

Chapter Four

Findings and Discussion

In this chapter, the researcher shows the findings and discussion of the research. The findings present the data that is gathered from the respondents, while in the discussion the researcher tries to discuss the data obtained and relate it to several theories.

Findings

The research question of this research is “What is EED of UMY students’ preference towards feedback given by the lecturer?” There were 15 questions representing students’ preference towards feedback. The respondents’ responses are presented in the table below.

Students’ Preference towards Written Feedback

		Frequency	Percent
Valid	Strongly Disagree	2	1.9
	Disagree	22	20.4
	Agree	50	46.3
	Strongly Agree	34	31.5
	Total	108	100
Mean			3.07

Statement 2. The finding of statement number two revealed that there were 2 respondents (1.9%) strongly disagreed, 22 respondents (20.4%) disagreed, 50 respondents (46.3%) agreed, and 34 respondents (31.5%) strongly agreed. The mean of statement 2 was 3.07 which considered in the high category, it means that respondents strongly believe that written feedback is more useful than oral feedback.

		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	8	7.4
	Agree	53	49.1
	Strongly Agree	47	43.5
	Total	108	100
Mean			3.36

Statement 4. The table above showed that there were 8 respondents (7.4%) disagreed, 53 respondents (49.1%) agreed, and 47 respondents (43.5%) strongly agreed. From the result we could see that the mean score of statement 4 was 3.36 which was in the high category, it can be concluded that students strongly believe that written feedback was easy to read.

Table 7			
<i>Statement 5. Written feedback is easy to understand</i>			
		Frequency	Percent
Valid	Strongly Disagree	1	0.9
	Disagree	18	16.7
	Agree	57	52.8
	Strongly Agree	32	29.6
	Total	108	100
Mean			3.11

Statement 5. For statement number five, it revealed that one participant (0.9%) strongly disagreed and 18 participants (16.7%) disagreed that written feedback was easy to understand. But, there were 57 participants (52%) agreed and 32 participants (29.6%) strongly agreed. The mean score of statement 5 was 3.11 which belong in the high category, it means that most students strongly believe that written feedback is easy to understand.

Table 8			
<i>Statement 12. Written feedback is better because I can refer to it later</i>			
		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	10	9.3
	Agree	47	43.5
	Strongly Agree	51	47.2
	Total	108	100
Mean			3.38

Statement 12. The table above showed that there were 10 participants (9.3%) disagreed, 47 participants (43.5%) agreed, and 51 participants (47.2) strongly agreed. The mean score of statement 12 was 3.38 which belong to high category, it means that students strongly believe that written feedback was better because students can recall the feedback in the future.

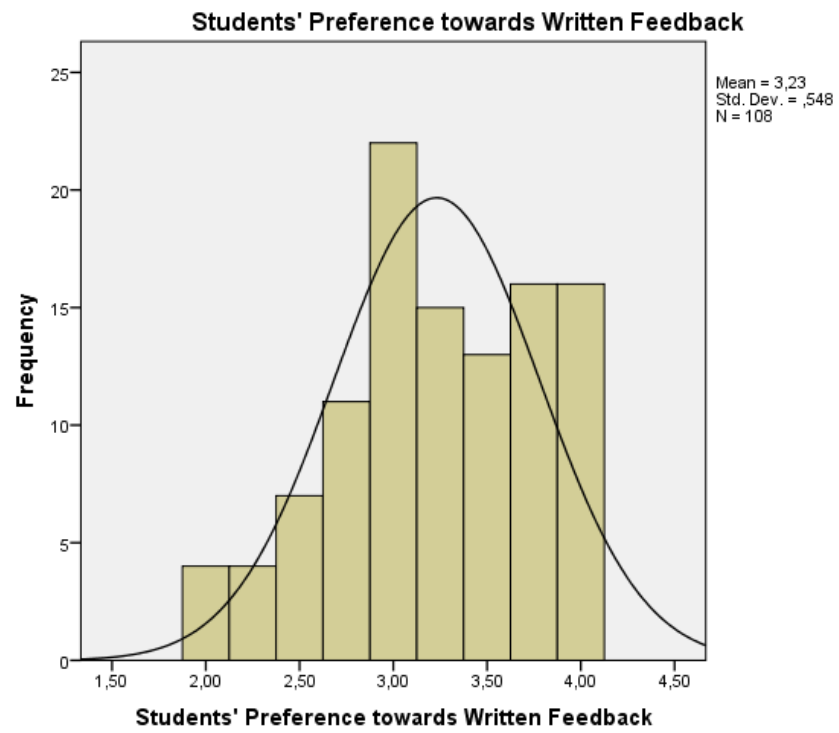


Figure 2. Total Mean Score of Written Feedback Category

Students' Preference towards Oral Feedback

Table 9			
<i>Statement 3. I want to get more oral feedback</i>			
		Frequency	Percent
Valid	Strongly Disagree	2	1.9
	Disagree	26	24.1
	Agree	63	58.3
	Strongly Agree	17	15.7
	Total	108	100
Mean			2.88

Statement 3. The table showed that 2 respondents (1.9%) strongly disagreed, 26 respondents (24.1%) disagreed, 63 respondents (58.3%) agreed and 17 respondents (15.7%) strongly agreed that they wanted to receive more oral feedback. The mean score of statement 3 was 2.88 which considered in average, it means that students believed that they want to get more oral feedback.

Table 10			
<i>Statement 7. Oral feedback is easier to understand</i>			
		Frequency	Percent
Valid	Strongly Disagree	2	1.9
	Disagree	28	25.9
	Agree	54	50.0
	Strongly Agree	24	22.2
	Total	108	100
Mean			2.93

Statement 7. The finding of statement 7 revealed that 2 respondents (1.9%) strongly disagreed, 28 respondents (25%) disagreed, 54 respondents (50%) agreed, and 24 respondents (22.2%) strongly agreed that oral feedback is easy to understand. It means that more than half the number of all respondents can easily understand the oral feedback that was given but also there were students who cannot understand the oral feedback. The mean score of statement 7 was 2.93 which was in the average category.

Table 11			
<i>Statement 9. I prefer oral feedback because I can communicate it with the lecturer</i>			
		Frequency	Percent
Valid	Strongly Disagree	4	3.7
	Disagree	21	19.4
	Agree	54	50.0
	Strongly Agree	29	26.9
	Total	108	100
Mean			3.00

Statement 9. The table showed that 4 respondents (3.7%) strongly disagreed, 21 respondents (19.4%) disagreed, 54 respondents (50%) agreed, and 29 respondents (26.9%) strongly agreed. The mean score of statement 9 was 3.00 which belong to average category, which means that students believe that they favor oral feedback because they could communicate it with the lecturer.

Table 12			
<i>Statement 10. I prefer oral feedback because I can clarify the information that I received with the lecturer</i>			
		Frequency	Percent
Valid	Strongly Disagree	2	1.9
	Disagree	19	17.6
	Agree	58	53.7
	Strongly Agree	29	26.9
	Total	108	100
Mean			3.06

Statement 10. The table above showed that 2 respondents (1.9%) strongly disagreed, 19 respondents (17.6%) disagreed, 58 respondents (53.7%) agreed, and 29 respondents (26.9%) strongly agreed. The mean score of statement 10 was 3.06 which belong to the high category, it means that they strongly believed that they favor oral feedback more because they could clarify the information that they received from the lecturer.

Table 13			
<i>Statement 11. I forget oral feedback easily</i>			
		Frequency	Percent
Valid	Strongly Disagree	3	2.8
	Disagree	39	36.1
	Agree	40	37
	Strongly Agree	26	24.1
	Total	108	100
Mean			2.82

Statement 11. In the statement “*I forget oral feedback easily*”, 3 respondents (2.8%) strongly agreed and 39 respondents (36.1%) disagreed that they forget oral feedback easily. But, 40 respondents (37%) agreed and 26 respondents (24.1%) strongly agreed that they forget oral feedback easily. It means that most of the respondents easily forget the oral feedback that they received from the lecturer.

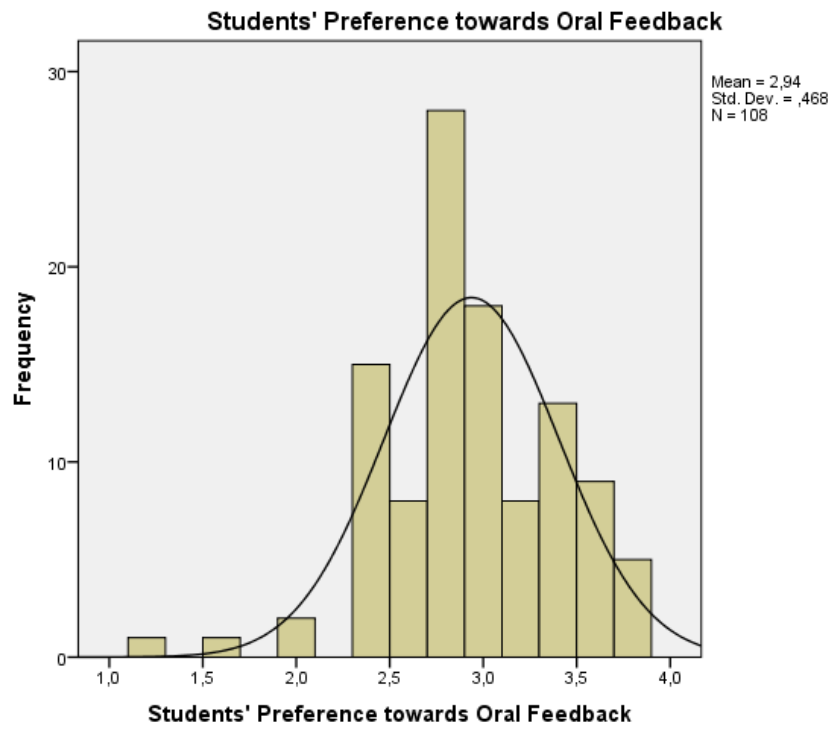


Figure 3. Total Mean Score of Oral Feedback Category

Students' Preference towards Feedback in General

Table 14			
<i>Statement 1. Receiving feedback is important for me</i>			
		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	1	0.9
	Agree	28	25.9
	Strongly Agree	79	73.1
	Total	108	100
Mean			3.72

Statement 1. The table above showed that 1 respondent (0.9%) disagreed that receiving feedback is important, 28 respondents (25.9%) agreed and 79 respondents (73.1%) strongly agreed. The mean score of statement 1 was 3.72 which was in the high category, it means that students strongly believe that receiving feedback is important for them.

Table 15			
<i>Statement 6. Individual feedback is better because I can clarify any issues with the lecturer</i>			
		Frequency	Percent
Valid	Strongly Disagree	1	0.9
	Disagree	5	4.6
	Agree	38	35.2
	Strongly Agree	64	59.3
	Total	108	100
Mean			3.53

Statement 6. In the statement “*Individual feedback is better because I can clarify any issues with the lecturer*” 1 respondent (0.9%) strongly disagreed, 5 respondents (4.6%) disagreed, 38 respondents (35.2%) agreed, and 64 respondents (59.3%) strongly agreed that individual feedback is better because they can clarify any issues with the lecturer. The mean score of statement 6 was 3.53 which was included in the high category, it means that students strongly believed that individual feedback is better because they can clarify any issues with the lecturer.

Table 16			
<i>Statement 8. I prefer general feedback in class because it's not personal</i>			
		Frequency	Percent
Valid	Strongly Disagree	11	10.2
	Disagree	63	58.3
	Agree	27	25.0
	Strongly Agree	7	6.5
	Total	108	100
Mean			2.28

Statement 8. The findings of the statement above showed that 11 respondents (10.2%) strongly disagreed, 63 respondents (58.3%) disagreed, 27 respondents (25.0%) agreed, and 7 respondents (6.5%) strongly agreed that they prefer general feedback in class because it was not personal. The mean score of statement 8 was 2.28 which belong to the average category.

Table 17			
<i>Statement 13. I prefer if the lecturer gives feedback on the content of my journal writing</i>			
		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	9	8.3
	Agree	36	33.3
	Strongly Agree	63	58.3
	Total	108	100
Mean			3.50

Statement 13. The table showed that 9 respondents (8.3%) disagreed, 36 respondents (33.3%) agreed, and 63 respondents (58.3%) strongly agreed. The mean score of statement 13 was 3.50 which was included in the high category, it means that students strongly believe that they prefer their lecturer to give feedback on the content of their journal writings.

Table 18			
<i>Statement 14. I prefer if the lecturer gives feedback on the structure, for example on the paragraph and links between ideas on my journal writing</i>			
		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	7	6.5
	Agree	44	40.7
	Strongly Agree	57	52.8
	Total	108	100
Mean			3.46

Statement 14. From the statement “*I prefer if the lecturer gives feedback on the structure, for example on the paragraph and links between ideas on my journal writing*”, the findings showed that 7 respondents (6.5%) disagreed, 44 respondents (40.7%) agreed, 57 respondents (52.8%) strongly agreed. The mean score of statement 14 was 3.46 which belong to high category, it means that they strongly believed that they prefer lecturer to give feedback on the structure of their journal writing.

Table 19			
<i>Statement 15. I prefer if the lecturer gives feedback on the language (grammar, vocabulary, and sentence pattern) on my journal writing</i>			
		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	5	4.6
	Agree	38	35.2
	Strongly Agree	65	60.2
	Total	108	100
Mean			3.56

Statement 15. From the last statement “*I prefer if the lecturer gives feedback on the language (grammar, vocabulary, and sentence pattern) on my journal writing*”, the findings showed that 5 respondents (4.6%) disagreed, 38 respondents (35.2%) agreed, and 65 respondents (60.2%) strongly agreed. The mean score of statement 15 was 3.56 which was considered in the high category, it means that students strongly believe that they prefer their lecturer to give feedback on the grammar, vocabulary and sentence pattern of their journal writing.

Discussion

The research question of this research was “what is EED of UMY students’ preference towards feedback given by the lecturer?” therefore, the purpose of this research was to find out what kind of feedback that students of EED UMY preferred. The total mean score of the questionnaire related to the written feedback was 3.23 and the total mean score of the questionnaire compared to oral feedback was 2.94. The total mean score on preference towards written feedback was considered high and the mean score on preference towards oral feedback was considered average based on the category of students’ preference towards feedback that was given by the lecturer.

From these results, it could be said that most of students of EED of UMY batch 2014 preferred written feedback more than oral feedback. According to MacDonald (2017), written feedback bridges students’ current performance and future performance by allowing them to understand how they are performing now and how they can improve their performance on their next assessment. Students can also refer to the written feedback that is given in the future and use it to reflect on their current work. And another advantage that students could gain from written feedback is because through written feedback student can refer to the feedback again and again, and continue to learn from it (Race, 2002).

Students of EED of UMY students preferred written feedback. However, from the result we could see that even though they agreed that written feedback was easy to read, there were several students who disagreed that written feedback was easy to understand. The reason lecturer’s written feedback was hard to

understand was because lecturer did not specify whether the written feedback that was given was correcting or responding. Harmer (2004) has divided written feedback into correcting and responding. Responding refers to the type of feedback that is focused on the content and outline of writing and correcting focuses on correcting students' work and also indicating if there is something wrong with students work. Additionally, in order for written feedback to result in learning, it must be clear and understandable (Rae & Cochrane, 2008). Making sure that feedback is easy to understand is a major factor for students to engage with the feedback (Hattie & Timperley, 2007; Moussu, 2013; Nicol, 2009; Rae & Cochrane, 2008; Seeker & Dincer, 2014, Wang & Li, 2011 as cited by Anselmo & Eaton, 2017).

From the result of this research it could be seen that students of EED of UMY batch 2014 wanted to receive feedback from the lecturer. Based on the result of the statement 1, 107 out of 108 students of EED of UMY batch 2014 agreed that receiving feedback was important for them. It is no wonder for students to believe that feedback is important for them because according to Hattie and Timperley (2011) feedback is one of the most powerful influences on learning and achievement. Most of students also agreed that they preferred if the lecturer gave feedback on their journal writings. For the type of feedback, most of students agreed that they preferred written feedback rather than oral feedback. It could be seen from the total mean score of written feedback which was higher than oral feedback.