

## **CHAPTER IV**

### **RESEARCH FINDING**

In this chapter the researcher presents the research findings based on the collected data during the investigation. In line with the research problems, it explored the research findings concerning to the practices of written corrective feedback and its contribution in essay writing class IAIN Tulungagung.

#### **A. Data Presentation**

In this section, the researcher will present the data which is gotten from the documentation in the form of students` writing draft consists of lecturer`s written corrective feedback and interview to reveal the practices and the contribution of WCF in essay writing class.

##### **1. The Practices of Written Corrective Feedback in essay writing class**

The data below attempted to answer the first question of the research by analysing the practices of written corrective feedback in students` essay writing draft. The data were gathered from the documentation or students` draft and interview with the lecturer. The result presented as follows:

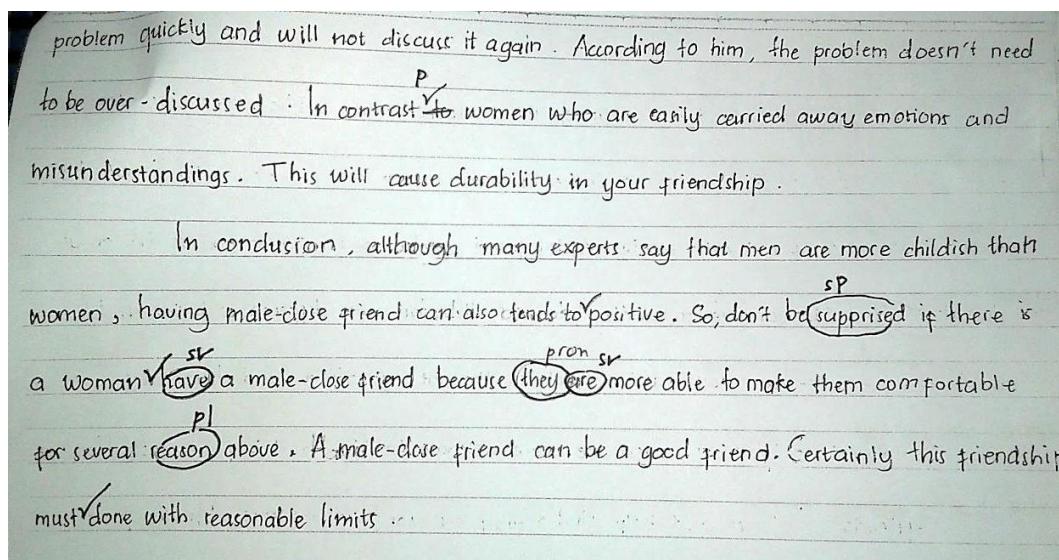
##### **a. The Type of Written Corrective Feedback**

There are many types of written corrective feedback based on its typology. According to the ID as the writing lecturer, she practiced metalinguistic or coded type of written corrective feedback on the

students' writing draft. It can be seen from the result of interview with the lecturer below:

*I do not give the students direct correction but I give them coded/symbol when they make mistake and then I give sign and then I give coded..... so there is coded feedback I think, coded WCF. As far I know it is not direct it is not indirect, but it is metalinguistic CF. Because it is not either direct nor indirect. (Appendix 3: Interview with lecturer, code: LPa)*

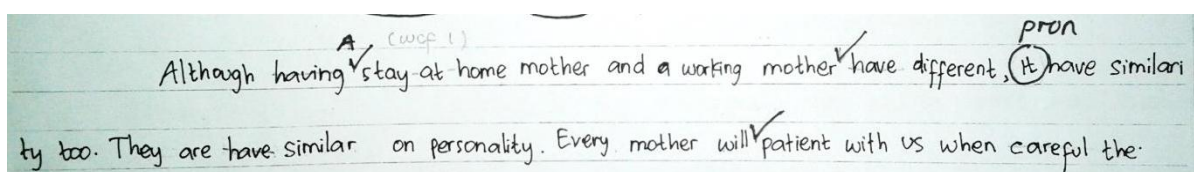
It is called metalinguistic or coded feedback because it is not directly gives the right answer of correction or just give sign (underlining, circling, etc) but used some symbol and code of correction. This WCF practices helped the students improve writing accuracy on essay writing. In addition, the code or symbol which practices by lecturer can be seen from the result of student's writing draft NSJ (Student 1) below:



**Picture 4.1. Student's writing consisting symbol/codes correction**

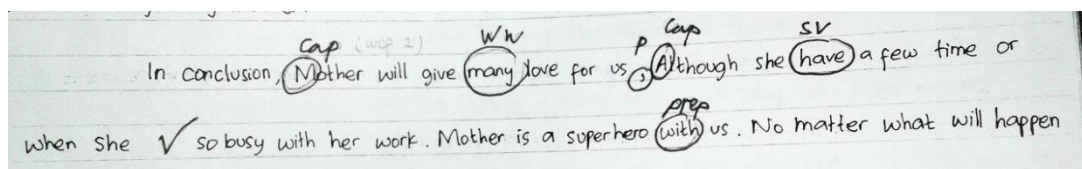
In addition there were many variances codes or symbols which listed by the lecturer before (the list can be seen on chapter 2, pp:37) before practicing on students` writing draft in the essay writing class. There were about 25 codes.

In practicing, not all codes appeared for revising the students` writing draft. Here some codes which used by the lecturer to sign the students` error on their writing draft. The first code is “A” (coded with: Pa 1) which means students should use the correct article (a, an, the). In addition the practice of this code can be seen on the result of student`s (DMW) writing draft below:



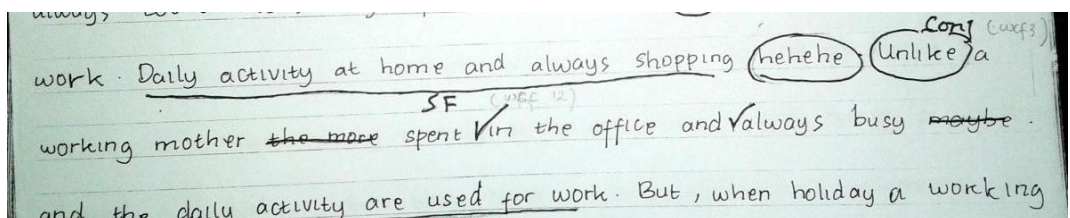
**Picture 4.2 Student`s writing consisting of code “A”**

The second code is “cap” (coded with: Pa 2) which means students should use capital letter correctly. In addition the practice of this code can also be seen on the result of student`s (DMW) writing draft below:



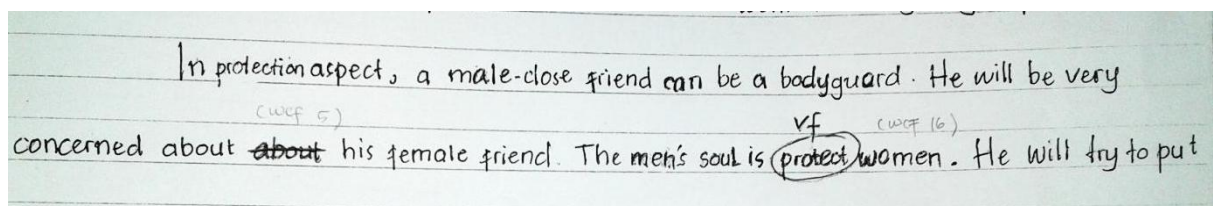
**Picture 4.3 Student`s writing consisting of code “cap”**

The third code is “conj” (coded with: Pa 3) which means students should add or correct the conjunction. In addition the practice of this code can be seen on the result of student`s (FAS) writing draft below:



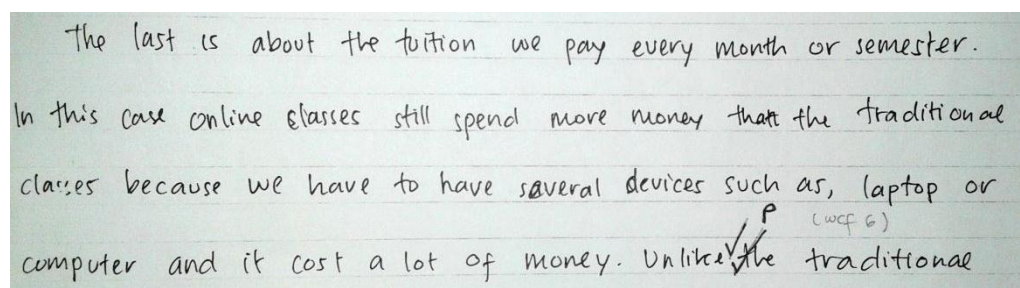
**Picture 4.4 Student`s writing consisting of code “conj”**

The fourth code is “delete” (coded with: Pa 4) which means students should delete unnecessary words. In addition the practice of this code can be seen on the result of student`s (NSJ) writing draft below:



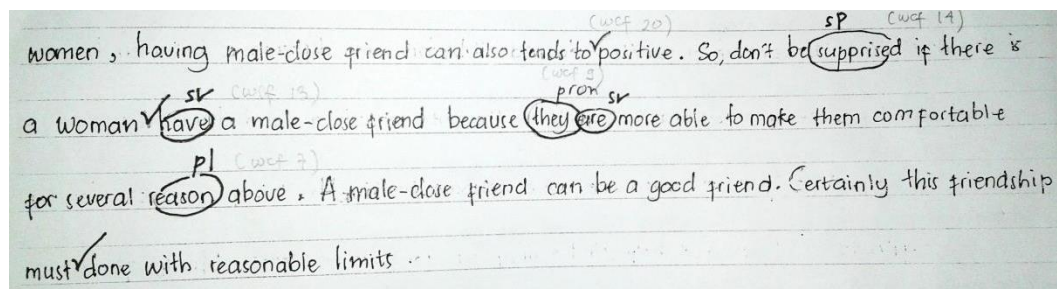
**Picture 4.5 Student`s writing consisting of code “delete”**

The fifth code is “p” (coded with: Pa 6) which means students should use the correct punctuation. In addition the practice of this code can be seen on the result of student`s (MNF) writing draft below:



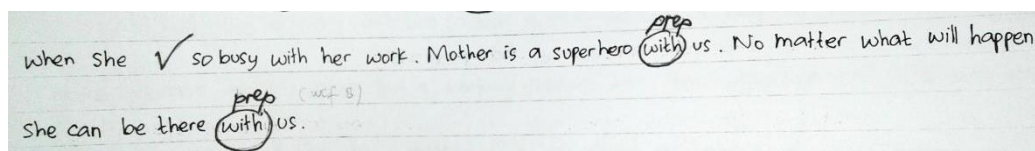
**Picture 4.6 Student`s writing consisting of code “p”**

The sixth code is “pl” (coded with: Pa 7) which means students should use the correct singular/plural. In addition the practice of this code can be seen on the result of student`s (NSJ) writing draft below:



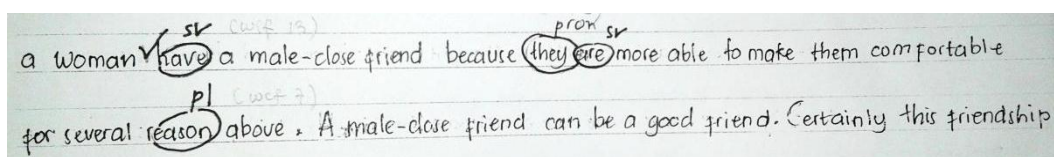
**Picture 4.7 Student`s writing consisting of code “pl”**

The seventh code is “prep” (coded with: Pa 8) which means students should use the correct preposition. In addition the practice of this code can be seen on the result of student`s (DMW) writing draft below:



**Picture 4.8 Student`s writing consisting of code “prep”**

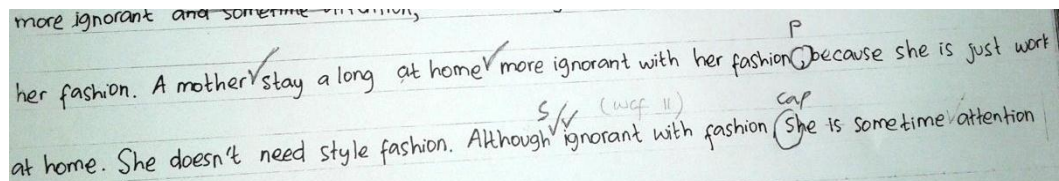
The eighth code is “pron” (coded with: Pa 9) which means students should use the correct pronoun. In addition the practice of this code can be seen on the result of student`s (NSJ) writing draft below:



**Picture 4.9 Student`s writing consisting of code “pron”**

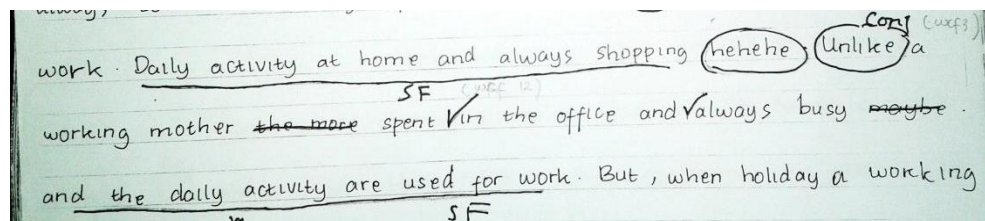


The ninth code is “S” (coded with: Pa 11) which means students should add a subject. In addition the practice of this code can be seen on the result of student`s (DMW) writing draft below:



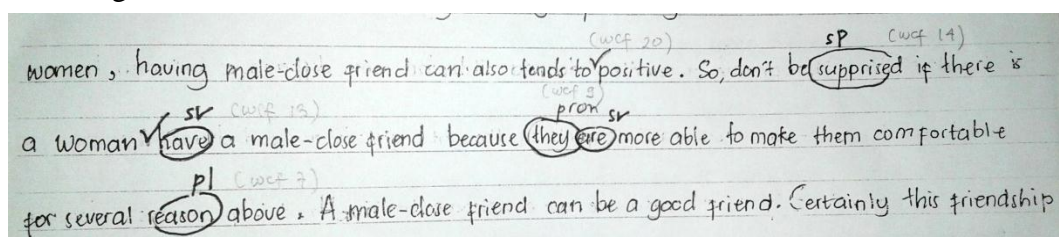
**Picture 4.10 Student`s writing consisting of code “S”**

The tenth code is “SF” (coded with: Pa 12) which means Sentence Fragment then the students should attach the fragment to a sentence or make it a sentence. In addition the practice of this code can be seen on the result of student`s (FAS) writing draft below:



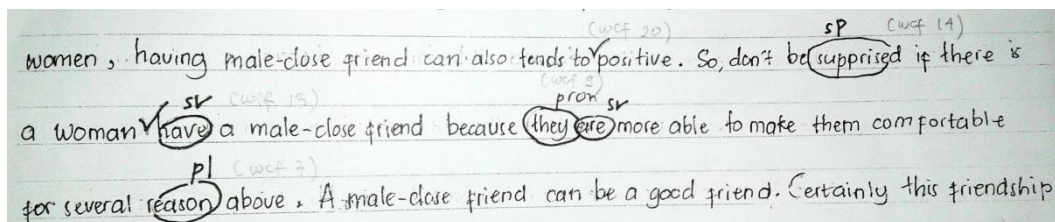
**Picture 4.11 Student`s writing consisting of code “SF”**

The eleventh code is “sv” (coded with: Pa 13) which means students should correct subject-verb agreement. In addition the practice of this code can be seen on the result of student`s (NSJ) writing draft below:



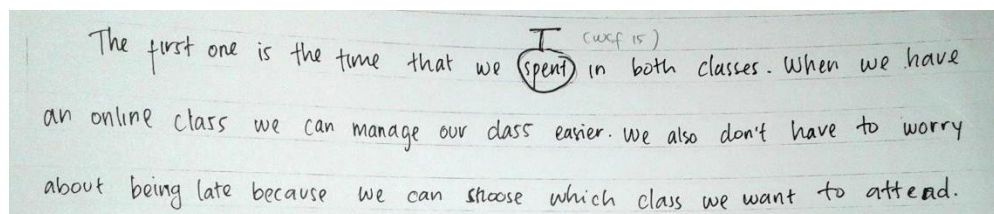
**Picture 4.12 Student`s writing consisting of code “sv”**

The twelfth code is “sp” (coded with: Pa 14) which means students should correct the spelling error. In addition the practice of this code can be seen on the result of student`s (NSJ) writing draft below:



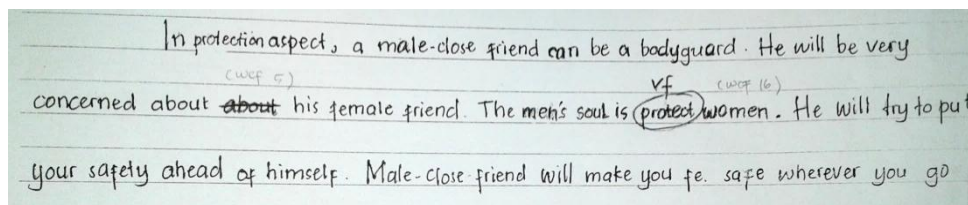
**Picture 4.13 Student`s writing consisting of code “sp”**

The thirteenth code is “T” (coded with: Pa 15) which means students should use the correct tense. In addition the practice of this code can be seen on the result of student`s (MFN) writing draft below:



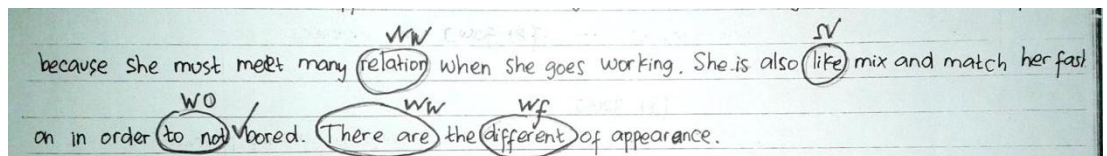
**Picture 4.14 Student`s writing consisting of code “T”**

The fourteenth code is “vf” (coded with: Pa 16) which means students should use the correct verb form. In addition the practice of this code can be seen on the result of student`s (NSJ) writing draft below:



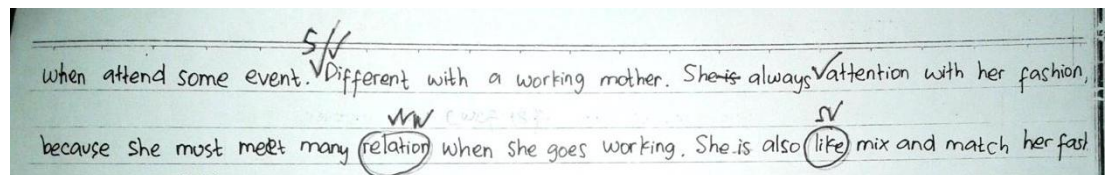
**Picture 4.15 Student`s writing consisting of code “vf”**

The fifteenth code is “wf” (coded with: Pa 17) which means students should use the correct word form. In addition the practice of this code can be seen on the result of student`s (DMW) writing draft below:



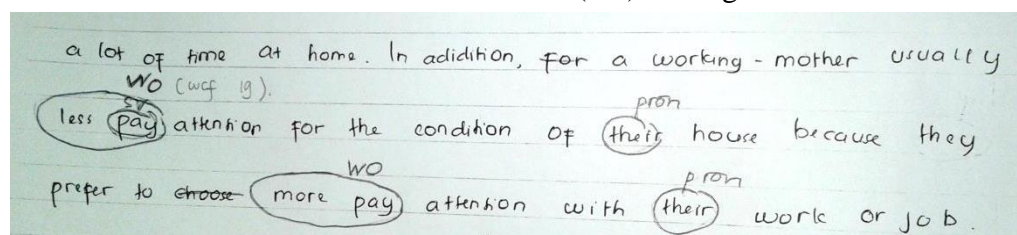
**Picture 4.16 Student`s writing consisting of code “wf”**

The sixteenth code is “ww” (coded with: Pa 18) which means students should replace the wrong word with the appropriate word. In addition the practice of this code can be seen on the result of student`s (DMW) writing draft below:



**Picture 4.17 Student`s writing consisting of code “ww”**

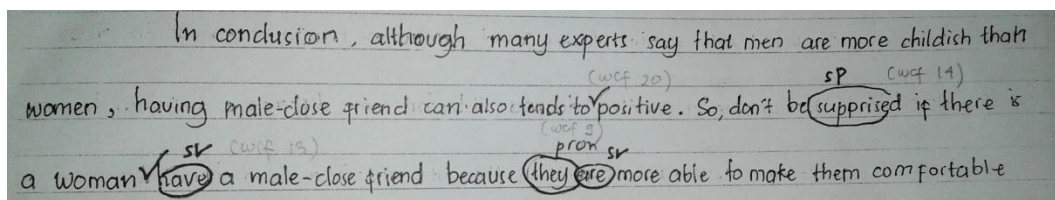
The seventeenth code is “wo” (coded with: Pa 19) which means students should correct the word order. In addition the practice of this code can be seen on the result of student`s (MJ) writing draft below:



**Picture 4.18 Student`s writing consisting of code “wo”**

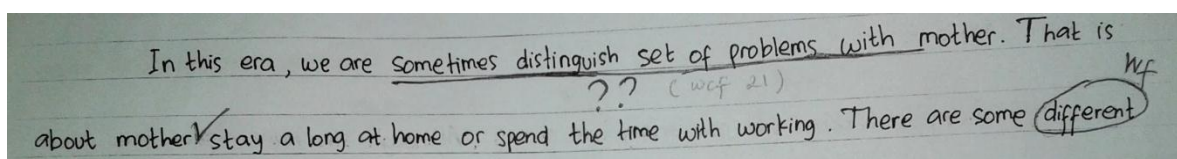


The eighteenth code is “√” (coded with: Pa 20) which means students should add word/s. In addition the practice of this code can be seen on the result of student`s (NSJ) writing draft below:



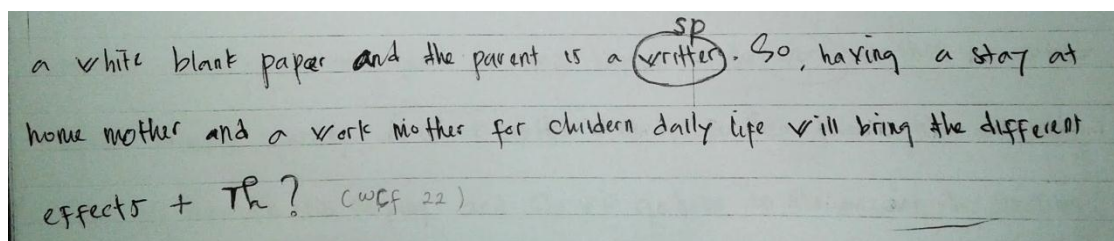
**Picture 4.19 Student`s writing consisting of code “√”**

The nineteenth code is “??” (coded with: Pa 21) which means students should make their meaning clearer. In addition the practice of this code can be seen on the result of student`s (DMW) writing draft below:



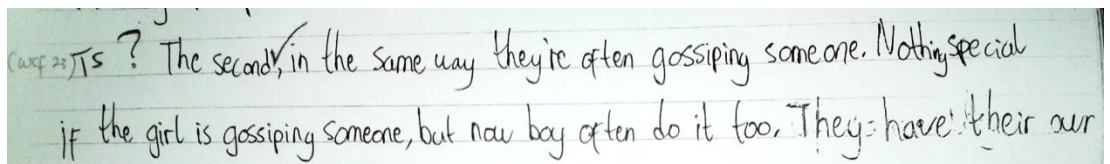
**Picture 4.20 Student`s writing consisting of code “??”**

The twentieth code is “Th” (coded with: Pa 22) which means students should add or strengthen the thesis statement. In addition the practice of this code can be seen on the result of student`s (MAM) writing draft below:



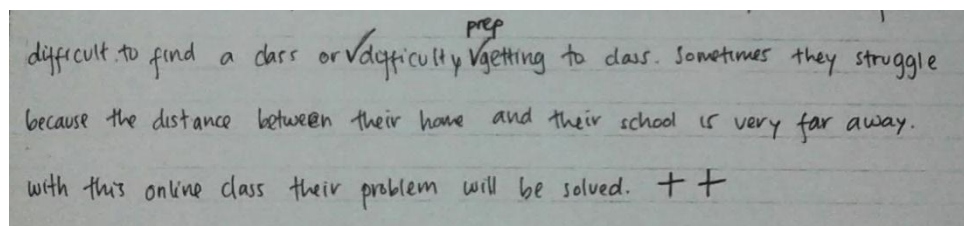
**Picture 4.21 Student`s writing consisting of code “Th”**

The twenty first code is “TS” (coded with: Pa 23) which means students should add or strengthen the topic sentence or thesis statement. In addition the practice of this code can be seen on the result of student`s (AAR) writing draft below:



**Picture 4.22 Student`s writing consisting of code “TS”**

The twenty second code is “+” (coded with: Pa 25) which means students should add details or supports. In addition the practice of this code can be seen on the result of student`s (MFN) writing draft below:



**Picture 4.23 Student`s writing consisting of code “+”**

From the data above, we know that from 25 codes there were 21 codes which practiced on students` writing draft by the lecturer. There were “CS” (comma splice), “RO” (Run on sentence) and “→” (Indent the sentence) which did not appear on students` essay writing draft.

**b. The Steps or Technique in Practising Written Corrective Feedback.**

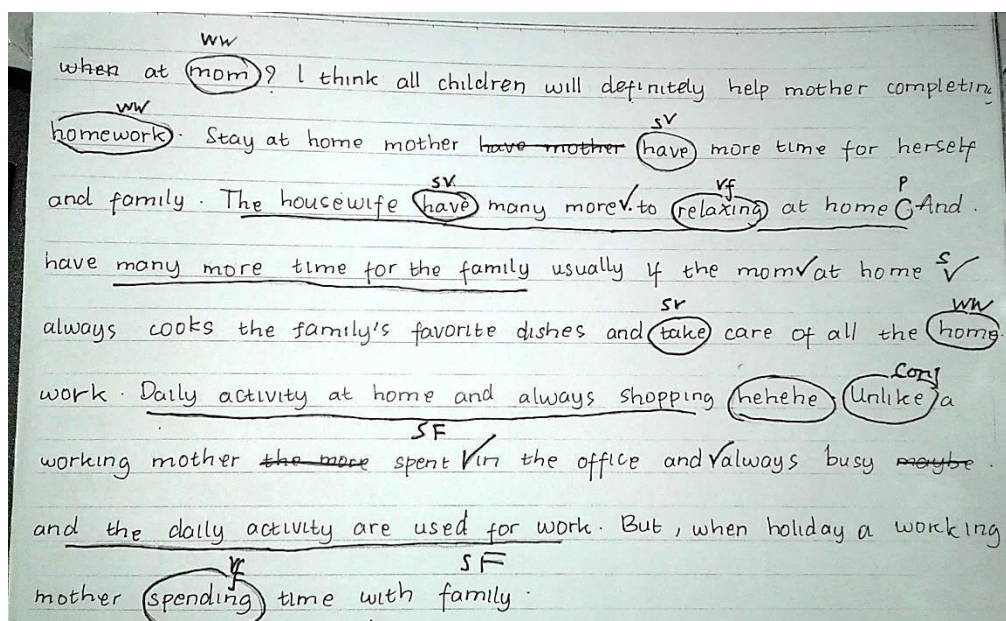
After knowing the type that used by lecturer was metalinguistic, then lecturer begins to practice it in her class. The first how the lecturer's practice was introducing or making the students familiar with the symbol or the coded itself. The steps can be seen from the result of interview with the lecturer below:

*So far I use coded CF.... I give them coded/symbol when they make mistake and then I give sign and then I give coded. Before I give the correction I introduce them with the coded or the symbol. So we agree on the symbol or the code and I also explain when this kind of coded occur in their writing this mean this thing and then this example is this and the possible correction... (Appendix 3: Interview with lecturer, code: LPb)*

The next steps can be seen also from the result of interview with the lecturer below:

*Of course I read it first, I find the mistake any mistake it can be language mistake it can be structure it can be content/organization it can be mechanic it can be vocabulary, so but mostly I concern with the language or grammar and then also the vocabulary. So some codes are related with the grammar others are related with the mechanic some are related with the vocabulary, for the example when I give them code "ww" it means there is wrong word when it is wrong word of course it is related with the vocabulary so I think they make mistake in the choice of vocabulary or the word so they should change the word and they make it appropriate with the context. (Appendix 3: Interview with lecturer, code: LPb)*

The one example of symbol correction based on interview result above is “ww” means wrong word and students should replace the wrong word with the appropriate word. The code or symbol which practices by lecturer (ww) can be seen from the documentation result of student writing draft` FAS (Student 2) below:



Picture 4.24 Student's writing draft consists of code "ww"

In practicing written corrective feedback after the lecturer gives code to correct the error in students' writing draft, lecturer also gives grade on the students' writing draft. In this essay writing class the lecturer gives grade from the highest until the lowest, the grade range is from very good, good, okay and poor. From this grade between lecturer and students can measure how far the written corrective feedback helps them in improving writing to achieve certain grade. After revising the writing draft as the symbol or code, then they will

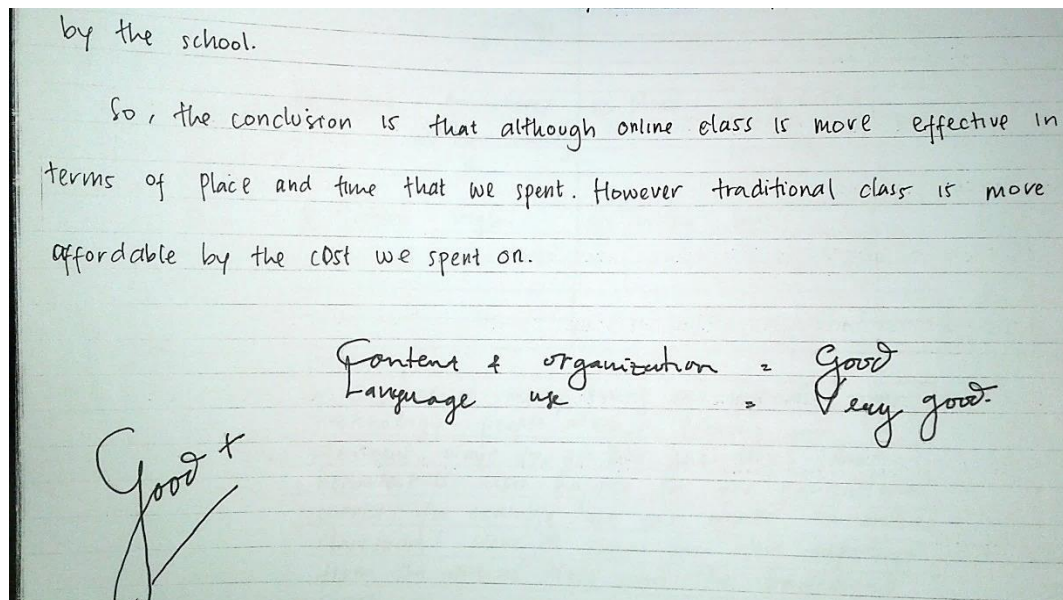


receive the grade that indicate their writing skill achievement. Every student has their own grade achievement from their revising effort.

The way in grading here uses indicator like very good, good, okay and poor. The aspects which include on lecturer` grades are content, organization and language use. There is also total score, for each aspect there is score then the lecturer will combine the two elements and the result is total score itself. For the example student X gets very good on the content and organization aspect, then get good in language use so the total score will be good +. The lecturer explains about the grading way in interview result below:

*I give my scoring based on scoring rubric, I make a special scoring rubric for the students. The aspect are two, first one is structure is organization and content this is the first classification and the second one is language use. For the structure organization and the content of course it deal with the students organization and the content of the students and for the language use it deals with the grammar mechanic punctuation and vocabulary. For this rubric I use four levels: very good, good, okay and poor. Poor is the lowest level. Well for each element we have two. (Continued...)*  
*(Continuation....) For example when the students have the organization and content as very good and the language has good so the total will be good +. (Appendix 3: Interview with lecturer, code: LPb)*

In addition for the example of grade based on interview result above is can be seen on MNF (student 6) writing draft below:



**Picture 4.25 Student's writing consisting of "good+" grade**

For the example above, student MNF gets good on the content and organization aspect, then she gets very good in language use so the total score will be good +. Finally, giving grade is the last step which lecturer do in practices written corrective feedback in essay writing class.

The conclusion from data above showed that the steps in practising written corrective feedback are:

1. The first step which lecturer do was: introduces the symbol or code to the students in essay writing class.
2. After introduces the symbol/codes to the students and they understand about the meaning of the symbol, then the lecturer begins to provide the symbol strategies of written corrective feedback.

3. The lecturer would read whole of the students` draft, after that she tries to find the error in it.
4. The lecturer would give code or symbol which appropriate with the kind of error.
5. Then the lecturer returns the students` draft to let them revise their work as code or symbol correction, it could be omitted, changed, added or deleted certain aspect based on the code or symbol meaning.
6. Finally, the lecturer gives grade on the students` writing draft.

**c. The Time of Practising Written Corrective Feedback.**

After knowing the step in practicing written corrective feedback from introduction until giving grade, there was certain timing that should take concern too. In the writing there are some stages such as prewriting, drafting, revising and editing. In this case, the correction practice was done on the revising stage was after the students finished their writing draft.

Based on the interview result below:

*Well for my WCF I think I give it before the students revising, so after they have first draft of writing I give them the feedback/correction and that will be useful for them for the revision. (Appendix 3: Interview with lecturer, code: LPc)*

Actually the students could revise their drafts more than once because the lecturer gave them opportunity to revise it until twice to make it as good as writing final draft. In conclusion, the practices of written corrective feedback was in revision stage.

#### **d. The Focus of Written Corrective Feedback.**

In practicing written corrective feedback, error is one important aspect that was usually found and tried to reduce it from students' writing draft as well. The lecturer should take concern about the focus of error which has been decided before correct the students' writing draft. The lecturer explained about her error focus in interview result below:

*Mostly I correct in their grammar..... So when I give them correction/corrective feedback mostly I concern with the language but it does not mean that I ignore the other things or the elements of the writing. When it is necessary or when I see the students make mistake in organization, or in punctuation or in content I give them code so they will know they will be aware that they should improve that things. (Appendix 3: Interview with lecturer, code: LPd)*

The focus of written corrective feedback which lecturer chose was global error, because there were many kind of aspects such as: grammatical, language, organization, content also punctuation aspects.

## **2. The Contribution of Written Corrective Feedback**

The data below attempted to answer the second question of the research by analysing the practices of written corrective feedback in students' essay writing draft. The data were gathered from the interview with the students and lecturer.

Based on the result of interview with the students, the contributions appeared from the practices of this WCF. Students said through this WCF strategy, they can detect their own mistakes inside the process of writing, so their self-awareness is increased. In the other hand, the students'



independency also stimulate from this WCF` strategy. Almost all students felt this contribution like the representative answer from interview with FAS (Student 2) and NAR (Student 4), they said:

(FAS/S2) Kalau saya membantu sekali jadi saya bisa mengerti dimana bagian kesalahan saya dan bagaimana saya bisa mengkoreksi kesalahan saya sebelumnya. Kalau saya membuat *essay* tanpa ada koreksinya bingung yang salah dimana.

*(FAS/S2): It was really helpful so I can understand and aware where is my error and how I revise it. If there is no correction I will get confuse cause I do not know where is my error.. (Appendix 3: Interview with student 2, code: S2C)*

(NAR/S4) Sangat membantu, soalnya biar kita bisa tahu salahnya kita dimana. Bisa buat ingat-ingat kita juga, biar tidak melakukan hal yang sama.

*(NAR/S4): very helpful... It makes us know our error also as our reminder to do not make the same error..... (Appendix 3: Interview with student 4, code: S4C).*

Furthermore, the students felt the other contribution too, such as increase their motivation. Lecturer would give them highlight such as grade to praise their good performance. From that grade the students know their own performance, so it also influences them to achieve better grade in the future. It based on the interview result with DMW (student 5) below:

Membantu sih mbak. Kan itu koreksinya masing-masing gitu. Tapi kesimpulannya itu *good* apa *very good*. Jadi kita tahu ini *grammarku* kurang apa? *Language* nya kurang apa? .... Trus *essay* berikutnya oh yang salah yang ini jadi harus dibenarkan. (mengurangi kesalahan yang dulu).

*It was help very much, sist. It is individualy correction, and we get grade such as good or very good. So we know what aspect of grammar or language that we miss..... Then for the next essay I must improve it to the right one to reduce my error in the past. (Appendix 3: Interview with student 5, code: S5C).*

The contribution of WCF strategies will appear if the practices are done well by the lecturer. There are various contributions which can get from this WCF` strategy, not only students but also lecturer will get it too. In this data, according to the ID as writing lecturer explained in the interview result, the contribution of WCF she felt was the lecturer would know and aware with her students` writing weaknesses especially in making complete sentence or in grammatical aspect. The lecturer explained on interview result below:

*What I can see is their improvement from their first draft to their revision, after I give them coded CF, they are successful in finding the right form/correction although I do not tell them the right one. I think it is the good one. .... But so far I can say that they make some improvement at least they aware of some grammatical structure for the example passive voice the use of complete sentence..... So many problems in making complete sentence and now I think most of them are aware of the use of complete sentence. (Appendix 3: Interview with lecturer, code: TC)*

This data showed that the contribution of WCF is not only to make students aware to their error but more to increase their self-awareness and stimulate students to be independent in written production. The students` motivation can increase too by students performance highlight in the form of grade or praise, so they try to achieve better grade in the future. In addition, not only students but the lecturer also received the contribution in the form of awareness on students` writing weaknesses.

## **B. Finding of the Research**

### **1. The Practices of Written Corrective Feedback in essay writing class**

#### **a. The Type of Written Corrective Feedback**

There are many types of written corrective feedback based on its typology. Based on the data presentation above the lecturer practiced metalinguistic or coded type of written corrective feedback on the students' writing draft. It is called metalinguistic or coded feedback because it is not directly gives the right answer of correction or just give sign (underlining, circling, etc) but used some symbol and code of correction. This WCF practices to help improve the students writing accuracy on essay writing.

In addition there were many variances codes or symbols which listed by the lecturer (the list can be seen on chapter 2. pp:37) before practicing on students' writing draft in essay writing class. There were about 25 codes. From the data above, we know that from 25 codes there were 21 codes which practiced on students' writing draft by the lecturer. There were "CS" (comma splice), "RO" (Run on sentence) and "→" (Indent the sentence) which did not appear on students' essay writing draft.

**b. The Steps or Technique in Practising of Written Corrective Feedback.**

After knowing the type that used by lecturer was metalinguistic, then the lecturer began to practices it in her class. The steps in practising of written corrective feedback are:

1. The first step which lecturer do was: introduces the symbol or code to the students in essay writing class.
2. After introduces the symbol/codes to the students and they understand about the meaning of the symbol, then the lecturer begin to provide the symbol strategies of written corrective feedback.
3. The lecturer would read whole of the students` draft, after that she tries to find the error in it.
4. The lecturer would give code or symbol which appropriate with the kind of error.
5. Then the lecturer returns the students` draft to let them revise their work as code or symbol correction, it could be omitted, changed, added or deleted certain aspect based on the code or symbol meaning.
6. Finally, the lecturer gives grade on the students` writing draft.

In this essay writing class the lecturer gave grade from the highest until the lowest, the grade range is from very good, good, okay and poor. From this grade between lecturer and students could measure



how far the written corrective feedback helps them in improving writing to achieve certain grade. After revising the writing draft as the symbol or code, then they would receive the grade that indicate their writing skill achievement. Every student has their own grade achievement from their revising effort.

The way in grading here used indicator like very good, good, okay and poor. The aspects which include on lecturer` grades were content, organization and language use. There was also total score. There was score for each aspect then the lecturer will combine the two elements and the result was total score. For the example student X got very good on the content and organization aspect, then get good in language use so the total score will be good +.

**c. The Time of Practising Written Corrective Feedback.**

There was certain timing that should take concern too. In the writing there are some stages such as prewriting, drafting, revising and editing. In this case, the correction practices was done on the revising stage was after the students finished their writing draft. Students could revise their drafts more than once because the lecturer gave them opportunity to revise it until twice to make it as good as writing final draft. In conclusion, the practices of written corrective feedback was in revision stage.

#### **d. The Focus of Written Corrective Feedback.**

The lecturer should take concern about the focus of error which has been decided before correct the students` writing draft. The focus of written corrective feedback which lecturer chose was global error, because there were many kind of aspects such as: grammatical, language, organization, content also punctuation aspects.

### **2. The Contribution of Written Corrective Feedback**

The contribution of written corrective feedback which practices in essay writing class is:

#### 1. For the students:

Make students` attention to their error, to increase their self-awareness, stimulate students to be independent in written production, the students` motivation can increase too by students` performance highlight in the form of grade or praise, so they try to achieve better grade in the future.

#### 2. For the Lecturer:

In addition, not only students but the lecturer also received the contribution in the form of awareness on students` writing weaknesses especially in making complete sentence or in grammatical aspect.