CHAPTER V

DISCUSSION

In this chapter the researcher presents the discussion based on the data presentation and finding then relate it with the theory.

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 findings, the lecturer practiced metalinguistic or coded type of written corrective feedback on the students` writing draft. Then the type of WCF that used by lecturer called metalinguistic or coded feedback because it is not directly gives the right answer of correction or just give signs (underlining, circling, etc) but used some symbol and code of correction. According to Ellis (2009) states that metalinguistic WCF involves providing learners with some forms of explicit comment about the nature of the errors they have made. The explicit comment can take two forms. By far the most common is the use of error codes. These consist of abbreviated labels for different kinds of errors. The labels can be placed over the location of the error in the text or in the margin.

   This WCF practices helped the students improve writing accuracy on essay writing, as Harmer (2004) states that it is probably more useful for the learners if the lecturer does not correct their mistakes but shows

them where the mistake is and what type of mistake it is. To do this a marking system is needed. So the lecturer practiced code feedback or called metalinguistic on her essay writing class.

In addition there were many variances codes or symbols which listed by the lecturer before to practices on students` writing draft in essay writing class. There were about 25 codes which adapted from Anker (2010). The list can be seen on chapter 2. pp:37. From the findings 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. So, the focus in practicing WCF in essay writing is global error.

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 introduces or makes the students familiar with the symbol or the coded itself. 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. The lecturer would read whole of the students` draft, after that she tries to find the error on it.

The lecturer would give code or symbol which appropriate with the kind of error. As Nation (2009:104) states that in correction techniques the learners look for mistakes either in ideas or form and describe them or correct them. They include techniques like finding grammar mistakes in sentences, finding unnecessary and unusual words which have been put in a reading passage, finding wrong facts in a reading passage, finding the word that does not go with the others in a group of words, describing inappropriate items in pictures, and so on. Learners show that they have found mistakes by underlining or circling them writing the corrected item.

Then the lecturer returns the students` draft to lets them revise their works as code or symbol correction, it could be omitted, changed, added or deleted certain aspect based on the code or symbol meaning. The lecturer here used symbol which adapted from Anker (2010). One example of symbol correction is "*ww*" means wrong word and students should replace the wrong word with the appropriate word.

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 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 which indicates their writing skill achievement. As Harmer (2007:139) states that lecturer will help students to correct such as their error or attempts by gives assess on their work. Assessing students` performance usually in the form of praise or blame based on their work, include grade. Lecturer award a mark of 9/10 for a piece of writing or giving a B+ assessment for certain activity are clear indicators that students have done well. 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 would 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 good in language use so the total score will be good +.So the lecturer practices the WCF from reads first, give correction in form of code, let the students correct the draft and finally gives grade to assess students` writing draft.

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 practiced on the revising stages was after the students finished their writing draft. Students can revise their

draft more than once because the lecturer gave them opportunity to revise it until twice to make it as good as writing final drafts. According to Hyland (2004:11) states that revising stage is reorganizing, style, adjusting to readers, refining ideas. Response to revisions: lecturer/peers respond to ideas, organization, and style. Meanwhile, Proofreading and editing is checking and correcting form, layout, evidence, etc. Evaluation: lecturer evaluates progress over the process. So the timing when lecturer gave WCF was on revising stages, meanwhile the timing when the students revised their work based on teacher`s correction symbol was on editing stage and last when students received grade from their lecturer was on evaluation 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 the lecturer chose was global error, because there were many kind aspects such as: grammatical, language, organization, content also punctuation aspects. According to Bitchener and Ferris (2010:145) state that there is a examples of global or serious errors include many lexical issues and various problems with sentence structure, such as confusing word order or missing words and others.

2. The Contribution of Written Corrective Feedback

The contribution of WCF is not only to stimulate students` attention to their error but more to increase their self-awareness but also 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. Then lecturer also receive the contribution in the form of awareness on students` writing weaknesses especially in making complete sentence or in grammatical aspect.

Several advantages in the practices of written correction feedback stated by London (2003) such as feedbacks 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 the process. Feedbacks also increase the students` motivation by showing the behaviors that contribute to successful learning outcomes. It also contributes on the increasing of self-awareness. Written corrective feedback is used not only as a response to writing errors, but also to praise what is good in the writing (Mory, 2004; Cardelle & Corno, 1981). That is, lecturers can use WCF to thank and praise their learners for good work. WCF 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 WCF gives many contributions not only for students but also lecturer.