**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

This chapter discusses the findings of the conducted research and interpretation of the data to answer the research problem stated in the first chapter. This chapter contains the result of the collecting data through interview with an English teacher and students at 11th grade and documents from the students’ writing task.

The researcher conducted the data from an English teacher and the students at 11th grade of MA Al-Inayah. The interview was held on August 5th – 8th, 2018. The data of document is obtained from the students’ writing task. The result of the interview and document, it will shows as follow:

1. **The Kind of Feedback Used by The Teacher**

Feedback is the information and correction that people gives to other in order to improve their work or performance be better. Many experts agree that feedback can help the students in learning process, such as the students aware their weakness and strength. In feedback, there are many kind of feedback. But, only some of feedback used by the teachers to correct the students’ task.

To get the data about the kind of feedback used by the teacher in writing, the researcher did interview for the teacher and analysis the documents from the students’ writing task. The interview for the teacher conducted on August 8th, 2018 after the teacher teaching at the class.

For interview of the teacher, the researcher asked some questions regarding the kind of feedback used by the teacher. The result of the interview shows that the teacher used evaluative feedback to correct and appreciate the students’ task in writing. Evaluative feedback is correction on students’ task and often using in form of number, symbols and comments such as ‘good’ ‘very good’ or ‘excellent’.[[1]](#footnote-2) The reasons of the teacher used the evaluative feedback because of evaluative feedback can motivate the students to learn English and interested to English subject. According to the teacher, many students at the school are dislike to English, only just a few students that interested to English. Because of that, the teacher used evaluative in every students’ task, it expected can help the students become better and do not make the same mistake again. Furthermore, the teacher told that the teacher never gave score in the form of numbers, but the teacher always gave the score in the form of letters. It was intended that the students did not know the true score, so the students very curious about the score and the teacher expect that it can help the students to study harder.

To support the data previously obtained, the researcher also do analyzing the kind of feedback from students’ writing task. To analysis the students’ writing task, the researcher analysis some of the students’ writing task to get the data about the kind of feedback used by the teacher. This analysis took the data from students’ work in two classes. A students’ work from 11th grade IPA 2 and the other from 11th grade IPS 1. The IPA 2 class has discussion about suggestion and offering and teacher used the group discussion method. Meanwhile, at IPS 2 class, teacher used observation and in pairs with the same discussion about suggestion and offering.

The results of the documents were the researcher not found any correction on the students’ writing task. But in the other hand, the researcher found the correction on the structure in students’ writing task. In correction on the structure, the teacher corrected the students’ error by using line in the error word then gave the correct answers on the paper of students. The teacher did not give numeral score on the students’ writing task but using the letter score. The teacher assumed that it was to motivate the students to learn English well. It is appropriate with the interview of the teacher.

The following was analysis of students’ writing task at class IPA 2:

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| --- |
| Siti : Hello, Jane!  Jane : Hi, Siti  Siti : You look tired. What is going on?  Jane : I am working on my project paper. It is due tomorrow. I do not think I will be able to finish it.  Siti : Would you like any help?  Jane : Yes, please. I would really appreciate it.  Siti : Tell me what I can do and I will start right away  Jane : Thank you. You are an angel.  ***A+*** |

The data above shows that the teacher not gave correction to the students because the students did not have any mistakes in the dialogue and only gave a letter score on the paper. According to the teacher, the students at IPA class have a high ability than IPS class. It looked at the students’ works and when learning process at the class. For the result of students’ writing task at IPA 2, the researcher concluded that the teacher only used evaluative feedback to comments and appreciate students’ writing task because the teacher not found errors writing at the students’ task.

Besides, the following was the analysis of students’ work at IPS class:

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| --- |
| Mona : Hi Nada, what are you doing in here?  ***observing is***  Nada : I observe this garden. I see this garden not interesting because not many flower, and dirty. Do you have any suggestion for this garden?  ***be planted by***  Mona : Yes, I suggest also that. This garden must more many flowers such as sun flowers, jasmine flowers, and paper flowers, etc. the students must protect this garden and do not throw the nubrish in the garden.  ***rubbish***  Nada : That a good suggestion. How if we invite another students to neat this garden together tomorrow.  Mona : Good idea. I will to inform another students to neat this garden together tomorrow.  Nada : Okay Mona. See you tomorrow, bye  Mona : See you too, bye  ***A*** |

The data above shows that the teacher not only corrected the students’ error by telling the students that their writing was error with the line in the words, but the teacher gave the correct answer. And the teacher gave the letter score to assess the students’ work.

From two data analysis that the researcher used, the researcher conclude that the teacher at 11th grade used direct written feedback to correct the students’ writing task and focused on the structure of writing. The teacher also used evaluative feedback to comment and appreciate the students’ writing task in order to make the students interested to English. So, the teacher gave the students needed in written feedback.

1. **The Teacher’s Obstacle when Giving Feedback**

Feedback is an important aspect in process of writing and it plays a role central in learning process. Feedback can help the students to learn English be better. Many teachers believe that giving feedback to the students is one of the most powerful **ways that can boost how well they do at school. But in reality, the teacher sometimes found the difficulties when providing feedback to the students.**

Based on the interview, the researcher asked some questions regarding the obstacle when the teacher giving feedback. The result of the interview shows that the obstacle that teacher’ faced comes from the students. First, when the teacher was correct the students’ writing task, the teacher sometimes found the sentences that were not understood. The teacher claimed that it was because the students not used grammar correctly and the sentences were incoherent. So, the teacher feels confused when the teacher will give feedback on the students’ writing task. Second, the teacher must repeat the lesson to the students with low ability, so that the students can understand the lesson. Besides some of students not pay attention when the teacher giving feedback, so there are some students who still make mistakes in their sentence. To overcoming that, the teacher has a solution. The teacher provides the additional lessons to students with low ability once a week on Friday. The teacher invites the students to come the teacher’ home for learn and discuss the lesson. The goal is the students can understand the lessons that are not understood when learning process at the class.

1. **The Students’ Responses Toward Teacher Feedback**

Students’ response is the students’ reaction after the teacher giving feedback. The students’ responses can be positive or negative. The teacher can look the progress of the students in their daily activities when learning process at the class or in every task from the teacher.

To get the data about students’ responses toward teacher feedback, the researcher did interview with the students. There were 15 students at 11th grade of MA Al-Inayah as the respondents. For the interview of students, the researcher chooses three students of each class. The three students of each class were the students with the high, middle and low ability in English subject. The researcher gave five questions for the students.

When the students made errors or mistakes in writing task, they generally agree that the teacher always gave correction on the structure of writing. The teacher sometimes underlines the errors word/sentences and gave correct answer on the students’ writing task. But sometimes the teacher did not give any correction to the students’ writing task and only gave the letter score.

The students stated that they like when the teacher gave correction of the structure on their writing task. It indicated that they want to get correction of the structure when they made mistakes. For the students, any correction from the teacher was very important. They argued that the teacher feedback can help them to learn English well especially in writing. All of students said that they are happy when the teacher gave feedback. Some of students stated that they know what their errors and know the correct sentences in writing after the teacher giving feedback. The following is the students’ statement:

FYYS: “Saya senang dan menerima setiap koreksian yang guru kasih. Jadi saya tahu kesalahan saya dan tahu bagaimana membuat kalimat yang benar dalam Bahasa Inggris” (I am happy and accept in every correction from the teacher. So, I know my mistakes and know how to make a correct sentence in English).

SNA: “Terkadang saya yang bertanya sama guru tentang kalimat itu yang benar bagaimana. Karena dengan begitu, saya bisa belajar dan memperbaiki kesalahan saya dan jadi tahu kalimat yang benarnya seperti apa” (Sometimes I asked to the teacher what the correct sentence is. Because of that, I can learn and correct my mistakes and I know what the correct sentence is).

Some of students said that the corrections from the teacher can prevented them to make same mistakes in the future. The following is the students’ opinion:

AA: “Saya senang saat dapat koreksian dari guru, karena saya salah dan harus dibenarkan agar tidak melakukan kesalahan lagi ke depannya”. (I am happy when I get corrections from the teacher, because I am wrong and it must be justified in order to not make mistakes in the future).

SNA: “Saya senang saat guru mengoreksi karena itu untuk kebaikan kita agar tidak melakukan kesalahan lagi ke depannya dan karena feedback itu, ada sedikit perubahan dalam diri saya untuk belajar Bahasa Inggris” (I am happy when the teacher corrected my task because it is for my kindness to not make mistakes in the future. Because of feedback, there is a change in myself to learn English more).

1. **Discussion**

Based on the findings, the teacher believed that feedback was delivered on the spot and it as reflected in English teaching and learning practice. However, feedback for students’ in writing skill can be knows strength and weakness for teacher and students. So, it can be evaluate to both of them.

In students’ writing task, the teacher gave written feedback clear and well. The teacher used direct written feedback to correct the students’ error. The teacher focused on the structure of writing. In the structure of writing, the teacher used identification of errors with underline the error words, then the teacher gave the correct answer to the students’ writing task. The Teacher expected that it can help students to improve their writing skill.

Although the teacher gave the feedback well, the fact was teacher has obstacle when giving feedback to the students. The obstacle that teacher’ faced come from the students. The teacher must repeat the lesson to the students with low ability, so that the students can understand the lesson. Besides some of students not pay attention when the teacher giving feedback, so there are some students who still make mistakes in their sentence. However, the students responses toward teacher feedback was the feedback applied by teacher make the students easy to learn English subject and they accepted to the teacher feedback because it can motivates the students to more learn English. By the correction in writing by the teacher, the students can compose good writing.

However, the students have difficulties to understand in English learning especially in writing skill. The problems were the students did not have any vocabularies and low in the structure. In addition, the students did not use grammar correctly and the students’ sentences are difficult to understand by the teacher. Finally, the teacher expected that feedback can help students to more understand in English learning.

1. Hari Subagyo, “*A study of Teacher’s Feedback to Give Correction on Students’ Errors in Writing*”, (Thesis, Sunan Ampel State Islamic University, 2015) , p. 12 from <http://www.digilib.uinsby.ac.id> at 1st of November 2017. [↑](#footnote-ref-2)