

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the result of research which the data is collected from interview and documentation. This chapter also will answer the questions in chapter I. The researcher explains research focuses, there are two research focuses that are how do the students of 4th semester Academic year 2019-2020 TBI respond toward lecturer's corrective feedback on writing 3 at IAIN Madura and what are the kinds of techniques of lecturer's corrective feedback on writing 3 at IAIN Madura.

A. Research Findings

In this section, the researcher wants to describe the data which have obtained during the interview process and from the documents of research in writing class students at IAIN Madura.

1. Data from Interview

The interview began conducted on July 23rd 2020, 27th August 2020, 15th January, and 12th February 2021. The objects of interview are the lecturer and students of writing 3 class. The interview conducted online by using WhatsApp application and Google Form.

a. Interview with Lecturer

The interview conducted on 23th July 2020 by WhatsApp Application. First, the researcher introduces herself to the

writing class lecturer. In this interview, the researcher asked about some problems that happened based on the reality found by the researcher. Here, the lecturer answered some problems that she found when she taught writing 3 class, particularly the problems happened after she gave corrective feedback.

The lecturer explained three problems that happened in writing 3 class, she said:

“First, some students sometimes do not understand yet the errors that should be corrected even though the lecturer has explained where the errors exist. Second, Writing skill needs practice. If the students are seldom to write, they will lack of vocabularies, be no idea, and be confuse to begin writing. Thus, when the lecturer corrects their writing, they are still confuse about the coherence and the unity of paragraph. Third, the common problems usually happen in grammar and spelling because some students are not used to practice English. Hence, sometimes the grammar errors and misspelling sometimes happened. The lecturer also explains about the way she gave feedback, that are by using written feedback and sometimes using oral feedback individually.”¹

By this interview, the researcher knew the condition of the class during writing 3 class by the information given by the lecturer. Therefore, the research intends to know the response of the students dealing with the corrective feedback given by the lecturer.

b. Interview with The Students of Writing 3 Class

Beside doing interview to the lecturer, the researcher also did interview to the students by WhatsApp Application and Google

¹ Firdausiyah, a writing lecturer at IAIN Madura, interviewed via WhatsApp (23rd July 2020)

Form. The researcher interviewed the students randomly in A, B, C, and D class. To support the data, the researcher also used documentation that was from the students' note book in writing 3 class. The students' note book is note book that contains the exercises and feedback from the lecturer. From the interview, the researcher obtained the data to answer the research focuses.

The first interview is conducted on 14th January 2021 with Kurrotun A'yuniyah by WhatsApp. In the interview, Yuni said that:

“My lecturer uses corrective feedback. The way the lecturer gives corrective feedback is giving score about my writing such as predicate good, very good, etc. But, I do not too understand the kind of corrective feedback used by my lecturer. The way my lecturer gives correction is by marking the error words and error sentences using red marker. By this way, I will be easier in understanding where the errors should be corrected. When my lecturer gives her corrective feedback in my writing, I do not always understand what should I do then. In the other hand, if I understand the errors and the correction of my writing is clear, she will directly correct my writing. For example, when my lecturer gives a sign for my error sentences or error words in my writing, she absolutely will replace them with the correct words or sentences. In contrary, when my lecturer just gives her score as like predicate good or very good, I do not correct my writing directly because I do not know where the errors writing. Giving such red marker or other sign in my writing is better in improving my writing skill than just giving the predicate good, very good, etc.”²

The second interview is conducted also on 14th January 2021 with Siti Syarifatul Mutmainnah by WhatsApp Application. In the interview, Ifa also confirms that:

“The lecturer uses corrective feedback in writing 3 class. My lecturer gives correction individually. My lecturer will give the

² Kurrotun A'yuniyah, Student at IAIN Madura, Interview via WhatsApp, (14th January 2021).

task first and then collect the task to be corrected. Sometimes, my lecturer also corrects directly my writing task. This way is simple but useful enough for me. I always understand what I should do because my lecturer explains details and clearly where the errors happened. My lecturer also gives red line or marker under the error words or sentences. My lecturer also gives a brief explanation of the errors that should be corrected. After my lecturer gives correction to me, I do not directly correct the errors but I think first and analyse the errors. The way my lecturer gives corrective feedback can improve my writing skill. If writing assignments in the previous writing class only uses predicate such A, B or score as like 80, 85 and no explanation, I do not know which part is wrong. So, I will be confuse and sometimes feel bored.”³

It was almost similar with the statement of Mely Safarina Firdaus whom the researcher interviewed on 15th January 2021.

“My lecturer uses corrective feedback and I understand what I should do after my lecturer gives corrective feedback. I will recheck my writing directly and correct for the errors. I think by using corrective feedback, I will be more enthusiast to make my writing being better.”⁴

The fourth student being interviewed on 12th February 2021 is Desita Tri Wulandari.

“My lecturer always checks and corrects my writing directly. Most of the errors that my lecturer corrected is grammar errors. My lecturer often asks for the discussion related with my writing, for example, my lecturer will ask about the theme and content selection in my writing. My lecturer always gives solution if I am confuse and it makes me understand what I should do when my lecturer corrects my writing. Because of this, I will directly correct all the errors. By all the way used by my lecturer above, I can improve my writing, because I can know which part in my writing that should be improved related with the discussion or content writing and grammar.”⁵

³ Siti Syarifatul Mutmainnah, student at IAIN Madura, interview via WhatsApp (14th Januari 2021)

⁴ Mely Safarina Firdaus, student at IAIN Madura, interviewed via WhatsApp (15th January 2021)

⁵ Desita Tri Wulandari, student at IAIN Madura, interviewed via Google Forms (12th February 2021)

The next interview result is from Nurul Laily which is conducted on 13th February 2021. Based on Nurul, the lecturer uses written and spoken corrective feedback.

She said that:

“My lecturer writes anything errors to be corrected on a book where the assignment written. She also sometimes speaks directly where the errors are in order to make me fix my wrong answer or when the assignment is not appropriate with her instruction. I do understand that corrective feedback.”⁶

When the lecturer gives correction to Nurul’s writing, Nurul said that she always understands what she should do next and she directly corrects anything wrong that informed by the lecturer. She said she will write down the right answer in order to be remembered for the next writing assignment.

By the lecturer’s way in giving corrective feedback, Nurul feels that her writing skill can be improved.

She said:

“Yes, I do. I can improve my writing skill since I know how to write well from my lecturer. It can be about grammar, structure, etc. I can also consider that it is important to pay attention to the components of writing. For example, when I write an article, I need to make sure that I have prepared the theme, the tittle, the body and other components well.”⁷

The sixth interviewee is Nuriyatul Fauziyah who is interviewed on 13th February 2021. Almost similar with some

⁶ Nurul Laily, student at IAIN Madura, interviewed via Google Forms (13th February 2021)

⁷ Ibid.

previous interviewee, Nuriyatul said that the way her lecturer gives corrective feedback is by underlining something errors in her writing and she understands that kind of corrective feedback given by the lecturer. But, she said sometimes she does not too understand what she should do next after the lecturer correcting her writing. When the lecturer gives corrective feedback, Nuriyatul said that she directly checks first her writing and kind of errors she wrote. Then, she will correct it. If she does not understand with the correction given, she will ask to the lecturer. Hence, she feels that absolutely the way her lecturer gives corrective feedback can improve her writing skill. She said:

“Yes of course. My writing skill can be better because sometimes my lecturer gave a little explanation about something error in my writing and also in my friends’ writing.”⁸

The seventh interview is conducted on 19th February 2021 with Riskiati Maulina. Based on her answer, she said that:

“ the kinds of corrective feedback is by correcting one by one my writing assignment in my notebook. Actually I do not know the terms of the kind of corrective feedback used by the lecturer when the lecturer gives suggestions and solutions in correcting my writing assignments. I always understand what I should do with the corrective feedback given by the lecturer, because the lecturer explains the correction well and details. So, I will correct directly the errors by continuing the suggestion and what should be corrected. By this way, I feel that my writing is better than before, because I will know which grammars and sentences arrangement are right.”⁹

⁸ Nuriyatul Fauziyah, student at IAIN Madura, interviewed via Google Forms (13th February 2021)

⁹ Riskiati Maulina, student at IAIN Madura, interviewed via Google Forms (19th February 2021)

The next interviewee is Kurnia Fitri which is conducted on 19th February 2021. She said that:

“The way my lecturer gives corrective feedback is by giving direction and correction on my writing assignments. Sometimes, my lecturer also delivers the correction directly by spoken corrective feedback to me. I directly will correct the errors based on lecturer’s direction because I understand what should I do. My writing particularly in sentences arrangement and spelling are better than before.”¹⁰

The ninth interviewee is conducted with Afifatun Nafsiyah on 12th February 2021. In her brief answers, she supports most of the initial answers of the interviewee before. She said that:

“The way my lecturer gives corrective feedback is by giving explanation to me in details. It makes me understand what I should do next because the explanation from my lecturer is clear. I feel enthusiast and wants to write more and more.”¹¹

The next interviewee is from the boy student. He is Mahrus Ali who did interview on 19th February 2021. He said that:

“I do not know the terms of kind of corrective feedback used by my lecturer. But, when I get corrective feedback from my lecturer, I directly correct my writing by giving mark or sign in my writing and then I corrects it at home. By this way, I feel that my writing skill is better and improved.”¹²

In contrary with the most of some answers, Rahmad Rofiqih Daryanto answer briefly that:

“I do not know how my lecturer gives corrective feedback, what I should do then after getting corrective feedback from the lecturer. So, I can not correct directly the errors and correction

¹⁰ Kurnia Fitri, student at IAIN Madura, interviewed via Google Forms (19th February 2021)

¹¹ Afifatun Nafsiyah, student at IAIN Madura, interviewed via Google Forms (12th February 2021)

¹² Mahrus Ali, student at IAIN Madura, interviewed via Google Forms (19th February 2021)

from my lecturer. I also can not feel whether my writing skill is improved or not.”¹³

B. Discussion of The Research

In this part, the researcher will present about two research focuses. The first one is how the students’ responses of 4th semester of TBI toward lecturer’s corrective feedback on writing 3 class at IAIN Madura and the second one is what the styles of students’ responses toward lecturer’s corrective feedback on writing 3 class at IAIN Madura.

1. The Students’ Responses Of 4th Semester Of TBI Toward Lecturer’s Corrective Feedback On Writing 3 Class At IAIN Madura

Based on Cambridge Dictionary, response is something said or done as a reaction to something that has been said or done; response is an answer or reaction. In writing class, corrective feedback can be defined as the indication of the lecturers that given to students that aimed to let the students know that their written work contains errors.¹⁴

From the interviews that have been conducted, most of the students have known what they should do when the lecturer gives corrective feedback. The students can give nice responses toward the lecturer’s

¹³ Rahmad Rofiqih Daryanto, student at IAIN Madura, interviewed via Google Forms (19th February 2021)

¹⁴ Arash Hashemifardnia, Mehrdad Sepehri, and Ehsan Namaziandost, “The Effectiveness of Giving Grade, Corrective Feedback, and Corrective Feedback-plus-Giving Grade on Grammatical Accuracy,” *International Journal of Research Studies in Language Learning* 8, no. 1 (2019): 15–27.

direction and correction. But, we can not close the eyes that the rest of the interviewee students are still confuse even does not know what they should do with the correction result of their writing. The evidence that shown the students can give nice response to the lecturer's corrective feedback is if they can directly understand which the errors exist and then correct the errors directly.

If the researcher relates the finding with the related literature about students' responses, it can be known that the students give different responses toward the lecturer's corrective feedback. The styles of students' responses that shown by the students such as obedient student, dependent student, and independent student. In addition, the responses given by the students also have different parts and all the three parts of response introduced by Chaffe are found in this research.

First, the students who will directly act or correct the errors on their writing after their lecturer gives corrective feedback are called as obedient students. This kind of students will obey the suggestion or correction from the lecturer,

Second, the students who feel confuse and do not know what the mean of corrective feedback from the lecturer. This kind of students mostly often attach with the lecturer. They need help from the lecturer in order to reach the goal of the learning. They called as dependent student.

Third, the students who understand what the mean of corrective feedback given by the lecturer can correct their own writing by their own self. This kind of students often have predicate as intelligent students. They are able to understand the materials well in the learning process. They are called as independent student.

The students also indicates that all the three parts of response are used. First, the students who use their cognitive. When the students can change their understanding before and after they perceive lecturer's corrective feedback, they can be said that they used their cognitive part. Next, when the students can give an action toward their understanding, then they use their conative. In other side, when the students show their feeling such as confusion, then their affective part are used.

2. Styles of Students' Responses Toward Lecturer's Corrective Feedback On Writing 3 Class At IAIN Madura

From the interview conducted by the researcher, there are different responses that students show in perceiving lecturer's corrective feedback. The different corrective feedback the lecturer used, the students' responses will be different to. In addition, the students not only gives one response, but it can be more than one response. Based on the review related literature, the students' responses shown by in this research are:

a. Obedient student

The obedient students will obey the lecturer's order as the corrective feedback to the students. Not only by obeying the lecturer, the obedient students will also perceive the praise and award only from the lecturer. It is said by Mann as cited in Hanifi that this kind of student is a good student because they obey and follow whatever they are ordered to do – they obey rules, authorities, regulations, and perceive that a teacher is the one who gives praises and awards.¹⁵ As said by Kurrotun A'yuniyah that the lecturer giving predicate good, very good, etc. Desita Tri Wulandari also included in obedient student since she said that she directly correct all the errors in her writing. It is similar with Riskiati Maulina and Mely Safarina who said that they will correct directly the errors by continuing the suggestion from the lecturer. The last, Kurnia Fitri also include to obedient students since she said that she directly correct the errors based on lecturer's direction. From the four interviewee above, it is clear that they are obedient students as said in review related literature that obedient student will never oppose their lecturer's order.

b. Dependent student

Mann said that these students are very dependent to their teachers to help them in learning process.¹⁶ The dependent student need the lecturer to help them in learning process, in this case the students

¹⁵ Hanifi and Sri Rahayu, "STUDENTS' RESPONSE TOWARDS THE TEACHERS' APPROACH AND METHOD OF TEACHING."

¹⁶ Hanifi and Sri Rahayu.

here need the lecturer to correct their writing. As said by Nuriyatul Fauziyah who said that if she does not understand with the correction given by the lecturer, she will ask to the lecturer. But, when the lecturer gives corrective feedback, Nuriyatul also said that she directly checks first her writing and then correct it. Thus, in this case Nuriyatul also called as dependent student and obedient student. In contrary, another one who include in dependent student is Rofiqih Daryanto because he does not know what he should do after getting corrective feedback. So, he needs the lecture to help him in correcting his writing in order to be success in this writing lesson. He needs guidance from the lecturer.

c. Independent student

The independent students tend to have faith about their capabilities without depending on their lecturer. As Mann said that they have strong faith in themselves so that they can feel comfortable. They are able to see the activities and materials in the class objectively.¹⁷ In this research, Syarifatul Mutmainnah is included in independent student since she said that she does not directly correct the errors but she thinks first and analyses the errors. This kind of student can think critically by themselves because of her intelligence.

¹⁷ Hanifi and Sri Rahayu.

If the discussion above discuss about the styles of students' response, then the researcher discuss about the part of response introduced by Chaffe and correlate it with the finding in this research.

a. Cognitive

Cognitive plays a role when there is a change in students' understanding or in perception. As Chaffe said in Riza that this response arises when there is a change to the understood or in perception by audiences.¹⁸ Most of the interviewed students response the lecturer's corrective feedback by using cognitive part since they said that they understand on lecturer's corrective feedback and feel that their writing is better and improved after they get corrective feedback.

b. Affective

Affective response is dealing with the emotions (mental reaction). As stated by Bloom in Solihin that affective is the all responses or feedbacks that related about emotional.¹⁹ Some of the students give affective response since they said that they feel confuse what should do with the corrective feedback by the lecturer. Beside feeling confuse, some of the students feel bored if the lecturer only gives feedback by giving grade or predicate only. In contrary, one of the

¹⁸ Rosita, "STUDENTS' RESPONSE TOWARD MULTIMODALITY IN BOOKTRACK TO ASSIST THE STUDENTS ENGLISH LANGUAGE LEARNING AT TENTH GRADE IN SMA N 13 SURABAYA ACADEMIC YEAR 2017-2018."

¹⁹ "STUDENTS' RESPONSES TOWARDS TEACHER'S HAND-WRITTEN FEEDBACK ON STUDENTS' WRITING AT MA AL-JAUHAREN KOTA JAMBI."

students said that she is more enthusiast to make her writing better by getting corrective feedback.

c. Conative

Hovland as cited in Risma said that conative refers to someone tendency to act in a particular manner that is congruous to his/her attitude.²⁰ Conative response is related with the action or habit. The students who directly correct their writing after getting corrective feedback mean that they used their conative part.

²⁰ Risma Rahmawati, "STUDENTS' RESPONSES TOWARD THE IMPLEMENTATION OF THEME-BASED TEACHING IN EYL CLASS," *Journal of English and Education* 2 (2014).