lesson with the topic "*present continuous tense*" till with the theme about job. The second observation, at the Saturday morning, the teacher opened the lesson as usual. The teacher reminded the material before then wrote the previous lesson on the white board. The students pay close attention to what the teacher explained. And then the teacher wrote on the white board the names of the places of work then students are asked to clarify what jobs are there. The students are asked to

do their assignments individually awhile the teacher check their work directly. After assignment finished, the students asked one by one to forward to write their answers on the white board, the teacher check it by crossing out the necessary word and providing the correct answer. At the end of the lesson, as usually the teacher gave evaluation to the student. The researcher found that the teacher used direct corrective feedback throughout the lesson.

### 3) Third observation

This observation was done on Friday, Mei 3, 2019. On the third observation, the topic of the lesson still about job, but now the students asked to made dialogue related to the topic used formed “how do you do?” and “what do you do?” . On the Friday morning, the teacher opened the lesson by greeting and never forget saying salam as usual. The teacher started learning activities by writing the material on the white board. Teacher explained and giving examples, the student who did not understand could ask about their difficulties. As long as teaching and learning process, interaction teacher and student goes well, if the students did not understand, they surely come to the teacher and asked directly. According to researcher, teacher always correcting students’ worksheet with direct corrective feedback by crossing out the necessary word then writing the correct form above the sentence, but sometime the teacher gave correction with indirect corrective feedback by

underlining the error. As usual, at the end of the lesson, teacher always doing evaluation to know what the difficulties faced by the students.

#### 4) Fourth observation

This observation was done on Friday, Mei 4, 2019. The lesson material was about comparing “*Present Continuous Tense*” with “*Simple Present Tense*”. The teacher explained about the topic, comparing between two tenses, next asked students to make a sentence about “Drink-eat-Sweep-read-listen”. At the last observation opened with greeting by beautiful teacher. The teacher conveyed material very well by writing the topic on the white board. The teacher explained by comparing both tenses, from explained the definition, the form, and the example. If the student still not understood, they asked to inquired to the teacher, interaction goes very well and the student also active. The student asked to make a sentence from each five topic by individually according to their abilities, that is “Drink, eat, sweep, read, listen”. Firstly, the teacher reading aloud the sentence in Indonesia, for example the teacher said “saya sedang minum kopi” for present continuous tense and the sentence “saya minum kopi” for simple present tense. The teacher oversees the student when their doing assignment and check it directly. After finished the student asked to submit their assignment, and then students asked wrote their

answer on the white board during the teacher check their worksheet. Mostly the teacher give direct corrective feedback by inserting missing word, or crossing out, phrase, and writing correct form near the error. At the end of the lesson, the teacher gave interview and evaluation about the lesson that day.

#### **b. Information by Interview**

Interview gave to the English teacher on Friday, April 26<sup>th</sup> 2019 in the class English UPB 85<sup>th</sup> grade at UIN Antasari Banjarmasin. In interview, the researcher interviewed the teacher of English UPB, the researcher asked her learning model in teaching process, the teacher answer that she always used direct method for every teaching especially in writing activities. When the student made mistakes, teacher directly fixed it, so that the student immediately fixed their error in writing. The teacher always used corrective feedback because it's very helpful for student improvement and the teacher believe that her strategies that she used can improve their ability and it's very important.

From there kind of corrective feedback, the teacher almost gave correction by directly. For example when the student get task or assignment from the teacher, and then sure they collect it to the teacher, directly the teacher look into or control their writing and directly the teacher say about their mistake, and at the same time the student can correct their writing until clear. In teaching and learning

process, the teacher used Indonesia and English, sometimes mix it, if the teacher used full English could make the student headache think that it 85<sup>th</sup> grade.

According to the teacher, the purpose of given corrective feedback to student because it very important to give the student corrective feedback because there is no mean if they just learn by their understanding whether it is true or false or without our guidance again after they do the assignment especially in writing. So it is important to guide them and give the corrective feedback for their nee in leaning language.

From interview excerpt above, found that the teacher always and almost used direct corrective feedback in her teaching and learning process. From learning model she used direct method already.

### **c. Information by Students' Worksheet**

To find out the kinds of corrective feedback that are used by teacher in the writing activities, the researcher documented the students' writing tasks which have been already given corrective feedback by the teacher. Then the students' writing tasks were analyzed.

To get the results, the total number of teacher's writing corrective feedback on each student's writing task was counted. The researcher counted how many kinds of teacher's writing corrective

feedback were given to the students. The last step was counting the percentage of each kinds of teacher's writing corrective feedback. The worksheet result was elaborated on the excerpt bellow:

### **1) Student 1**

The first data was taken by the student 1. Student one is Dina Fahriani wrote the sentence about job that is salesperson. The student 1 made some errors in his writing. The first error occurred in the positive sentence, the student wrote "doing as salesperson", the teacher gave direct corrective feedback to correct it. She indicate the error using inserting a missing word and writing the correct form above the erroneus. The student should make the word clear and inserting article "a", it must be "doing as a salesperson". The second error almost similar with first error. The student wrote "doing salesperson" in her negative sentence. The teacher did direct corrective feedback. She indicated the error by using inserting a missing word and writing the correct form above the erroneus also. The student should wrote "doing as a salesperson". And the last error made by student 1 was in the interrogative sentence, the mistake similar with negative sentence. The student wrote "doing salesperson" and did not insert question mark. The teacher gave direct corrective feedback to the sentence by inserting a missing word and writing the correct form above the erroneus and provides the correct form became "doing as a

salesperson”, the teacher also gave question mark at the end sentence. In the student 1 worksheet, the teacher corrected the text in the form of direct corrective feedback.

## **2) Student 2**

The second data was taken data by student 2, that is Ema Dwi Lestari. She wrote the sentence about job that is police officer. The teacher corrected the students’ writing error in the negative and interrogative sentence. The student did not enter preposition “with” to completed negative and interrogative sentence. The teacher gave direct corrective feedback. The teacher indicated the error by using inserting a missing word and writing the correct form above the error. In this text, the teacher used direct corrective feedback because the teacher provides the student with the correct form.

## **3) Student 3**

The third data was taken by the student 3, namely Febriyanti. She wrote the sentence about job that is flight attendant. The student made some errors in her writing and the teacher gave correction at the negative sentence and at interrogative sentence. The first error occurred in the negative sentence, the student wrote “working flight attendant”. The teacher corrected it using inserting a missing word and writing the correct form above the error, the teacher inserting conjunction “as” between word “working” and

“flight attendant”. Next error made by the student were same with the first mistake, but at the second error the student did not insert question mark at the end interrogative sentence. So, the teacher fix it by given direct corrective feedback, she inserting a missing word and writing the correct form above the error with inserting conjunction and question mark at interrogative sentence.

#### 4) Student 4

The fourth data was taken by the student 4, her name is Gusti Putri Norapini who wrote the sentence related a job that is a judge. The student 4 worksheet shows that there were some corrective feedback used by teacher. The first error occurred at the first attempted, the student wrote “work”. The teacher used metalinguistic corrective feedback. The teacher put circle sign and provided the brief grammatical description aside the sentence. She explained that word “work” is verb. In the present continuous tense form, verb must add –ing, “work” to be “working”. Next error at the positive sentence, the student did not add “to be”, in negative sentence the student did not add “to be” and “not”, and at interrogative sentence the student wrote “am”, it should “is”. The teacher used direct corrective feedback by crossing out the necessary word and then inserting a missing word with writing the correct form at the bottom word. In this text, the teacher used direct corrective feedback and metalinguistic corrective feedback.

**5) Student 5**

The next data was taken by student 5, namely Marto. The student wrote the sentence related the job about a pilot. The teacher did not put any corrective feedback in his writing. The student 5 writing was clear and complete. There were no error word or sentence occurred in his writing, such us article, to be, or verb.

**6) Student 6**

The next data was taken by student 5, namely Muhammad Ihsan Ramadani. The student wrote the sentence related the job that is to be a cashier. The teacher only gave one corrective feedback in the student's worksheet. The text made by the student was incomplete. At the interrogative sentence, the student only make positive answer, he did not make negative answer. The teacher the teacher only provided direct corrective feedback by putting the phrase and provided the correct answer "No. He is not". So, in the student 6 worksheet the teacher used direct corrective feedback.

**7) Student 7**

The next data was taken by student 7. The name student 7 is Muhammad Isra. The student wrote the sentence related the job about musician. The teacher gave some corrective feedback in his writing. The student 7 worksheet contains of some corrective feedback. The students' error was found in the positive, negative, and interrogative sentence. The sentences was made by student

incomplete, student only wrote “working musician” without “as a”. The teacher provided direct correcting feedback by putting the missing words and writing the correct form above. The teacher inserting conjunction “as” and article “a” at all. The other corrective feedback also showed in interrogative sentence, the student made positive answer and negative answer. The student made error in negative answer, he wrote “No. Marto not”. In this case, the teacher used indirect corrective feedback because she only indicated the error using circle sign. In this student’s writing, the teacher used direct and indirect corrective feedback.

#### **8) Student 8**

The next data was taken by student 8, namely Muhammad Yono. He wrote the sentence related the job about security. The teacher did not putting any corrective feedback in this writing. The teacher did not give any correction in student writing because the student 8 writing was clear and complete. There are no errors in his writing, such as to be, verb, vocabulary or anything.

#### **9) Student 9**

The next data was taken by student 9. She is Putri Purnama Sari. She wrote the sentence related the job about singer. The teacher gave 2 corrective feedback in her writing. It’s just a little error. The teacher did some little correction. First correction in negative sentence, the student missing one letter. The teacher used

direct corrective feedback by adding “g” become “singing” to correct the sentence. At the interrogative sentence, the student did not completing sentence by adding question mark. The teacher corrected the sentence used direct corrective feedback by inserting question mark. In this text, the teacher used direct corrective feedback.

#### **10) Student 10**

The next data was taken by student 10. Namely Siti Maisyarah. She wrote the sentence related the job about chef. The teacher only gave one corrective feedback in her writing. The teacher only put a letter “?” in interrogative sentence to completed that sentence. The teacher corrected it by using direct corrective feedback.

#### **11) Student 11**

The next data was taken by student 11, namely Siti Zahrah. She wrote the sentence related the job about doctor. The teacher gave some corrective feedback in her writing. The first correction was the adding verb-ing “working” and article “a”. The teacher used direct corrective feedback. In the negative and interrogative sentence, the student did not adding article again, she wrote “as doctor”. The teacher corrected by inserting article “a’ become “as a

doctor”, she used direct corrected feedback. In the student 11 writing, the teacher used direct corrective feedback.

### **12) Student 12**

The next data was taken by student 12. The student one is Taufik Rahman. He wrote the sentence related the job about waiter. The teacher did not putting any corrective feedback in this writing. The student made some error but he could corrected by himself. So that the teacher did not give any correction because there no were error in the student’s writing.

### **13) Student 13**

The last data was taken by student 13, her name is Khairunnisa. The student wrote the sentence related the job about lawyer. Same with the student before, this student also made the sentence clear. The teacher did not put any correction in her writing. The student’s worksheet was clear and completed. The teacher did not give any correction in her writing.

Based on findings above, the researcher found three kinds of teacher’s corrective feedback provided in the students’ worksheet. The researcher categorized the kinds of written corrective feedback in the table below.

**Table 4.1**  
**Total of Teacher's Corrective Feedback Based on**  
**Students' Worksheet**

<b>No</b>	<b>Kind of written corrective feedback</b>	<b>Total</b>	<b>Percentage</b>
1	Direct Corrective Feedback	25	92%
2	Indirect Corrective Feedback	1	4%
3	Metalinguistic Corrective Feedback	1	4%
<b>Total</b>		<b>27</b>	<b>100%</b>

Table 4.1 above showed the total of teacher's corrective feedback used by teacher in her correction on the student's writing. Teacher provided as many as 27 total of her corrective feedback to the 13 students' worksheet. The most frequently corrective feedback occurred was in the form of direct corrective feedback. It can be seen that the teacher provided 25 direct corrective feedbacks. Teacher also used as many as 1 indirect corrective feedback to indicate the error. Then, for metalinguistic corrective feedbacks, teacher provided as many as just 1 times.

The researcher found the most frequent correction provided in the direct corrective feedback form. It can be seen that direct corrective feedback has the highest percentage. It showed that the percentage is 92%. For the direct corrective feedback teacher provided it as many as 4%. Then, the teacher also used metalinguistic also 4%.

Based on the results finding above, it was concluded that from observation sheet, at first observation the researcher found that the teacher

used direct, indirect, and metalinguistic corrective feedback. The second observation only direct corrective feedback that provided by teacher. The third and fourth observation, the teacher gave the correction by direct and indirect corrective feedback. On the observation sheet result, the teacher always used direct corrective feedback as much as 50%, and then the teacher used direct corrective feedback but seldom as much as 37,5%, once in a while the teacher also used metalinguistic corrective feedback as much as 12,5%.

Based on the researcher's interview, the teacher used direct method as the learning model. If the student doing mistakes, directly the teacher corrected it. On the teaching and learning process the teacher almost used direct corrective feedback because it most useful and helpful.

On the 13 students' worksheet, researcher found that the teacher use direct corrective feedback as much as 25 times (92%), and then direct corrective feedback as much as 1 times (4%), and the last metalinguistic corrective feedback as much as 1 times (4%).

As the result for the first research question, kind of corrective feedback that are used by teacher in writing activities is direct corrective feedback. Look at the table below:

**Table 4.2**  
**Total of Teacher's Corrective Feedback**

No	Kind of Written Corrective Feedback	Observation	Interview	Students' Worksheet
1	Direct CF	50%	100%	92%

2	Indirect CF	37,5%	-	4%
3	Metalinguistic CF	12,5%	-	4%
	<b>Total</b>	100%	100%	100%

## 2. Corrective Feedback Implemented in Writing Activities

To answer the second research problem, the researcher analyzing the video and field note result data like observation sheet and students' worksheet then combine it with interview data. Researcher analyzed how does the teacher teach the student and how does the teacher implemented this corrective feedback in her class. Researcher found that the teacher mostly used direct corrective feedback when the student come to her for asked about their task, the teacher explained then corrected with the correct answer.

To find out how does the teacher apply corrective feedback in writing activities, the students and teacher interaction in classroom writing activities were documented by observation. There were four meetings in the UPB of English teaching and learning process focusing on writing that were observed and taken as the data of this research.

Based on the researcher's observation, the first observation the teacher applied corrective feedback by directly, the student came to the teacher's table and asked about their assignment, asked related to the lesson if their did not really understand. For a while the teacher also gave indirect corrective feedback by corrected their mistake but did not told correct form, she also gave metalinguistic corrective feedback by given brief grammatical description.

Second observation, the researcher found that the teacher applied corrective feedback only by directly. As the researcher found day before, student come to the teacher's table and asked about their assignment, the teacher check it. Sometimes the teacher that come to the student to check it and given correction directly.

Third observation, the teacher applied by directly correction students' assignment for the student that come to the forward, and sometime the teacher just said some part incorrect but not tell the correct form. But at all moment, the teacher always provided the correct form.

The last observation, the researcher found that the teacher applied corrective feedback by direct and indirect corrective feedback. The teacher explained about present continuous tense and simple present tense. Comparing both of it and then asked to the student to do some work. The teacher provide Indonesia, student must change into English. After finish, the teacher asked to submit their assignment and check it. While the teacher check students' task, student asked to write their answer to the white board. The teacher correcting student task on the white board directly, she explained with correct answer. The teacher returns the corrected students' worksheet, there were some worksheet were corrected with correct form but there were not, just given circle sign.

Besides doing observation, researcher also conducted by interview to find out how does the teacher applied corrective feedback in the class especially in writing activities. From interview with the teacher, she said

that in the class the teacher used direct method as learning model. She always fixed students' mistakes by directly. Researcher asked from three kinds corrective feedback, what kind of corrective feedback that she often given to students, and the teacher asked that she applied corrective feedback in writing activities almost by directly. For example, when the teacher gave the student task or assignment, the students surely always collect it to the teacher. The student came to the teacher and asking about their task or assignment. The teacher directly looking into or control their mistakes and the teacher directly said about the students' mistakes. At that time the student can correct their mistakes until clear.

From some analyzed above, it can be concluded that the teacher applied or implemented corrective feedback in writing activities almost directly. By gave corrective feedback, the students know what their mistakes. Beside, important to give the students corrective feedback because there is no mean if they just learn by their understood whether it is true of false or without the teacher guidance again after they did the assignment especially in writing activities.

## **B. Discussion**

Based on the analysis of the research finding, it can be inferred that kinds corrective feedback that are used by teacher is direct corrective feedback. According to Ellis (2009, p. 99), direct corrective feedback provided by indicating the students' writing error with the correct form. Direct corrective feedback has the advantage that it

provides learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct form is (Ellis, 2009, p.99). The teacher's feedback supported the student in their writing. It made them know their writing error and the correct one. It also motivated and encourage the students to improve their writing. Most of the student followed the teacher's corrective feedback.

The teacher provided the direct corrective feedback by indicating the error word in different ways. The researcher found that the teacher often used inserting a missing word and then writing the correct form above or near to the errorneous form, the example can be seen in the student 1. Teacher added the word "as a" between "doing salesperson" became "doing as a salesperson" to complete the sentence. Sometimes the teacher crossing out the necessary word or gave phrase as the teacher did with the student 6. It made students understand about their error clearly. Students also could revise it well because teacher has already put the correct form.

The second kind of corrective feedback used by teacher is indirect corrective feedback. In this case, the teacher gave the indirect corrective feedback by indicting the student error using sign without provided the correct form. Teacher used circle sign but did not put the correct form. The example can be seen in the student 7. In this kind of correction, teacher let the student to analyze the error and try to fix it

by themselves. It made the students more difficult when revised their work because teacher did not provided the correct form. Then, the last kind used the teacher is metalinguistic corrective feedback. Teacher indicated the error by putting circle sign and provided the brief grammatical description aside the sentence. The example can be seen in the student 4 writing. The student wrote “work”. In the present continuous tense form, verb must add –ing, “work” to be “working”. The teacher gave noted aside the sentence, verb “work”, verb-ing “working”. This kind correction only found as many as 4% same with direct corrective feedback. Teacher used direct and metalinguistic at the same time. It made the student be clearer when revised their writing.

Based on the analysis of the research finding about how does the teacher apply corrective feedback, researcher found that the teacher directly correcting students’ mistakes. Students who do not understand or not sure about their work always come to the teacher to consult their assignments. And the teacher always provides an explanation and give clues related the correct form.

Based on the research findings, the researcher found the different things between the previous research. The previous study was the thesis of Adawiyah (2018), student of UIN Antasari Banjarmasin. In the previous research, the researcher analyzed corrective feedback in speaking and the types corrective feedback in speaking such as explicit correction,

Recast, Clarification Request, Metalinguistic Feedback, Elicitation, Repetition. The result of this research showed about the types of teacher's corrective feedback provided by teacher in the student speaking. The researcher tried to find the types of corrective feedback which teacher used and the most frequently used by teacher. Researcher calculated the total number of speaking corrective feedback and then counting the percentage of each type of feedback, from that result showed the most frequently or largest types used by teacher to correct the students' writing.