

## **CHAPTER V**

### **DISCUSSIONS**

This chapter presents the discussion of the findings using relevant theories. The discussion focuses on what types of feedback given by the teacher on students writing, the reasons, and the importance of such feedback given by the teacher.

Based on the findings, it can be inferred that English teacher at MTsN 1 Trenggalek used recast, elicitation, explicit correction and paralinguistic signal oral feedback in correcting students' writing while teaching and learning was done in the classroom, and written feedback used by the teacher to correct students' worksheets.

The most oral feedback used by the English teacher was explicit correction. As stated by Ellis (2009), explicit correction is the teacher indicates the error has been committed, identifies the error and provides the correction. Teacher uses *you should say*, *you mean* or *we say*. In line with this, Wannemacker et al (2011:13) also stated that explicit feedback is the teacher provides the correct form and clearly indicates that what the students said was incorrect. It indicated that explicit correction was used by the English teacher as oral feedback to correct students' writing. In this study, it found that while giving explicit correction the English teacher was not just give the correct form only but further give brief explanation in Indonesian and also gave the other example on students' writing to make the students aware and easy to catch the point of teacher's explanation. The example can be seen in the second datum of the

first observation done by the researcher. Furthermore, the finding was consistent with Rhomawati (2018) finding which on her research showed that explicit correction placed the most oral feedback used by the teacher gained 41% of whole oral feedback used in her research.

The second oral feedback used by the English teacher was repetition. Ellis (2009) stated that repetition is the corrector or the teacher repeats the student's utterance, highlighting the error by means of emphatic stress. Teacher adjusts their intonation so as to highlight the error. In line with this, Wannemacker (2011:13) stated that repetition is the teacher repeats the erroneous utterances isolation. It indicated that the teacher used repetition as one of oral feedback to correct students' erroneous. In this study, it found that while the English teacher gave repetition oral feedback, since the students sometimes could not catch their errors in writing, the English teacher then directly correct their errors, but she rather did not give any brief explanation about the errors the students have made. In contrast with this finding the second placed oral feedback used by the teacher stated in Rhomawati's (2012) finding, showed that clarification request placed the second position gained 23% of whole five oral feedback used while repetition placed the last one gained 6%.

The third oral feedback used by the teacher was recast. According to Ellis (2009), recast is the teacher incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way. Teacher does not use phrases such as *you mean* or *you should say*, teacher focus on

the word and grammatical modification. In line with this, Lightbown and Spada in Rydahl (2005) stated that recast is where the teacher repeats a student's utterance, using correct forms where student has made an error but does not draw attention to the error and maintains a central focus on meaning. It was indicated that in this study the researcher found that English teacher used recast oral feedback. The researcher found that while the teacher used recast the student were often confused of the mistakes they have made and how it should be corrected. So sometimes the teacher directly gave the correct form to correct it.

The last oral feedback given by the English teacher was paralinguistic signal. As stated by Ellis (2009), paralinguistic signal is the teacher uses a gesture or facial expressions that indicate the student has made an error. Teacher uses facial expression, or body positioning and movements, or hand gesture. Even though there were no other theories which divide the types of oral feedback into paralinguistic signal but it still indicated that paralinguistic signal was also one of oral feedback used by English teacher on the students' writing while doing teaching and learning process in the classroom. The researcher found that when the students made error in their writing, the teacher correct their erroneous using hand gesture to make the students directly notice of the mistakes they have made, and it was worked well. In contrast with this finding, Rhomawati (2012) in her findings showed that the rarest oral feedback used was repetition.

Besides oral feedback, the English teacher also used written feedback. Written feedback is a type of feedback that requires written comments and a correction of a different kind. Written feedback involves feedback given to the students' written work. This type of feedback is usually not immediate and the teacher has time to think about how to give feedback. According to Ferris and Roberts (2001), written feedback divided into two types those are direct and indirect written feedback. Direct feedback means the provision of the correct form by the teacher to the student's writing that the student just needs to transcribe the correction into to the final version of their writing. Direct feedback may take the form of crossing out the mistakes and then providing the correct form around the error. In this study, the researcher found that the teacher mostly used direct feedback to correct students' grammatical error. The teacher gave line or circle sign then followed by the correct form of the erroneous. In line with this finding, Rhomawati (2018) on her finding showed that direct feedback also placed the most oral written feedback used by the teacher got 81% of the whole written feedback.

Indirect feedback, on the other hand is the feedback given by the teacher by just indicating that an error exist without providing the correct form, but letting the student identify the error and correct it. Indirect feedback take the form of underline, circle, code, or other mark, but does not provide the correct form, leaving the students to solve their mistakes. Furthermore, indirect feedback divided into coded and uncoded feedback. Coded feedback also called as mistakes identification that happens

when the teacher indicates students' error in writing and then the teacher giving explanation briefly without provides the correct form in students' worksheets. Uncoded feedback means that the teacher gives crosswise in students' error sentence without giving the right form but just a crosswise that there is an error in the student's sentence. The English teacher at MTsN 1 Trenggalek used indirect uncoded written feedback only. The feedback given by gave line or circle sign on the students' erroneous without providing the correct form. Written feedback given when the students' submit their worksheets or also when they have daily written test, midterm or even final test. The finding was in contrast with Daud (2016) which on his finding showed that teacher mostly used coded indirect feedback rather than uncoded indirect feedback.

There are some reasons of the teacher in using several types of feedbacks. The reasons to use explicit correction as the most oral feedback used such as it could save time since known that English is taught in limited time in any level of Indonesian school including junior high school level. While the teacher gave explicit correction, the students become quite as they have to pay attention on the teacher's explanation, but it did not mean that they always quite, sometimes if they feel that they could not understand the whole teacher's explanation, without no doubt they would ask the teacher to give more explanation. For those reasons, comparing to others types of oral feedback used by the teacher, explicit correction seemed to be the easiest and effective one to be used. The same as when the teacher chooses to use direct written

feedback as the most written feedback used comparing to indirect feedback. Grammatical errors become the serious problem for the students, since it was difficult for the students to correct their erroneous if it was related to grammatical error then the teacher has to use such feedback rather than coded indirect written feedback.

Feedbacks given by the teacher have some uses whether for the students or the teacher itself. Reid (1993) stated that feedback must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit to change in the writing pieces. It means that providing the appropriate feedback can be one of the ways for teacher to help the students to improve their ability in writing. If the students are given detailed information about the errors their made, it may encourage them to minimize those errors, which also means that they would have better future writing. This finding consistent with London (2003) finding which showed that feedback could influence the achieving of the learning objective in the future by enhancing the students in learning and also increasing their ability to detect their own mistakes.

In line with Reid, Konold et al. (2004) stated that one of the importance of feedback is providing important information and helping students become effective and efficient learners. Effective learners can be defined as the ability of the students as the learners to monitor themselves, understand and manage their own learning in order to develop inquisitive, self-motivated learners, and giving feedback become one of the approaches to develop the student to be an effective learner. Efficient learners'

mean that the students are able to use minimal resources and it's still achieving good result. In other ways it deals more with the process and what the students done while doing learning activities. The finding is consistent with Mory (2004) finding which showed that feedbacks increase the students` motivation by showing the behaviors that contribute to successful learning outcomes. It also contributes on the increasing of self-awareness.

Then Lewis (2002:3) stated that one purpose of feedback is providing information for teachers and students. It is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weaknesses, the comment provide information about individual progress, unlike marks or grades, which tend to compare one student with another. It means that when the students made errors in their writing, it is important for the teacher to give the wise comment so that the students would be motivated to learn more. Feedback that are provided can also give information to the teachers of how far the English teaching material they have taught could be accepted by the students, and which is the most writing components error made by the students so that the teachers perhaps could revise the way the material are delivered by them. In this study, it found that the teacher gave comment on the students' writing while they were doing teaching and learning process. Written feedback given by the teacher did not include any comment rather than the correction of the errors students' writing only. It happened because the teacher would need more time to revise it while the errors found were mostly the

same as the mistakes they made while doing teaching and learning process in the classroom which here the teacher directly give them wise comment telling them to have better future writing. The finding in line with Mory (2004) showed that teachers can use feedback to thank and praise their learners for good work. Feedback is used to help language learners avoid errors (e.g. grammatical, syntactic, or semantic errors) and revise their own writing, and also to make the lecturers aware of learners' writing weaknesses. In conclusion, the feedback gives many contributions not only for students but also teacher.

In short, the appropriate feedbacks given by the teacher become one of the important things that have some uses whether for the students or the teacher itself. Feedback as the way of telling the students about the progress they are making and also facilitating them in the area of improvement could provide information, advice about learning, language input, a form of motivation, and also can leads students to autonomy. Feedback also could provide information for the teacher about how far the ways of she teaches her students are worked.