Chapter Four

Finding and Discussion

This chapter finds and discusses about the findings of this research. The researcher conducted this research to find out teachers' beliefs and teachers' reasons in giving or not giving written feedback to students. The data of this research was gained from three experienced teachers who have been teaching at English Education Department of Universitas Muhammadiyah Yogyakarta. It meant that all information about beliefs and reasons were gotten from EED teachers of UMY. In this point, the researcher reported and discussed two things which were about "teachers' beliefs about giving written feedback" and "teachers' reasons in giving or not giving written feedback". There were five findings that answer first research questions, and there were six findings that answer the second research questions. Besides, the information were supported by quotations from the interview. Moreover, the quotations from the interview were followed with the discussion, and these quotations were given related theories to support the quotations.

Teachers' Beliefs about Giving Written Feedback

In this point, the researcher showed the teachers' belief in giving written feedback which were explained by three teachers, in which they are teacher A, teacher B, teacher D. It was shown first in the finding because it aimed to answer first research question about teachers' belief in giving written feedback. Teachers' beliefs in giving written feedback that the teachers explained in this study was written feedback is important, written feedback and oral feedback are completing

each other, long written feedback is more important than short written, written feedback is given based on students' level, and written feedback should be ballance.

Written feedback is important. Based on the data obtained, the students were enthusiastic when they were given written feedback. Because students were enthusiastic, teachers believed that written feedback was important, and it needed to be implemented. Besides, written feedback needed to be given to students because written feedback motivated the students. In additional, written feedback helped the learning process to run effectively. The data was supported bellow:

"Every kind of feedback is important. Written feedback is important because written feedback makes students know where their mistakes are. Besides, without written feedback, the learning process is also less effective. Last, some students are happy when they are criticized". (Teacher A.3,5,6,14)

"Written feedback is important because written feedback makes the students to know that their works are suitable or not with what teachers had taught or there is something that they have to improve" (Teacher B.3)

"Even though I am not in college, I often read if I get difficulties in writing. I used to be able to, now I cannot. In general, written feedback is good for students because it motivates them to improve their skill. Besides, written feedback can be a reminder for the students." (Teacher D.4,5,9,23)

Based on the data above, all teachers believed that written feedback was important. From three teachers, almost all of them stated that written feedback motivated students. There were two teachers who believed that written feedback was important because written feedback motivated students. One teacher who believed that written feedback was important because written feedback helped students to know where their mistakes really were. This finding was supported by Wen (2013) who states that students are sometimes motivated to continue in revising their works when the teacher gave written feedback rather than oral feedback.

It can be concluded that all of the teachers who were involved in this research believe that written feedback were needed to be given. They thought that written feedback was important because of several reasons. These reasons were because written feedback motivate students, written feedback make students enthusiatic, written feedback helps the learningprocess, written feedback helps the students to know their mistakes.

Written and oral feedback are completing each other. Based on the data obtained, the written and oral feedback are completing each other. Sometimes, there were some students who ignored the written feedback if written feedback was not followed by oral feedback.

"The most effective feedback is if the written feedback is mixed or followed with oral feedback. Sometimes, by commenting or noting, the students do not understand. However, when there is direct oral feedback, they directly understand". (Teacher A.18)

"The ideal feedback is the feedback that is mixed between written feedback and oral feedback. Besides, a written feedback effective to be done when there is cunsultation session". (Teacher B.11,12)

"Written feedback can be made as a tool for discussion with the teachers. If the written feedback is not clear, so the students will ask their teachers. It means that there will be a discussion after given written feedback that makes students will understand more about the materials I explain or they understand more how to revise ". (Teacher D.14)

The data showed that all participants stated that written feedback and oral feedback were completing each other. It meant that written feedback can be better if written feedback was mixed with oral feedback. Besides, all participants believed that written feedback needs explanation orally. This finding was in line with Amrhein and Nassaji (2010) who argues that written feedback sometimes is not necessary to be given when the feedback is hard to be understood in written.

Long written feedback is more effective than short written feedback.
The data interview showed that students did not know where they had to revise their works when teachers gave short or unclear written feedback. Long written feedback here meant that written feedback that contained clear information and instruction. It meant that written feedback had to be followed by clearly written explanation and instruction in order to make students to know where they have to revise. The proofs were explained below:

"The written feedback should be specific. If the written feedback only contains about "Fix It", students will not know where they have to fix their works. I often give the written feedback in essay. If students miss the thesis statement, I write that they miss the thesis statement and then I explain what thesis statement really is. Moreover, if the teachers only circle the mistakes without written explaination, students cannot see where the mistake is" (Teacher B.7,8, 10)

"Usually, the constructive written feedback more impacts students than the written feedback that contains about gramatical error". (Teacher D.13)

It can be seen that long written feedback is more effective than short written feedback. One participant contended that the students did not understand the written feedback if the instruction was not followed with clear instruction. Moreover, one participant echoed that constructive written feedback was better than short written feedback that contained about grammatical only. This finding was supported by Shute (2008) who affirmes that a clear description of feedback will have positive impacts especially in written feedback, because feedback helps the students to correct their works.

Written feedback is given based on students' level. From the interview, teachers believed that looking at students' level was important before giving written feedback. The reasons were clearly stated below:"Students' level really impact the effectiveness in giving written feedback, for example, in beginners level, they will have lower knowledge than the advances" (Teacher B.9)

"""I used to give written feedback without looking at students' level. It means that I gave same written feedback to different level. When I gave students written feedback using English, there were some students who did not understand. In fact, it realizes me that students' level need to be considered". (Teacher D.15,16)

From the proofs above, students' level were needed to be considered because students' level had impacts when teachers gave written feedback to the students. There were two participants who answered the questions about students' level were needed to be considered or not. From these two participants, both of them believed that teachers had to look at students' level before giving written feedback. It aimed to provide or to explain the students with suitable explanation, so the students comprehended the written feedback given by teachers. This finding was supported by Brookhart (2008) who contends that the teachers should select the most important things or points, and the teachers need to consider the development level of the students.

Written feedback should be balance. In giving written feedback, one teacher who believed that written feedback had to contain positive and negative. It meant that the teacher should not only focus to the students' mistakes, but teacher should also focus on what the great thing that students had done on their works.

"I think that the best one is giving a ballance written feedback. Meaning, so the teacher should not only gives negative feedback, but also the teacher should try to give positive for the students' works. Besides, I believe that

feedback should not only contain about correction eventhough we get difficulties to give positive feedback in order not to make student down, for example nice try or something like that". (Teacher D.17)

From the data interview, one teacher who said that feedback should be ballance. From the teacher's statement, the teacher believed that feedback should not only focus on correcting students' works, but also teachers need to appreciate what good things that students had made on their works. Eventhough providing positive feedback is really hard, but teacher should try to look for the good things that should be appreciated. This finding is also supported by Brookhart (2008) who argues that the teachers need to use positive comments that explain what is weel done, and teachers need to accompany negative comments with positive advices for improvement.

In conclusion, from first research questions about teachers' beliefs in giving written feedback. There were five beliefs about giving written feedback which were found. Those are written feedback is important, written feedback and oral feedback are completing each other, long written feedback is more important than short written, written feedback is given based on students' level, and written feedback should be balance.

Reasons in Giving or Not Giving Written Feedback

In this point, the researcher presents the teachers' reasons why they implemented or not implemented written feedback for thier students. It means that these reasons were told by the teachers who were involved as the participants of

this research. The researcher asked the teachers about their reasons in giving or not giving written feedback because these reasons are important to answer the second research questions of this research. After asking the teachers, there were six reasons found.

Reasons in giving written feedback. Here, the researcher presents three findings why the teachers give written feedback for their students. These three findings are the answer of the second research questions. It means that these three findings are the teachers' reason why they give written feedback. Those were because written feedback has a mark or record, written feedback improves students' works, Written feedback is important for the teachers.

Written feedback has a mark or record.Based on the data obtained, there are some important things of why giving written feedback. Written feedback has a record that can be opened by students everytime they want. It means that written feedback can be a reminder for the students when the students forget. These following statements are the proofs from the participants who were involved in this research:

"Written is more important because written feedback has a mark or a record. If the students forget, they can look to the written feedback given previously. It means that, from written feedback, students can learn for tomorrow or the next days. As a teacher, I am very easy to remind them if they do the same mistakes again". (Teacher A.4,25,26).

"Written feedback can be a reminder for the students. I think that on of the

learning process is when the knowledge are continously given. From this

point, the drilling process is true. Then, they practice while we see them.

When they miss or forget, the teachers ask the students again, and ask

students to remind or open the feedback previously" (Teacher B.20)

"Written feedback has the record or mark, and it makes written feedback

to different from oral feedback. Oral feedback has not the record or mark".

(Teacher D.10)

It can be seen that all of the participants thought that written feedback is

important because written feedback has a mark or the record. All of them also

stated that written feedback could be a reminder for the students when they forget.

It means that written feedback is different with oral feedback because oral

feedback has not the mark or record which means that the students are easy to

forget. Sprouls (2011) states that the students need the teachers' feedback to

monitor their ability and to know their weaknesses of their work, so the high

quality of their works can be reinforced and their mistake on their works can be

revised.

Written feedback improves students' works. Based on the interview,

teachers said that written feedback impacts students. Written feedback impacts the

students because of some reasons. These reasons are explained below:

"Written feedback really impacts students. How much the impact of

written feedback is depending on the students. Written feedback impacts

students because written feedback makes the students to not redo the same mistakes again. Maybe, the positive impact is the students will be improved because they know what to revise". (Teacher A.7,8,9,10,11)

"From the written feedback given by teachers, students will learn a way on how to revise their mistakes. It can be that there will be better way or the right way. Students can learn from their mistakes, so the written feedback gives impacts for the students. Teachers did not make that mistakes to be something awful for the students to do mistakes, but how they can see the mistakes to be a learning source". (Teacher B.4,5,19)

"From the written feedback, I know the mistakes when I write. After I can overcome the mistakes even though the feedback is bad, it can help me to revise my work. Written feedback gives impacts for the students. First, from the written feedback, students can learn from their mistakes. From my point of view, written feedback is very impactful because they will have the record or mark. Then written feedback gives impacts for the students because written feedback can improve students' work". (Teacher D.3,8,11,12,22)

From the data inteview above, all participants contended that written feedback gives impacts for the students. Two participants believed that written feedback can impact students because in the written feedback students can learn from their mistakes. One participant believed that written feedback impacts students because in written feedback, the students will not re-do the mistakes on their future works. Moreover, from three participants, there was only one

participant who had two reasons why written feedback impacts the students. This participant believed that written feedback impacts students because written feedback can improve students' work. This finding is supported by Anggrainy (2014) who addes that written feedback helps the students to measure their performance through written feedback whether they are good or not. It means that the students will get easier in correcting their mistakes and the teacher will teach the students easily.

It is clear that all participants had same beliefs about written feedback. All of them believed that written feedback impacts the students. There are some reasons why teachers or participants believed that written feedback impacts the students. These reasons are, by giving written feedback, students can learn from their mistakes, students will not redo the mistakes again, and written feedback can improve students' works.

> **Written feedback is important for teachers.** There are several beneficial things for the teachers, and these things are the reasons of why giving written feedback for the students. First, the teachers can check their own quality in teaching providing written feedback for the students. Besides, the teachers also can check that students had understood the materials or not. The proofs are clearly elaborated below:

> "Obviously, from written feedback, teachers can check that the students
> are serious in learning or not. If they are serious, there will be
> improvement from the written feedback that we give. Then, from the
> written feedback, we can check that students had understood the materials

or not. If almost all classes did not understand what I had explained previously, it means that I had something wrong when I explained them. Maybe, the materials are too hard for them or there is something wrong with the methodology that I applied. Besides, maybe I applied not suitable methodology for the students' level". (Teacher B.16,17,18)

"For me as a teacher, by giving written feedback, I can check my improvement". (Teacher D.21)

From the proofs above, it can be seen that the written feedback has beneficial thing for the teachers. As stated above, the participants thoght that the teachers can see their improvement by giving written feedback. It means, by giving written feedback, the teacher will know their quality, and they know what should be improved related to the teaching. Moreover, teacher can check students that students are serious ornot in learning. This finding is in line with Wen (2013) who believed that, through written feedback, the provider of written feedback may check student's confusion caused by the writer's insufficient information, poor development of ideas, or even wrong usage and choice of words and tense.

From all findings above, it can be concluded that there three reasons why teachers gave written feedback. Those were because written feedback has a mark or record, written feedback improves students' works, Written feedback is important for the teachers. It shows that these three findings are the answers of second research question about teachers' reasons why they provided written feedback.

Reasons of why not giving written feedback. In this part, the researcher presents teachers reasons why they did not provide written feedback for theirs students. These reasons were gotten from teacher A, teacher B, and teacher D who became the participants of this research. This point aims to answer the second research questions. Thus, teachers A, B, and D answered that they did not provide written feedback because written feedback demotivates students, written feedback is not necessary given in some cases, and written feedback takes times.

Written feedback demotivates students. There are some negative impacts of giving written feedback for the students. These negative sides are the reasons of why not giving written feedback for the students.

"Written feedback could be a negative because the students will feel down when they got feedback that contains a lot of comments. There are some students who are feeling so stupid when they are given written feedback. Based on my experience, we cannot give feedback in all parts. For example, in one paragraph, we find so many mistakes, but we cannot give feedback for all of those mistakes because it can demotivate students". (Teacher A.12,15,16)

"If the feedback is not good for me, it can make me feel down. Because it has a mark, it is so obvious, and it sometimes demotivates me. I remember when I wrote my thesis, and I got that is not good enough from the teacher, and it makes me down". (Teacher D.7)

From those points above, itcan be stated that the reason of why not giving written feedback is the feedback can demotivate students. From the data interview, the teachers or participants confessed that written feedback sometimes demotivates students when the feedback contains a lot of comments. Besides, from the data obtained, all participants admitted the reasons which are based on their experience. It is in line with Hattie and Helen (2007) who state that disconfirmatory feedback will have negative impact because it will decrease students' motivation and students' performance.

Written feedback is not necessarily given in some cases. The next reasons, the teachers did not give written feedback when it is the final or students' works are ready to be scored. Besides, students are not given written feedback when the students had got feedback previously.

"I stop providing written feedback when it is the final, and I had provided feedback before the final. I had stop providing written because it is the result. It means that it is the final draft". (Teacher A.14,21,22)

" I ever did not give written feedback when the writing is the final writing or assignment. So, It had been through some peer review from me. In fact, when I read deeply, there are some points that still need to be revised, but it is the final. It means that the teachers need to stop giving written feedback because sometimes I need to stop providing written feedback. Besides, teachers stop implementing written feedback when it is the final or the students' works are ready to be scored". (Teacher B.14)

"Sometimes, the time is not enough to give feedback detaily. I stop giving

feedback when it is the final semester, and I just score the students'

works". (Teacher D.19)

It can be admitted that all participants stated that there is a time where the

teachers need to stop providing feedback. All participants stated same statements.

They thought that when it is the final, teachers have to stop providing for the

students. Besides, there are two participants who echoed that teachers stop giving

feedback when the teachers had given feedback previously. Brookhart (2008)

argues that written feedback has to be provided when the students are still

thinking about their works, and they have time to revise or to do something for

their works.

Written feedback takes times. Next reasons of why teachers did not

provide feedback for the students were because written feedback really takes

times. Besides, written feedback was not implemented because there are so many

students in a class.

"For me, written feedback exactly providess me a long time to think

because written feedback is not directly given to the students. However, I

think that time is the weakness of written feedback. Written feedback takes

time, because reading, thinking about the comments, and thingking about

the advices need times". (Teacher A.23,27)

"I did not implement written feedback because of time limitation. Maybe,

to be ideal, I need to provide written feedback, but I just miss the feedback

because of there are so many students in the class. It means that it will take

times. Besides, I also need a long time to think about the feedback".

(Teacher B.13,21,22)

"The biggest reasons is time limitation. Especially, I have big class, and

there are 30 up to 40 students in one class, and I have 4 classes. It means,

when I have so many students in one class, it takes time to provide written

feedback". (Teacher D.18,26)

From the data obtained, all participants stated that written feedback is

really time consuming. There are two teachers or participants who contended that

written feedback is time consuming because there are so many students in one

class. Besides, written feedback is time consuming because teachers need to think

about the advices and the comments that will be given. This finding is supported

by Truscott (1996) who contendsthat feedback is useless for students and for

teachers because written feedback takes times and it may affects nefgative effects.

In conclusion, there were three findings about teachers' reasons why

teachers did not give written feedback for the students. Those were written

feedback demotivates students, written feedback is not necessarily given in some

cases, and written feedback takes times.