

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter present and discusses the findings of the research. The research was conducted to answer the questions mentioned in the research problems. It is about the types of teacher's written corrective feedback in online writing class and students' opinion towards teachers' corrective feedback in online writing class.

To get the data related the teacher's written corrective feedback the Rresearcher came to the classroom and conducted some activities such observation, collecting the students' worksheet as the documentation, and doing interview with the teacher and students'. The researcher observed and took checklist on some important points during English teaching and learning process.

A. Findings

1. The Types of Teacher's Written Corrective Feedback in Online Writing Class

According to Ellis (2009, p. 63) to find out the types of teacher's written corrective feedback in writing class. The researcher documented the students' writings 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 written corrective feedback on each student's writing task was counted. The researcher

counted how many types of teacher's written corrective feedback were given to the students. The last step was counting the percentage of each types of teacher's written corrective feedback.

1. Direct Corrective Feedback



Figure 2 Direct corrective feedback

The next data was taken by the student 1, namely Rizka Aulia. The student wrote the procedure text about How to Make a Herbal Drink. In her writing, she wrote it incompletely. The teacher only gave 1 type of corrective feedback in direct form. The student's error writing can be seen in the figure. Based on the figure 2 above, it can be seen that the text made by student was incomplete. The teacher only provided the direct corrective feedback in word "thiny sliced". He indicated the word by putting the line mark and

provided the correct word “slice thinly”. The researcher found that teacher did not provide corrective feedback in error word “boils”, it should be corrected as “boils down”.

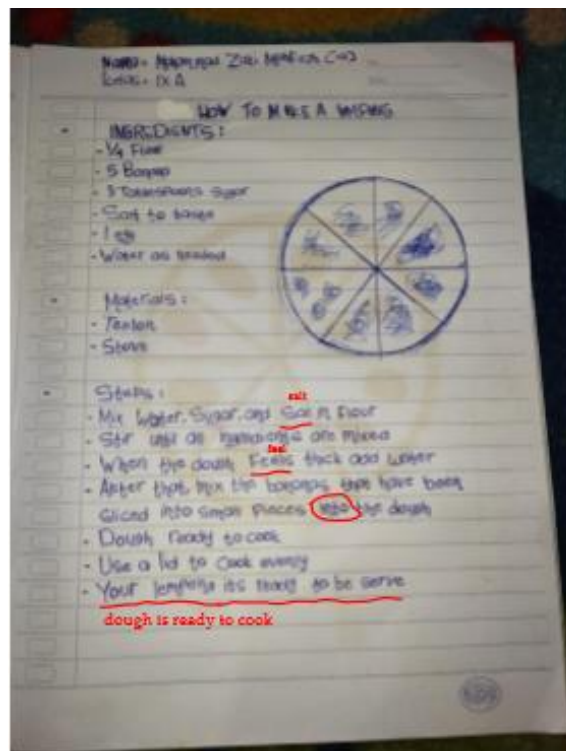


Figure 3 Direct corrective feedback

The next data was taken by the student 2, namely Mohammad Zaki Mahfuz. The student wrote procedure text about How to Make a Lempeng. He wrote completely. The teacher gave some corrective feedback in his writing. The student's error can be seen in the figure. Related to figure 3 above, it can be seen that the student's worksheet contains of some teacher's corrective feedback. The first word contains of direct corrective feedback was “sal”. The teacher used line mark the word and changed it became “salt”. The teacher also used direct corective feedback in word “feels” by

erase the latter “S” the word became “feel”. And the next error, there were errors made by student in sentence “your lempeng its ready to be serve” the teacher indicated it by putting line mark and provided the wort became “dough is ready to cook”.

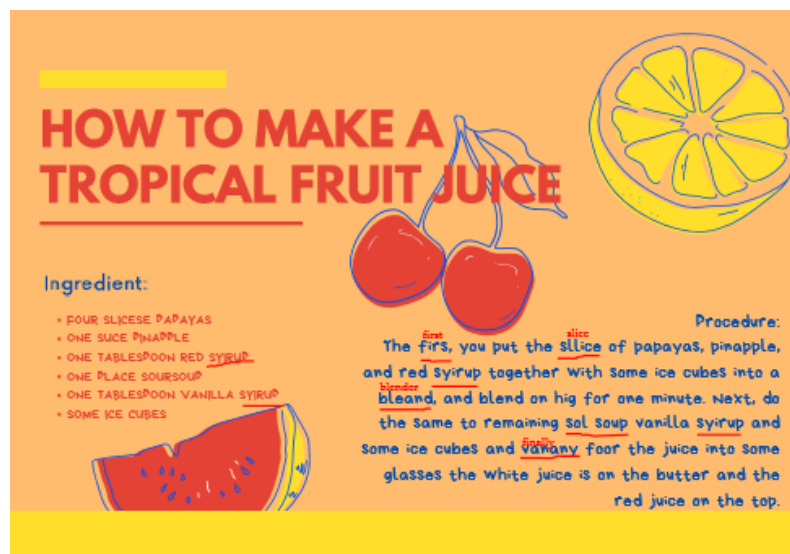


Figure 4 Direct corrective feedback

The next data was taken by student 3. Students one is Aulia Nor Hikmah who wrote the Procedure text about How to Make a Tropical Fruit Juice. The teacher gave many corrective feedback in her writing based on her error writing. it can be seen in the figure. Based on the figure 4 above, it can be seen that the student made error in her text and teacher provided some corrective feedback. The first error occurred in the word “syirup”. The teacher use direct corrective feedback to correct it by putting the underline of the word and correct it into “syrup”. Then, the teacher also did the same correction in a word “firs”. The teacher gave the correct word into “first”.

The student made error in word “sllice” and the teacher gave direct corrective feedback to the word into “slice”. The next error was found in the word “vanany”. The teacher used direct corrective feedback to correct it by putting underline sign in a word error then gave correct word became “finally”.

Based on the interview data, student 8, student 9, student 10, student 12, student 15, student 16, and student 18 have similar corrective feedback from the teacher you can see in appendices below.

2. Indirect Corrective Feedback



Figure 5 Indirect corrective feedback

The data was taken by the student 4. Student 4 is Muhammad Najmi Ahsan who wrote the procedure text about How to Make a Cup of Energen. The student 4 made some errors in his writing, the errors can be seen in the figure. Based on the figure 4 above, the teacher gave some corrective feedback. The student should make the word clear. The second error is the

word “first energen”. The teacher provided the indirect corrective feedback. He indicated the error by using underline sign. The teacher did not provide the correct form. Then, the teacher provided the indirect corrective feedback in word “waters”. He only indicated the error by underline it without gave the correct form. And the last error made by student 1 was in the word “glas”. The teacher gave indirect corrective feedback using underline sign and the teacher only gave the underline sign to the word without provided the correct form.



Figure 6 Indirect corrective feedback

The next data was taken by the student 5, namely Nesya Nurrehani. The student wrote the procedure text about How to Make Martabe Juice. The teacher gave many corrective feedback in her writing. The student’s error writing can be seen in the figure. Figure 6 shows that the teacher gave some corrective feedback in the student’s writing. In the first paragraph, the teacher used indirect corrective feedback in word “syuare” by putting line

mark and the question mark to the word without provided the correct word. Then, the teacher used indirect corrective feedback in words “redy” and “ajice”. He indicates the error word by gave line mark. The other error occurred in the word “unick”, the teacher used indirect corrective feedback by putting the line mark and the question mark to the word without provided the correct word. It means the teacher confused with the students wrote. Then, the error word “poor” the teacher only gave underline sign because is the same. The student made error in word “glasses”. The teacher gave indirect corrective feedback by gave underline and did not wrote the correct word.



Figure 7 Indirect corrective feedback

The next data was collected by student 6, namely Mufidhatul Husna. The student wrote the procedure text about How to Make a Simple Donut. The teacher gave some corrective feedback in her writing. The student's

error writing can be seen in the figure. Based on figure 7 above, the student 6 worksheet contains of some corrective feedback. The first student word error was found in the first sentence. The student wrote “egg”, teacher provided indirect corrective feedback by putting line mark without gave the correct word. Then, in the other word “a side” teacher used indirect corrective feedback by putting line mark and the question mark to the word without provided the correct word. The last correction was indirect corrective feedback, it showed in word “spon”. The teacher only indicated the error word mark without gave the correct word. In this text, teacher only focus on the student’s vocabulary.

Based on the interview data, student 4, student 5, student 6, student 11, student 13, student 14, student 19, student 21, student 22, student 23, student 24, and student 25 have similar corrective feedback from the teacher you can see in appendices below.

3. The Focused of Feedback

a. Focused corrective feedback



Figure 8 Focused corrective feedback

The next data was taken by the student 10, namely Muhammad Aditya Firmansyah. The student wrote the procedure text about How to Make Herbal Cough Medicine. He did not complete the text in the conclusion part. The teacher only gave 1 corrective in his writing in the direct form. The student's error writing can be seen in the figure. The figure above shows that student 10 writing was incomplete. The teacher emphasized the student to complete the text based on its generic structure. He wrote add the last step to say that "the herbal drink is ready to serve". He used focused corrective feedback about its contents.

In addition to the example above, there are 9 students who also get the focused corrective feedback from the teacher, which is shown in appendices: student 1, student 3, student 8, student 9, student 11, student 22, student 13, student 14, and student 15.

b. Unfocused corrective feedback



Figure 9 Unfocused corrective feedback

The next data was taken by student 16. The student 16 namely Muhammad Khalis Islami who wrote the same text of procedure text entitled How to Make a Hot Ginger Drink. The unfocused corrective feedback could be seen that the teacher correct the student writing extensively. The teacher did not only correct about the vocabulary but also the writing color selection of the text in student's writing. The teacher gave the comment in the bottom of the text "*perhatikan lagi pemilihan warna tulisan agar mudah dibaca*". The comment referred to the vocabulary and writing color selection of the text that should be notice by the student in his wring.

Almost half of 25 students who were given unfocused corrective feedback from the teacher it can be seen in appendices: student 2, student 4, student 5, student 6, student 17, student 18, student 19, student 21, student 22, studdent 23, student 24, and student 25.

Based on the finding above, the researcher found three types of teacher's corrective feedback provided in students' worksheet. The researcher categorized the tyoes of written corrective feedback in the table below.

Table 4.1
total of Teacher's Corrective Feedback

No	Types of Written Corrective Feedback	Total
1.	Direct Corrective Feedback	33
2.	Indirect Corrective Feedback	44
3.	Metalinguistic Corrective Feedback	-
4.	Focused Corrective Feedback	10
	Unfocused Corrective Feedback	13
5.	Electronic Feedback	-
6.	Reformulation	-
	Total	100

Table 4.1 above showed the total of teacher's corrective feedback used by teacher in his correction on the student's writing. Teacher provided as many as 100 total of his corrective feedback to the 25 students' worksheet. The most frequently corrective feedback occurred was in form indirect corrective feedback. It can be seen that the teacher provided 44 indirect corrective feedbacks. Teacher also used as many as 33 direct corrective feedback to indicated the error. Then, for focused of corrective feedback, and unfocused corrective feedback more often than focused feedback. He provided 13 unfocused feedbacks, meanwhile only 10 of total focused corrective feedback.

To know the highest and lowest types of teacher's corrective feedback, the researcher presented a chart in Figure 4.26.

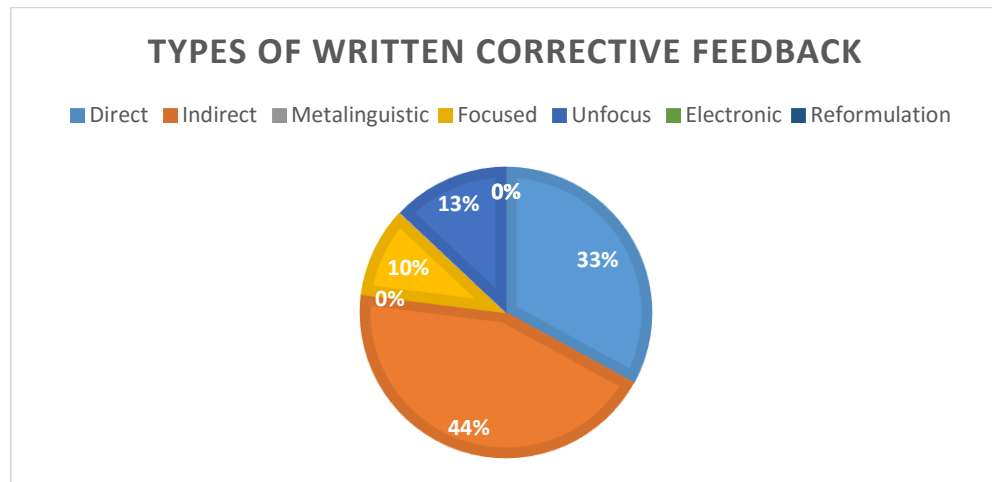


Figure 10 Percentage of Teacher's Corrective Feedback

The chart above showed the percentage of each types of corrective feedback used by the teacher in the students' writing of procedure text. The researcher found the most frequent correction provided in the indirect corrective feedback has the highest percentage. It showed that the percentage is 44%. For the direct corrective feedback, teacher provided is as many 33%. The chart showed that the teacher used unfocused feedback as many as 13%, meanwhile the focused feedback only 10%. Based on the total of corrective feedback used by the teacher in students writing, the most dominant or highest corrective feedback is indirect corrective feedback, and the lower types of corrective feedback is the focus of the feedback.

2. Students' responses towards teachers' corrective feedback

There were twelve out of 25 students interviewed in order to discover students' view of corrective feedback given by teacher in their writing. Some themes are classified based on students' opinions which consist of students' positive responses of having feedback, students' confusion towards the given feedback, and students' preferred feedback.

a. Students' positive responses of having feedback

Students found it useful to have feedback in their writing. Some interviewed students agree that the corrective feedback given by the teacher was really useful because it can show them what their mistakes or something that they miss from their writing. Furthermore, they also stated that the feedback is really helpful to improve their writing in the future. When they have some correction in their writing, they could learn more to improve their writing performance in the future and stop them not to do the same mistakes again.

Respondent 1: *"iya kak, bermanfaat dan membantu jika saya ada kesalahan dalam penulisan procedure text dan bapak memberikan feedback jadi saya tau seperti apa kesalahan dan penulisannya yang benar, dan itu sangat membantu untuk meningkatkan kemampuan menulis saya"*.

Interviewee 1: yes miss, it is useful and helpful if I have an error in writing procedure text and you provide feedback so I know what the error is and the correct writing is, and it is very helpful to improve my writing skills.

Respondent 2: *“iya kak, sangat membantu dan bermanfaat dan jadi memberi motivasi untuk lebih baik lagi”*.

Interviewee 2: yes miss, it's very helpful and useful and gives me motivation to do other tasks to be even better.

Respondent 3: *“membantu dan bermanfaat kak, menambah pengetahuan tentang kosa kata dan penulisan yang benar”*.

Interviewee 3: helpful and useful miss, I feel that it is helpful and useful when the teacher give feedback, the teacher use English and I think it can help improve our English skills because the teacher give feedback also use English and add little knowledge about vocabulary and correct writing.

Respondent 4: *“lumayan membantu dan bermanfaat, karena di sampaikan letak kesalahannya di mana jadi bisa memperbaiki”*.

Interviewee 4: quite helpful and useful, because it conveys where the error is so it can be corrected.

Respondent 5: *“iya sangat bermanfaat dan membantu karena terkadang saya salah menulis dan bapak membantu mengoreksi agar benar”*.

Interviewee 5: yes it is very useful and helpful because sometimes I write wrong and the teacher help correct it so it is right.

b. Students' confusion towards the given feedback

Even though some students agree that corrective feedback is useful and helpful to improve their writing. However, sometimes they are confused with feedback that they get. One types of corrective feedback found in students' writing was mostly indirect corrective feedback in which the teacher just gave some marks to the error without explaining what the error are.

Therefore, students sometimes are confused to interpret what the error refers to. Almost students said that they get unclear information and confused what should be improve when they get indirect corrective feedback from the teacher. One of students also stated it is not effective to have only the marked feedback with no explanation because students could not get clear idea of what the mistakes is.

Respondent 2: *"kalau menurut saya kurang efektif kak, karena biasanya hanya berupa tanda atau di garis bawah jadi agak kurang jelas kesalahn seperti apa"*.

Interviewee 2: In my opinion, it is not effective miss, because usually the feedback that the teacher give is only in the form of a sign or underlined so it's a bit unclear which one is my fault, I don't know what it's like to other students.

Respondent 6: *"kurang jelas kak, seharusnya di jelaskan letak kesalahannya di mana jadinya saya paham, kalau hanya tanda saya tidak paham mau di gimanain"*.

Interviewee 6: it is not clear miss, it should be explained where the error is, where it happens I understand, if it's just a sign I don't understand what to do.

Respondent 7: *“kalo bisa memberikan feedbacknya lebih jelas lagi”*.

Interviewee 7: if can the teacher give more clear feedback.

Respondent 8: *“kurang jelas kak, karena tidak di sebutkan bagaimana cara mengaplikasiannya yang benar kak, sehingga jadi bingung”*.

Interviewee 8: it is not clear miss, because it doesn't say how to apply it correctly miss, so I'm confused.

Because of unclear information of the feedback, it make the feedback is not completely helpful for students because students could not catch the idea of things that they have to correct.

c. Students' preferred feedback

All interviewed students agreed that corrective feedback form the teacher is really useful and helpful to improve their writing. However, they have different opinions on how that corrective feedback should be given.

Some feedback given by the teacher sometimes are not clearly stated what should be corrected or revised. Therefore, it sometimes leads students to not get the meaning of corrective feedback itself. Some students prefer to have in detail correction by the teacher so they can clearly understand what they should correct in their writing.

Respondent 9: *“menurut saya kayanya perlu koreksi lagi di beberapa bagian tugas yang salah kak dengan cara penulisannya yang rinci”*.

Interviewee 9: In my opinion, I think it needs to be corrected again in some parts of the assignment that are wrong miss, with a detailed way of writing.

Respondent 10: *“maunya sih bapak memberi tahukan kesalahan pada tugas dan di sertai dengan penjelasan yang lengkap”*.

Interviewee 10: I want the teacher tell about the error in the assignment and be accompanied by a complete explanation.

Respondent 11: *“menurut saya, diberikan saran, agar meningkatkan kemampuan menulis dan semangat dalam belajar”*.

Interviewee 11: In my opinion, suggestions are given and if possible, for example my answer is not quite right, it is explained in which part, so that I can repeat and practice again, in order to improve writing skills and enthusiasm in learning.

Other students feel fine when the teacher gave some marks in their writing. However, it should be with clear information and explanation what should be corrected so they know what they should do.

Respondent 3: *“menurut saya, feedback dari bapak itu sudah cukup membantu memberikan penjelasan lagi agar saya tau cara penulisannya yang benar”*.

Interviewee 3: In my opinion, feedback from the teacher is quite helpful, even though it's only a sign, but to make it easier, I want the teacher to explain again so I know how to write it correctly.

Respondent 12: *“kalau dari saya, feedback berupa tanda bagus aja akan tetapi lebih bagus lagi kalau feedback yang diberikan yang jelas dan mudah dimpahami, agar lebih mudah untuk meningkatkan kemampuan menulis murid.*

Interviewee 12: from me, the feedback is in the form of a good sign, but it would be even better if the feedback given is clear and easy to understand, so that it is easier to improve students' writing skills.

To sum up, some students do not completely understand the teacher's marks (correction) in their writing. They prefer to have in detail correction by the teacher so they can understand the mistakes they have made in their writing. Meanwhile, others say they are fine with some marks in their writing unless the teacher gives the clear information or note in the given marks, so they can easily understand what should be corrected.

B. Discussion

a. The Types of Teacher's Written Corrective Feedback in Online Writing Class

Based on the analysis of the research finding, it can be inferred that the most dominant of corrective feedback used by teacher is indirect corrective feedback which provided in the 44 of the total corrective feedback and has percentage as many as 44%. According to Ellis (2009, p. 63), indirect corrective feedback the teacher gave feedback by indicating the student error using signs without provided the correct form. Teacher used underline sign to show the error word, but did not put the correct form. He also used the question mark if the word or sentence was unclear. In the indirect corrective feedback. In this type of correction, teacher let the students to analyze the error and try to fix it by themselves. It made students more difficult when revised their work because teacher did not provide the correct form.

The second types of corrective feedback used by the teacher is direct corrective feedback. In this case, teacher gave direct corrective feedback by indicating the students' writing error with the correct form. In the students' writing, teacher provided the direct corrective feedback by indicating the error word in different ways. The researcher found that teacher often used underline and circle sign to show the error word and put the correct word above or under the word. It made students understand about their error clearly. Students also could revise it well because teacher has already put

the correct form. The other different ways of teacher's direct corrective feedback was also provided by adding some letters or word directly to complete the sentence. The example can be seen in the student 1 worksheet. Teacher added the word "cupe" became "cup" to complete the sentence.

The other correction is focused on feedback. In this part, teacher has two kinds of correction, such as focused and unfocused feedback. In the students' writing was found that teacher used unfocused feedback more than focused feedback. The unfocused feedback was provided as many as 13% of the total number and 10% for focused feedback. Teacher used focused feedback when he corrected the students' writing intensively. Teacher only correct the students error about the use of vocabulary or grammar or contents. Meanwhile, unfocused feedback was extensive. Teacher corrected the whole text of students writing. He corrected the vocabulary, grammar and contents at the same time. Based on the research findings, almost of students had a little similarity text with each others, but teacher treated their text in the different ways. Teacher showed the error writing of student by giving the comment also. When he corrected and talked about the contents, he wrote some comments in the bottom of text. But, it can be seen that sometimes teacher only corrected the error word about the use of vocabulary, however if it was analyzed deeper, the text of student was not incomplete yet. It can be seen in the student 5 worksheet. Her text was incomplete but the teacher corrected it only about the vocabulary. Teacher did not give the explanation to the student to complete her text.

Based on the research finding, the researcher found the different things between the previous research. The previous study was the thesis of Rizki Ramadhan, the student of English Education Department, Graduate School Teacher Training and Education Faculty of Sebelas Maret University in academic year 2015. In the previous research, the researcher focused on the students' attitudes towards the teachers' corrective feedback, the teachers' attitudes towards the corrective feedback given, the type of feedback that the students' needs and the consequences of the students' attitudes towards their achievement in writing English. He also counted the result that most of the informants have positive attitudes towards the teachers' corrective feedback and the different levels of proficiency do not affect their attitudes. Meanwhile, the result of this research showed about the types of teacher's corrective feedback provided by teacher in the students writing and students' opinion toward teachers' corrective feedback. The researcher tried to find the types of corrective feedback which teacher used in his correction and students' opinion toward teachers' corrective feedback. Researcher counted the total number of written corrective feedback and showed the dominant or largest types used by teacher to correct the students' writing and showed opinion by the students toward feedback.

Based on the previous study, the researcher supports and adds the result of research that indirect corrective feedback, can be seen in the many ways, for example by putting the many signs such as the question mark in

the error word or incomplete text. Then teacher would gave some comments in the bottom of the text to show the students' error writing.

b. Students' responses towards teachers' corrective feedback

As has been presented on findings , the result show that average the respondent have positive respont toward the use of feedback used by the teacher in correcting their written errors. The researcher found that almost all of the students have positive perception toward feedback used by the teacher in correcting errors made by the students in oral activity. This finding is similar to the study by Katayama (2007, p. 289–305) which stated that students had strongly positive attitudes toward teacher correction of errors in learning and teaching environment. The students feel that they learn more if their teacher corrects them every time.

From the students' opinion above, we could see that the students see the helpfulness level of the feedback from how those feedback could detect the students' error so that they could revise them accordingly. In addition, they also said that be receiving feedbacks, they got guidance on what to write or how to correct their writing. Feedback provides a students with information on his or her performances attemp at an paragraph task Haster (2001, P. 14-17). In this repect, feedback could help the students to know what was wrong in their writing and got examples on how to correct sentence should be.

However, only a few students have confused responses because the teacher only gave them underline sign or circle sign. There are 4 students that not understand with the feedback that the teacher gave. Fang and Xue-Mei (2007, p. 10-14) stated that the students are confused and this condition cannot enhance the language learning as the goal of learning to be achieved together between teacher and students.

In addition, the students also got generic as well as specific feedbacks in their writing tasks. In this case, they chose to have got specific feedback because the feedback could give more detail and was seen to be clearer. Regarding the students' preference that they believed in written, specific and detail feedback were more helpful than others. For example, in generic feedback, the teacher only put underline marks or question marks to ask the students to correct that part. This sometimes would lead students to confusion or even misunderstanding. This misunderstanding in doing the revision would result in other error, which sometimes more severe in their task.

In conclusion, from the students' opinion, teacher's feedback was considered important, helpful, and sufficient enough to improve the quality of students' writings. By using corrective feedback from their teacher, they could know which part had rooms for improvements so that they could do better writing in their final tasks. Students think feedback on tasks as being important in identifying their strengths and weaknesses, enhancing motivation and improving future grades Hayland (2000, P. 134)