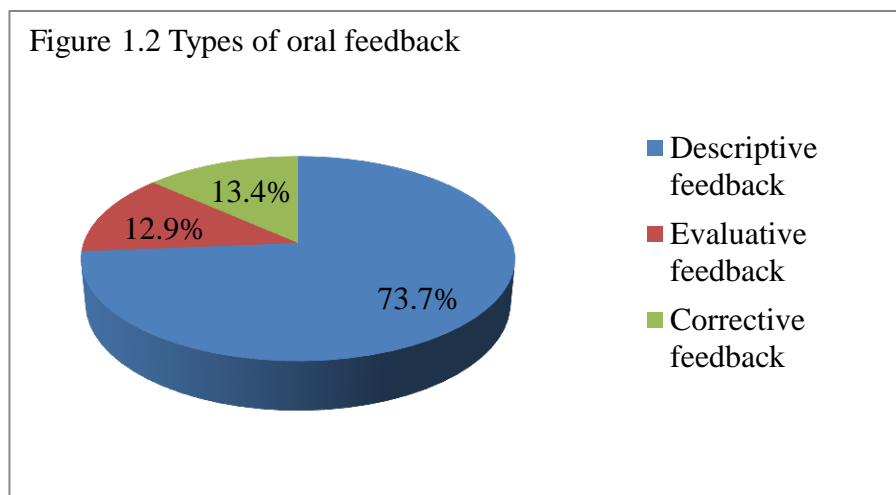


## Chapter Four

### Finding and Discussion

In this chapter, it will explain the findings and discussions of this study. To complete study properly, it is necessary to analyse the data collected in order to answer the research questions proposed. This chapter will be divided into two parts, the first, it will explain information about types of feedback given by the lecturers and benefits of feedback at EED of UMY.

#### Types of Oral Feedback Given by the Lecturers at EED of UMY



Based on data obtained from observation, the researcher found that there are types of feedback that were applied at EED of UMY. There are three types of feedback. They are corrective feedback, evaluative feedback and descriptive feedback (William, 1999; Askew, 2000; Gatullo, 2000; Lynster & Ranta, 1997).

The total percentage of descriptive feedback was 73.7 %. Descriptive feedback is divided into three: area to improve, improvement strategy strength and weakness (William, 1999; Askew, 2000). All of participants used improvement strategies. Total

percentage of improvement strategies which was used by three participants was 70.6%, the percentage improvement strategies which was used by Mr. Zaka was 4.84%, Mrs. Robin was 10.7% and Mrs. Hana was 54.8%. The last types of descriptive feedback is strength and weakness. Two of participants used strength and weakness, total percentage of the use strength and weakness by two participants was 3.23%. The percentage of strength and weakness which was used by Mr. Zaka was 2.69% and Mrs. Robin was 0.54%.

The second type of feedback is evaluative feedback. The total percentage of evaluative feedback was 12.9%. Evaluative feedback is divided into three: approval and disapproval, confirmation, and encouragement (Askew, 2000). Two of participants applied approval and disapproval. Total percentage of the use of approval and disapproval by two participants was 1.08%. The percentage obtained were 0.54% by Mr. Zaka and 0.54% by Mrs. Robin. The next type is confirmation, three of participants applied confirmation. Total percentage of confirmation used by all of participant was 11.8%. The percentage which was by Mr. Zaka was 0.54%, Mrs. Robin was 3.23%, and Mrs Hana was 8.06%. The last type of evaluative feedback is encouragement. Three of participants did not applied encouragement 0%.

The third type is corrective feedback. The total percentage of corrective feedback was 13.4%. Furthermore, corrective feedback is divided into six types. They are explicit feedback, recast, request clarification, metalinguistic feedback, elicitation, and repetition (Lynster & Ranta, 1997). All of participants did not applied explicit feedback 0%. The next types of corrective feedback is recast. Therefore, total percentage of those who used recast was 1.61%. Recast which was used by Mr. Zaka

was 1.61%. However, total percentage of clarification request was used by two participants 1.08%. Clarification request was applied by Mr. Zaka was 0.54% and Mrs. Robin was 0.54%. Two of participants was applied metalinguistic feedback. Total percentage of metalinguistic feedback which was used by two participants was 4.84%, the percentage of Mr. Zaka was 4.30% and Mrs. Robin was 0.54%. The next type is elicitation, two of participants applied elicitation. Total percentage of elicitation feedback used by two participants was 1.62%, the percentage of Mrs. Robin was 0.54% and Mrs. Hana was 1.08%. The last type of corrective feedback is repetition, two of participants applied repetition. Total percentage of repetition feedback of used by two participants was 4.3%, the percentage of Mrs. Robin was 3.76% and Mrs. Hana was 05.4%.

In this section, the researcher will discuss the types of feedback orderly followed by supporting statements from expert that are related to the types of feedback. Moreover, the researcher also put the dialogue from lecturers and students.

**Descriptive feedback.** The researcher found that three participants used Descriptive feedback. Descriptive feedback is divided into three types. They are area improve, Improvement strategies and strength and weakness. Total percentage of descriptive feedback used by three participants was 73.7%. The findings will be discussed below.

*Improvement strategies.* Three participants of this research used improved strategies feedback. Total percentage of improved strategies used by all of participants were 70.6%, from Mrs. Hana 54.8%, Mrs. Robin 10.7%, and Mrs. Zaka 4.84%. The situation was all of participants asked students to answer question regarding any topics.

All of participants asked all of students in the class. Therefore three participants would give feedback afterward. There first participant who used it was Mr. Zaka. Here is except of the dialogue between his and a student.

Mr. Zaka: "What is your research question?"

Student: "How is the drilling methods applied at SMP Muhammadiyah 9?"

Mr. Zaka: "Good".

The second was from Mrs. Robin who also used improved strategies'' feedback to confirm students answer after she gave feedback. Here is the example:

Mrs. Robin: "How many types of interview?"

Student: "Four".

Mrs. Robin: "Excellent".

Mrs. Hana also used improved strategies'' feedback to confirm students answer after she gave feedback. Here is the example:

Mrs. Hana: "What are the types of listening?"

Students: "Intensive".

Mrs. Hana: "Very well".

The example showed three of participants used improved strategies'' feedback. They used it to confirm students answer about question in the class. In the example, three of participants had given appreciation for students answer by saying good, excellent and

very well. Lecturers' gives suggestion about other improved strategies which has not existed in the performance that students can do (William, 1999; Askew, 2000). Feedback given by lecturers to appreciate performance of the students.

*Strength and weakness.* Strength and weakness of feedback, the lecturers told the students about their strengths and weaknesses. Total percentage of using strength and weakness by two participants was 3.23%, from Mr. Zaka 2.69%, and Mrs. Robin 0.54%. Two of participants used strength and weakness. Here is the example of the dialogue, when the lecturers provided feedback to students:

Mr. Zaka: "What is your research question?"

Student: "How long the duration of learning english of the students?"

Mr. Zaka: "I think it's good but the grammatical errors".

Mrs. Robin also used Strength and weakness feedback to confirm students answer after she gave feedback. Here is the example:

Mrs. Robin: "All students please collect the result of group interview?"

Students: "Yes, Mrs. Hana".

Mrs. Robin: "This one is correct but too little question for one student".

Mrs. Robin used strengths feedback by showing student their strengths from one of example "this one is correct" it means student know his strength. In another example, Mr. Zaka used weakness feedback "the grammatical errors" it means student know his weakness. The example of feedback that was used by Mr. Zaka and Mrs. Robin was

because it could increase students' performance. According to Elawar and Corno (1985) and Klein (2001), "when students receive informative feedback explaining both strengths and weaknesses, they demonstrate higher levels of intrinsic motivation (p.37)." In the example, the feedback let students become more aware and evaluated their previous performance. In both examples students could see that strength and weakness gave motivation because they could image their performance and evaluate it to make it better.

**Evaluative feedback.** The researcher found that three participants used evaluative feedback. Types of evaluation feedback are approval & disapproval, confirmation, and encouragement (Askew, 2000). Total percentage of evaluative of feedback used by three participants was 12.9%. The types of used by the participants, would be discussed below.

*Approval and disapproval.* One of evaluative types feedback are approval and disapproval. Total percentage of approval and disapproval used by two participants was 1.08%, from Mr. Zaka 0.54%, and Mrs. Robin 0.54%. Two of participants used approval and disapproval. Approval and disapproval feedback show lecturers positive expression of students performance (Askew, 2000). Here is the example of lecturers providing feedback to students:

Mrs. Zaka: "What is the title of your *skripsi*?"

Student: "The Impact of Watching English Video on YouTube to Students' Speaking Ability".

Mrs. Zaka: "You have done well".

Mrs. Robin also used approval and disapproval feedback to confirm students' performance. Here is the example:

Mrs. Robin: "All of students please collected the result of group interview?"

Students: "Yes, Mrs. Hana".

Mrs. Robin: "No, because the transcript interview of the students is conclusion".

The first example from Mr. Zaka was he provided positive feedback to student by saying "you have done well", because the students fulfil lecturers' expectation or the goal of the lesson. According to Tunstall and Gipps (1996), compliment is included in approval. The second example is Mrs. Robin provided negative feedback to student by saying "No, because the transcript interview of the students is conclusion", the lecturer disagreement containing negative tone of students' performance. Hence, approval and disapproval feedback given by lecturers when students performance was high or low.

*Confirmation.* The other types of evaluative feedback is found in this research that was confirmation feedback. Total percentage of confirmation used by three participants was 11.8%, from Mrs. Hana 8.06%, Mrs. Robin 3.23%, and Mrs. Zaka 0.54%. Three participants used confirmation feedback to students. There was the first participant who used it was Mr. Zaka. Here is except of the dialogue between he and a student.

Mr. Zaka: "What is your research question?"

Student: "How is students' EED UMY self-confidence?"

Mr. Zaka: "Okay".

The second is from Mrs. Robin who also used confirmation feedback to confirm students answer after she gave feedback. Here is the example:

Mrs. Robin: “What is coding? name or label?”

Student: “label”.

Mrs. Robin: “Okay”.

Mrs. Hana also used confirmation feedback to confirm student’s statements. Here is the example from Mrs. Hana:

Mrs. Hana: “What is extensive speaking?”

Student: “Oral presentation and storytelling”

Mrs. Hana: “Okay”.

The examples showed three lecturers said “okay” as the response to the statements of students, it means three lecturers agree with the statement students. The confirmation feedback was information to the student that he already understood. Winne & Butler (1994) said that confirming students statements make them understand that they performed or told correctly. Confirmation is the claim that tells that students 'statement is true.

***Corrective feedback.*** The last feedback used by three participants is corrective feedback. The parts of corrective feedback, are explicit feedback, recast, clarification request, metalinguistic feedback, elicitation, and repetition by Lynster & Ranta (1997).



The researcher will be discussed the parts of corrective feedback used by three participants below.

*Recast.* The researcher found that one of participants used recast. Mr. Zaka corrects only in the incorrect part of students speaking. Total percentage of recast use was 1.61%, by Mr. Zaka 1.61%. Here is the dialogue between his and a student.

Student: “What is the drilling methods applied at SMP  
Muhammadiyah 9?”

Mr. Zaka: “What is” How is?

In the example, Mr. Zaka gave feedback to one student. In the example students said “What is the drilling methods applied at SMP Muhammadiyah 9?” and Mr. Zaka gives feedback, “How is” in here, Mr. Zaka corrects only in incorrect part which is “what is”. In some cases lecturer only restates some parts exactly in incorrect section and in another case, teacher restates the whole sentence. These involve the lecturer reformulation of all or part of a student’s utterance, in minimizing the error in which, the lecturer would neither indicate nor point out that the students make an error, but merely give a correct form by Suzuki (2004).

*Clarification request.* From the classroom observation, two of participants used clarification request. Total percentage of clarification request used by two participants was 1.08%, by Mr. Zaka 0.54%, and Mrs. Robin 0.54%. This types of clarification request is used when there are linguistic problems in the learner’s turn, and also when the learner’s utterance is not comprehensible. It could be seen when the lecturers provided feedback to students:

Students: “What are the students’ perceptions on the use of intensive-reading?”

Mr. Zaka: “be more specific, student who?”

Students: “At EED of UMY”.

Mrs. Robin also used clarification request feedback to confirm student’s statements. Here is the example from Mrs. Robin:

Students: “We do the observation based on the topic in *skripsi*?”

Mrs. Robin: “No, you do the observation in order know to do observation”.

The first example is Mr. Zaka clarified students statement “be more specific, student who?”. He wanted to get clear information from students comment so that when he would give feedback, so students said “At EED of UMY”. The second example was by Mrs. Hana, student said “We do the observation based on the topic in *skripsi*?” then Mrs. Hana clarified students statement “No, you do the observation in order know to do observation”. Mr. Zaka and Mrs.Hana clarified students comment by repeating the word that he did not hear or understand clearly. In this case the repetition was slightly different from repetition feedback type because the aim was not to let student noticed his mistake but to get accuracy and comprehensible information from the students as Lynster and Ranta (1997) said that clarification feedback referred to comprehensibility or accuracy or both.

*Metalinguistic feedback.* Two participants of this research used metalinguistic feedback. Total percentage of metalinguistic feedback used by two participants was 4.84%, by Mr. Zaka 4.30%, and Mrs. Robin 0.54%. This contains either comments,

information, or questions related to the student's utterance, without explicitly providing the correct form. Here is the example of lecturers providing feedback to students:

Student: "What the problem in teaching vocabulary for young learner?"

Mr. Zaka: "What are the problems in teaching vocabulary for young learner?"

Mrs. Robin also used metalinguistic feedback to confirm students' statements.

Here is the example from Mrs. Robin:

Student: "Which explain".

Mrs. Robin: "Which be explained".

The first example was by Mr. Zaka, a student said, "What the problem in teaching vocabulary for young learner?" and Mr. Zaka gave feedback, "Problems...?". The second example was from Mrs. Robin a student said "which explain", and Mrs. Robin gave feedback "which be explained". This kind of corrective feedback makes the learner analyses his/her utterance linguistically, not quite in a meaning-oriented manner. This kind of feedback requires students analyse their error and give explanation about the correct form of the answer by Lynster & Ranta, (1997). It points out the nature of error but attempts to elicit the information from the students.

*Elicitation.* The researcher found that two participants used elicitation. . Total percentage of elicitation feedback used by two participants was 1.62%, by Mrs. Robin 0.54% and Mrs. Hana 1.08%. This refers to the techniques that teachers use to directly elicit the correct form of the student. One technique is that teachers elicit completion of their own utterance by strategically pausing to allow students to fill in the blank as it were. It could be seen on the observation result by the dialogue Mrs. Robin and a student.

Mrs. Robin: "This research is suitable ....?"

Students: “For this research”.

Mrs. Hana also used elicitation feedback to confirm students’ statements. Here is the example from Mrs. Hana:

Mrs. Hana: “Remember the materials today is.....?”

Students: “Assessing Speaking”.

The first example from Mrs. Robin she said “This research is suitable ....?” then students said “For this research”. The second example was from Mrs. Hana who said “Remember the materials today is.....?” then student said “Assessing Speaking”. In elicitation, students are expected to improve themselves while the feedback processes is occurring (Panova & Lyster, 2002). Lecturers’ uses pausing strategy to let students “fill in the blank” with the correct answer during pausing break (Lynster & Ranta, 1997). The blank is the part of students’ utterance which needs to be corrected.

*Repetition.* From the classroom observation, two participants used repetition. Total percentage of repetition feedback by two participants was 4.3%, by Mrs. Robin 3.76% and Mrs. Hana 0.54%. This refers to the lecturers’ repetition, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error. There first participant who used it was Mr. Robin. Here is except of the dialogue between her and a student.

Student: “Open cade (Error – pronounces)”.

Mrs. Robin: Do repetitions with repeated errors or sentences “open code”.

Mrs. Hana also used repetition feedback to confirm students’ statements. Here is the example from Mrs. Hana:

Students: “Procedur... (Error – pronounces)”.

Mrs. Hana: “procedures”.

Mrs. Robin and Mrs. Hana used repetition. The first example from Mrs. Robin, student said “Open cade (Error – pronounces)”, then Mrs. Robin said “open code”. The second example was from Mrs. Hana, students said “procedur... (Error – pronounces)” then Mrs. Hana said “procedures”. Mrs. Hana and Mrs. Robin can do repetition by repeating the error word or sentence in students’ utterance.

Lecturers adjust his intonation with aims students will notice their mistake and have initiative to correct it (Lynster & Ranta, 1997). In this case student pronounces incorrectly and teacher noticed it.

To conclude, from all of those participants’ statement, this research found Mr. Zaka, Mrs. Hana and Mrs. Robin used three types of feedback. They are corrective feedback, evaluative feedback and descriptive feedback. Theoretically, these three kinds of feedback were divided into twelve types which were explicit feedback, recast, clarification request, metalinguistic, elicitation, repetition, approval and disapproval, confirmation, encouragement, strength and weakness, area to improve and improvement strategy. However, the study found Mr. Zaka, Mrs. Hana and Mrs. Robin used nine out of twelve types of oral feedback, and did not use two out of twelve types at all. The kinds of feedback used were improvement strategies, strength and weakness, approval and disapproval, confirmation, recast metalinguistic feedback, clarification request, elicitation and repetition. The nine types of oral feedback used by the EED of UMY lecturers, the most frequently given feedback is improvement strategies feedback.

## **Benefits of Feedback Perceived by Students at EED of UMY**

Based on the data obtained by interview, the researcher found that there were nine benefits of feedback perceived by EED of UMY students. The benefits were that oral feedback consisted of motivated students in learning, increased students' performance, made students understand his flaws and mistakes, helped evaluate students learning, prepared students in their future teaching, was able to be used as a basis revision, avoided the same mistake, provided positive feeling, and improved students' ability. Hattie and Timperley (2007) supported findings above that feedback is beneficial for students in learning process. In this section, the researcher would discuss the benefits of feedback orderly followed by supporting statements from experts that are related to the benefits of feedback.

**Oral feedback motivates students learning.** Feedback can increase effort, motivation, or engagement (Hattie & Timperley, 2007). It means that motivation plays an important part in learning process. In line with the statement above, it was explained that feedback can increase students' motivation. Moreover, one of the participant claimed: "I felt appreciated because I felt motivated to answer again" (P1.8). Further, he added that "Feedback improve students' motivation" (P1.21).

From the findings of this research, the students at EED of UMY felt that feedback improves and increases student's motivation. Feedback is important as motivation gives students information about competence and help them meeting the needs of students to understand how they are developing (Eggen & Kauchak, 2012). Based on that statement, it could be indicated that feedback is to improve students' motivation at EED of UMY.

**Oral feedback increased student's performance.** Feedback is very important for students' performance (Shute, 2008). Based on the findings, two participants agreed that feedback is to improve student's performance. It could be seen on interview result by the statements from two participants. Participant two said "Feedback that is given to students will make students be better in the future" (P2.14). In addition, participant three declared "Oral feedback helps students to have a good performance" (P3.28).

Hence, based on the participants' answer, it could be concluded, first feedback suggests for better performances. The second benefit oral feedback will make students better in the future. It helps them to know their performance, and progress then it helps them correct the mistake and improve their performance (Lewis, 2002). Therefore, feedback is to improve student's performance.

**Oral feedback made students know his flaws and mistake.** The participants of this research answered some important points regarding some components they focused on while feedback is to know students' flaws and mistake. Participant two said "Feedback let students know his mistake" (P2.17). It is supported by participant three who stated that the feedback is to know his mistake. Participant three said: "Students know his mistake like grammar mistake" (P3.21).

From those statements, it could be seen that the participant two' statement is feedback help students "know his mistake" and participant three also said "Students know his mistake like grammar mistake". For students, by getting feedback, they are able to know the mistake, errors, and faults. They will get information about their mistake (Lewis, 2002) and then they will compare the performances with the feedback,

detecting their mistake (Nicol & MacFarlane-Dick, 2006). As a result, feedback detects their mistake.

**Oral feedback could be used to evaluate students learning.** Another benefit found in this research is evaluating students' learning. This benefit was given statement by one participants. It was proven by the statement from participants one "Feedback is important for students because it does not only to improve students' motivation but to evaluation ourselves" (P1.12).

Hence, based on the participant' answered, it could be concluded that feedback is "to evaluate ourselves". It means is feedback as an evaluation tool for measuring the suitability of an objective is to be achieved through the learning activities and to improve the quality of students. It is truly supported by Sinclair and Coulthard (1975) who explained that feedback consists of the acts of accepting, evaluating and commenting.

**Oral feedback prepared students in their future teaching.** The next benefit is preparing students in their future teaching. This research found that there was one participants who stated that feedback is to prepare students in the future. Here is the statement from participant two "Feedback that is given by lecturers can be used when we are doing teaching practice in the future" (P2.16).

This can be concluded that through feedback, feedback given by lecturers will be prepare students in their future teaching. It means feedback that is given by lecturers can be used when student teaching practice in the future. Feedback given by lecturers will be developed by students in the future. This is in line with Ikeda, Ashlay and Chan (2006) who said that feedback develops students' teaching practice that they are more



likely to understand comment by lecturer in sustainability. As a result, feedback prepares students in the future.

**Oral feedback could be used as a basis of revision.** The researcher found the benefit of feedback is being a basis for a revision. This research found that there was two participants who stated that feedback becomes a basis for a revision. It could be seen on the interview result in the statement given by participants two “Feedback can build up and give answers to what we should do” (P2.16). It is supported by participant three who also stated “Feedback let students know their mistakes and they continuously fix it” (P3.24).

From the statements above, it could be seen that feedback is fundamentally used by lecturers to improve students practice to be better. It means that feedback received by students make them know their mistake and they could do revision to fix their mistake, based on their lecturers’ oral feedback. According to Gibbs and Simpson (2004) feedback can give revision, develop understanding through explanations and generate learning through suggesting further and specific information.

**Oral feedback avoided the same mistake.** Another benefit found in this research given by participants was avoiding the same mistake. One of participants stated that feedback that is given to students aims to make them no to repeat the same mistakes. As the statement from participant three: “Lecturers provide feedback to students’ in order some students in the class do not repeat the mistake” (P3.30).

From the participant’ statement, it could be seen that feedback is deliver by lecturers for correction of students’ mistake so that they avoid and do not the same

mistake. Feedback given by lecturers is intended to draw students' attention to some aspects, such as initial utterance of students in order to avoid the mistake in teaching and learning process by Lyster & Ranta (1997).

**Oral feedback provided positive feeling.** Feedback influence students' learning to have positive attitude (Ayoun, 2001). This research also found that there was participant who had positive feeling after they received feedback. Participants two stated that "Students felt better after they received feedback" (P2.13). It supported by participant three also stated that feedback creating positive feeling. Here is the statement from participant three "Feedback provided students to be happy when they are given positive feedback" (P3.23).

This first statement showed that after student received feedback, they felt better. It means feedback encourages students to be better. The second statement is student felt happy when they received positive feedback. Therefore, feedback provided positive feeling which became one of the benefits of feedback. This is in line with Skinner (1986) who stated that feedback give positive influence toward student' attitude it can influence. Hence, providing positive feeling after students received feedback because they felt happy after received positive feedback.

**Oral feedback improved student 'ability.** This research found that one of benefits of feedback is to improving student 'ability. This benefit has been found from all participants who stated that feedback improved students 'ability. Participant one pointed out that feedback could be used "To improve the ability of ourselves" (P1.11). It is supported by participant two who also stated that feedback generates positive feeling.

She said that feedback could be “Adding knowledge like grammar, vocabulary and etc.” (P2.18). The next was statement by participant three who said “Feedback is to improve students learning” (P3.27).

From the participant’ statement, it could be seen that first feedback is to increase ability of student themselves. The second feedback is provides some knowledge like grammar and vocabulary. The last is feedback is to increase students’ learning. It is in line with Sadler (1989) argues that providing feedback on students’ performance is to improve ability and accelerate learning. Hence, it was clear that feedback is to improve student ‘ability as one of the benefits of feedback.

To conclude, from all of those participants’ statement, this research found nine benefits of feedback by students at EED of UMY. It was proven by the data obtained, the benefits found that feedback oral feedback motivates students in learning, increases students’ performance, makes students know his flaws and mistake, could be used to evaluate students learning, prepares students in their future teaching, could be used as a basis revision, helps to avoid the same mistake, provides positive feeling and improves students’ ability.