

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researchers describes the results of research in the field which were collected using several data collection techniques, such as observation and interviews. The research conducted research at the Language Center (UPB) Antasari state Islamic University. Researchers communicate with lecturers to conduct interviews via chat or telephone. Using observation and interviews can answer the research questions.

There are two problems that have to be answered in this research. The first problem is about how teachers use the type of corrective feedback in online written classes. The second problem is the strategies the lecturer uses to give corrective feedback in teaching writing class. The data for the first problem is according to the result of an interview with the lecturer about what types of corrective feedback the lectures use in teaching writing in online classes and the second problem is according to observation to find what the strategies that lecturer use in online writing class.

1. The Lecturer use types corrective feedback in online written class

In this section, the researcher describes the result of the research on the field that collected by data collection, Interview to find out what types of corrective feedback that teacher usually use in online writing class at UPB Group class.

Related to the first question in the interview '*How important do you think it is to give corrective feedback when your students made a mistake during writing English?*' all the lectures agreed that giving corrective feedback to students is important, based on their explanation. There are 10 lectures said that from feedback the students know their weakness in writing English such as putting wrong vocabularies or miss spelling. Correction feedback is one of the most important aspects of improving learners' writing (Srichanyachon, 2012)

As well as to the second question in the interview '*What types of corrective feedback do you usually used in online learning?*' There are 8 lecturers said that they use Teacher written corrective feedback. The lecture from Group 59 said that she was used written corrective feedback to give comments for every task they completed. There are 2 lectures that use Peer corrective feedback. The lecturer from Group 83 says that he often uses peer corrective feedback sometime he give them a voice note to correct their answer and open discussion.

2. The strategies that lecturer use in online writing class.

In the section, the researchers explain the result of the lecture strategies through interviews and observation. Based on The third question '*What is your strategies to providing corrective feedback?*' of interview that found all the lectures answer they use Direct C.F. There are 2 lectures use all the strategies in their learning process. The Lecture from Group 50 also

use focus C.F. and She was said that she used focus corrective if there are more than 1 answer.

Group Class	Dirrect C.F	Indirect C.F	Metalinguistic C.F	Focus C.F	Electronic C.F
Group 1	<input checked="" type="checkbox"/>				
Group 29	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Group 50	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Group 59	<input checked="" type="checkbox"/>				
Group 159	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Group 83	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grroup 42	<input checked="" type="checkbox"/>				
Group 74	<input checked="" type="checkbox"/>				
Group 67	<input checked="" type="checkbox"/>				
Group 36	<input checked="" type="checkbox"/>				

Table 4. 1 The strategies of corrective feedback used by Lecture

In observation, the researcher saw directly and joined the group chat on how learning was carried out. Overall, the lecturers prepared the material very well for that day's learning. The class was opened with greetings made in the chat group and continued by the teacher giving a Gmeet link for them to have face-to-face meetings online or giving them a Kahoot link for do fun learning.

Teachers can create forums for learning between teachers and students via social media and prepare materials that can support the learning process in a variety of formats through always-accessible text, audio, and video. (Anderson, 2008). Based on the forth question of interview '*What is an application do you usually used to teach in online learning ?*' and all the respondent answer Whatsapp and Gmeet as application that they usually used.

In writing, there are five aspects which should be concerned based on the last question *'What aspects do you pay attention to correcting your student's writing?'* The detail observation process which has done can be seen from the teaching strategies and learning process that researcher found that :

Group Class	Content	Vocabullary	Language use	Organizations	Grammar
Group 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Group 29	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Group 50			<input checked="" type="checkbox"/>		
Group 59	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Group 159			<input checked="" type="checkbox"/>		
Group 83		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Grroup 42		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Group 74		<input checked="" type="checkbox"/>			
Group 67		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Group 36		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Table 4. 2 The result of osvervation found that lectures focus on to correcting students writing

B. Discussion

After the data were analyzed the discussion of the research findings. All of the data gathered from the interview and observation with the Lecturer has been done by the researcher. This research contains two research question, which is about what are the types of corrective feedback that are usually used by Lectures during online learning in teaching English writing? And What are the strategies of corrective feedback that the lectures usually uses to apply the feedback in their writing class.

Based on the descriptions above, there were three types of corrective feedback and there are 5 strategies for giving feedback in online writing classes and also include 5 aspects that should pay attention to.

From the result of interview , all the lecturer are agreed that giving feedback are so important ,feedback is defined as important information that students receive from the teacher regarding assignments (Ackerman & Gross, 2010). There are 3 types of corrective feedback, and the researcher found that the feedback applied by the teacher in the online classroom was a type of corrective feedback. As lecturers they may have several strategies to make the learning process successful, and researchers find that several strategies are applied in online classes such as direct corrective feedback, indirect corrective feedback, Metalinguistic corrective feedback, the focus of feedback, and Electronic feedback.