

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this section, the researcher described the findings from research about what feedback students like the most and what students did from the feedback received. All these findings were obtained from several research instruments, namely: observation, questionnaire, interviews and documentation. The results of these findings used to answer research questions and to find solutions to the problems discussed.

1. Students' Preferences for Various Types of Feedback in the Academic Writing Class

To find out students' preferences from some of the feedback in the academic writing class, the researchers collected data in several ways, namely by observing, using questionnaire 1, interviews and documentation of 32 students' who had attended the academic writing class. Researchers collect data in student activities when completed the task of writing a thesis proposal and have received feedback from the teacher in the academic writing class. In this case the researcher collected information about the benefits of some feedback and why students think it is important/not important. In addition, students also explain their reasons for the opinions to clarify students' preferences for some of the feedback.

From the observations, it was found that the teacher always gave feedback on each student's assignment. The feedback given to students in academic writing class also varies. Some of the feedback that teachers provide includes: 1) Teacher correction, 2) Commentary, 3) Teacher correction with comments, 4) Error identification, 5) Teacher-student converging and 6) Correction with prompts. Meanwhile, two other feedbacks that the teacher does not use in academic writing class are 1) Peer correction and 2) Self-correction.

Student choices on the usefulness of each feedback grouped into three parts, namely: 1) Positive (very useful & quite useful), 2) Normal (neither useless nor useful) & 3) Negative (useless & totally useless) which added with two comment divisions namely: 1) positive comments and 2) negative comments. Based on these data collection activities, the researchers obtained the following research results:

a. Teacher Correction

From the results of observations, researchers found that the teacher applied teacher correction feedback in academic writing class. This is also evidenced by the existence of documentation from student writing sheets which shows this feedback. An example of teacher correction feedback can be seen in the following figure. (See Fig. 4.1)

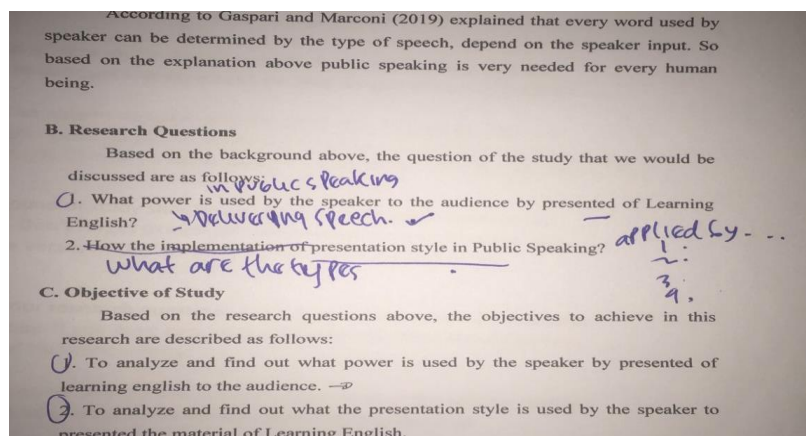


Figure 4.1 Teacher correction in academic writing class

The first question asks about the benefits of “Teacher correction” feedback. From the results of questionnaire 1, it can be seen that thirteen students (40.6%) thought that “teacher correction” feedback was quite useful; in fact the majority of students, namely fourteen students (43.8%) stated that this feedback was very useful while the remaining five students (15.6%) answered middle which means sometimes useful and sometimes useless. From the various student choices above, there are several positive and negative comments on teacher correction feedback. (See Table 4.1)

Table 4.1

Students' Interest in Teacher Correction Feedback

| No | Strategy | Positive (VU+QU) | | Neutral | Negative (L+TL) |
|----|--------------------|---------------------|----|---------|--------------------|
| 1 | Teacher correction | 13 | 14 | 5 | |

*VU = Very Useful, QU = Quite Useful, L = Useless, & TL = Totally Useless

Firstly, some students who gave positive comments thought that teacher correction feedback had a number of good things for students including that correction of grammar was important, to the point and did not waste a lot of students' time. In addition, by using this feedback students can also find out mistakes, can analyze the correct answers, and correct the same mistakes in different assignments. Students only need to follow the teacher's correction to correct mistakes. And for students who have good grammar skills are easier to understand the corrections given by the teacher even without explanation.

Secondly, some other students who gave negative comments about teacher correction feedback thought that this feedback was still not suitable. Because it only emphasized giving corrections, the students expressed a number of things including confusion because students did not know the cause of the writing error, not all students could think critically; even some other students were also lazy to look for explanations.

“Some students are lazy to search the explanation of their grammatical errors”.

According to one of the respondents, S argued that some students only focus on the feedback given by the teacher and do not explore much more beyond the feedback given so that students who

have low grammar skills found it difficult to understand the teacher's corrections because there is no explanation.

Overall, the majority of students thought that teacher correction feedback was useful (positive), the remaining few thought that this feedback was sometimes useful and sometimes not (middle) and no students thought that this feedback was not useful at all (negative). But there are some comments and suggestions given by students to maximize the use of this feedback. (See Table 4.2)

Table 4.2

Student Comments on Teacher Correction Feedback

| TYPE OF FEEDBACK | COMMENTS | |
|--------------------|---|---|
| | Positive | Negative |
| Teacher Correction | Know the error | Do not know the cause of the error |
| | Analyze the correct answers | Sometimes the teacher's writing is not neat |
| | Fixed a similar error | Too general |
| | Not wasting students' time | Some students cannot think critically |
| | To the point | Some students are lazy to look for explanations |
| | Correcting grammar is important | Low grammar ability (bad understanding) |
| | Follow the teacher's correction | |
| | Good grammar ability (good understanding) | |

b. Commentary

From the results of observations, researchers found that the teacher applied commentary feedback in academic writing class. This is also evidenced by the existence of documentation from student writing sheets which shows this feedback. An example of commentary feedback can be seen in the following figure. (See Fig. 4.2)

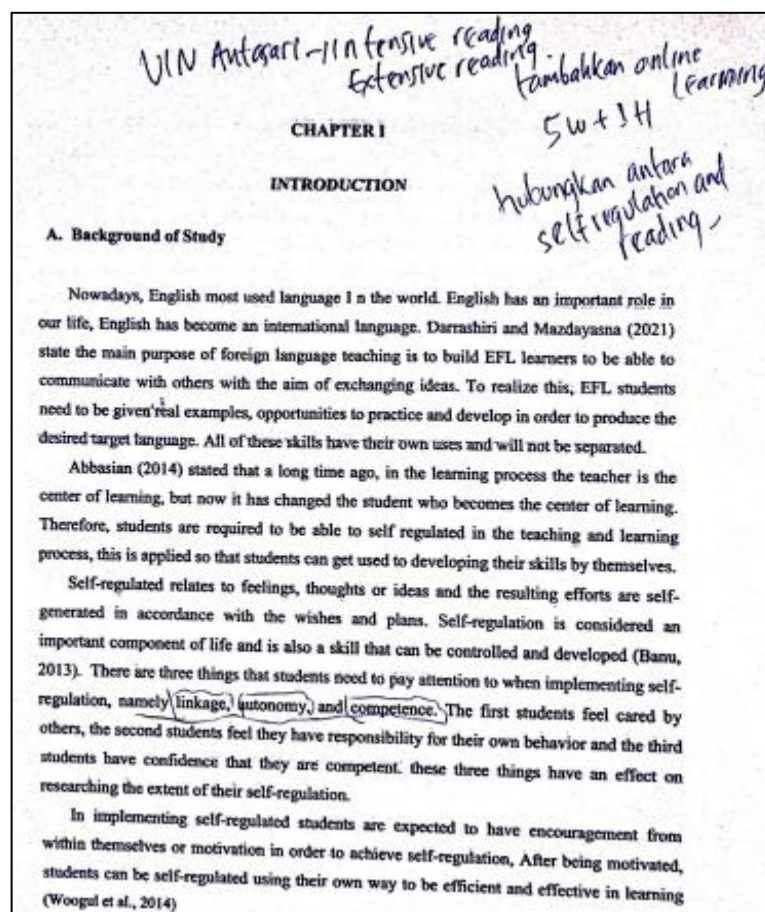


Figure 4.2 Commentary in academic writing class

The second question asks about the benefits of “Commentary” feedback. From the results of questionnaire 1, it can

be seen that the majority of students, namely fourteen students (43.8%) thought that "commentary" feedback was quite useful. Ten students (31.3%) stated that this feedback was very useful. The other six students (18.8%) who answered middle and the remaining few said that this feedback was useless, namely two students (6.3%). From the various student choices above, there are several positive and negative comments on commentary feedback. (See Table 4.3)

Table 4.3

Students' Interest in Commentary Feedback

| No | Strategy | Positive (VU+QU) | | Neutral | Negative (L+TL) |
|----|------------|---------------------|----|---------|--------------------|
| 2 | Commentary | 10 | 14 | 6 | 2 |

*VU = Very Useful, QU = Quite Useful, L = Useless, & TL = Totally Useless

Firstly, some students who gave positive comments thought that commentary feedback had some good things for students including showing how well students' writing was, students could also understand mistakes in the teacher's explanation, preventing writing from leaving the topic of discussion, and making it a lesson for the next assignment.

Secondly, some students who gave negative comments thought that commentary feedback had several things that were not suitable for students, including the incompleteness of this type of correction because it only used comments without corrections, there were no examples of corrections, and the teacher's comments were

sometimes less specific or even only used only certain signs. This made students confused to understand the teacher's correction. The students also revealed that sometimes the teacher gave clear feedback and sometimes it was not clear because the explanations given were not clear enough for students to understand.

“I think it's quite useful because there are some who are given clues to justify, but if you look at a few sentences they are only given questions that actually make us think about the answers to these questions”

According to one of the respondents, SU argued that giving feedback with comments that only show questions or only use certain symbols confused students in improvement. A clearer explanation is needed by students so that their knowledge increases. An example of giving feedback that the teacher gives by using a question mark is shown in the following figure. (See Fig. 4.3)

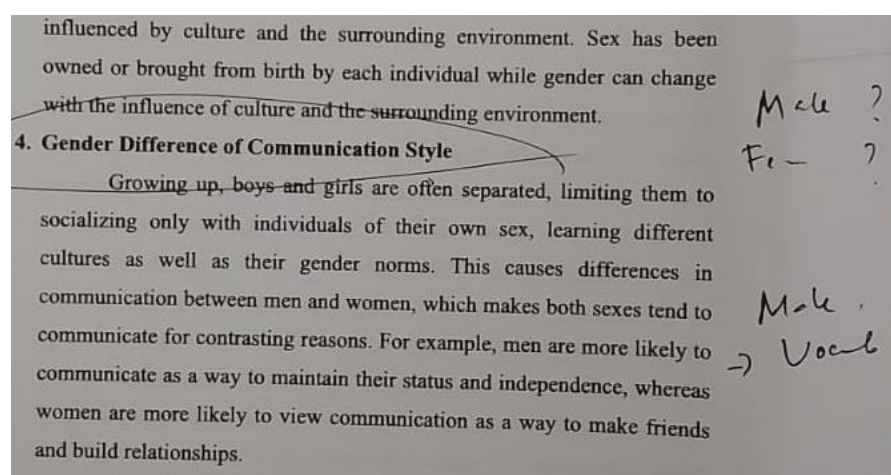


Figure 4.3 Teacher comments using question

Overall, the majority of students thought that commentary feedback was useful (positive), a small proportion of the rest thought that this feedback was sometimes useful and sometimes not (middle) and only a minority of students thought this feedback was useless (negative). But there are some comments and suggestions given by students to maximize the use of this feedback. (See Table 4.4)

Table 4.4

Student Comments on Commentary Feedback

| TYPE OF FEEDBACK | COMMENTS | |
|---------------------|---|--|
| | Positive | Negative |
| Commentary | Shows how good the student's writing is | No correction as an example |
| | Understand mistakes | Incomplete without correction |
| | Keep the writing according to the topic | Sometimes the comments are less specific |
| | Become a lesson for next writing | |

c. Teacher correction with Comments

From the observations the researcher found that the teacher applied correction with comments feedback in the academic writing class. This is also evidenced by the existence of documentation from student writing sheets which shows this feedback. An example of teacher correction with comments feedback can be seen in the following figure. (See Fig. 4.4)

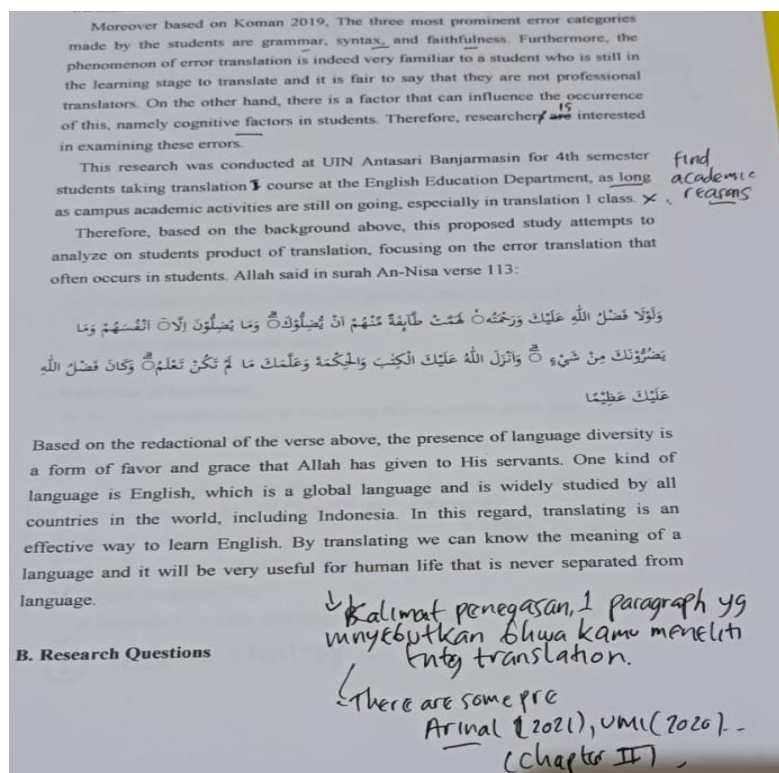


Figure 4.4 Teacher correction with comments in academic writing class

The third question asks about feedback "Correction with comments". From the results of questionnaire 1, it can be seen that the majority of students, namely twenty-three students (71.9%) thought that "Correction with Comments" feedback was very useful and a number of three other students (9.4%) stated that this feedback was quite useful. While the other half, namely six students (18.8%) answered middle. From the various student choices above, there are several positive and negative comments on teacher correction with comment feedback. (See Table 4.5)

Table 4.5

Students' Interest in Correction with Comments Feedback

| No | Strategy | Positive (VU+QU) | | Neutral | Negative (L+TL) |
|----|----------------------------------|---------------------|---|---------|--------------------|
| 3 | Teacher correction with comments | 23 | 3 | 6 | |

*VU = Very Useful, QU = Quite Useful, L = Useless, & TL = Totally Useless

Firstly, some of the students who gave positive comments thought that teacher correction with comment feedback had some good things for students, including that students liked when their assignments were checked and corrected by the teacher, with this feedback students would also understand more quickly, find out mistakes and the causes of that mistake, and can understand through comments or corrections at once. According to students, this feedback is also suitable if done during face-to-face consultations. As well as good and constructive comments made students enthusiastic in revising their writing. In this feedback, indeed there would be more correction scribbles but students can even learn from the scribbles.

“This is also useful and even effective. This will affect to our comprehension immediately since the correction and the comments are given at the same time. On the other side, it will also probably impact us not to really pay attention to the correction since to many words are written in the comments.”

According to one of the respondents, IBP argued that too many scribbles allow students to get distracted and become unfocused. But on the other hand, these can also learn with the many scribbles or comments in their writing. An example of teacher correction with comments feedback which has many scribbles can be seen in the following figure. (See Fig. 4.5)

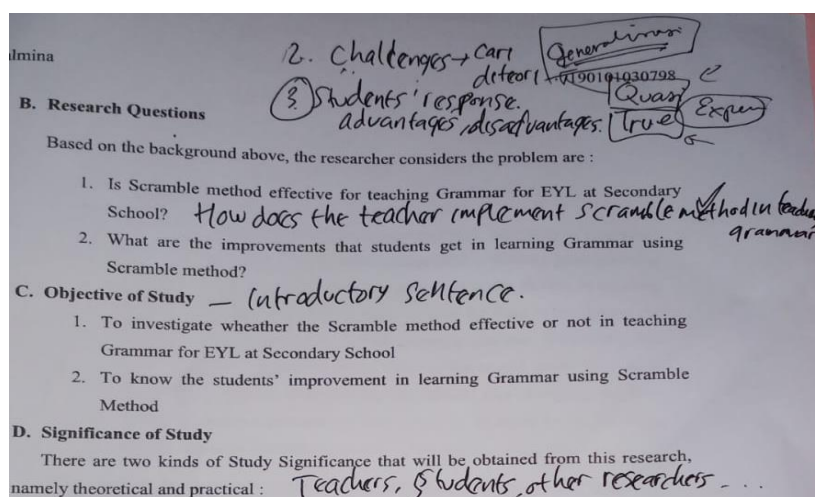


Figure 4.5 Teacher correction with comments feedback which has many scribbles

Secondly, a small number of students who gave negative comments thought that teacher correction with comment feedback had several weaknesses. Some of these weaknesses include the teacher spent more time to correct and students did not learn to think with own selves. On another problem, students think that too many scribbles lead to confusion. In addition, this type of depressing comment can make students lose enthusiasm.

Overall, the majority of students considered that correction with comment feedback was beneficial for students (positive). A few

others chose (middle) while still giving positive comments. In this case, there were no students who rated this feedback as useless (negative). But there are some comments and suggestions given by students to maximize the use of this feedback. (See Table 4.6)

Table 4.6

Student Comments on Teacher Correction with Comments Feedback

| TYPE OF FEEDBACK | COMMENTS | |
|---------------------------------|---|--|
| | Positive | Negative |
| Teacher Correction with comment | Students like their writing to be checked | Take up more of the teacher's time |
| | Understand faster | No learning to think alone |
| | Know the mistake and the reason | Too many corrections on the paper can lead to confusion |
| | Can understand from corrections/comments | Types of comments that suppress students would dispel enthusiasm |
| | many corrections, many lessons | |
| | Well applied when consulting | |
| | Positive comments raise enthusiasm | |

d. Error Identification

From the results of observations, researcher found that the teacher applied error identification feedback in academic writing class. This is also evidenced by the existence of documentation from student writing sheets which shows this feedback. An example of

error identification feedback can be seen in the following figure.
(See Fig. 4.6)

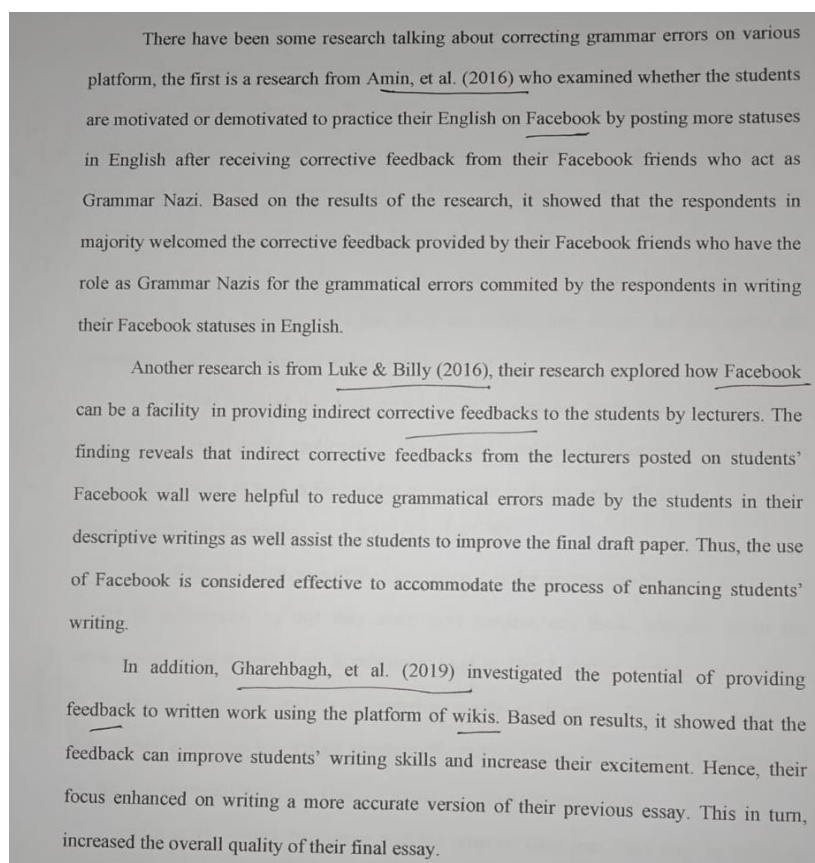


Figure 4.6 Error identification in academic writing class

The fourth question asks about the benefits of “Error identification” feedback. From the results of the questionnaire 1, it can be seen that the majority of students, namely a number of sixteen students (50%) thought that "Error Identification" feedback was quite useful. A total of eight students (25%) stated that this feedback was very useful. The other half, namely as many as five students (15.6%) who answered middle, one student (3.1%) chose that this

feedback was not useful and the remaining two students (6.3%) chose that this feedback was very useless. (See Table 4.7)

Table 4.7

Students' Interest in Error Identification Feedback

| No | Strategy | Positive (VU+QU) | | Neutral | Negative (L+TL) | |
|----|----------------------|---------------------|----|---------|--------------------|---|
| 4 | Error identification | 8 | 16 | 5 | 1 | 2 |

*VU = Very Useful, QU = Quite Useful, L = Useless, & TL = Totally Useless

Firstly, some students who gave positive comments thought that error identification feedback had a number of good things, including that this feedback would save the teacher's time in checking assignments, and make it easier for students to correct because of knowing where mistakes are.

Secondly, in this feedback there tends to be a lot of negative comments including students felt confused about understanding the teacher's correction, do not know the reason for the writing error, and do not know how to change the mistake. So if it is still forced it would cause the possibility of students' writing would be more wrong. In addition, students also think that this feedback did not help to improve their writing skills and only wasted a lot of time and energy, especially for students who are still weak in writing and grammar skills.

“This type of correction just tells us the error but it didn't help. We can't fix it if we don't know the clue of the proper answer”.

According to one of the respondents, S argued that without explanation students remain confused even though knowing where the mistake is. But in this case some students do not know what to do to correct the mistake. An example of the error identification that the teacher gave can be seen in the figure above. (See Fig. 4.6)

Overall the students' choice tend to lead to positive things, but from some of these opinions, there are still many negative comments and deficiencies in the results obtained by students so that some students choose (normal) and (negative) options on error identification feedback. (See Table 4.8)

Table 4.8

Student Comments on Error Identification Feedback

| TYPE OF FEEDBACK | COMMENTS | |
|-------------------------|-------------------------|---|
| | Positive | Negative |
| Error Identification | Save teacher time | Confuse students |
| | Know where the error is | No explanation of the error |
| | | Do not know how to fix |
| | | Waste of energy and time |
| | | Not suitable for students with low grammar and writing skills |

e. **Peer correction**

From the results of observations, researcher found that the teachers did not apply peer correction feedback in academic writing class. But in this case the researcher still asks students' opinions about this feedback.

The fifth question asks about the benefits of “Peer correction” feedback. From the results of the questionnaire 1, it can be seen that the majority of students, namely eleven students (34.4%) thought that "Peer correction" feedback was quite useful. A total of seven students (21.9%) stated that this feedback was very useful. Others, namely as many as eight students (25%) who answered middle, five students (15.6%) chose that this feedback was not useful and the remaining one student (3.1%) chose that this feedback was very useless. (See Table 4.9)

Table 4.9

Students' Interest in Peer Correction Feedback

| No | Strategy | Positive (VU+QU) | | Neutral | Negative (L+TL) | |
|----|-----------------|---------------------|----|---------|--------------------|---|
| 5 | Peer correction | 7 | 11 | 8 | 5 | 1 |

*VU = Very Useful, QU = Quite Useful, L = Useless, & TL = Totally Useless

Firstly, some students who gave positive comments thought that peer correction feedback had a number of good things including that it would lead to collaboration between students, students would also be more active and excited in learning activities, students could learn to correct and be able to train students' critical thinking.

Secondly, in peer correction feedback there tends to be a lot of negative comments including the feedback that students receive depend on friends, sometimes friends are not serious or do not even want to evaluate other friends' writings. In addition, according to the students, their skills were also different and not all students could correct friends' writing, and this allowed for wrong corrections to occur because those who corrected were also students who still in learning process. In addition, students also think that this feedback is not optimal because their writing is not seen directly by the teacher but instead by other friends.

“This method depends on friends who correct the works if they have experience on it, it'll useful but if vice versa, it's not”.

According to one of the respondents, NI argued that students who make corrections need to have an understanding of the correct way of writing because if not, the corrections given are likely to cause greater confusion. In this case, the teacher needs to know the ability of students if peer correction feedback wants to be applied by the teacher.

Overall the students' opinions tend to lead to positive and normal things, while only a small number choose negative opinions. However, the variations in opinion show that there are many

negative things that require conditions for the effective use of Peer Correction Feedback. (See Table 4.10)

Table 4.10

Student Comments on Peer Correction Feedback

| TYPE OF FEEDBACK | COMMENTS | |
|------------------|---|---|
| | Positive | Negative |
| Peer Correction | Teamwork | Feedback relies on friends |
| | Active interaction | Friends are sometimes not serious |
| | Exited in class | Friends sometimes do not want to evaluate |
| | Critical thinking | Different student skills |
| | | Not all students can correct the error |
| | | Possible wrong correction |
| | The teacher does not see the student's writing directly | |

f. Self-correction

From the results of observations, researcher found that the teacher did not apply self-correction feedback in academic writing class. But in this case the researcher still asks students' opinions about this feedback.

The sixth question asks about the benefits of "Self correction" feedback. From the results of the questionnaire 1, it can be seen that there were four students (12.5%) thought that "Self Correction" feedback was very useful. a number of seven students (21.9%) stated that this feedback was quite useful. The other half,

namely as many as ten students (31.3%) answered middle which is sometimes useful and sometimes not. In addition, nine students (28.1%) chose that this feedback was not useful and the remaining two (6.3%) chose it was very useless. (See Table 4.11)

Table 4.11

Students' Interest in Self-Correction Feedback

| No | Strategy | Positive (VU+QU) | | Neutral | Negative (L+TL) | |
|----|-----------------|---------------------|---|---------|--------------------|---|
| 6 | Self-correction | 4 | 7 | 10 | 9 | 2 |

*VU = Very Useful, QU = Quite Useful, L = Useless, & TL = Totally Useless

Firstly, some of the students who gave positive comments thought that self-correction feedback had some good things including as an alternative in learning, being remembered more because students did the assignment with own selves, practicing student responsibility and training students to check their writing.

Secondly, in this self-correction feedback there tends to be a lot of negative comments which include confusing students, no explanation of errors, wasting a lot of students' time, the possibility of writing is still wrong because it is checked by the same person, depending on the student's craft, some students cannot check due to lack of ability in grammar.

“I think they will not really understand where their errors without the teacher's direction”.

According to one of the respondents, NYL argued that self-correction only caused confusion because maybe some students think their writing is good but in reality their writing still needs a lot of improvement. This allows students not to realize mistakes in writing. So if the teacher wants to apply this feedback, the teacher needs to give clear directions to students.

Overall, students' opinions do vary and tend to be balanced between positive, normal and negative, but most of these variations show that students give negative comments on self-correction feedback. (See Table 4.12)

Table 4.12

Student Comments on Self-Correction Feedback

| TYPE OF FEEDBACK | COMMENTS | |
|---------------------|----------------------------------|---|
| | Positive | Negative |
| Self- Correction | Alternatives in learning | Confusing students |
| | More memorable for students | No error explanation |
| | Foster a sense of responsibility | Wasting a lot of students' time |
| | Learn how to correct writing | Chances are it would still be wrong |
| | | Depending on student's diligently |
| | | Some students cannot check on their own |

g. Teacher-student conferencing

From the results of observations, researcher found that the teacher applied teacher-student conferencing feedback to academic writing class. In this case, the teacher calls it a consultation session. Each student is given a schedule to consult the teacher to check their writing.

The seventh question asks about the benefits of "Teacher-Student Converging" feedback. From the results of questionnaire 1, it can be seen that there were fifteen students (46.9%) thought that "Teacher-student converging" feedback was very useful, in line with that, with the same number of fifteen other students (46.9%) stated that this feedback was quite useful. While the remaining two people (6.3%) chose neutral this means between useful and not useful. (See Table 4.13)

Table 4.13

Students' Interest in Teacher-Student Conferencing Feedback

| No | Strategy | Positive (VU+QU) | | Neutral | Negative (L+TL) |
|----|------------------------------|---------------------|----|---------|--------------------|
| 7 | Teacher-student conferencing | 15 | 15 | 2 | |

*VU = Very Useful, QU = Quite Useful, L = Useless, & TL = Totally Useless

Firstly, some of the students who gave positive comments thought that teacher-student conferencing feedback had a number of good things, including that feedback would be easier to remember

because both students and teachers played an active role in writing activities. Apart from that, with the application of this feedback, students can also discuss and share experiences with the teacher, prevent misunderstandings, and there are questions and answers that make understanding better. In addition, students can also convey the meaning of the writing and grades would be more transparent with clear discussions.

Secondly, students think that teacher-student conferencing also depends on the way the discussion is presented by the teacher. If the teacher guides the discussion well, then it produces good results too. Some students also feel embarrassed when their writing is discussed. But this really needs to be done if the correction needs to be discussed as a lesson for other students.

Overall in the use of Teacher-Student Conferencing Feedback, almost all students chose an opinion (Positive) with positive comments as well and only two students chose (Middle). However, the students who chose (Middle) also gave a positive view of this feedback. In addition, there were no students who gave choices or responses (negative) to Teacher-Student Conferencing Feedback. (See Table 4.14)

Table 4.14

Student Comments on Teacher-Student Conferencing Feedback

| TYPE OF FEEDBACK | COMMENTS | |
|-------------------------------------|----------------------------------|--|
| | Positive | Negative |
| Teacher- Student Conferencing | Easier to remember | Depends on the delivery of the teacher |
| | Teachers and students are active | Students are ashamed of their writing |
| | Unify understanding | Students are afraid when their writing are discussed |
| | Share knowledge | |
| | More efficient time | |
| | There is Q&A session | |
| | Prevent misunderstandings | |
| | Helps better understanding | |
| | Score are more transparent | |
| | Students can convey perspective | |

h. Correction with prompts

From the results of observations, researcher found that the teacher applied correction with prompt feedback in academic writing class. In general, the prompts given by the teacher do not contain improvement strategies, praise or information about the strengths in student writing, but the prompts in this class only focus on clues and points about what students should write. This is also evidenced by the existence of documentation from student writing sheets which shows this feedback. An example of correction with prompt feedback can be seen in the following figure. (See Fig. 4.7)

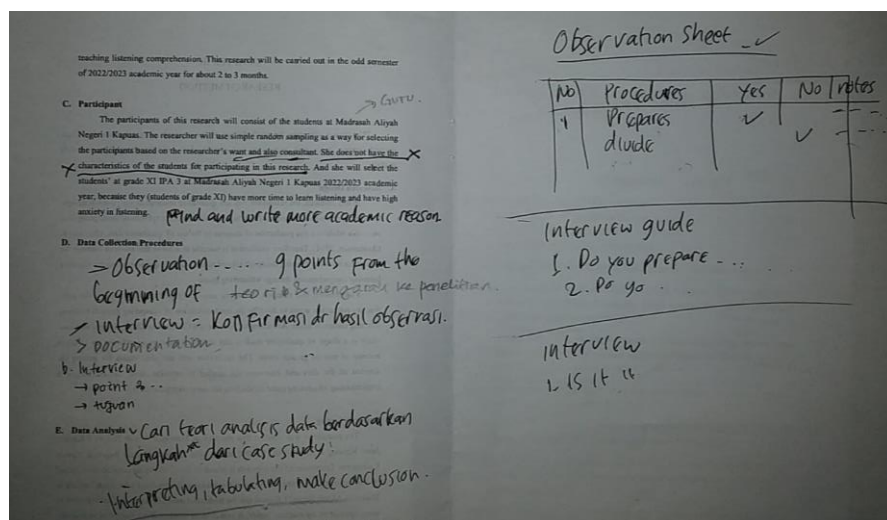


Figure 4.7 Correction with prompt in academic writing class

The eighth question asks about the benefits of "Correction with Prompts" feedback. From the results of questionnaire 1, it appears that fourteen students (43.8%) think that "Correction with Prompts" feedback is very useful. In line with this, a number of ten students (31.3%) stated that this feedback was quite useful. Six students (18.8%) chose normal, while the remaining two students (6.3%) chose that this feedback was useless. (See Table 4.15)

Table 4.15

Students' Interest in Correction with Prompts Feedback

| No | Strategy | Positive (VU+QU) | | Neutral | Negative (L+TL) | |
|----|-------------------------|---------------------|----|---------|--------------------|---|
| 8 | Correction with prompts | 14 | 10 | 6 | 2 | 8 |

*VU = Very Useful, QU = Quite Useful, L = Useless, & TL = Totally Useless

Firstly, some students who gave positive comments thought that teacher correction with prompts feedback had some good things, including that students easily understood and knew what to do with the prompts given by the teacher. In addition, this feedback also gives students many options in writing so that students can express their ideas in their writing. Existing prompts also train students' critical thinking and encourage students not to give up easily with the motivation and clues given. In this case, sometimes the teacher knows more about the students' abilities so that the prompt given can be adjusted by the teacher.

Secondly, for students in implementing teacher correction with prompts there are also some negative things including students sometimes having difficulty understanding the clues given by the teacher, the need for their own efforts to improve understanding of the prompts and writing based on the prompts that given. Other students also commented that the feedback was not familiar with the use of this prompt because in its application to academic writing class the teacher only gave correction with prompts to some students and not to all students.

Overall, the majority of students chose that Correction with Prompts feedback was useful (Positive) which was followed by positive comments as well. Several other students chose (Normal) because of their anxiety and ignorance of this feedback and only a

minority of students chose (Negative) because of their difficulty and lack of experience getting Correction with Prompts feedback in learning. (See Table 4.16)

Table 4.16

Student Comments on Correction with Prompts Feedback

| TYPE OF FEEDBACK | COMMENTS | |
|---------------------------------|-------------------------------|---|
| | Positive | Negative |
| Teacher Correction with Prompts | Know which part to improve | Some students find it difficult to understand |
| | Gives many options in writing | Requires a lot of effort |
| | Can express own concept | Some students have never received this feedback |
| | Critical thinking | |
| | There are clues to do | |

In general, from the results of the interviews the students thought that all the feedback the teacher gave would not interfere with the students in expressing their ideas. For students, feedback is also very important and provides many benefits, especially for improving skills in writing.

“Feedback is important for students, because feedback is very helpful for correcting mistakes so they don't happen again”.

According to one of the respondents, AAR argued that with feedback, students learned many things and would be helped to

improve writing and this would prevent mistakes in writing from being repeated in the next assignments.

From the interview results, it can also be seen that students feel happy when the teacher gives feedback on their writing. Sometimes students are also disappointed when finding out that the writing still needs a lot of improvement. But this encouraged students to continue to be able to improve writing.

“After receiving feedback, I feel more focused, motivated, and know what I need to do for further improvement”.

According to one of the respondents, AAR argued that in providing feedback in academic writing class, the majorities of students feel valued and sometimes feel excited to continue to be able in improving their writing. Students can also focus more on something needs to improve at the next stage.

From every feedback that the teacher gave, students were more inclined to some feedback. With reference to the choices in the form of the importance of some feedbacks and student opinions in the form of positive and negative comments on each feedback, a sequence of feedback can be produced from the most preferred to the least preferred by students as listed in the following table. (See Table 4.17)

Table 4.17

Students' Preference for Some Feedback in Academic Writing Class

| NO | STRATEGY | POSITIVE (VU+QU) | | NEUTRAL | NEGATIVE (L+TL) | |
|----|----------------------------------|---------------------|----|---------|--------------------|---|
| 1 | Teacher correction with comments | 23 | 3 | 6 | | |
| 2 | Teacher-Student Conferencing | 15 | 15 | 2 | | |
| 3 | Correction with Prompts | 14 | 10 | 6 | 2 | |
| 4 | Teacher correction | 13 | 14 | 5 | | |
| 5 | Commentary | 10 | 14 | 6 | 2 | |
| 6 | Error identification | 8 | 16 | 5 | 1 | 2 |
| 7 | Peer correction | 7 | 11 | 8 | 5 | 1 |
| 8 | Self-Correction | 4 | 7 | 10 | 9 | 2 |

From the table it can be seen that teacher correction with comments occupies the first position in the feedback that students preferred the most. This is also reinforced by interview data which shows the dominance of teacher correction with comments. One of the interviewees, AR said that:

“It is very clear feedback and easy to understand to improve writing”.

In general, the students revealed that teacher correction with comments was a complete and easy-to-understand type of feedback so that the majority of students chose this feedback as the feedback preferred the most, as Andya said in the interview session above.

Apart from teacher correction with comments, the students also preferred some other feedback, namely teacher-student conferencing, and correction with prompts that were considered as complete feedback. Students also still accept when the teacher applies teacher correction or commentary feedback as an alternative and variation in learning. Whereas in some feedback such as error identification, peer correction and self-correction students can still accept if the feedbacks applied even though students tend not to like that feedbacks. In addition, there are many negative comments about that three feedbacks' use in academic writing class.

In general, students only hope that the teacher continued to be patient and enthusiastic in providing quality feedback to students. Because it is with feedback that students can develop and the learning that the teacher provides certainly be considered successful and useful for the future.

2. The ways students handle the feedback that received in the academic writing class

To find out how students handle the feedback given by the teacher in the academic writing class, the researcher collected data in several ways, namely using questionnaire 2 and documentation of 32 students' who had attended the academic writing class. Researcher collected data in students' activities when completed the task of writing a thesis proposal and have received feedback from the teacher in the

academic writing class. Based on these data collection activities, the researcher obtained the following research results: (See Table 4.18)

Table 4.18

How Students Handle the Feedback in the Academic Writing Class

| NO | STRATEGY | F | S | R |
|-----------|--|----------|----------|----------|
| 1 | Read again | 16 | 13 | 3 |
| 2 | Making a mental note | 9 | 15 | 8 |
| 3 | Writing down points by type | 14 | 14 | 4 |
| 4 | Identifying points to be explained | 15 | 14 | 3 |
| 5 | Asking for teacher explanations | 11 | 15 | 6 |
| 6 | Referring to previous processes | 7 | 21 | 4 |
| 7 | Consulting a grammar book | 4 | 14 | 14 |
| 8 | Rewriting | | | |
| | a. Only incorporating teacher's comments | 10 | 19 | 3 |
| | b. Revising and expanding | 14 | 17 | 1 |
| 9 | Not doing anything | 3 | 10 | 19 |

*F = Frequently, S = Sometimes, & R = Rarely

From the results of questionnaire 2 in the table above, it can be seen how students handle the feedback given by the teacher in the academic writing class. In this case the researcher categorizes the table above into three parts, namely: Frequently, Sometimes, and Rarely. The three categories are made based on how often students do this strategy so that generally show how students handle the feedback in academic writing class. The three categories are listed in the following table:

a. Frequently

The table below shows which actions students do most often after getting feedback in an academic writing class. It can be seen that the majority of students read again their writing. The majority of students also often identify points to be explained. Whereas in writing down points by type the students look balanced between scores (F) and (S) but this tends to lead to positive points (Frequently) because only a minority of students choose point (R). (See Table 4.19)

Table 4.19

Activities Those Students Frequently Do After Receiving Feedback in the Academic Writing Class

| NO | STRATEGY | F | S | R |
|----|------------------------------------|----|----|---|
| 1 | Read again | 16 | 13 | 3 |
| 2 | Writing down points by type | 14 | 14 | 4 |
| 3 | Identifying points to be explained | 15 | 14 | 3 |

*F = Frequently, S = Sometimes, & R = Rarely

b. Sometimes

The table below shows which actions the majority of students take after receiving feedback in an academic writing class. It can be seen that the majority of students sometimes did some of these strategies because the point that most students chose was point (S). But overall their choices tend to be positive (frequently) because in all the strategies above only a minority of students choose point (R). (See Table 4.20)

Table 4.20

Activities Those Students Sometimes Do After Receiving Feedback in the Academic Writing Class

| NO | STRATEGY | F | S | R |
|----|--|----|----|---|
| 1 | Making a mental note | 9 | 15 | 8 |
| 2 | Asking for teacher explanations | 11 | 15 | 6 |
| 3 | Referring to previous processes | 7 | 21 | 4 |
| 4 | Rewriting | | | |
| | a. Only incorporating teacher's comments | 10 | 19 | 3 |
| | b. Revising and expanding | 14 | 17 | 1 |

*F = Frequently, S = Sometimes, & R = Rarely

c. Rarely

The table below shows which actions the majority of students take after receiving feedback in an academic writing class. It can be seen that the majority of students rarely did some of these strategies because the point that most students chose was point (R). Overall, the students' choices tend to lead to negative things (Rarely) because in all of the strategies above, only a minority of students choose point (F). (See Table 4.21)

Table 4.21

Activities Those Students Rarely Do After Receiving Feedback in the Academic Writing Class

| NO | STRATEGY | F | S | R |
|----|---------------------------|---|----|----|
| 1 | Consulting a grammar book | 4 | 14 | 14 |
| 2 | Not doing anything | 3 | 10 | 19 |

*F = Frequently, S = Sometimes, & R = Rarely

In addition, in this modern era, researchers also found several other things students did after receiving feedback from teachers in academic writing class. From several students who gave comments, there were two other actions that students took after receiving feedback, namely: Discussing with friends and Consulting the Internet. So, in this research the researcher found several new actions that were added to the previous theory so as to produce the findings listed in the following table. (See Table 4.22)

Table 4.22

All Activities Those Students Do After Receiving Feedback in the Academic Writing Class

| NO | STRATEGY |
|----|--|
| 1 | Discussing with friends |
| 2 | Consulting internet |
| 3 | Read again |
| 4 | Making a mental note |
| 5 | Writing down points by type |
| 6 | Identifying points to be explained |
| 7 | Asking for teacher explanations |
| 8 | Referring to previous processes |
| 9 | Consulting a grammar book |
| 10 | Rewriting a. Only incorporating teacher's comments b. Revising and expanding |
| 11 | Not doing anything |

B. Discussion

After the collected data is put in the form of a description, then a discussion of the findings in this section is presented which has been obtained using observation, questionnaires, interviews and documentation by connecting these strategies with the theories in chapter two about various types of feedback. In this case, the researcher discusses these findings into two research objectives, namely: Students' preferences for various types of feedback in the academic writing class and how do students handle the feedback received.

1. Students' Preferences for Various Types of Feedback in the Academic Writing Class

The researcher discusses the findings based on the eight types of feedback (teacher correction, commentary, teacher correction with comments, error identification, peer correction, self-correction, teacher-student conferencing and correction with prompts) that students prefer most which have been presented in chapter II. In this case, there are six feedbacks that are in accordance with the theory presented in chapter II. The researcher also continues to discuss the remaining two feedbacks to find out students' interest in those feedbacks as follows:

a. Teacher Correction

From the results of questionnaire 1, the researcher believes that teacher correction is an important type of feedback for students. This is proven by the number of students who tend to choose to agree on the importance of this feedback (Positive). Teacher

Correction emphasizes students' grammar mistakes when writing. According to Chen et al. (2016), correction of grammar is a very important action for students and needs to be taught continuously because it can improve their writing skills. With the increase in writing skills, it automatically improve students' writing and prevent writing from getting messy. In this type of correction, the nature of "to the point" indicates that the teacher immediately corrects the errors in the writing so that students immediately know their mistakes and can analyze these errors to be corrected. With this, students did not spend much time making corrections and can follow the teacher's correction and correct it and prevent similar mistakes when students write their next assignment.

In the other hand, teacher correction is not really affect students if it is used in the wrong way. Corrections that are too general would make students confused and difficult to understand the meaning of the teacher's correction. If left unchecked, this misunderstanding would lead to more writing errors. This can happen because some students cannot think critically about the teacher's correction. Even some of students are also lazy to look for explanations beyond the corrections that have been given. So it is very important to provide detailed corrections to each student's mistakes. Furthermore, to implement this feedback, the teacher also needs to pay attention to the level of students' grammar skills

because teacher correction feedback is not equipped with an in-depth explanation. With different levels of grammar ability produced different understanding. Students who have a good level of grammar ability would more easily understand the teacher's corrections, while students who have a poor understanding of grammar need further explanation of their writing errors (Bitchener 2008).

In addition, another thing that needs to be considered by the teacher is the neatness of the writing in the application of feedback. Providing feedback with messy writing or only using certain symbols would also make students find it difficult to understand the correction. This shows the importance of providing clear corrections and neat writing (Hidayanti, 2013).

b. Commentary

From the results of questionnaire 1, the researcher believes that commentary is an important type of feedback for students. This is proven by the number of students who tend to choose to agree on the importance of this feedback (Positive). With the use of comments students would be able to assess the extent of their ability to write. Positive comments show good abilities, while comments that lead to improvement indicate the need to increase students' knowledge and writing skills. With comments, students can also understand writing errors, can correct the mistakes according to the teacher's directions and make student writing according to the topic discussed. This

would also be a lesson for students to improve their writing on the next assignment. Then it is necessary to provide appropriate comments because each comment would have an effect on how students revise their writing (Treglia, 2008).

On the other hand, according to Saito (1994), commentary feedback only uses comments without being followed by corrections. This is what causes some students who are lacking in grammar to remain confused because there are no corrections as examples of writing. In addition, comments that are not clear, such as only giving question marks and certain symbols, or only giving comments such as "This is not clear, reword it" would not increase students' knowledge and skills in writing and would only add to their confusion. This shows the importance of clarity of language and the need for comments in the form of directions in the use of commentary feedback (Treglia, 2008).

c. Teacher correction with Comments

Teacher correction with comment feedback is the type of correction most frequently chosen by students in the "very useful" category with a total of 23 students. This shows that many students like this feedback when it is applied in academic writing class.

By using teacher correction with comment feedback students would more quickly understand the intent of what the teacher wrote in student assignments because with this feedback students can find

out mistakes and find out the reasons for those mistakes. Then it would be easier for students to get lessons by understanding corrections and comments because students have the opportunity to gain understanding through corrections or comments or even their understanding may arise through a combination of these two elements. By combining corrections and comments it does produce lots of streaks on student paper, but for students this is not a problem, even students really like it when there are corrections and comments on their assignments, because with lots of corrections and comments students can improve their writing skills and be able to learn better feedback because feedback is indeed given to students getting the lessons (Carvalho et al., 2014).

In addition to writing, teachers can also combine corrections and comments when students consult face to face. With this, the teacher can write down corrections and give comments orally. But for the use of this type of comment, the teacher needs to pay attention to the type of comment that is suitable for students. The teacher must strive to provide positive, though meaningful, types of comments about improvements and errors in student writing. This is done, so that students do not feel pressured and can make revisions with positive feelings and enthusiasm (Septiana et al., 2016).

In the other hand, teacher correction with comment feedback took a lot of time for the teacher. With this the teacher required to be

more patient in correcting students' writing assignments. Even though there are many roles for the teacher in improving student writing, this would still help students learn to think because students would use this as a lesson for future writing. With the use of this feedback, it indeed gave a lot of streaks on student paper. So, the teacher needs to pay attention to the writing so that it becomes neat and understandable writing and does not become writing that only fills student worksheets because the neatness of this writing greatly influences student understanding (Hidayanti, 2013). In addition, teachers also need to avoid comments that can put pressure on students. Because this has the opportunity to make students depressed in doing writing assignments (Septiana et al., 2016).

d. Error Identification

Error identification feedback is feedback that is still considered useful by students even though it is followed by various kinds of negative comments that show students' lack of interest in this feedback. In using error identification feedback, the teacher would save more time because this feedback includes simple feedback. The teacher only needs to give marks such as an underline or circle student errors, so that it would be faster to assess student writing. This would help students to find out where their mistakes are. But using feedback like this would make the feedback unclear. Eventhough the clarity of feedback is very important in the process

of developing students' writing skills so that the teacher needs to provide clear and directed feedback (Hidayanti, 2013).

Using error identification feedback would also cause confusion for students because students do not know the causes and reasons for their mistakes. In addition, students would also be confused about the way to revise writing error because there are no clear instructions. If students correct only with their ability and understanding, then it would not make much of a change in writing and even allow students to make more mistakes. And actually feedback is intended as a source of student learning in the process of improving writing skills (Carvalho et al., 2014). In addition, students who are weak in grammar and writing skills would find it very difficult to use error identification feedback and it took a lot of time and effort because without instructions and encouragement to make their writing better. In fact, feedback is made to encourage learning and give a feeling of success when students complete their revisions (Wahyu, 2012).

e. Peer correction

Peer correction is feedback that is quite liked by students. But in practice students are also worried about many things that affect the results of their writing. Among the positive impacts of this feedback are that it can train student collaboration, and interaction in class becomes more active because with it students are required to

discuss with other students. So in this case students also learn to correct friends' writing so that it triggers the development of students' critical thinking. But if the teacher wants to be successful in using this feedback the teacher needs to contribute actively in a number of ways including providing instructions and guidances for students so that the corrections given do not deviate from the existing rules (Foo & Quek, 2019).

In the other hand, the impacts that students are concerned about in implementing peer correction feedback include that this type of feedback depends on friends. If the friend who corrects is serious and can be trusted then there would still be many lessons that can be drawn from the feedback but if the friend is not serious then students would only waste their time on this. According to Foo & Quek (2019), the skills of each student are different, so it is very important to consider the quality of friends in applying peer correction because not all students have the ability to correct their friends' writing.

Peer correction feedback also has the potential to cause incorrect corrections because students who correct writing are also still learning how to write. This results in less than optimal results from the feedback that students get. In addition, the teacher's task is not only to supervise and let students check the writing of their

friends but the teacher must also play an active role in implementing the peer correction activities (Ganji, 2009)

f. Self-correction

Self-correction is a type of feedback that is quite useful for students, but in this case students are more likely to give a lot of negative comments even though there are also a small number of students who respond positively to this feedback. As one of several types of feedback, self-correction can be used as an alternative in learning so students can gain experience from it. With the application of this feedback students would try to check own writing. This caused the corrections encountered to be more memorable because students actively play a role in giving the corrections. With the use of this feedback students would also learn to be responsible for the mistakes. In addition, students would automatically learn how to check and correct errors in writing. This would be an experience and lesson for students in the future (Ganji, 2009).

In the other hand, self-correction also raises several negative things, including being able to confuse students, especially for students who are less proficient in writing techniques and grammar. This happens because there is no explanation so students do not know what to do to improve their writing. This wasted a lot of students' time and allows students to repeat the same mistakes because the assignments are checked by the same person. So for

students who do not understand it would be better to ask for help from other people such as teachers or friends who have the ability to check writing and grammar (Ganji, 2009).

The effectiveness of using self-correction feedback would only depend on each student. If students are diligent in studying grammar and writing individually and are diligent in checking what mistakes there are in the writing made, self-correction would be effective and vice versa. If students are lazy then self-correction would not be effective. Another factor that needs to be considered by the teacher to maximize the use of self-correction is instructions and directions for students. Because this is important so that students know what activities to do for checking the errors in own writing. (Makino, 1993)

g. Teacher-student conferencing

Teacher-student conferencing is a type of feedback that tends to get a lot of positive responses from students. This is evident from the many students who choose this feedback as useful and no students choose that this feedback is not useful. Among the positive things produced, by this feedback is that in its application students find it easier to remember the information in writing. This is because teachers and students both play an active role in discussion activities to improve writing. In its application, teacher-student conferencing feedback allows students and teachers to discuss and share

experiences with each other, can unite opinions and students can convey the meaning of the writing. This would prevent misunderstandings, grades became more transparent and more time would be used properly and the benefits would be many because students' understanding would be helped by discussion. In this case, the teacher only needs to straighten out the students' understanding and it is the students who would put their ideas into writing (Bayraktar, 2012).

In the other hand, the successful use of teacher-student conferencing depends on how the teacher guides students to generate useful feedback and is useful for students' writing development. In this case the teacher needs to hand over control to students in improving and pouring ideas into their writing. Teachers also need to be patient and always ask questions related to student writing. In addition, suggestions that are too complicated would actually make this activity less than optimal and make students confused. So it is important to provide suggestions that are appropriate for each student's thinking and are easy to understand or not too complicated (Bayraktar, 2012).

Some students also feel embarrassed or afraid when their writing is discussed in front of the class. So the teacher needs to pay attention if the writing is useful for discussion in front of the class, then it is better to keep discussing it with comments that would

continue to build students' mentality in writing. But actually teacher-student conferencing can not only be done in the classroom. The act of discussion between the teacher and a student with guidance or called private consultation is also included in this feedback category. This has also been done by teachers in academic writing class by calling it a consulting session. Actions like this would not embarrass students because those who discuss the writing are only the teacher and the students with own selves (Bayraktar, 2012).

h. Correction with prompts

Teacher correction with prompts as a whole is also one type of feedback that is of great interest to students. This happens because of the many benefits that students get from this feedback. Some of the benefits are that students find it easier to understand the points of writing, students can also find out which parts of their writing need correction and improvement (Saito, 1994). With a clue from the teacher, it would automatically train students' critical thinking to understand and improve their writing. This feedback also provides many options for students to put their ideas into writing because students play an important role in improving their writing and the teacher only helps with good clues and directions. So it is important for the teacher to provide clear prompt explanations related to ideas in student writing because this would support successful feedback and student success in writing (Ha & Murray, 2020).

In the other hand, some other students are not too familiar with prompt feedback because not all students are given feedback using prompts. The teacher only gives prompts to students who need, such as students who are confused and do not understand about writing techniques and the completeness of the information in the thesis. The use of prompts also allows students to feel confused without further explanation of the writing techniques that students have missed. So in this case it is important for the teacher to explain, give directions or give comments before giving prompts to students. In addition, students also need to make extra effort because in its application this feedback requires students' understanding and hard work to revise. In this case, students are the main actors in improving their writing (Ha & Murray, 2020).

In general, based on the findings of the researchers on some of the feedback above, the students felt that all the feedback the teacher gave had their own advantages. But in this case, students tend to choose the most complete and most suitable feedback for students to apply to academic writing class. So a sequence of student preferences is formed for some of the feedback in the academic writing class from the most preferred to the least preferred, namely 1) Teacher correction with comments, 2) Teacher-Student Conferencing, 3) Correction with Prompts, 4) Teacher correction, 5)

Commentary, 6) Error identification, 7) Peer correction, and 8) Self-Correction.

In order of student preferences for some of the feedback above, the three feedbacks that occupy the highest order are 1) Teacher correction with comments, 2) Teacher-Student Conferencing, and 3) Correction with Prompts. This feedback was chosen by students because it has many advantages and benefits. The three feedbacks also show the most complete and clear content among other feedback so students can learn more easily and get more benefits (Hidayanti, 2013).

2. The ways students handle the feedback that received in the academic writing class

From all the actions students take, the researcher analyzes that students tend to choose just to learn from the feedback given by the teacher rather than exploring more knowledge beyond the feedback that has been given. This is proven by the majority of students choosing the actions of 1) read again, 2) writing down points by type and 3) identifying points to be explained. In addition, the actions those students sometimes do in the form of 1) making a mental note, 2) asking for teacher explanations, 3) referring to previous processes, 4) and rewriting also show that students just focus on the feedback given by the teacher. These actions show that students are more likely to act only by referring to the feedback given by the teacher. Conversely, students tend to rarely choose actions that show their efforts to seek additional knowledge from

other things such as 1) consulting a grammar book and 2) consulting the internet or other sources other than the feedback received. This is also evidenced by student comments on the findings regarding teacher correction.

So in this case it is important for the teacher to provide quality and clear feedback so that students get a lot of knowledge and benefits from the feedback because feedback is actually made as a forum for students to learn and improve their writing skills (Carvalho et al., 2014).

The results of student preferences for some feedbacks are in line with student actions which show the number of students who only learn through the feedback given by the teacher. So it is important for teachers to see how students handle the feedback and what feedback is most suitable for students (De Smedt et al., 2020). In this case, one of the most suitable feedbacks is teacher correction with comment feedback because this feedback is one of the most complete feedbacks by including corrections and comments in it. This is evidenced by the majority of students who chose teacher correction with comments as the feedback that liked the most. Because from this feedback students can improve their writing and can learn a lot of new knowledge from the teacher's comments without having to look for explanations related to their writing mistakes because these explanations are already contained in the teacher's correction with comment feedback that students got on the assignment sheets (Hidayanti, 2013).