

CHAPTER IV

FINDINGS AND DISCUSSION

The findings and discussion of corrective feedback on writing errors made by students were covered in this chapter. The first is a description of the findings about the implementation of corrective feedback on writing errors made by students at English education study programs, based on data collected from an observation checklist. The second section describes the findings from the questionnaire data on students' writing achievements after having corrective feedback.

4.1 Findings

The purpose of this research was to get data about the implementation of corrective feedback on writing errors made by students at English education study programs. The researcher observed the teaching procedure in English Education Study Programs 2021A consist of 25 students, it was held at STKIP PGRI SIDOARJO. The observation is carried out in three meetings beginning with 10th of December 2021, 12th of December 2021, and 18th of December 2021.

4.1.1. Findings of the implementation of corrective feedback on writing errors made by students at English education study programs.

The researcher describes the implementation of error correction on students' writing skill as the primary problem in this section. There were 25 students. The first observation was made on 10th of December 2021. The lecturer

described the error corrective feedback and its purpose during the first meeting. On the second meeting, on 12th of December 2021, the lecturer will demonstrate the application of material by assigning students by applying corrective feedback technique and give feedback for students. On 18th December 2021, the lecturer provided opportunities for researchers to provide a questionnaire to students about error correction on students' writing skill, providing a reward for the students who were active during the study and had the most recent documentation.

The researcher examines the implementation of error corrective feedback on the teaching and learning process, and the lecturer explains how to repair their writing errors. The researcher obtained the students' task by observing the lecturer and students' learning process.

Pre-Teaching

In the first part, the lecturer starts the class by greeted the students, checked their attendance, encouraged them to be active then, the lecturer explain the activities will be done by students. The lecturer started to explain about the capitalization and punctuation, topic sentence, and also supporting sentence in writing.

1. Capitalization and Punctuation

Is the act of writing a word in capital letter. The practice of writing a word with the initial letter in uppercase and the remaining letters in lowercase is known as capitalization. While punctuation is the system of symbols that we use to

separate written sentences and parts of sentences, and to make their meaning clear. Each symbol is called a "punctuation mark".

.	Full stop	Used to end a sentence - also called period.	This is my book.
?	Question mark	Used at the end of a question or interrogation.	Where is your book?
,	Comma	Used as a separator between words. Helps to make the meaning clear.	He has a book, a pencil, a pen and a ruler.
'	Apostrophe	1-Takes the place of missing letters. 2-Used to show possession	He's = he is don't = do not Bill's car Ann's bag
A B C D	Capital letter	We write capital letter for the first letter of: Names Countries Days Languages....etc.	John Australia Monday Vietnamese Chinese

Table 4.1 Capitalization and Punctuation (Source : Google)

2. Topic sentence

The most significant sentence in a paragraph is the topic sentence. It also known as a focus sentence, topic sentence helps structure the paragraph by summarizing the material in the paragraph. The topic sentence is usually the first sentence of a paragraph in formal writing. Supporting sentence

3. Supporting sentence

A supporting sentence is a statement that contains information that backs up a main notion or argument. Supporting sentences provide details to help the reader understand a main idea to illustrate why a claim is accurate or correct. Supporting sentences are found in the middle of a paragraph, following the topic sentence and before the conclusion sentence or transition.

Whilst Teaching

In the second part, the lecturer explained about definition of corrective feedback, advantages of corrective feedback, procedure of corrective feedback, types of corrective feedback and the implementation of corrective feedback on writing errors made by students.

Error corrective feedback is an activity that is carried out to acquire information about common issues encountered by him or her in speaking or writing English. It is carried out to detect, classify, interpret, or characterize the errors made by a person in speaking or writing English.

Figure 4.2 Error Corrective Feedback

Error corrective feedback is an activity that is carried out to acquire information about common issues encountered by him or her in speaking or writing English. It is carried out to detect, classify, interpret, or characterize the errors made by a person in speaking or writing English.

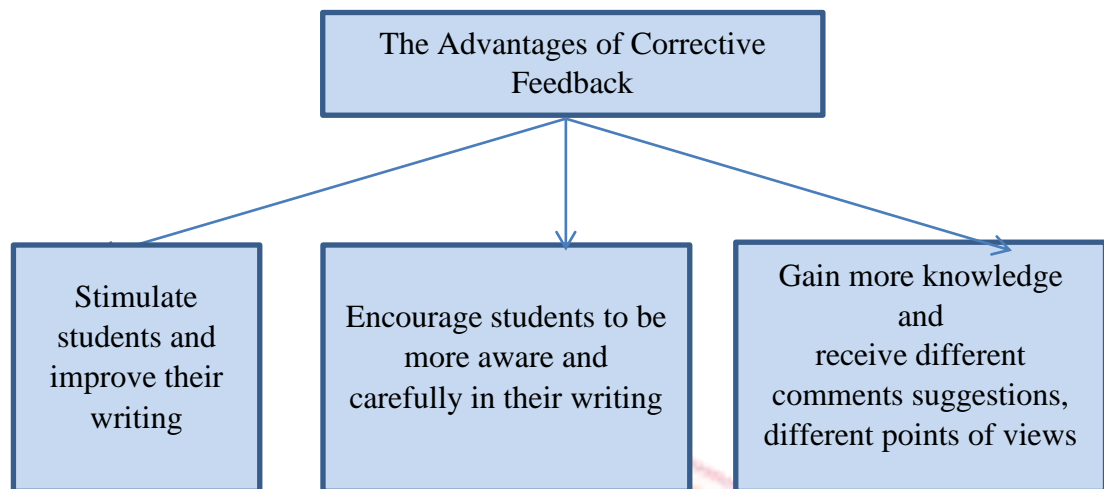


Figure 4.1 Advantages of Error Correction

The benefits of having the students to practice error corrective feedback activity can be listed as follow. First of all, it stimulates the students to write more and learn to improve their own writing, Lauren (2005). It can encourage students to be more aware and carefully when they do writing by avoiding any silly mistakes of their paper to impress their friend since their writing is not only read and evaluated by the teacher, but also their classmate. It also offers the students the opportunity to gain more knowledge and to receive several different comments, suggestions, different points of views, even new vocabulary that finally brings significant improvement of their writing.

Furthermore, by practicing written correction feedback, the lecturer or students play roles as a writer and a reader as well. The students can gain the sense of audience that they can see more clearly about the mistakes done by their partner and they can analyse and expose the strengths and the weaknesses of their partner's writing critically and objectively. Corrective feedback helps Language

learners avoid errors (e.g. grammatical, syntactic, or semantic errors) and revise their own writing, and also to make lecturer aware of learners' writing weaknesses.

<u>Direct feedback</u>	<u>Indirect feedback</u>
In direct feedback, students are given the right form, and teachers scratch out extraneous words, substitute missing words, and write the correct form. This style of feedback is preferable for students with low levels of skill who are unable to self-correct and cannot offer the correct form (Ellis, 2009).	Indirect feedback happens when students are told in some way that a mistake exists but are not provided with the proper form, putting the burden of identifying the incorrect forms on the students.

Table 4.2 Procedures of corrective feedback

In direct feedback, students are given the right form, and teachers scratch out extraneous words, substitute missing words, and write the correct form. This style of feedback is preferable for students with low levels of skill who are unable to self-correct and cannot offer the correct form, Ellis (2009). Sheen (2007), on the other hand, claims that direct corrective feedback is only useful for acquiring a subset of grammatical properties. Indirect feedback happens when students are told in some way that a mistake exists but are not provided with the proper form, putting the burden of identifying the incorrect forms on the students.

In the industry, indirect feedback is beneficial for most students since it engages them in guided learning and problem solving, Maleki & Eslami (2013).

Types of Corrective Feedback	Description
1. Direct Corrective Feedback	To explain the errors to the students, a lecturer utilizes right form.
2. Indirect feedback	The lecturer points out the issue, but the lecturer does not instruct the students on how to remedy it. Lecturer only cross or circling the errors.
3. Metalinguistic Feedback	Metalinguistic clue of an error is provided. A brief of grammatical explanation of an error is delivered at the end of text and numbered.
4. Focused Corrective Feedback	it only corrects specific errors while ignoring all others. For example, the lecturer may concentrate on one aspect, such as grammatical errors. The lecturer will only correct grammatical errors.
5. Unfocused Corrective Feedback	It handles many faults, this type is considered comprehensive. As a result, the Lecturer will repair all errors, such as grammatical errors, article errors, spelling errors, and so on.

6. Electronic Feedback	The lecturer provides students with a link to a file that contains examples of proper usage.
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Table 4.3 Types of Corrective Feedback

Different types of feedback exist. According to Ellis (2009), there are six categories of written corrective feedback.

First, direct corrective feedback

Direct corrective feedback, according to Van Beuningen and Kuiken (2008), is useful for both long-term and short-term memory. They also claim that direct corrective feedback is more helpful than indirect corrective feedback in correcting grammar issues. For Example: She are happy (in corrected) She ~~are~~ is happy (corrected)

Second, indirect feedback

The lecturer points out the issue, but the lecturer does not instruct the students on how to remedy it. Lecturer only cross or circling the errors. Van Beuningen (2008) claims that indirect corrective feedback is more effective for short-term memory. For Example: she ~~are~~ happy

Third, metalinguistic Feedback

According to Bitchener (2008), metalinguistic feedback might be beneficial if it is combined with direct error correction. They also claim that metalinguistic feedback can assist learners increase their degree of accuracy more than direct

error correction alone. A lecturer demonstrates the function of a part of speech in a sentence in this form.

Fourth, focused corrective feedback

It only corrects specific errors while ignoring all others. For example, the lecturer may concentrate on one aspect, such as grammatical errors. The lecturer will only correct grammatical errors.

Fifth, unfocused corrective feedback

It handles many faults, this type is considered comprehensive. As a result, the Lecturer will repair all errors, such as grammatical errors, article errors, spelling errors, and so on. Bitchener and Ferris (2012) states that they found that unfocused corrective feedback can be effective to improve accuracy.

Sixth, electronic feedback

The lecturer provides students with a link to a file that contains examples of proper usage. According to Li (2000), the learners could produce more syntactically and lexically complex essays.

Steps of Corrective Feedback

1. Write up first draft
2. Submit first draft to the lecturer
3. lecturer's comments
4. Conference with the lecturer
5. Reflect on first draft
6. Review
7. Revise draft

Figure 4.3 Steps of Corrective Feedback

Students are informed about the goal and procedure for assigning corrective feedback technique tasks. The students were required to compose a text sample consist of topic sentence and supporting sentence. Students select interesting topics based on their personal interests. Following that, students are given time to focus on the text they've made. As a result, students might learn about their writing strengths and weaknesses. Corrective feedback is giving evaluation and input between writing efforts. After that, the lecturer gives students chance to develop their ideas based on the chosen topic. Then the lecturer gives students 15 minutes to process their assignments. For all who have not finished, keep working until it is finished.

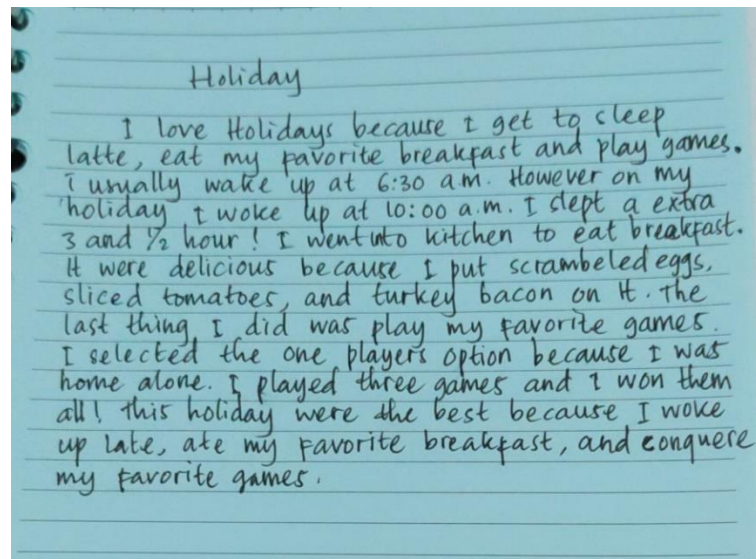


Figure 4.4 First Draft

The next meeting was focused on the real activity of corrective feedback on students' writing. The lecturer guided them to read their own writing before they got feedback from the lecturer. Following the submission of the students' writing task. The lecturer then gathers the students' written work. The lecturer examined the errors in the students' first drafts and provided error correction, comments, and ideas. The lecturer corrects errors or makes marks such as underlining, circles, deleting words, and arrows. In order to implement corrective feedback on students' writing skills, the lecturer used direct corrective feedback and metalinguistic feedback.

According to Bitchener (2008), metalinguistic feedback might be beneficial if it is combined with direct error correction. They also claim that metalinguistic feedback can assist learners increase their degree of accuracy more than direct error correction alone. The indication of incorrect ones is often conveyed by having the errors circled or underlined. Then, a lecturer uses proper form to explain the faults to the students.

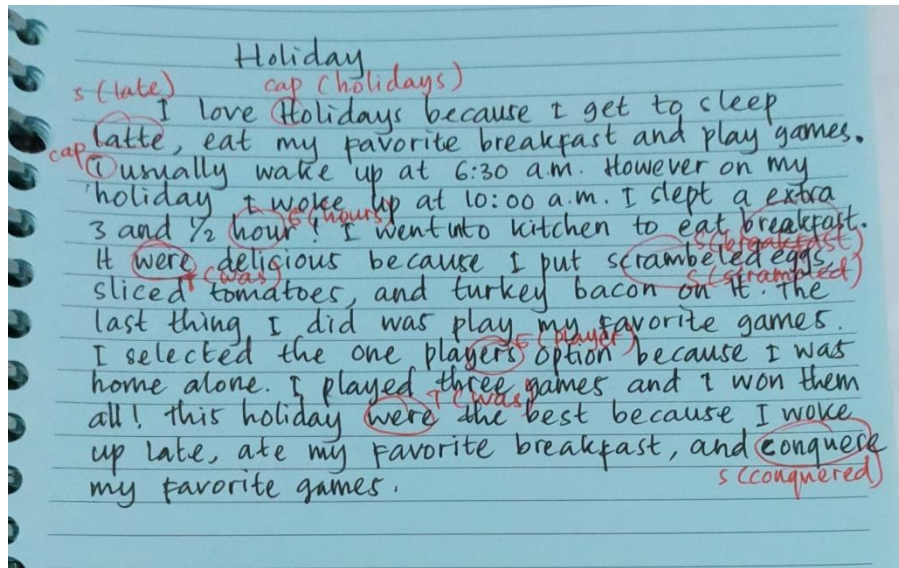


Figure 4.5 Correction Feedback

In pre-writing, there were individual differences in the number of errors founded, but almost all learners were weak regarding uses of article, verb form, articles, punctuations, capitalization, etc. Based on the data above, it can be seen that there are some problem in students' writing.

- First, capitalization, for example “I love Holidays” it should be “I love holidays”. Other example “i usually wake up at 6.30” it should be “I usually wake up at 6.30”.
- Second, spelling errors, for example “I get to sleep latte” it should be “I get to sleep late” other example “I put scrambeled eggs” it should be “I put scrambled eggs”.
- Third, grammar mistakes, for example “I slept an extra 3 and ½ hour” it should be “I slept an extra 3 and ½ hours” other example “I selected the one players” it should be “I selected the one player”.

- Fourth, wrong verb tense, for example “it were delicious” it should be “it was delicious” other example “this holiday were the best” it should be “this holiday was the best”.
- Fifth, incorrect article, for example ““I slept a extra 3 and ½ hours” it should be “I slept an extra 3 and ½ hours”.

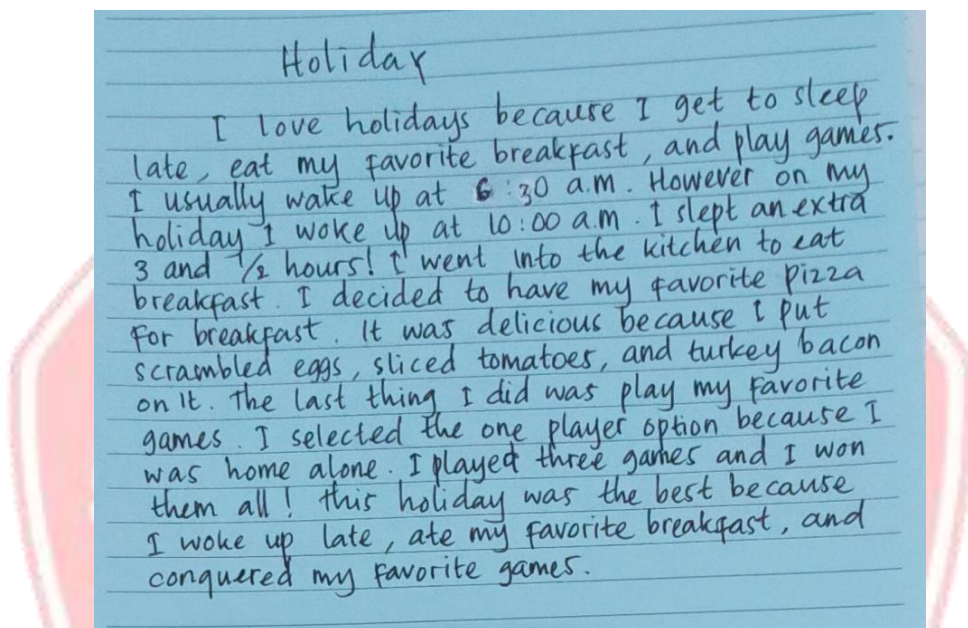


Figure 4.6 Second Draft

The lecturer provided students with feedback and evaluation. Then, the students began revising their drafts based on the lecturer's error correction. The students then revise their drafts into a final draft. The corrective feedback technique help students strengthen their writing skills is demonstrated in this study. The findings indicated that the corrective feedback technique could help students enhance their overall writing skills.

Students participate actively in evaluation and learning corrective feedback techniques. Assessment should be viewed as a learning process. This can be used to help students enhance their writing skills.

Post-Teaching

The lecturer gave feedback about corrective feedback on writing error made by students. Many factors Influence the Implementation of corrective feedback, lecturer may give students the familiar theme in order to make them easier in writing the text. Many students had poor choice of words. So, it might be because the students did not know many vocabularies in English, lack of practices and faced difficulties in learning English. Students also should focus on the grammatical error so that there are no errors in their writing again.

Table 4.3 Observation Checklist

No	Subjects	Pointers	Meeting 1		Meeting 2		Meeting 3	
			Yes	No	Yes	No	Yes	No
The Lectures Activities								
1.	Pre-Teaching	Lecturer checking students attendant and greeting.	✓		✓		✓	
		The lecturer motivates students to be more active in the class.	✓		✓		✓	
2.	Whilst	The lecturer explains and gives	✓					

	teaching	example.						
		The lecturer gives students time to process option.			✓			
		The lecturer asks students to do task.			✓		✓	
		The lecturer supports and guides students to complete their writing.			✓		✓	
3.	Post teaching	The lecturer reviews and gives feedback to the students.	✓		✓			
		Lecturer reminds to prepare the next meeting.	✓		✓		✓	
The Students' Activities								
1.	Pre-teaching	The students respond lecturer greetings and teacher attendant check.	✓		✓		✓	
		The students respond lecturer explanation.	✓		✓		✓	
		The students listen to the lecturer.	✓		✓		✓	
2.	Whilst	The students pay attention to			✓			

	teaching	lecturer explanation.						
		The students ask to the lecturer.			✓		✓	
		The students do the task given by the lecturer.			✓			
3.	Post teaching	The students listen to the lecturer review and correction.	✓		✓			
		The students pay attention to the mistakes of their task that lecturer corrected and fix.	✓		✓		✓	

Lecturers provide the opportunity to examine student performance in ways that have been shown to be challenging for students when they make errors, allowing them to rewrite into the perfect text and stimulate them on how the text is done. The lecturer then provides comments to students as they are learning. There will be documentation at the end, and the lecturer will present a reward for students as a symbol of thanks for their attention and cooperation.

4.1.2. Findings of the students' writing achievement after having corrective feedback at English Education Study Programs

The researcher describes the second difficulty of this research, students' writing achievement after having corrective feedback, in this section. The questionnaire is used to determine the outcome of the students' writing

achievement after having corrective feedback on their writing. In the final observation, the researcher distributed a questionnaire with sixteen questions.

Percentage technique is used by the researcher to analyze the data of students' writing achievement. The formula for the highest score as follow, for the highest score = alternative score answer strongly agree (SA) x number of students. For the lowest score = alternative score of the answer is strongly disagree (SD) x number of students. To determine the percentage of each answer using the formula as follows:

$$\frac{\text{Number of student's answer}}{\text{Number of student}} \times 100\%$$

At the conclusion of the observation, the questionnaire was delivered to 25 students, and the questions were worth around 16 points. The responses of the students are counted by the researcher. The questionnaire's total can be seen as follows:

Table 4.2 The Result of Questionnaire Answer

No	Questions	SA	A	N	D	SD
1.	I like writing activities	(1)	(4)	(18)	(2)	(0)
2.	The assignment can activate and develop my language skills	(1)	(15)	(8)	(1)	(0)
3.	The assignment can improve my writing	(1)	(15)	(8)	(1)	(0)

	skill					
4.	I think making errors is normal when I am learning a language	(10)	(10)	(4)	(1)	(0)
5.	I want to receive corrective feedback when I make mistakes	(4)	(14)	(7)	(0)	(0)
6.	I can understand the process of corrective feedback	(3)	(8)	(13)	(1)	(0)
7.	Corrective feedback gives a lot of information (grammatical, vocabularies, etc)	(11)	(8)	(6)	(0)	(0)
8.	Corrective feedback stimulates the students to write and learn more to improve their own writing	(4)	(13)	(7)	(1)	(0)
9.	I receive corrective feedback from my classmate	(5)	(7)	(13)	(0)	(0)
10.	Students can analyze and expose the strengths and the weakness of their partners' writing critically and objectively	(1)	(12)	(12)	(0)	(0)
11.	The students get opportunity to gain more knowledge	(8)	(11)	(6)	(0)	(0)
12.	Corrective feedback helps language learners	(3)	(14)	(7)	(1)	(0)

	avoid errors and revise their own writing						
13.	Students to be more active and carefully when they do writing	(3)	(15)	(7)	(1)	(0)	
14.	Corrective feedback helps learners aware of their own weaknesses	(2)	(15)	(8)	(0)	(0)	
15.	Corrective feedback makes students more confidence in doing writing	(2)	(10)	(12)	(1)	(0)	
16.	Students bring significant improvement of their writing	(0)	(9)	(16)	(0)	(0)	
TOTAL		F	59	180	152	9	0
		%	15%	45%	38%	3%	0%

Percentage of questionnaire results the researcher:

1. The first question was “I like writing activities” and the students answered strongly agree were 1, answered agree were 4 students, answered neutral were 18, answered disagree were 2, and answered strongly disagree were 0. It means that some of the students like writing activities.
2. The second question was “The assignments can activate and develop my language skills” and the students answered strongly agree were 1, answered agree were 15 students, answered neutral were 8, answered disagree were 1, and answered strongly disagree were 0. It means that the

students agree that assignments can activate and develop their language skills.

3. The third question was “The assignments can improve my writing skills” and the students answered strongly agree were 1, answered agree were 15 students, answered neutral were 8, answered disagree were 1 and answered strongly disagree were 0. It means that the students agree that assignments can improve students’ writing skills.
4. The fourth question was “I think making errors is normal when I am learning a language” and the students answered strongly agree were 10, answered agree were 10 students, answered neutral were 4, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students ever make errors when they learn a language.
5. The fifth question was “I want to receive corrective feedback when I make mistakes” and the students answered strongly agree were 4, answered agree were 14 students, answered neutral were 7, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students want to receive corrective feedback when they make mistakes.
6. The sixth question was “I can understand the process of corrective feedback” and the students answered strongly agree were 3, answered agree were 8 students, answered neutral were 13, answered disagree were 1, and answered strongly disagree were 0. It means that almost all of the students can understand the process of corrective feedback.

7. The seventh question was “corrective feedback gives a lot of information (grammatical, vocabularies, etc)” and the students answered strongly agree were 11, answered agree were 8 students, answered neutral were 6, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students agree that corrective feedback gives a lot of information (grammatical, vocabularies, etc).
8. The eighth question was “corrective feedback stimulates the students to write and learn more to improve their own writing” and the students answered strongly agree were 4, answered agree were 13 students, answered neutral were 7, answered disagree were 1, and answered strongly disagree were 0. It means that almost all of the students agree that corrective feedback stimulates the students to write and learn more to improve their own writing.
9. The ninth question was “I receive corrective feedback from my classmate” and the students answered strongly agree were 5, answered agree were 7 students, answered neutral were 13, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students receive corrective feedback from my classmate.
10. The tenth question was “Students can analyze and expose the strengths and the weakness of their partner’s writing critically and objectively” and the students answered strongly agree were 1, answered agree were 12 students, answered neutral were 12, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students can

analyze and expose the strengths and the weakness of their partner's writing critically and objectively.

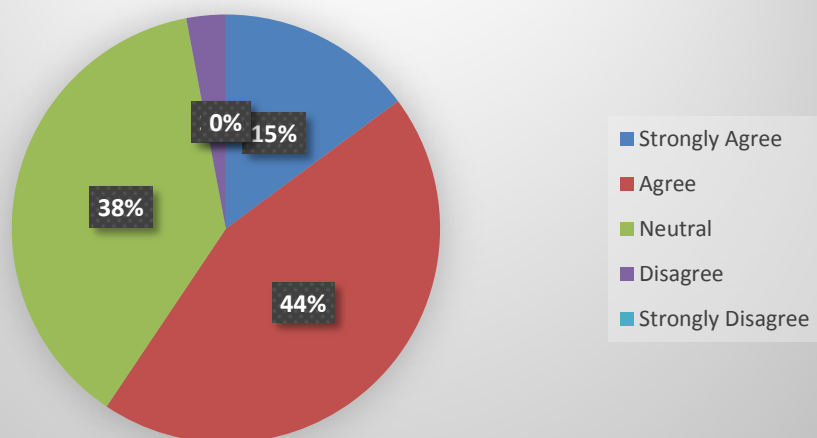
11. The eleventh question was “The students get opportunity to gain more knowledge” and the students answered strongly agree were 8, answered agree were 11 students, answered neutral were 6, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students get opportunity to gain more knowledge.
12. The twelfth question was “corrective feedback helps Language learners avoid errors and revise their own writing” and the students answered strongly agree were 3, answered agree were 14 students, answered neutral were 7, answered disagree were 1, and answered strongly disagree were 0. It means that all of the students agree that corrective feedback helps Language learners avoid errors and revise their own writing.
13. The thirteenth question was “Students to be more active and carefully when they do writing” and the students answered strongly agree were 3, answered agree were 15 students, answered neutral were 7, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students to be more active and carefully when they do writing.
14. The fourteenth question was “corrective feedback helps learners aware of their writing weaknesses” and the students answered strongly agree were 2, answered agree were 15 students, answered neutral were 8, answered disagree were 0, and answered strongly disagree were 0. It means that all

of the students agree that corrective feedback helps learners aware of their writing weaknesses.

15. The fifteenth question was “corrective feedback makes students more confident in doing writing” and the students answered strongly agree were 2, answered agree were 10 students, answered neutral were 12, answered disagree were 1, and answered strongly disagree were 0. It means that almost all of the students agree that corrective feedback makes students more confident in doing writing.

16. The sixteenth question was “Students bring significant improvement of their writing” and the students answered strongly agree were 0, answered agree were 9 students, answered neutral were 16, answered disagree were 0, and answered strongly disagree were 0. It means that all of the students bring significant improvement of their writing.

Students' Writing Achievement after having corrective feedback



Based on the data shown above, it is clear that more than half of students support the use of corrective feedback to improve students' writing skills. It is strengthened by the entire number of students who strongly agree with the overall percentage of 59% and students who agree with the total percentage of 23%, indicating that more than half of students prefer writing with corrective feedback. Furthermore, according to the data, 10% of students respond neutrally, while 8% disagree with the implementation of corrective feedback on students' writing skills, implying that less than 50% of students disliked the implementation of corrective feedback on their writing skills. It is possible to conclude that the majority of students support corrective feedback on students' writing skills.

4.2 Discussion

The researcher will explain the results of the observation checklist and questionnaire at STKIP PGRI SIDOARJO's English Education Study Programs 2021A in this section. The first issue was the implementation of corrective feedback on writing errors made by students. The teaching and learning process is separated into three stages: pre-teaching, whilst teaching, and post teaching. In Pre-Teaching, the lecturer greets students and checks each student's attendance. The lecturer did brainstorming in order to motivate students to be more active and explain about the capitalization and punctuation, topic sentence, and also supporting sentence in writing. The lecturer explains the definition of corrective feedback, the advantages of corrective feedback, the procedures of error correction, types of corrective feedback, and the implementation of error correction in whilst teaching. The lecturer reviews and provides feedback on the

material during post-teaching. The lecturer reminds everyone to be ready for the next meeting.

After analyzing the observation checklist, the students complete the corrective feedback questionnaire. The researcher discovered through the questionnaire that corrective feedback encourages students to write and learn more in order to enhance their own writing. Students are more active and confidence when they get corrective feedback in their writing. Jalaluddin, (2015) said that giving feedback is more helpful to correct students' language errors and to make them understand what kinds of errors are. (Wijayanti, Bharati & Mujiyanto, 2015) found that students often did grammatical errors. From the data, it can be conclude that the students approve with the implementation of corrective feedback on writing errors. It is strengthened by the entire number of students who strongly agree with the overall percentage of 59% and students who agree with the total percentage of 23%. Furthermore, according to the data, 10% of students respond neutrally, while 8% disagree and 0% strongly disagree with the implementation of corrective feedback on writing errors made by students, implying that less than 50% of students disliked the implementation of corrective feedback in their writing skills.

Some researcher showed that corrective feedback has beneficial to help the students in teaching and learning process especially in their writing skill. It encourages students' to assess their mistakes during the writing process. Alamis (2010) found that students believed that feedback in the form of praise provided most help for them to improve in their writing. According to Koni and Leka

(2015), error correction gives a lot of information whether it is the correct rule of grammar or the students' awareness. Therefore, the students will know what they do not know before and also aware of making the same errors twice. Students will use the information that they get from corrective feedback as a future reference. Then come with the correct grammatical rules. This learning process made students' more creative and active. They had chance to correct their own errors so it can hone their awareness. This activity encouraged students' motivation in writing. It can be conclude that corrective feedback is an appropriate approach to use in the teaching and learning process.

