

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the data presentation and findings of the research. To get the data, the researcher came to the research setting and as presented in the previous chapter, observation, students' worksheets analysis and interview were done by the researcher.

A. Data Presentation

The research was conducted in MTsN 1 Trenggalek and it aimed to investigate types of feedback given by the teacher on the students' writing. The first thing that the researcher done was asked permission to do observation in this school. The researcher put research permit letter in administrative staff of the school to conduct observation. The letter was not directly accepted due to the school rule that it must be checked by the school headmaster. After days, the researcher was called to come to the school as the research letter was accepted.

After getting permission, then the researcher conducted a brief conversation with an English teacher then the researcher given a chance by the English teacher to join some of the English classes lesson taught by her, the researcher called it as pre-observation. This step was conducted to know whether or not teacher used feedback in her teaching.

Afterwards, the researcher started to gain the data by observing the teaching learning of English in the classroom. The researcher observed the types of oral feedback given by the teacher. Then, the students were given tasks by the teacher, and these students worksheets contains teacher's written feedback were collected and analyzed by the researcher. Next, the researcher did interview to both teacher and students to reconfirm the data gotten from the observation and students' worksheets. The interviews to both students and teachers were video recorded.

1. Data Presentation about the Types of Feedback Given by the Teacher on the students' writing

Data about the types of feedback that was given by the teacher on the students' writing was gotten from observation and students' worksheets. To get the data of oral feedback given by the teacher on students writing, the researcher observed English teaching and learning process in the classroom, and the observation was conducted three times. Written feedback data gotten from students worksheets analysis. The results of the data of those both oral and written feedbacks can be seen below.

a. The First Observation

The first observation was conducted on February 20th 2020, the researcher focused on oral feedback given by the teacher on the students' writing while was discussed about the existence of things and people. Some errors were made while students were asked to write down some sentences as

being asked by the teacher. The results of the first observation can be seen below:

Datum 1

Student 1 : *There is seven lamps in the class.*

Teacher : *There IS seven lamps in the class?*

Student 1 : *No. There are seven lamps in this classroom.*

Teacher : *Yes, there are. Jadi disini kita menggunakan are jika jumlah barangnya lebih dari satu*

It can be seen that based on data above, when a student made an error in his writing, teacher used oral feedback that categorized as repetition. It was showed when the teacher repeated the student's writing and highlighted the error by means of emphatic stress, then gave a brief explanation.

Datum 2

Student 2 : *There is whiteboard in front of the class.*

Teacher : *We should say there is a whiteboard in the class. Disini kita menggunakan article a jika barang setelahnya diawali huruf konsonan. Article an jika setelahnya diawali huruf vocal.*

Based on the data above, the teacher used oral feedback that was categorized as explicit correction. The teachers indicated and identified the error, then provide the correction.

Datum 3

Student 3 : *There are forty tables in the class.*

Teacher : *The are FOURTY tables in the class?*

It can be seen that based on the students' writing above, when a student made an error in his spelling, teacher used oral feedback that categorized as repetition. It was showed when the teacher repeated the student's writing and highlighted the error by means of emphatic stress, then gave a brief explanation. It was a same mistake made as student 1, the different is the error writing aspect, this was spelling error while student 1 grammatical error.

Datum 4

Student 4 : *There is a eraser in the classroom.*

Teacher : *We say there is an eraser in the classroom.*

Based on the data above, it can be seen that the teacher used explicit correction to correct student's error on writing a sentence. When the student

made an error, the teacher was said *we say* and provided the correction directly.

Datum 5

Student 5 : *Ari is next of me.*

Teacher : *You should say Ari is next to me.*

Based on the data above it can be seen that the teacher used explicit correction. Teacher used *you should say* when indicated that there was an error made by the student, and then she provide the correction.

Datum 6

Student 6 : *I often go to school in bus.*

Teacher : *Say, I often go to school on bus.*

Based on the data above, it can be seen that the teacher used explicit correction. The teacher indicated and identified the error, and then provides the correction.

Datum 7

Student 7 : *I can see my flower at the picture.*

Teacher : *You should say, I can see my flower in the picture.*

Based on the data above, it can be seen that the teacher used explicit correction. When there was an error made, the teacher indicated and identified the error, and then provides the correction.

Datum 8

Student 8 : *I live at a small town.*

Teacher : *Say, I live in a small town.*

Based on the data above, it can be seen that the teacher used explicit correction to correct student's writing. The teacher indicated and identified the error afterwards gave the correct form.

b. The Second Observation

The second observation was conducted on February 22th 2020. The material being discussed was descriptive text. The results of the second observation can be seen below:

Datum 1

Student 1 : *Catty is my verry cute cat.*

Teacher : *Catty is my VERRY cute cat?*

Based on the data above, it can be seen that the teacher used oral feedback that categorized as repetition. When the student was made a mistake

in spelling *verry*, the teacher repeated the student's sentence and highlighting the error by means of emphatic stress.

Datum 2

Student 2 : *It like to play and sleep with me.*

Teacher : *What it likes?*

Student 2 : *It likes to play and sleep with me.*

Based on the data above, the teacher used recast. The teacher incorporated the content words of the immediately preceding incorrect spelling and corrected in some way by saying *what it likes?*. Here the teacher focused on one word grammatical.

Datum 3

Student 3 : *Catty has soft and thickles flur.*

Teacher : *Say, Catty has soft and tickles fur.*

Based on the data above, the teacher used explicit correction. The teacher indicated and identified the spelling error made by the students, then provides the correction.

Datum 4

Student 4 : *It have sharp and round eyes.*

Teacher : *We should say it has sharp and round eyes. Jika subjeknya it maka diikuti verb has.*

Based on the data above, the teacher used oral feedback that was categorized as explicit correction. The teacher indicated and identified that was an error, then provide the correction and gave brief explanation.

Datum 5

Student 5 : *He is an animal active.*

Teacher : *We should say, he is an active animal.*

Based on the data above, it can be seen that the teacher used explicit correction which means that since she indicated that there was an error, she directly gave the correction.

Datum 6

Student 6 : *His ear are short.*

Teacher : *You mean, his ears are short. Dia memiliki dua telinga kan.*

Based on the data above, it can be seen that the teacher used explicit correction to correct student's error. The teacher identified that there was an error then provide the correction.

Datum 7

Student 7 : *Elephants is from Asia and Africa.*

Teacher : *Karena gajahnya banyak, so you should say elephants are from Asia and Africa.*

Based on the data above, it can be seen that that the teacher used explicit correction oral feedback. The teacher indicated and identified the error then provided the correction.

Datum 8

Student 8 : *She eat carrot every day.*

Teacher : *She EAT carrot every day?*

Based on the data above it can be seen that the teacher used repetition. The teacher repeats the student's writing and highlighting the error by adjust her intonation.

c. The Third Observation

The third observation was conducted on March 5th 2020. It was discussed about degrees of Comparison. The data of observation can be seen below:

Datum 1

Student 1 : *Xiumin is than older Sehun.*

Teacher : *(gestures with the finger that the student made an error in placing the word than and older)*

Based on the data above, it can be seen that teacher was used oral feedback that identified as paralinguistic signal. The teacher used hand gesture and facial expression that indicates that the student has made an error.

Datum 2

Student 2 : *I am the funny in my family?*

Teacher : *Who is the funniest?*

Based on the data above, the teacher used recast. The teacher incorporates the content words of the immediately preceding incorrect spelling and corrected in some way by saying ‘who is the funniest?’

Datum 3

Student 3 : *English book is as tini as Javanese book.*

Teacher : *Look, English book is as thin as Javanese book. Maksudnya tipis kan.*

Based on the data above, it can be seen that the teacher used explicit correction. The teacher indicated and identified that the student was made a spelling error, and then provides the correction.

Datum 4

Student 4 : *Mathematics book is as thick as Indonesian book.*

Teacher : *How many mathematic books do you have?*

Based on the data above, the teacher used recast. The teacher incorporates the content words of the immediately preceding incorrect spelling and corrected it in some way by saying ‘how many mathematic books do we have?’.

Datum 5

Student 5 : Atika is farter than Kusumarita.

Teacher : Atika is FARTER?

Based on the data above, it can be seen that teacher used repetition oral feedback. The teacher adjusts her intonation to highlight the error as the student was made an error in saying the word ‘farter’.

Datum 6

Student 6 : *Atika is beautiful as Kusumarita.*

Teacher : (*used hand gesture to signal that student missed the word 'as'*)

Based on the data above, it can be seen that the teacher used paralinguistic signal. It was shown by the way teacher used hand gesture and facial expression that indicate the student has made an error.

From the whole observation that was done by the researcher, it can be concluded that oral feedbacks used by the teacher were recast, repetition, explicit correction and paralinguistic signal. Explicit correction was become the most oral feedback used by the teacher.

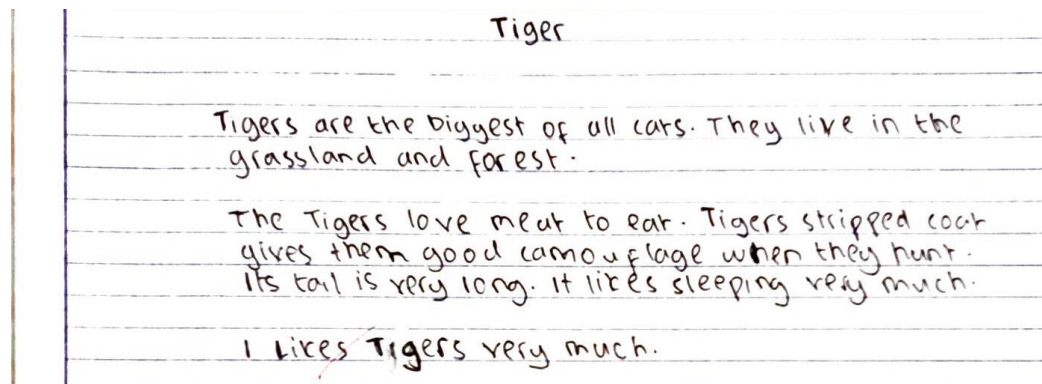
d. Students' Worksheet Analysis

1) Student 1

The first data of written feedback given by the teacher was taken by student 1. Student 1 wrote descriptive text about tiger. The written feedback given by the teacher on his worksheet can be seen in the figure 4.1 below:

Figure 4.1

The Student 1 Worksheet



Based on the figure 4.1 above, it can be seen that as student only made an error in his writing, the teacher gave uncoded indirect feedback by gave line sign. The error that was made on the last sentence categorized as grammatical error since it found that the student made an error in writing verb *likes* that should be *like* because he used pronoun *I*.

2) Student 2

The second data was taken by student 2 who wrote descriptive text about Lion. The data can be seen in the figure 4.2 below:

Figure 4.2

The Student 2 Worksheet

Lion
The lion from Eastern Europe center. The lion including animals mammalia also carnivore. They prefer to live colonis that usually consisting of amale and a lot of female. Their habitat is pairs of sand. They hunt for getting meat.
The lion can only survive 10 to 15 years. in the free, but in captivity can be up to 20 years. At the mating season once kopulasi time is 20 second, a day can get married as much as 50 times. The lion male grows longer than the lion female namely 3 meters while females only 2,7 meters. The lion have strong, compact bodies and powerful forelegs, teeth, and faws for pulling down and killing prey. The lion macho to have a heavy 150 - 250 kg and the lion females only have aheavy 160-180 kg.

Based on the figure 4.2 above, it can be seen that the teacher used direct feedback and uncoded indirect feedback. The first error found in the first sentence of the first paragraph. The student made a grammatical error when she missed to be *is* which followed subject *the lion*. Here the teacher gave direct feedback by state what was wrong which means that the student did not have to identify the error and how it should be corrected. Another error found in the last sentence of the first paragraph, but in this time the teacher gave uncoded indirect feedback by used crosswise in the error word, so here the student needed to identify and clarify what she was meant by the word she wrote in. The last error found in the second paragraph of the student's writing, and as same as the first error made, here the teacher gave indirect feedback. The difference made error in spelling the word *remales* that

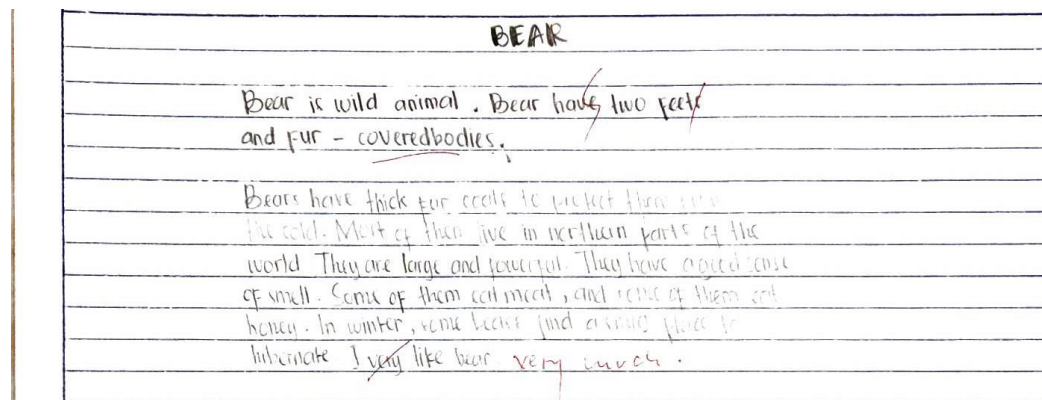
should be *females*, in here the teacher directly provided the correct form on student's error.

3) Student 3

The third data was taken by the student 3 who wrote descriptive text about bear. The written feedback given by the teacher on her writing can be seen in the figure 4.3 below:

Figure 4.3

The Student 3 Worksheet



Based on the figure 4.3 above, it can be seen that the teacher used direct and uncoded indirect feedback. The first error categorized as direct feedback since the student made a grammatical error in writing the verb *have* that should be *has* as *bear* was the pronoun. The other error made in the last sentence of the first paragraph. Here the teacher gave uncoded indirect

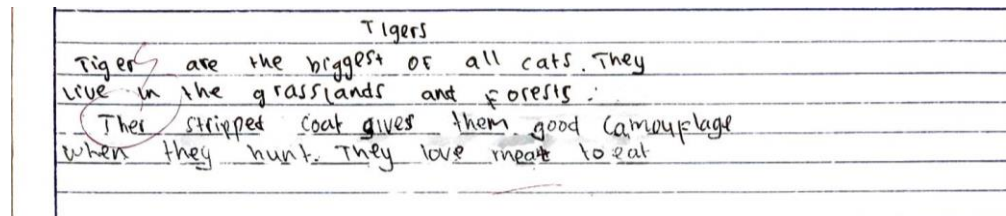
feedback by underline the error word that was *coveredbodies*. The student needed to correct it as the word could not be understood by the teacher.

4) Student 4

The fourth data was taken by student 4 who wrote descriptive text entitled Tigers, and the written feedback given by the teacher can be seen in the figure 4.4 below:

Figure 4.4

The Student 4 Worksheet



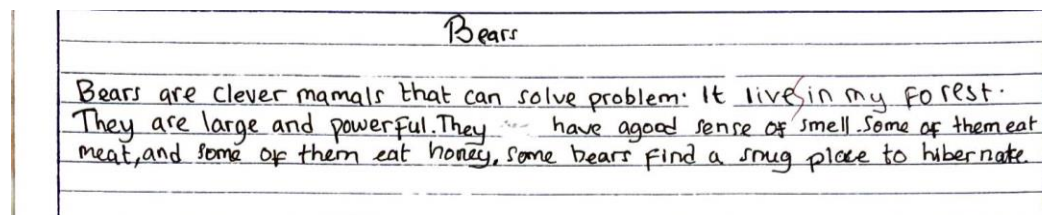
Based on the figure 4.4 above, it can be seen that the teacher provided direct and uncoded indirect feedback. Direct feedback given when the student wrote the subject *tiger* that should be *tigers* which means plural. Then the other two errors made by the students are the same, here the teacher gave indirect feedback by underline the errors words without provide the correct forms. The teacher gave circle and underline the error made by student, and here the student should identify and correct the error himself.

5) Student 5

The fifth data was taken by student 5 who wrote about bears. The written feedback given by the teacher on his writing can be seen in the figure 4.5 below:

Figure 4.5

The Student 5 Worksheet



Based on the figure 4.5 above, the teacher gave direct feedback on student's writing as he made a grammatical error that found in the second sentence when he write verb *live* that should be *lives* as the pronoun was *it*.

6) Student 6

The sixth data was taken by student 6. The student wrote descriptive text about cat. The teacher gave some written feedback in her writing as she made some errors. It can be seen in the figure 4.6 below:

Figure 4.6

The Student 6 Worksheet

Cat	
<p>Luci and Luca <u>is</u> my pet. They are wild cats. They are eating the fish, mouse, and special food. Its activity <u>preying</u> the mouse, and calling friends with the voice. Characteristics: long-haired or short, long or short tail, has long mustache, brightly striking eyes. They are very adorable, fur is smooth and clean.</p>	<p>Cats must be cared for so they can be properly maintained. Usually the cat is lazy in winter and looking for food at night. Because often playing on the streets, his body is dirty. Cats also <u>many</u> food, so the body is fat and big. They <u>are</u> have hobby the same, that is play. So, cats <u>is</u> very cute.</p>

Based on the figure 4.6 above, it can be seen that the teacher used direct and uncoded indirect feedback. Direct feedback found in the first sentence of the first paragraph when the student made a grammatical error in choosing to be *is* that should be *are* as the subjects were *Luci and Luca* which means plural. Uncoded indirect feedback given by the teacher by giving circle and underline the error words.

7) Student 7

The next data was taken by the student 7. She wrote descriptive text about koala. In her writing, the teacher gave some written feedback to correct it. It can be seen in the figure 4.7 below:

Figure 4.7

The Student 7 Worksheet

Koala	
<p>Koala is endemic animal in the Australia, Koala has pocket in the stomach, it live in the woods in Australia, it verry love sleeping, it verry lazy for put the drink, so it's nike name Koala the meaning "animal not drink", I ofthen see it in the television, I also ofthen see it an youtube channel. in my phone, it ferry funny and cute.</p>	
<p>Koala has height 80 cm, and weight until 8,5 kg for northern, and 13 kg for southern, male koala have weight 50 % more than vimalas koala has characteristic such as koala usually has gray color and with hair, koala has tail, furred ear, koala has long fore arm, than koala's leg, they have shorter hind legs than their fore legs, koala has big black color nose. I love koala very much.</p>	

Based on the figure 4.7 above, it can be seen that the teacher used direct and uncoded indirect feedback. On of direct feedback given when the student made a grammatical error such as in a sentence of the first paragraph. She missed to write to be *is* which should follow the subject *koala* Here the teacher directly provided the correct form of student's error. Indirect feedback given by the teacher when the student made some spelling errors such as in the words *verry*, *nikc*, *ofthemn* and *characteristic*, here the teacher underline those misspelling words.

8) Student 8

The next data was taken by the student 8. The eighth student wrote a descriptive text entitled *My Cute Rabbit*. The data about the written feedback given by the teacher on student's writing can be seen in the figure 4.8 below:

Figure 4.8

The Student 8 Worksheet

MY CUTE RABBIT
I have a rabbit. Its name is Shofia. Shofia has soft and white fur. Its eyes are round, he also has two long ears. It like to eat carrots.
Shofia likes jumping. It is very cute. I love shofia very much. ♥

Based on the figure 4.8 above, it can be seen that the teacher used direct feedback only. The mistake made was identified as grammatical error, like when she wrote the verb *like* that should be *likes* as the subject is *Shofia* or single, here the teacher provided the correct words of the sentence.

9) Student 9

The next data was taken by the student 9. The ninth student wrote entitled *Caca is My Cat*. The data about the written feedback given by the teacher on student's writing can be seen in the figure 4.9 below:

Figure 4.9

The Student 9 Worksheet

" Caca is my cat "
I have a cat. The kind is anggora. It's name is Caca. It has four legs. Its eyes ^{are} is round and yellow colored. The fur is long and thick. It consists of 3 colors. ^{They} That are white. black + brown. The tail is dreadlocks fur. It's like to eat wiskhar and universal for cat.
Its behavior is very funny. It likes to jump and run. It often chase mouse, lizard and another animals. but it doesn't it eat just make it as toys. My cat is verry cute. beautiful, and i like ^{very} verry much.

Based on the data above, it can be seen that the teacher used direct feedback. One of the direct feedbacks found when the student made a grammatical error in choosing to be *is* that should be *are* as the subject were *eyes*. The other direct feedback also gave by the teacher when the student made a mistake in spelling the word *verry* that should be *very*, and the word *beautifull* that should be *beautiful*.

10) Student 10

The tenth data of teacher's written feedback was taken by student 10. He wrote descriptive text about elephants. The data can be seen in the figure 4.10 below:

Figure 4.10

The Student 10 Worksheet

Elephants .
<p>Elephants is the heaviest land animal. It has also intellegent and has good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. It use their long trunks almost like an arm, to put food and water in their mouths. It is eat grass and plants.</p>
<p>This elephant has four big legs and long tail. It has also fat body. It likes to play. Usually, I see this elephant in the zoo Surabaya. My ambission I can see this elephant to back <i>again</i>.</p>

Based on the data above, the teacher used direct and uncoded indirect feedback. Direct feedback was given when the student made a grammatical error in writing verb *like* that should be *likes* as the pronoun was *it*. The other

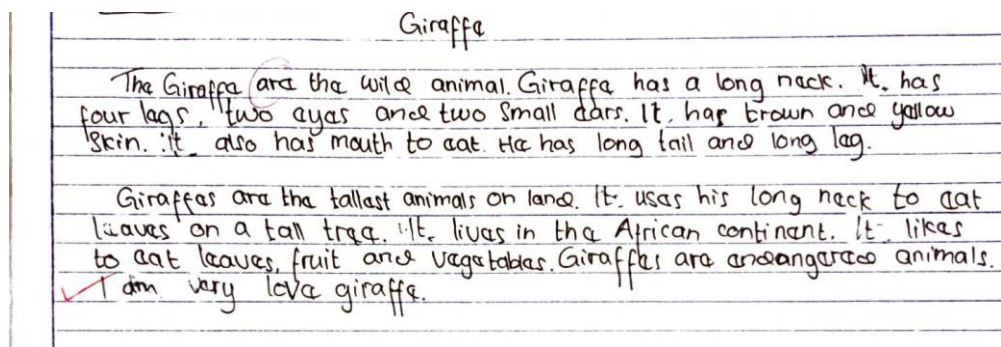
direct feedback also gave by the teacher in the last sentence of the student's writing when he made a mistake in choosing the appropriate words that used as a compliment. Uncoded indirect feedback was given by the teacher when the student made a spelling error in the words *intellegent* and *ambission*, here the teacher used uncoded indirect feedback by giving circle on the error words.

11) Student 11

The next data was taken by student 11. She wrote descriptive text about giraffe. The data consists of teacher's written feedback can be seen in the figure 4.11 below:

Figure 4.11

The Student 11 Worksheet



Based on the figure 4.11 above, it can be seen that the teacher used uncoded indirect feedback since the student only made a grammatical error in her writing. The error found in the first sentence when the student wrote verb

are that it should *is* as the subject was *giraffe*. The teacher gave circle on the error word without providing the correct form.

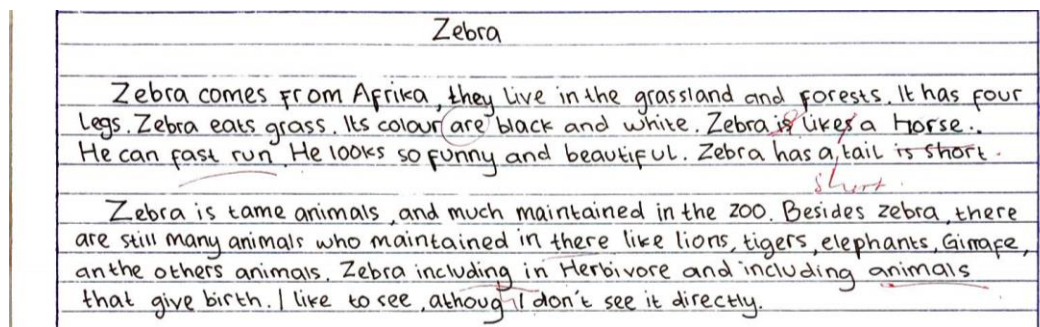
12) Student 12

The next data was taken by student 12. Her writing was about zebra.

The teacher gave written feedback that can be seen in the figure 4.12 below:

Figure 4.12

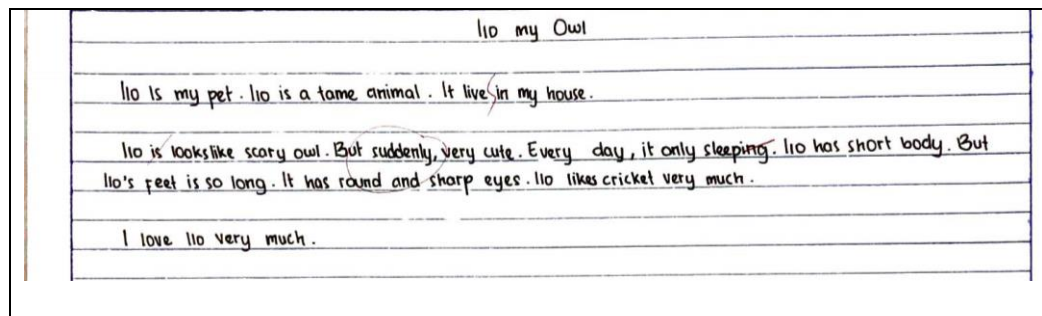
The Student 3 Worksheet



Based on the figure 4.12 above, it can be seen that the teacher gave direct and uncoded indirect feedback. Direct feedback given by the teacher by providing the correct form on the student's writing. It was given when the student made a mistake in spelling the word *althoug* that should be *although*. Indirect feedback given by the teacher by giving circle and underline the error words such as when the student wrote the verb *are* that should be *is* as the subject was *color*.

13) Student 13

The next data was taken by student 13. She wrote descriptive text entitled Lio My Owl. The written feedback given by the teacher on her writing can be seen in the figure 4.13 below:



Based on the figure 4.13 above, it can be seen that the teacher used direct and uncoded indirect feedback. Direct feedback given by the teacher when the student made a grammatical error in writing the verb *live* that should be *lives* as the subject was *it*. Indirect feedback provided by the teacher by giving circle on the error so that the student should identify the mistake herself.

14) Student 14

The next data was taken by student 14. She wrote descriptive text about Rabbit. The written feedback given by the teacher can be seen in the figure 4:14 below:

Figure 4.14

The Student 14 Worksheet

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes. My rabbit likes to eat carrot and other vegetables.
When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. It likes to play with me. I love rabbit very much.

Based on figure 4.14 above, it can be seen that the teacher gave uncoded indirect feedback only as it was found one error on student's writing. The teacher gave circle on the word *release* that was not appropriate to be used.

15) Student 15

The fifteenth data was taken by student 15 who wrote descriptive text about Crocodile. The written feedback given by the teacher can be seen in the figure 4.15 below:

Figure 4.15

The Student 15 Worksheet

Monkey
1. Monkeys are clever mammals (that) can solve problems and hold things in their hands. They live in groups called troops.
Monkey eat plants, birds' eggs, small animals. its tail is very long.

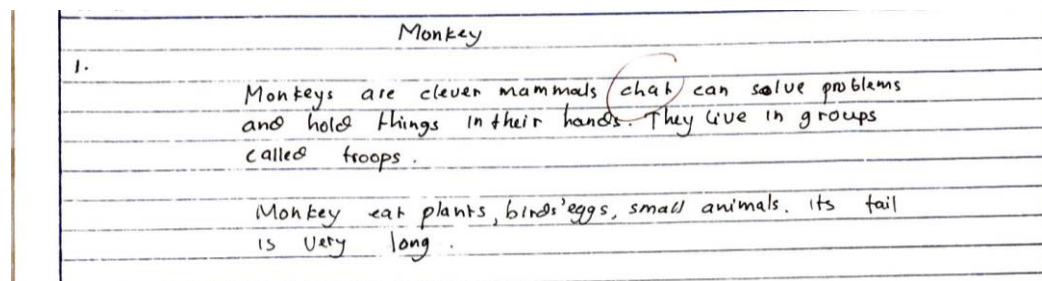
Based on the figure 4.15 above, it can be seen that the teacher gave uncoded indirect feedback as the student was made an error only. The error found in the last sentence of the last paragraph, here the teacher underlined the error words, and the student should correct it himself.

16) Student 16

The next data of teacher's written feedback was taken by student 16 who wrote about monkey. It can be seen in the figure 4.16 below:

Figure 4.16

The Student 16 Worksheet



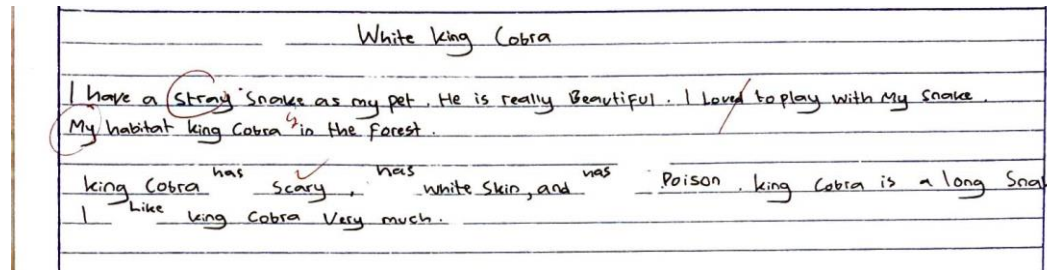
Based on the figure 4.16 above, it can be seen that the teacher gave uncoded indirect feedback on student's writing since it was found a mistake only. The teacher gave circle on the error word, and student should correct and clarify his writing.

17) Student 17

The seventeenth data was taken by student 17. His writing entitled White King Kobra. The teacher gave written feedback that can be seen in the figure 4.17 below:

Figure 4.17

The Student 17 Worksheet



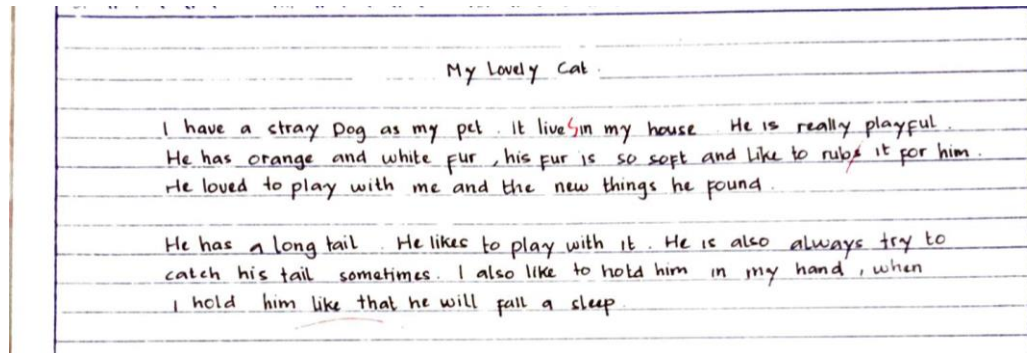
Based on the figure 4.17 above, it can be seen that the teacher used direct and uncoded indirect feedback. Direct feedback given when the student made a grammatical error in a sentence when he did not use to be *is* as what should follow the subject *king cobra*. Uncoded indirect feedback given when made some errors in his writing, here the teacher gave circle on the error words and the student should correct himself.

18) Student 18

The next data was taken by student 18. He wrote a descriptive text entitled *My Lovely Cat*. As he made some errors in his writing, the teacher gave written feedback that can be seen in the figure 4.18 below:

Figure 4.18

The Student 18 Worksheet



Based on the figure 4.18 above, it can be seen that the teacher used direct and uncoded indirect feedback. Direct feedback given by the teacher when the student made a grammatical error in writing like the verb *live* that should be *lives* as the pronoun was *it*. The teacher gave underline on the error words in the last sentence of the last paragraph that indicated the student made errors in his writing, so here the teacher gave uncoded indirect feedback.

19) Student 19

The next data was taken by student 19 who wrote a descriptive text entitled My Beautiful Swan. Written feedback given by the teacher on her writing since she made some error. The data can be seen in the figure 4.19 below:

Figure 4.19

The Student Worksheet

My Beautiful Swan	
Swan is a tame animal, he also has two feet. He live in pond	
or lake. He is almost the same as a duck.	
Swan has white and soft fur. he like swim in the pond. Swan also	
has long and curved neck. Swan can fly but he cannot fly at altitude.	
its webbed feet use to walk on the mud. It likes fish very much. I	
love swan because beautiful.	

Based on the figure 4.19 above, it can be seen that the teacher used direct and uncoded indirect feedback. Direct feedback given by the teacher when the student made some grammatical errors in her writing such as when she wrote the verb *live* and *like* that should be *lives* and *likes* since the subject was *a swan*. Uncoded indirect feedback given by the teacher by giving circle or underline the error words, then the student should correct herself.

20) Student 20

The next data about written feedback given by the teacher on student's writing was taken by student 20. She wrote a descriptive text about frog. The data can be seen in the figure 4.20 below:

Figure 4.20

The Student 20 Worksheet

FROG	
Frog is amphi animal. He lives in the pond . He like singing when the rainy. He has four feet . He's feed very short. He has not tail. He has not fur.	It
Frog is not wild animal. Frog like eat insect, such as mosquito, cricket, fly, dragonfly. He has musus body. Him body is green color. He very like rainy season.	It very much. It's

Based on the figure 4.20 above, it can be seen that the teacher provided direct and uncoded indirect feedback. Direct feedback given by the teacher when student made some grammatical errors such as in writing the verb *live* that should be *lives* since the pronoun was *he*, as same as when she wrote verb *like* that should be *likes* since the subject was frog. The teacher gave uncoded indirect feedback by gave crosswise or line sign to signal the unnecessary or the error words on student's writing.

21) Student 21

The next data was taken by student 21 who wrote about rats. The data can be seen in the figure 4.21 below:

Figure 4.21

The Student 21 Worksheet

Rats	
I often see rats at home. The rats often stealing food in the kitchen. The rats like eat eating something in my kitchen like a se	
Rats like dirty place. The fur is dirty, maybe because it it took a shower. The mouth and nose protrude forward, the tail is long. There are some feathers that grow on the maybe it's a mustache.	
Rats <u>is</u> infection in the field. Sometimes it makes a sound "c	
I don't like rats. Because it is annoying animal.	

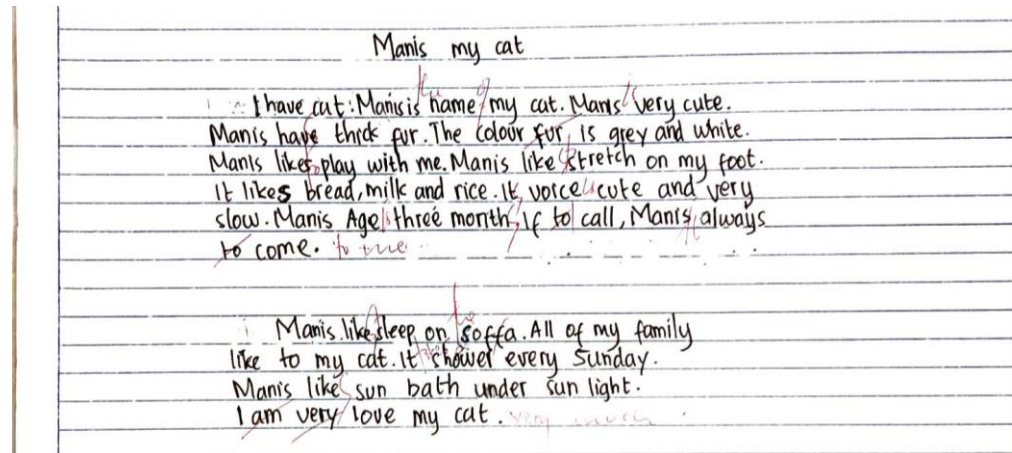
Based on the figure 4.21 above, it can be seen that the teacher gave direct and uncoded indirect feedback. Direct feedback was given when the student made a grammatical error on her writing. The teacher gave circle on the error words that means the student should correct herself.

22) Student 22

The twentieth data was taken by student 22 who wrote entitle *Manis My Cat*. As she made some errors in her writing, teacher gave some written feedback that can be seen in the figure 4.22 below:

Figure 4.22

The Student 22 Worksheet



Based on the figure 4.22 above, it can be seen that the teacher used direct and uncoded indirect feedback on student's writing. Direct feedback given by the teacher when the student made some grammatical errors such as when she missed to be *is* that followed subject *a cat*. The same grammatical mistake also found when the student wrote the verb *like* that should be *likes* as it was explained subject *a cat*. Uncoded indirect feedback was given by the teacher by giving line sign to the error or unnecessary words on student's writing.

23) Student 23

The next data was taken by student 23. She wrote a descriptive text entitled *my cat*. The data can be seen in the figure 4.23:

Figure 4.23

The Student 23 Worksheet

My Cat
I have a pet cat. It's name is miki. It's white and grey in color. It is a pretty animal. The eyes of the cat which are of gray colour, Shine at night. It's body is covered with soft fur. It eats fish and drinks milk. It also eats meat and rice. It has sharp teeth and sharp claws. The cat also kills rats.
It likes to play with ball in the garden. It can climb up a tree and can jump from one roof to another. It loves me and shows its love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it. Everybody love this creature.

Based on the figure 4.23 above, it can be seen that the teacher gave uncoded indirect feedback. The teacher gave underline on student's error words that means the student correct herself.

24) Student 24

The next data was taken by student 24 who wrote a descriptive text entitled Junet My Cat. The data consists teacher's written feedback can be seen in the figure 4.24 below:

Figure 4.24

The Student 24 Worksheet

Junet my cat
I used to have a cat but my cat died. My cat's name is Junet, Junet's fur are black and white. Junet's has soft fur. Junet has a big ball.
Junet likes sleeping any where. Every morning I give a fish. Junet also likes playing with me and my sister. Junet is a fat cat. Junet doesn't like to drink milk.
Junet also like play with the ball. Junet like to fight with other cat. I love Junet. I miss Junet.

Based on the figure 4.24 above, it can be seen that the teacher gave direct and indirect feedback. Direct feedback given by the student made a grammatical error in writing the verb *like* that should be *likes* as the subject was a single animal. Uncoded indirect feedback was given by giving circle on the error words that the student should clarify and correct herself.

25) Student 25

The next data was taken by student 25 who wrote descriptive text about panda. The data can be seen in the figure 4.25 below.

Figure 4.25

The Student 25 Worksheet

Panda.
<p><i>went</i> I want to the zoo Yesterday and I saw panda For the first time. panda is the very cute animal I've ever seen. It has Little eyes with black Spots around them. his body is black and white colored. panda's body is almost Look alike whit bear. panda Looks like tame animals but it's actually not. <i>with</i></p>
<p>Panda eats bamboo and they almost eat 40 kg bamboo in just one day.</p>
<p>Panda is animals From china. I like panda because they 'are cute.</p>

Based on the figure 4.25 above, it can be seen that the teacher used direct feedback by directly provided the correct form of the student's error in her writing. The spelling error was found when the student wrote the word *whit* incorrectly that should be *with*. The teacher also gave line sign to unnecessary word used by the student on her writing.

26) Student 26

The next data was taken by student 26 who wrote about eagles. The data can be contained teacher's written feedback can be seen in the figure 4.26 below:

Figure 4.26

The Student 26 Worksheet

<u>EAGLES</u>	
<p>Eagles are animals that can fly. Eagles have two claw shaped legs. He made a nest on a cliff for shelter. Hawk is a carnivore because he eats meat.</p>	
<p>Eagles were bloded animals. Eagles breed by laying eggs and have hard shells in the nest they make. He kept his child until he was able to fly. The eagle also have a beak that server to tear it is prey and has sharp eyes to find prog from a distance.</p>	

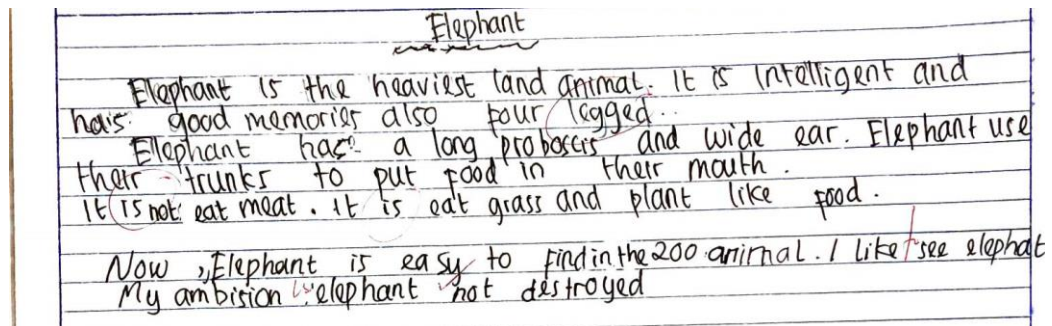
Based on the figure 4.26 above, it can be seen that the teacher used direct and uncoded indirect feedback. Direct feedback was given when the student made a grammatical error, and teacher directly provided the correct form. Indirect feedback given by the teacher by underline and circle the error word of student's writing such as when the student made a spelling error in writing the word *bloded*, here the student should correct it herself.

27) Student 27

The next data was taken by student 27 who wrote descriptive text about elephant. The data of teacher's written feedback provided on her writing can be seen in the figure 4.27 below:

Figure 4.27

The Student 27 Worksheet



Based on the figure 4.27 above, it can be seen that the teacher used direct and uncoded indirect feedback. Direct feedback when the student was missed to be *is* that should follow the subject. Indirect feedback given by the teacher by giving circle to the error word without providing the correct form so the student should think to correct it herself.

28) Student 28

The next data was taken by student 28 who wrote about monkey. The data can be seen in the figure 4.28 below:

Figure 4.28

The Student 28 Worksheet

Monkey
Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops.
Monkey eat banana, plants, bird's eggs, small animals, and insects. Most of them live in the forest. They also like hang on trees. Its tail is long. I dislike them, because them naughty. <i>they are</i>

Based on the figure 4.28 above, it can be seen that the teacher gave direct feedback. Direct feedback was given when the student made a grammatical error like when she wrote verb *eat* that should be *eats* as the subject was *monkey*.

29) Student 29

The next data was taken by student 29. Written feedback given by the teacher on her writing entitled *Lupy My Rabbit*, and the data can be seen in the figure 4.29 below:

Figure 4.29

The Student 29 Worksheet

Lupy my rabbit
I have a pet. It is little rabbit. The name my little rabbit is Lupy. Lupy is a tame animal. It live with me in my house. Lupy have four legs and two ears. Lupy is herbivorous animal.
My rabbit is very cute and beautiful. Lupy has soft and thick fur. It has round eyes. Its tail is very short. Lupy is very likes carrot and spinach. Lupy has long ears. Lupy has white fur. Lupy is very tame and can be ask to play. Lupy always happy every time. I love Lupy very much.

Based on the figure 4.29 above, it can be seen that the teacher used direct feedback. Teacher directly provided the correct form of the error words on student's writing like when she made a grammatical error in writing the verb *have* that should be *has* as the subject was *Lupy*.

30) Student 30

The next data was taken by student 30 who wrote descriptive text entitled Cute Monkey. As she made an error in her writing, the teacher gave written feedback that can be seen in the figure 4.30 below:

Figure 4.30

The Student 30 Worksheet

CUTE MONKEY	
Monkey have good fur and live in the forest of lush trees. He also has two legs and two hand hand. Only two eyes and two ears facing forward. And there also female monkeys and male monkeys. Monkeys are herbivorous animals.	
Monkey have legs that can also function hand an vice versa. Monkey goes to trees for hunt food. Monkey very good at swinging in the trees. In seashing for monkey is very clever. Monkey has oral eye in it is cute animal. ✓	
Monkey is cute animal because monkey has cute face. Usually, Monkey hate peoples. But, for 1 Monkey is cute animal. Monkey usually comfort peoples. The ears roun. And so so cute.	

Based on the figure 4.30 above, it can be seen that the teacher gave direct and uncoded indirect feedback. Direct feedback was given by the

teacher when the student made some grammatical errors in her writing, like when she wrote the verb *live* that should be *lives* as the subject was monkey. The other error made when the student wrote the word *hand* that should be *hands* when it was explained the word two which means plural thing. Teacher gave indirect feedback by circling and underlining the error words without providing the correct form so that the student should correct herself.

31) Student 31

The next data was taken by student 31 who wrote about Crocodile. The teacher gave written feedback as the student made some errors on his writing, and the data can be seen in the figure 4.31 below:

Figure 4.31

The Student 31 Worksheet

Crocodile	
<p>Crocodiles are four-legged semiaquatic Carnivorous reptiles who tend to live in a freshwater habitats such as lakes and rivers. But (come) of them also live in brackish water. They consume fish, birds, other reptiles and mammals as their main diet. They are tropical species so they are very sensitive to cold. They are considered to be one of prehistoric (animal) that still exist until today</p>	
<p>Crocodiles are considered to be the most social of reptiles. They often come together in certain section of the river. They are able to produce various sounds to communicate to each other. They are smart, because they can determine the behaviour of the prey based on their observation result and then they decide a way to catch them</p>	

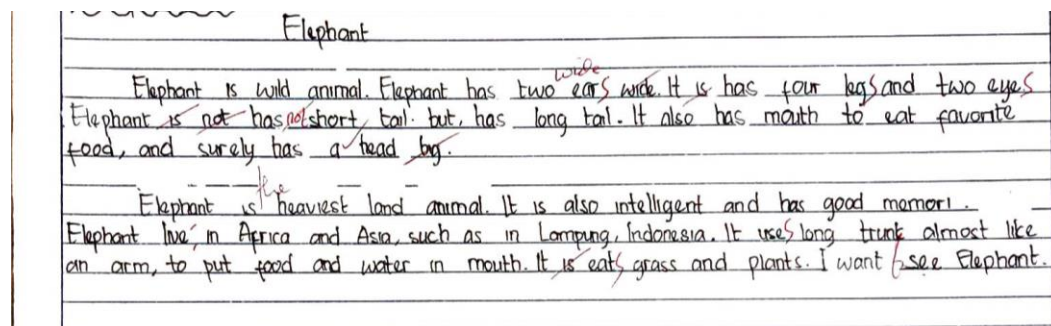
Based on the figure 4.31 above, it can be seen that the teacher provided the student by uncoded indirect feedback. The teacher put circle on the error words which was categorized as spelling error.

32) Student 32

The last data of teacher's written feedback was taken by student 32 who wrote about elephant. As it was found that she made some errors in her writing, the teacher gave written feedback that can be seen in the figure 4.32 below:

Figure 4.32

The Student 32 Worksheet



Based on the figure 4.32 above, it can be seen that the teacher used direct and uncoded indirect feedback. Direct feedback given by the teacher when the student made some grammatical error like when she wrote the verb *live* that should be *lives* as the subject was *an elephant*. Indirect feedback was given by giving line sign in the error words, so that the student should correct herself.

Based on the whole students' worksheet analysis, teacher used direct and uncoded indirect written feedback on students writing. The most error found on the students' writing was grammatical error. And as grammar was

seen difficult to be understood by the students, here teacher mostly used direct feedback to correct students' writing.

2. Data Presentation about the Reason of the Teacher to Use Such Feedback on the students' writing

The data presentation about the reason of the teacher to use such feedback given was gotten from interview with the teacher. The interview conducted on March 6th 2020. The interview transcript can be seen below:

Researcher : *Apakah benar jika ibu selalu memberikan feedback di setiap kegiatan belajar mengajar?*

Teacher : *Pasti. Karena selain untuk mengukur kemampuan siswa maksudnya menerima pelajaran dari kita. Biasanya kalau siswa tidak bertanya sama sekali berarti siswa itu kurang mengerti. Kalau dia mengerti walau sedikit dia pasti memiliki keinginan untuk tahu lebih banyak lagi.*

Researcher : *Biasanya kalau pembelajaran di kelas feedback diberikan dalam bentuk apa, khususnya dalam pembelajaran yang menyangkut kemampuan menulis pada siswa?*

Teacher : *Oral feedback, kalau dalam KBM langsung ya. Jadi kalau dalam konteks melatih kemampuan siswa dalam menulis, biasanya saya selalu membuat soal di papan tulis seperti*

membuat kalimat dalam bahasa Indonesia, kemudian siswa yang mengubahnya ke dalam bentuk kalimat bahasa Inggris. Bahkan tak jarang juga siswa yang membuat soalnya dan dikerjakan oleh temannya yang lain. Kan disitu nanti bisa langsung diketahui bersama-sama kesalahan seperti apa yang dibuat oleh siswa.

Researcher : *Bentuknya seperti apa ya bu? Apakah oral feedback itu langsung diberikan saat itu juga ketika siswa melakukan kesalahan, atau dipancing terlebih dahulu?*

Teacher : *Seharusnya baiknya di pancing dulu, agar siswa juga ikut berpikir, tapi biasanya karena terbatasnya waktu jadi saya memberikan feedback secara langsung, di sesuaikan dengan kondisi.*

Researcher : *Selain feedback dalam bentuk oral, apakah feedback juga diberikan dalam bentuk tertulis?*

Teacher : *Iya, tentu. Misalnya saat siswa mengumpulkan tagihan, atau pada lembar jawaban siswa saat ulangan harian, atau bisa juga ketika siswa mengerjakan tugas di buku tulisnya, itu biasanya pasti ada feedback tertulis dari saya.*

Researcher : *Jadi menurut ibu, pemberian feedback itu sangat membantu?*

Teacher : *Iya, sangat membantu sekali. Kalau kesalahan siswa dibiarkan kan nanti juga bisa-bisa terbawa terus. Apalagi kalau kemampuan dalam menulis itu kan biasanya digunakan dalam ujian, itu kan yang paling penting, beda dengan speaking. Kalau speaking kan presentase penggunaan oleh siswa tingkat SMP kan lebih besar di writing nya daripada speaking nya.*

Researcher : *Kesalahan yang paling sering ditemukan dalam tulisan siswa, biasanya di aspek writing yang mana bu?*

Teacher : *Biasanya grammar, itu yang pertama. Tenses itu kan memang sulit dipahami, sebagian menghafal. Kalau untuk vocabulary itu lebih sedikit jika dibandingkan dengan grammar.*

Researcher : *Jadi selama ini kalau siswa diberikan feedback semacam demikian, apakah ada yang merasa kurang cocok dengan yang seharusnya, atau kurang menerima?*

Teacher : *Ya, terkadang ada yang kembali menanyakan lagi. Yang demikian menurut saya feedback yang positif, siswa kan jadi*

ada keinginan untuk bertanya. Kalau misalnya siswa sudah langsung mengerti ya tidak ditanyakan.

Based on the result of the interview above, the teacher used oral and written feedback to minimize the students' error in writing. Since writing becomes the most important skill comparing to the other skills for junior high school level, the teacher think that it is important to provide feedback on the students' writing. If the students were ignored from the mistake they made on their writing it could affect their further knowledge of English. From the result of the interview, it can be known also that the teacher actually wanted to provide feedback which force students to think themselves about their own error, so that they could have more effort to learn English, but because of the time limits this impossible to always be used.

3. Data Presentation about the Importance of Feedback for Teacher and Students

The interview was conducted on March 7th 2020. Three students were being source of additional information to answer the last research question which was discussed about the importance of feedback given by the teacher on their writing. The researcher was explained what was called as feedback to give information to the students, so that there was not misunderstood. After the students felt clear by the means of feedback, then the researcher directly

focused on the question about the importance of feedback for them. The result of each interview can be seen below:

a. Interview with Student 1

Researcher : *Menurut kamu. Berdasarkan apa yang kamu rasakan, apakah feedback yang diberikan guru itu berguna untuk kamu khususnya dalam kaitannya dengan kemampuan kamu menulis kalimat dalam bahasa Inggris?*

Student 1 : *Ya, berguna sekali. Karena saya merasa jika tidak diberi feedback saya tidak akan mengerti kesalahan saya. Jadi menurut saya feedback benar-benar sangat membantu.*

Researcher : *Jadi setelah itu apa kamu menjadi termotivasi untuk belajar lebih agar bisa mengurangi kesalahan dalam menulis kalimat berbahasa Inggris?*

Student 1 : *Iya, saya jadi lebih termotivasi untuk belajar lebih.*

Researcher : *Jadi dengan begitu kamu jadi mengetahui perkembangan kemampuanmu dalam menulis kah?*

Student 1 : *Iya. Setelah saya memiliki motivasi lebih untuk memperbaiki kemampuan menulis saya. Saya menjadi bisa sedikit mengukur perkembangan kemampuan saya. Seperti*

kemarin saya salah di grammar ini, saya jadi bisa mengukur dan mengingat feedback yang diberikan guru terhadap tulisan saya, berarti saya jangan sampai melakukan kesalahan yang sama.

Researcher : *Jadi menurut kamu, kamu lebih suka diberi feedback secara langsung atau tidak langsung, maksudnya dipancing dahulu.*

Student 1 : *Saya lebih suka dipancing dahulu, nanti kalau tidak bisa baru langsung diberi feedback. Jadi saya bisa berpikir dahulu untuk membenahi jawaban saya.*

Based on the result of the interview with student 1, it can be concluded that in her opinion feedback given by the teacher was really helped to improve her skills in writing. If she was not given feedback by the teacher when she made errors she would not realize and know what was her mistake and how to correct it. It means that according to student 1 opinion, feedback provides information for student and also provides with advice about learning. It also known that feedback given by the teacher could motivate the student to learn more or at least to minimize the mistakes in further writing

b. Interview with Student 2

Researcher : *Menurut kamu. Berdasarkan apa yang kamu rasakan, apakah feedback yang diberikan guru itu berguna untuk kam*

khususnya dalam kaitannya dengan kemampuan kamu menulis kalimat dalam bahasa Inggris?

Student 2 : *Sangat berguna. Terutama saya banyak sekali melakukan kesalahan di grammar. Dan menurut saya susah untuk saya mengetahui kesalahan saya jika tidak diberi feedback oleh guru.*

Researcher : *Jadi pemberian feedback oleh guru itu menambah pengetahuanmu dalam berbahasa inggris ya?*

Student 2 : *Iya, benar. Karena guru sering memberikan feedback langsung terhadap tulisan saya. Jadi bisa menambah pengetahuan saya.*

Researcher : *Jadi kamu lebih senang jika diberi feedback secara langsung ya, tidak dipancing atau diberi kode dulu?*

Student 2 : *Jika kesalahan di grammar, saya lebih suka langsung di beri feedback atau dibenarkan. Biasanya kalau kesalahan di vocabulary, guru cuma mengasih kode.*

Researcher : *Jadi menurutmu, dengan pemberian feedback oleh guru. Kamu jadi ada peningkatan kemampuan dalam menulis ya?*

Student 2 : *Iya, tentu. Karena feedback yang diberikan oleh guru benar-benar memberi informasi kepada saya, sehingga saya bisa terus memperbaiki tulisan saya.*

Based on the result of the interview with student 2, it can be seen that feedback that was given by the teacher really helped the student with advice about learning. According to his opinion he has trouble in understanding grammatical rules so that since teacher usually used direct feedback whenever the student made mistakes, so it was easier for the student to notice his errors that he hoped he would not repeat the same mistake again. It means that feedback also motivate him to revise and improve his writing skills.

c. Interview with Student 3

Researcher : *Menurut kamu. Berdasarkan apa yang kamu rasakan, apakah feedback yang diberikan guru itu berguna untuk kamu, khususnya dalam kaitannya dengan kemampuan kamu menulis kalimat dalam bahasa Inggris?*

Student 3 : *Iya, berguna dan sangat membantu.*

Researcher : *Membantu dalam hal apa misalnya?*

Student 3 : *Memberikan informasi mengenai kesalahan yang saya buat ketika menulis.*

- Researcher : *Kesalahan seperti apa?*
- Student 3 : *Biasanya di grammar. Saya memang sulit memahami tenses.*
- Researcher : *Jadi guru memberikan feedback secara langsung ya jika kamu membuat kesalahan dalam menulis?*
- Student 3 : *Iya, saya lebih senang jika diberi feedback langsung. Karena saya anaknya tidak terlalu bisa memahami bahasa inggris dengan baik.*
- Researcher : *Jadi dengan pemberian feedback kamu merasa bahwa ada peningkatan kemampuan dalam menulis ya?*
- Student 3 : *Ya, sedikit demi sedikit membantu meningkatkan kemampuan menulis saya. Biasanya jika diberi feedback, ketika di lain hari saya menulis kalimat dalam bahasa inggris saya langsung ingat kesalahan yang pernah saya lakukan sebelumnya, tapi tak jarang juga saya masih melakukan kesalahan yang sama.*
- Researcher : *Tapi walau pun demikian, kamu masih tetap ingin berusaha memperbaiki kesalahan itu kan?*
- Student 3 : *Iya, saya sudah berusaha.*

Based on the result of the interview with the student 3, it can be seen that according to him, feedback provided by the teacher was really helped the

student to improve his writing skill. Once when the teacher gave him feedback, he would remember those mistakes that he could avoid the same mistake that was made.

It can be concluded that based on the result of the whole interview above, the students were needed feedback given by their English teacher. Feedbacks that provide information could make them easier to notice their mistake so that they hope it could prevent those mistakes made in the next writing. Since they have difficulties in learning English, most of the students were quite like feedback that directly provided the correct form, but it did not mean that they would lack of motivation to learn more, they would keep trying to avoid the same mistakes in further writing. It can be known also that feedback given by the teacher could tell their own progress in writing because they could measure and memorize their own errors made in writing.

The use of feedback for the teacher, according to the result of the interview in the previous data presentation, it can be seen that by giving feedback the teacher could know and measure the students' progress in writing. The teacher could know the most mistakes made by her students so she could

B. FINDINGS

The purposes of this research were to analyze the types of feedback given by the teacher on the students' writing of MTsN 1 Trenggalek, the reasons and the importance of having such feedback given. Based on the data above, the researcher found that the teacher used oral and written feedback on the students' writing. Oral feedback was given when teaching and learning English were done in the classroom, and written feedback given by the teacher when the students submitted their works or every time when they have daily test, midterm or even final test. Based on the result of the observation, types of oral feedback given were recast, repetition, explicit correction and paralinguistic signal, while direct and indirect feedback were given as written feedback.

Recast was given by the teacher to signal the student that they made error in their writing. Teacher usually gave another question as the way to notice the errors made by the student which usually focus on one word and grammatical. Based on the observation done by the researcher, some students were not directly realized that there was an error made by them, but at least they were tried to think. It was become one of the reasons that the teacher was not used recast as much. But the good thing about this feedback was it could motivate the students to correct their mistake themselves which means they have time to learn more.

Another oral feedback given by the teacher was repetition. Teacher repeated the sentence or the students' writing and adjusted her intonation so as to highlight the error. Some students were still confused how to correct the errors, but some

were directly realized that there was something should be corrected. It made this repetition oral feedback were rare to use by the teacher, because since the students were looked difficult to directly notice and correct the error it would also waste the time of teaching and learning process in the classroom that should done maximally.

The third oral feedback given was explicit correction. The teacher indicated an error that has been committed, identified the error and provided the correction. The students were looked more understand to hear the teacher explanation because it was given directly and on to point of the erroneous. This was the reasons why that this explicit correction become the most oral feedback that was used by the teacher. It could save the time because the students were not forced to think the correction, and the teacher usually added brief explanation in *bahasa Indonesia* which made it easier for students to catch the point of the teacher explanation about the errors they was made.

The last oral feedback that was given was paralinguistic signal. The teacher used facial expression, gestures or hand movement to indicate that there was an error made by the student. It was rarely used by the teacher since the most mistakes found on the students' writing were seemed difficult to be understood. If the teacher used this kind of oral feedback that much, it worried that the students would find trouble in understanding the signal given by the teacher, which also means that it could wasting time.

Other type of feedbacks given by the teacher was written feedback. Written feedbacks given were direct and uncoded indirect feedback. Direct feedback mostly given when the teacher usually found there was a grammatical error on the students' writing. Then indirect feedback was mostly given when the students made error in spelling or vocabulary, or sometimes it happened when the idea that the students want to reveal could not catch by the teacher.

Based on the analysis of students' worksheets the teacher sometimes inconsistent in correct the students' error using written feedback, it can be seen when in the same cases of the errors made among the students the teacher correct it differently. It can be known that it was happened because sometimes it was found the same mistake made by the students in their previous sentences which means in the next errors the teacher usually only gave code to make the students correct it themselves, so that they could think and notice the errors. It also means that feedback given by the teacher besides provided information it also could motivate the students to learn more. They could try to avoid the same mistake for better writing in the next works. Then after that the teacher could identified the most error made by the students then the teacher could revise or improve her way in teaching English writing which means feedback besides provide information for students but it was also provide information for the teacher.