

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the finding and discussion of the use of corrective feedback in teaching paragraph writing class to the English education department. The first, describing finding about use of corrective feedback in paragraph writing at English education study programs that the data collected from observation checklist. The second, describing finding about the students' perception toward corrective feedback in paragraph writing at English education study programs that the data collected from the questionnaire.

4.1 Findings

The findings of this research was to know about the use of corrective feedback in paragraph writing and the students' perceptions toward corrective feedback in paragraph writing in English education study programs. The researcher observed process of teaching in English education study programs 2021A at STKIP PGRI Sidoarjo consisted of 25 students.

4.1.1 Findings of the Use of Corrective Feedback in Paragraph Writing at English Education Study Programs

In this part, the researcher is describing the use of corrective feedback in paragraph writing as the first problem of this research. The result of the table analysis. The total of the students was 25. The observation is conducted in 3 meetings start from 24th December 2021, 27th December

2021, 31th December 2021. The first observation was done on 24th December 2021. The first meeting the lecturer explained about the corrective feedback and purpose of corrective feedback. The second meeting on 27th December 2021 the lecturer the application of materials, giving the task of paragraph writing using corrective feedback assessment technique and providing feedback to students. On 31th December 2021, the lecturer gave several times the opportunity to researchers to provide a questionnaire to students about the corrective feedback, providing reward for 3 students the most active during the study and the last documentation.

The researcher observes the process of teaching and learning writing using corrective feedback assessment technique, the lecturer explains paragraph writing and also explains about studying using corrective feedback in paragraph writing class. The researcher got the students' task from observed the learning process carried out by lecturer and students as follows:

Pre-Teaching

In the preliminary activities the lecturer greeted the students, checked the student's attendance, motivates the students to be active and explained the activities that were going to do by the students. The lecturer giving a little explain of the narrative text (social function, generic structure, language feature) and one of the students tries to explain about narrative text. Narrative text is a text that contains imaginary stories, fairy tales, or true stories that have been exaggerated. Usually there is a moral value to be

learned at the end of the story. The purpose of this text is to entertain the reader about a story or stories written by the author and at the same time imply a moral message to be conveyed to the reader. The characteristics of narrative text are the tenses used are those that show events in the past (past tense), adverbs of time which are commonly used at the beginning of sentences, such as long time ago, once, one, once upon a time, there are snippets of conversation between characters, and use of adjectives to provide a more detailed description in the form of a noun phrase. Generic structure of narrative text when we write there are 3, namely orientation, complication, and resolution.

Whilst Teaching

In the second part, the lecturer introduces the definition of corrective feedback, the benefits of corrective feedback, procedure of corrective feedback, and the lecturer asks students to write a paper using corrective feedback.

THE MEANING OF CORRECTIVE FEEDBACK

Corrective feedback is detailed information provided by the teacher to students related to tasks in their learning process (Wahlstrom, 2014).



Figure 4.1 the Meaning of Corrective Feedback

Corrective feedback is detailed information provided by the teacher to students related to tasks in their learning process (Wahlstorm, 2014). In improving students' writing skills, feedback is very important. Therefore, teacher involvement with students is very important. Through giving feedback, students can find out what and how they should improve their writing.

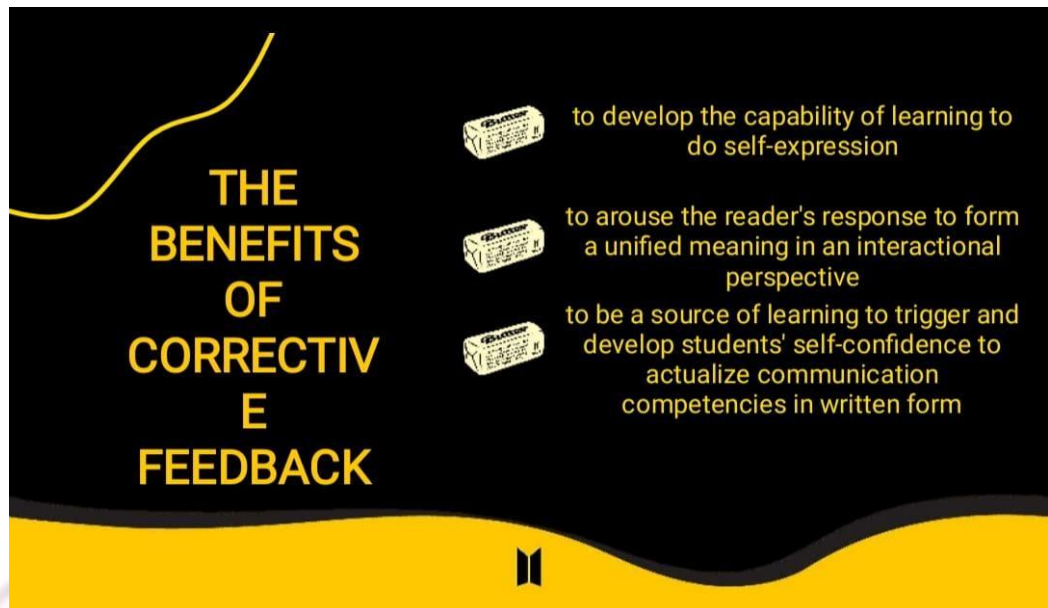


Figure 4.2 the Benefit of Corrective Feedback

Hyland and Hyland in Hidayati (2016: 65) which state that feedback provides three (3) benefits, namely to develop the learner's ability to express themselves, to arouse the reader's response to form a unity of meaning in an interactionist perspective, and to become a learning resource to trigger and develop students' self-confidence to actualize communication competence in written form.

Regarding the description above, the improvement of students' writing capabilities is greatly influenced by the feedback given by the lecturer. Therefore, lecturers should provide feedback on each student's writing by applying feedback strategies appropriately. The feedback is intended to provide information about their written work which contains corrections that must be revised and suggestions that must be considered in an effort to improve the quality of writing on the given task.

Next, the lecturer asked the students to write a narrative text using a predetermined indirect corrective feedback technique. Three steps in developing a corrective feedback technique. This includes:

THE PROCEDURE OF USING CORRECTIVE FEEDBACK

DIRECT CORRECTIVE FEEDBACK
In this type, a teacher uses correct form to explain the errors to the students. When the student writes, "I is happy." the teacher will give correction by showing and replacing it with the correct form. The teacher will show, "I am happy."

INDIRECT CORRECTIVE FEEDBACK
In this type, the teacher shows the error, but the teacher does not guide the students with the correct form. For example, the student writes, "I is happy.", the teacher just cross or circling the error form without giving the correct answer

METALINGUISTIC CORRECTIVE FEEDBACK
In this type, a teachershows the function of part of speech in the sentence. For example, students write, "She is laughing because you.", the teacher will give correction, "She is laughing because (prep,"because of")you. From the example, it can be seen that the teacher shows the missing part by writing the part of speech which is 'prep' which means preposition before the word 'because'.

Figure 4.3 the Procedure of Using Corrective feedback

Attitudes toward error correction have evolved from the strict avoidance of errors and thus quick and direct error correction before the 1960s, to the condemnation of error correction as something harmful in the late 1960s, and to a more critical view of the necessity and value of error correction in the 1970s and 1980s. The controversy over the topic of error correction, however, remains unresolved in the 1990s (Lee, 1997, cited in Khatib & Bijani, 2012, p. 103).

Once upon a time. There was a little girl. He took a walk in the forest. Then he arrived at a house. He knock on the door of the house. But no one answer so he walked into the house.

The girl was hungry and she saw on the kitchen table there were three bowls of porridge. she tasted the porridge from the first bowl.

"This porridge is too hot" he shouted.

Then, he tasted the porridge from the second bowl.

"This porridge is too cold" he said.

Then, he tasted the porridge in the last bowl.

"Ah, this porridge taste just right." he said happily and he ate up the porridge that was in the last bowl.

After she finish eating what actually belonged to the three bears, The girl fell tired and sleepy. she walked into the living room and she saw that there were three chairs. The girl sat in the first chair for a short rest.

"This chair is too big" he sovled.

"Then he sat in the second chair."

"This chair is too big for me!" he complained.

"Then he tried the last, small seat."

"Ah, this chair fits" he said. But just for a while he rested on the small chair, he began to feel sleepy.

The girl went into the room and lay down on the first bed, but she found it difficult to get on the bed. then he lay down on the second bed but it was too soft for him. then he lay down on the third bed and he was com fortable. finally the girl fell asleep soundly.

While he was sleeping the three bears who owned the house came home.

"Some one has tasted my porridge" growled the papa bear

"Some one has taste my porridge too" said the mama bear.

"Some one has eaten my porridge completely" cried the cub.

"Then they went to their respective seats."

"Someone's been sitting in my chair," growled the papa bear

"Someone has sat in my chair too" said the bear

"Someone been sitting my chair too" cried the cub.

They decided to have another look and when they entered the room the Daddy bear growled "someone trying to sleep in my bed".

"There someone trying to sleep in my bed too", said the mama bear

"Someone sleeping in my bed and he still there" cried to cub.

Just then, the girl woke up and saw that there were three bears. he shouted "help" And he jumped up and ran out of the room. The girl ran down the stairs opened the door, and ran into the forest. And he never returned to the bear's family hom

Figure 4.5 Student Assignment 1st Draft

The lecturer asked students to develop their ideas based on the chosen topic. Then the lecturer gives students 15 minutes to process their assignment. For all who have not finished, keep working until it is finished.

And the next meeting was focused on the real activity of corrective feedback. The students read one example of paragraph with some error on grammar, spelling, preposition, and mechanics (punctuation, spelling, capitalization).

After the students submit their writing assignments. Then, the lecturer collects students writing product. The lecturer analysed student's error on their first draft and give some such as underlining.

The lecturer used indirect corrective feedback in implementing corrective feedback on students' writing skill. Indirect corrective feedback refers to the feedback provided implicitly for the students. It indicates that the student makes an incorrect form by providing notification, yet the correct form is not provided. The notification of the incorrect ones is commonly presented by making circled or underlined the errors. It also might be presented by making a not in the margin next to the line without pointing out the exact location of an error. Thus, this type of corrective feedback allows the students to find out their own error and let them to correct it.

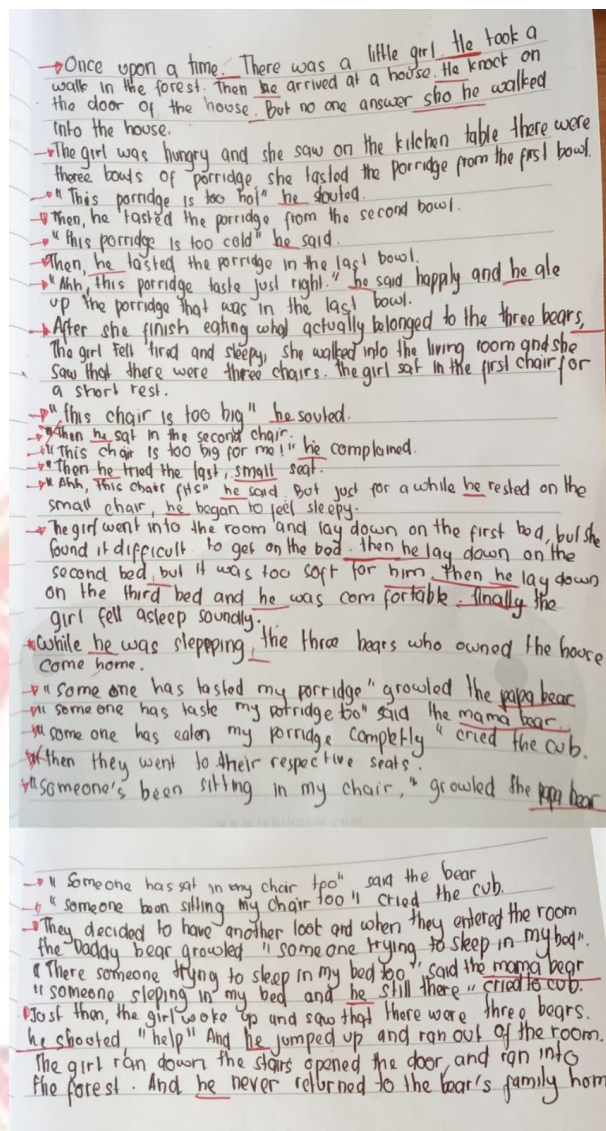


Figure 4.6 Correction Feedback

In pre-writing, there were individual differences in the number of grammatical errors, but almost all learners were weak regarding uses of article, verb form, preposition, punctuation, and etc. based on the data above, it can be seen there are some problem In students' writing.

First, a comma splice. It can be seen form the sentence here "Once upon a time. There was a little girl." It should be "Once upon a time, there was a little

girl.” Other example “*While she was sleeping the three bears who owned the house come home*” it should be “*while she was sleeping, the three bears who owned the house come home.*” Comma splice is similar to a run-on sentence, except that it employs a comma to connect two clauses that do not have an appropriate conjunction.

Second, a pronoun error for example “*There was a little girl. He took a walk in the forest.*” It should be “*There was a little girl. She took a walk in the forest.*” Other example “*“This chair is too big for me!” he complained.*” It should be “*“This chair is too big for me! She complained.*” In the previous sentence, it was explained that the character is a girl, but uses a different gender third person pronoun. third-person singular pronouns in personal pronouns are characterized by type (feminine, masculine and neutral).

Once upon a time, there was a little girl. She took a walk in the forest. Then she arrived at a house. She knock on the door of the house, but no one answer. So she walked into the house.

The girl was hungry and she saw on the kitchen table there were three bowls of porridge, she tasted the porridge from the first bowl.

"This porridge is too hot" she shouted

Then, she ~~to~~ tested ~~po~~ the porridge from the second bowl

"This porridge is too cold" she said.

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"Ah, this porridge taste just right" she said happily and she ate up the porridge that was in the last bowl.

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"This chair is too big" she shouted.

Then, she ~~to~~ sat in the second chair.

"This chair is too big for me!" she complained.

Then, she tried the last, smallest seat.

"Ah, this chair fits" she said. But just for a while she rest on the small chair, she began to feel sleepy

The girl went ~~to~~ into the room and lay down on the first bed, but she found it difficult to get on the bed. Then she lay down on the second bed, but it was too soft for ~~her~~, then she lay down on the third bed and she was comfortable. Finally the girl fall asleep soundly.

While she was sleeping, the three bears ~~who~~ who owned the house came home.

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"Some one has tasted my porridge too" said the Mama Bear

"Some one has eaten my porridge completely" cried the cub

Then, they went to their respective seats.

"Someone's been sitting in my chair," growled the Papa Bear

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They decide to have another look and when they entered the room, the Daddy bear growled "someone trying to sleep in my bed".

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Just then, the girl woke up and saw that there were three bears. she shouted "help" and she jumped up and ran out of the room. The girl ran down the stairs opened the door, and ran into the forest. And she never returned to the bears's family home.

Figure 4.7 Students Assignment 2nd Draft

Students got their draft with their comments. They started revising their draft based on correction from lecturer. Then, the students rewrite their drafts as a final draft. This study demonstrates the formative potential of corrective feedback assessment techniques to help students develop their English writing skills. The result showed that the corrective feedback technique could improve students' overall writing skills from focus, collaboration, and vocabulary skills. The students also felt a positive effect, finding a lot of easy vocabulary and punctuation in their theme writing, perhaps because of the opportunity they gave students to be actively in assessment and learning.

The students are actively involved in assessment and learning in corrective feedback techniques. They revisited, their choice of articles. Assessment should be seen as a process designed for leaning that EFL can use. The classroom as a mechanism that links learning, teaching and assessment. Classes can be used to improve the development of students; writing skills.

Post-Teaching

The lecturer gave feedback to students about corrective feedback techniques, corrective feedback techniques from lecturer are in paragraph writing class through the following stages: finding ideas for writing deciding on the topic of writing, brainstorming, rearranging, revising, and finally submitting the writing to the lecturer. At the stage of finding ideas

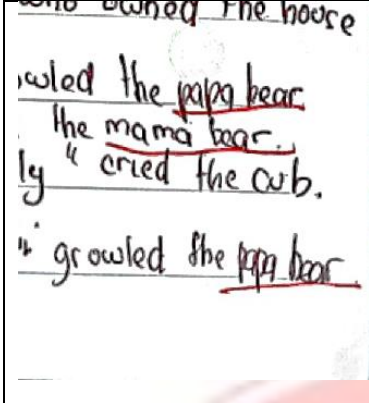
for writing, at the stage of finding ideas for writing, students are encouraged to explore various ways to express ideas. In topic determination, students decided on the topics they are interested in. in the brainstorming stage, students find inspiration and write freely.

After everything was finished, the researcher then recorded the result of the observations in the following table:

Table 4.2 Table Analysis

| Teachers' CF | Type | Discussion |
|---|---|---|
| <p>Once upon a time, There was a little girl. He took a walk in the forest. Then he arrived at a house. He knock on the door of the house. But no one answer. she he walked into the house.</p> | <p>Indirect corrective feedback</p> | <p>Once upon a time, there was a little girl. <u>She</u> took a walk in the forest. Then <u>she</u> arrived at a house. <u>She</u> knock on the door of the house, but no one answer. <u>So</u> <u>she</u> walked into the house.</p> |

| | | |
|---|---|---|
|  <p> "this chair is too big" then he sat in the second chair. "this chair is too big for me!" Then he tried the last small seat. "Ahh, this chair fits" he said. But just for a while she rested on the small chair, she began to feel sleepy. </p> | <p>Indirect corrective feedback</p> | <p>"This chair is too big" she shouted.</p> <p>Then she sat in the second chair.</p> <p>"This chair is too big for me!" She shouted.</p> <p>Then she tried the last, small seat.</p> <p>"Ahh, this chair fits" She said.</p> <p>But just for a while she rested on the small chair, she began to feel sleepy.</p> |
|---|---|---|

| | | |
|---|------------------------------------|------------------------|
|  | Indirect corrective feedback | Papa Bear Mama Bear |
|---|------------------------------------|------------------------|

Lecturers provide the opportunity to repeat the performance of paragraph in forms that have been proven to problematic for students when they do paragraph then they can rewrite their paragraph into perfect paragraph and encourage reflection about how the paragraph is done. Then the lecturer provides feedback to students in during learning. At the end there will be documentation and the lecturer provide reward for 3 students the most active during the study. As a form of appreciation for his attention and cooperation.

4.1.2 Finding of the Students Responses Toward Corrective Feedback in Paragraph Writing

In this part, the researcher is describing the students' responses toward corrective feedback in paragraph writing as the second problem of this research. The questionnaire uses in order to know the result of the students' responses toward corrective feedback in paragraph writing. The researcher gave a questionnaire is in form of a Likert Scale consisting of

Strongly Agree (SA), Agree (A), Disagree (D), Neutral (N) and Strongly Disagree (SD).

After giving the questionnaire the researcher analyzed all of the question one by one and then make conclusion from the questionnaire. The amount of the students who chosen an option for each question in percentage (100%). The formula is :

$$\% = \frac{n}{N} \times 100\%$$

(Harinaldi, 2005)

Notes :

n : number of students who answer the option.

N : number of all students in the class.

The questionnaire was distributed to 25 students at the end of the observation and the questions were about 14 point. The researcher counts the students' responses. The total of the questionnaire can be shown as follows:

Table 4.3 The Result of Questionnaire Answer

| No | Questions | SA | A | N | D | SD |
|----|---|-----|------|-----|-----|-----|
| 1 | I understand that writing ability is an important factor in learning English. | (6) | (18) | (2) | (1) | (0) |

| | | | | | | |
|---|--|-----|------|-----|-----|-----|
| 2 | I agree that writing teaching requires a strategy to overcome student problems, such as corrective feedback. | (4) | (24) | (2) | (1) | (0) |
| 3 | I know that using strategies based on corrective feedback can improve writing skills and understanding of paragraph writing materials. | (5) | (18) | (2) | (0) | (0) |
| 4 | Writing homework can develop my writing ability. | (2) | (24) | (2) | (0) | (0) |
| 5 | I agree that strategies based on corrective feedback can attract readers' interest in texts, especially paragraph writing materials. | (4) | (18) | (2) | (0) | (0) |
| 6 | I can understand my writing ability by using paragraph writing materials based on corrective feedback strategies. | (3) | (17) | (2) | (2) | (0) |
| 7 | I agree that the use of corrective feedback strategies makes learning in paragraph writing more comfortable and confident. | (5) | (17) | (2) | (0) | (0) |
| 8 | By using paragraph writing materials, I write more actively. | (4) | (17) | (2) | (2) | (0) |
| 9 | Strategies based on corrective feedback can correctly motivate and understand me in paragraph writing materials. | (3) | (18) | (2) | (0) | (0) |

| | | | | | | |
|----|--|------|------|-----|-----|-----|
| 10 | I can find solutions to improve my writing skills. | (4) | (18) | (2) | (0) | (0) |
| 11 | I agree that mastering English requires writing skills. | (6) | (16) | (1) | (0) | (0) |
| 12 | I can understand the information in the writing. | (4) | (17) | (1) | (0) | (0) |
| 13 | Writing can activate and develop my writing ability. | (7) | (18) | (1) | (0) | (0) |
| 14 | I can understand the concept, purpose and process of studying paragraph writing. | (3) | (17) | (2) | (1) | (0) |
| | Total | F 60 | 257 | 25 | 7 | 0 |
| | % | 17% | 66% | 15% | 2% | 0% |

Percentage of questionnaire results the researcher:

1. The first question was “I understand that writing ability is an important factor in learning English” and the students answered Strongly agree were 6 students, answered agree were 18 students, answered neutral were 2 students, answered disagree were 1 student, and answered strongly disagree were 0. It means that all of the students understand that writing ability is an important factor in learning English.
2. The second question was “I agree that writing teaching requires a strategy to overcome student problems, such as corrective feedback” and the students answered Strongly agree were 4 students, answered agree

were 24 students, answered neutral were 2 students, answered disagree were 1 student, and answered strongly disagree were 0. It means that all of the students agree that writing teaching requires a strategy to overcome student problems, such as corrective feedback.

3. The third question was “I know that using strategies based on corrective feedback can improve writing skills and understanding of paragraph writing materials” and the students answered Strongly agree were 5 students, answered agree were 18 students, answered neutral were 2 students, answered disagree were 0 student, and answered strongly disagree were 0. It means that all of the students know that using strategies based on corrective feedback can improve writing skills and understanding of paragraph writing materials.
4. The fourth question was “Writing homework can develop my writing ability” and the students answered Strongly agree were 2 students, answered agree were 24 students, answered neutral were 2 students, answered disagree were 0 student, and answered strongly disagree were 0. It means that all of the students agree that writing homework can develop their writing ability.
5. The fifth question was “I agree that strategies based on corrective feedback can attract readers' interest in texts, especially paragraph writing materials” and the students answered Strongly agree were 4 students, answered agree were 18 students, answered neutral were 2 students, answered disagree were 0 student, and answered strongly

disagree were 0. It means that all of the students agree that strategies based on corrective feedback can attract readers' interest in texts, especially paragraph writing material.

6. The sixth question was "I can understand my writing ability by using paragraph writing materials based on corrective feedback strategies" and the students answered Strongly agree were 3 students, answered agree were 17 students, answered neutral were 2 students, answered disagree were 2 student, and answered strongly disagree were 0. It means that all of students can understand their writing ability by using paragraph writing materials based on corrective feedback strategies.
7. The seventh question was "I agree that the use of corrective feedback strategies makes learning in paragraph writing more comfortable and confident" and the students answered Strongly agree were 5 students, answered agree were 17 students, answered neutral were 2 students, answered disagree were 0 student, and answered strongly disagree were 0. It means that all of students agree that the use of corrective feedback strategies makes learning in paragraph writing more comfortable and confident.
8. The eighth question was "By using paragraph writing materials, I write more actively" and the students answered Strongly agree were 4 students, answered agree were 17 students, answered neutral were 2 students, answered disagree were 2 students, and answered strongly

disagree were 0. It means that all of students agree that by using paragraph writing materials, they write more actively.

9. The ninth question was “Strategies based on corrective feedback can correctly motivate and understand me in paragraph writing materials” and the students answered Strongly agree were 3 students, answered agree were 18 students, answered neutral were 2 students, answered disagree were 0 students, and answered strongly disagree were 0. It means that all of students agree that strategies based on corrective feedback can correctly motivate and understand them in paragraph writing materials.

10. The tenth question was “I can find solutions to improve my writing skills” and the students answered Strongly agree were 4 students, answered agree were 18 students, answered neutral were 2 students, answered disagree were 0 students, and answered strongly disagree were 0. It means that all of students can find solutions to improve they writing skills.

11. The eleventh question was “I agree that mastering English requires writing skills” and the students answered Strongly agree were 6 students, answered agree were 16 students, answered neutral were 1 students, answered disagree were 0 students, and answered strongly disagree were 0. It means that all of students agree that mastering English requires writing skills.

12. The twelve question was “I can understand the information in the writing” and the students answered Strongly agree were 4 students, answered agree were 17 students, answered neutral were 1 students, answered disagree were 0 students, and answered strongly disagree were 0. It means that all of students can understand the information in the writing.

13. The thirteen question was “Writing can activate and develop my writing ability” and the students answered Strongly agree were 7 students, answered agree were 18 students, answered neutral were 1 students, answered disagree were 0 students, and answered strongly disagree were 0. It means that all of students agree that writing can activate and develop their writing ability.

14. The fourteenth question was “I can understand the concept, purpose and process of studying paragraph writing” and the students answered Strongly agree were 3 students, answered agree were 17 students, answered neutral were 2 students, answered disagree were 1 students, and answered strongly disagree were 0. It means that all of students can understand the concept, purpose and process of studying paragraph writing.

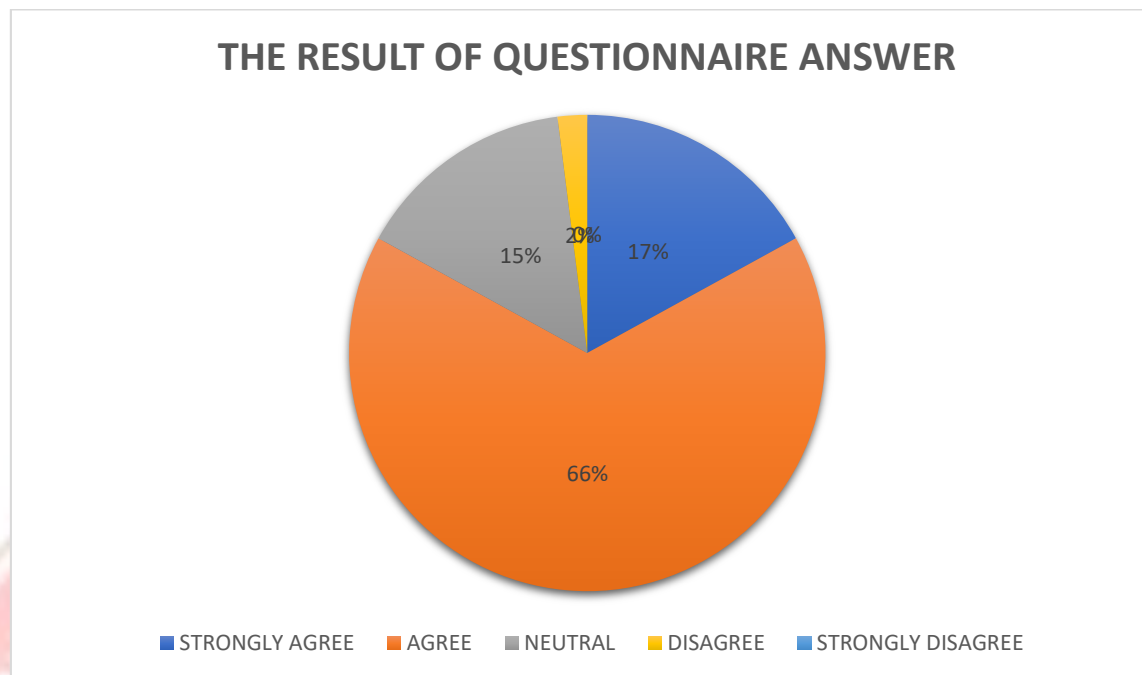


Figure 4.8 The Result of Questionnaire Answer

Based on the data displayed in tables and diagram, can be concluded that students agree to use of corrective feedback in teaching paragraph writing, reinforced by the number of students who chose “agree” with a total percentage of 66%. The percentage is close to half total number of students in the class. From the data above, it can also be seen that there are students who choose “strongly agree” as much as 17%, this number is less than students who choose the “neutral” option as much as “15%” even so, the students’ responses is still worth agreeing because the most choices fall on “agree” as much as 66%. The percentage “disagree” is 2% and the percentage “strongly disagree” is 0%. It can be concluded that the students’ choices for the percentage of “disagree” and “strongly disagree” on the students’ responses in the questionnaire are very few.

It means that the students agree with the use of corrective feedback in learning paragraph writing.

4.2 Discussion

In this part, the research will discuss the result of the table analysis and questionnaire at English Education Study Programs 2021A at STKIP PGRI Sidoarjo. The first problem was the description of the findings about the use of corrective feedback in paragraph writing at English education study programs. The teaching and learning process is divided into Pre-Teaching, Whilst teaching, and Post-Teaching. In the Pre-Teaching lecturer and student greeting, checking all of student attendant. Explain today's lesson and motivates the student to be active. In the whilst teaching, the lecturer deciding the purpose of the corrective feedback and considering the evidence to be included in the corrective feedback. The lecturer determining the time for corrective feedback and determining regular schedules for review and conferencing. In the Post-teaching, the lecturer review and clarification about the material. Lecturer reminds to prepare for the next meeting.

After the observation checklist was analyzed, the students gave a piece of paper that contained the questionnaire of the corrective feedback assessment. From the questionnaire the researcher got the result that corrective feedback assessment can help students to write paragraph writing. Data showed that more students understand the model of the paragraph writing text with corrective feedback assessment, it can be concluded that the students agree with the use of corrective feedback in paragraph writing. It strengthens by the total of students

answering “agree” option is or the percentage is 66% and a few of the remaining students answering “disagree” option is or the percentage is 2%. It means half close of students like learning paragraph writing using corrective feedback, and under half of students dislike learning paragraph writing using corrective feedback.

Some researcher have shown that the implementation of corrective feedback improved the writing skills and the responses of the students. Therefore, the hypotheses of this study were accepted. There was a significant improvement in the students’ writing skills and their responses after teaching by using corrective feedback. It was concluded that use of corrective feedback can increase students’ writing skills and their responses. (Efendi, Usman & Muslem, 2017).

Mulyani (2018); Utami (2012); Sutresno (2013); and Buffa (2016) conducted similar studies to investigate the problems and challenges of the students in writing for the purpose of this research is to know the aspects of the language do learners and teachers believe the focus of written correction should be placed on. The preferences WCF techniques from learners and teachers and know way of learners handle the feedback. The result of this study is learners’ desire to be directly corrected and especially on grammatical and lexical aspects, students preference for direct correction and the teacher prefer indirect correction. It can be seen that corrective feedback can successfully encourage the students to become more active and help the to understand the writing

process. In addition, students are able to improve their writing skills and make their words much worthy as well.

