

## Chapter 4

### Finding and Discussion

This chapter discusses the finding of this study after collecting the data by using interview. The data derives from the opinion of six students who had been selected and interviewed at English Education Department of Universitas Muhammadiyah Yogyakarta. The data is used to reveal two cases which consist of what reactions of the students after receiving feedback of the teacher in weekly journal activity and what kinds of feedback preferred by the students in weekly journal activity.

#### **The Reaction of The Students After Obtaining Teacher's Feedback in Weekly Journal Activity.**

After interviewing the students, this study found that the reactions of the students after getting feedback consisted of four points. There were students showed demotivation in learning, students felt satisfied with the feedback, students felt curious with the feedback, and students showed their enjoyment in learning. In this section, the finding would be described vividly by putting some opinions from experts to support the finding.

**Students showed their enjoyment in learning.** Alamis (2010) stated that the students would be more interested to learn if they accepted an advice and suggestion in their work. Moreover, feedback contributed significantly positive effect, if the

students found the enjoyment inside the feedback such as a joke, funny word, or interesting delivering. The data showed that feedback could help the student to brush up on the materials. All the statements above were supported by students' opinion below.

“Sometimes the feedback makes me laugh because that is funny (Nana.6)”.

“The feedback can make me laugh and realize upon my mistakes. Moreover, the feedback can make me easy to remember the correct form (Nana.8)”.

“I like mixed language used in this feedback because it can make me relaxed (Nene.7)”.

“I like mixed language in this feedback because it is funny (Nunu.12)”.

From the opinions above, it could be concluded that the students would show their enjoyment in reading the feedback if the feedback was interesting and funny for the students. Moreover, according to (P1.8), interesting feedback also could help the students to develop their understanding such as developing students' understanding in grammatical context, and this was related to Alamis (2010) saying that excited feedback would be easier to catch students' attention to read the feedback.

**Students felt demotivated in learning.** Giving feedback sometimes was the best way to make the students capable to comprehend or improve their skill. However based on Lee (2008) asserted that feedback sometimes could be a burden or barrier for the students to understand the materials. For example, the students felt

demotivated because of the comment of the teacher or the result beyond his/her expectation. Thus, feedback could make students' motivation up and down on learning.

This study also underlined the statement of the participants. They revealed that the characteristic of the teacher also influenced student's reaction after receiving a feedback. Moreover giving uncompleted feedback also brought bad effect for the students. Nevertheless, one of the participants thought that feedback which was too detailed, it made shy as the participant would know all the mistakes. Those findings were supported by:

“Every now and then, the feedback can make sad because the result is beyond of my expectation (Nana.9)”

“My reaction after obtaining the feedback, sometimes it can make me up and down my ambition to improve my skill (Nene.4)”

“Sometimes I get an upset when I read the feedback such as “Please be more creative to write the conclusion. (Nana.10)”

“I do not like uncompleted feedback or the feedback is not detailed. For example, what does your sentence mean? It just makes me confused and makes me difficult to correct the sentence (Nono, Nene, and Nanik)”

“I do not like feedback which is too detailed because it can make me demotivated. (Nana.15)”

The statements above said that feedback which was given by the teacher sometimes could make students down because the feedback was not detail and made them difficult to comprehend the content of the feedback. The sentences or the words of the feedback that sometimes made the students get hurt, and the students found many mistakes inside their work (Hyland & Hyland, 2006).

**Students felt satisfied with the feedback.** Based on Lipnevich and Smith (2008), they argued that students could obtain a satisfaction on learning if the teacher put the feedback clearly. First participant was pleased to receive the feedback as the participant had a reference to improve the ability. This reaction was also felt by other participants such as P3 and P6. However, although the participants were pleased, one of the participants said different reaction. The participant was shy after reading the feedback because the participant knew the errors.

“I am satisfied with the feedback since I have reference to improve my ability by myself (Nini. 4)”

“Sometimes my feeling is just so-so, but I am also happy as I can get improvement (Nono.3)”

“I feel satisfied and happy with the feedback. (Nanik.7)”.

“I feel shy and happy after accepting feedback from the teacher (Nunu.3)”

The statements above said that all the students felt satisfied if the students could get clear feedback, and the most important thing, the students could get

significant progress. Significant progress in this context, the students could obtain new understanding or improvement in learning. This finding was supported by Lipnevich and Smith (2008) saying that clear feedback would make the students satisfied as the feedback could reveal all the errors of the students and help them to improve their understanding.

**Students felt curious with the feedback.** Beside feedback could make the students satisfied on learning, apparently feedback could make students curious. The students were more interested to develop their ability and more diligent to attend the class as they were impatient and curious to wait the feedback of the teacher. Moreover, adapting delivering feedback method such as in weekly journal activity, giving feedback in the next meeting and submitting the works firstly, was useful to stimulate the students. This finding was supported by some participants who said “I feel curious and impatient to wait for the feedback, and written feedback makes me curious especially about the correction and my score when I answer the questions of the teacher.” The statement said that delaying to deliver the feedback it would make the students curious. The curiosity of the students came up because the students desired to know the feedback sooner. Apparently, delaying feedback was supported by an expert. Metcalfe, Kornell, & Finn (2009) said that delaying feedback showed better performance for the students in learning than immediate feedback.

### **Types of Feedback Preferred By The students**

This study had cited types of feedback commonly used by the teacher to comment students' work on writing. Based on some experts who had been mentioned on second chapter, the feedbacks consisted of responsive feedback, direct feedback, diverse feedback, combination feedback, interpretation feedback, and oral feedback. From the kinds of feedbacks above, those feedbacks could be delivered by using oral feedback and written feedback. However in weekly journal activity, the teacher only adapted written feedback by using direct feedback to comment students' work, and oral feedback to give additional feedback. All the participants (Nana, Nini, Nono, Nene, Nunu, and Nanik) added that they accepted written feedback and oral feedback only focused on grammatical error and content. Moreover according to students' opinion who said "My favorite feedback is written feedback and oral feedback for additional discussion (Nini.9) and "Types of feedback usually given by the teacher to evaluate students' work are grammatical feedback and content feedback. Moreover the teacher usually uses written feedback, and I prefer to get written feedback since the comment is clearer (Nana.1). It went without saying that those feedbacks were inevitably to be their favorite feedbacks due to some reasons.

**Written feedback.** According to Chandler (2003), delivering feedback by underlining the mistakes of the students in their work was the most proper way to make the teacher straightforward to give comment. This statement was in line with the finding of this research as some participants (P3& P1) stated on the same page as

Chandler. From the statement, P3 and P1 preferred to obtain written feedback because they believed if written feedback could develop their grammatical knowledge. In addition, due to the effect of language used by the teacher, written feedback became students' favorite feedback. Although the teacher delivered the feedback by using casual language, the students did not obtain difficulties to comprehend the feedback. Thus, the language on delivering feedback used by the teacher such as using mixed language in written feedback could create fundamental base for the students. For example, the students felt relaxed and the feedback was easy to be understood. Moreover, from the statement above, there was no interference language between L1, L2, and foreign language as the language used in feedback could be comprehended perfectly. The assumption above was supported by several opinions below.

“My favorite feedback is grammatical feedback which is delivered by using written feedback because my understanding regarding structure in a sentence is still less (Nono.5)”

“My favorite feedback is written feedback which focuses on grammar by putting additional explanation. For example, the teacher shows the error sentence by describing the mistakes rather than underlining the error sentence only (Nana. 14)”

“I like written feedback as the language used by the teacher is casual, relaxed, and understandable. (Nana.11)”

“The example of casual language in written feedback usually given by the teacher is Kowe ki nulis opo? (Nana 12)”

“There is no problem if the feedback uses Javanese language because it is funny (Nana.13)”

“Casual language also helps me easily to remember the feedback (Nono.7)”

“Types of feedback usually given by the teacher to evaluate students’ work are grammatical feedback and content feedback. Moreover the teacher usually uses written feedback, and I prefer to get written feedback as the comment clearer (Nana. 1)

“I like written feedback because the teacher gives written feedback based on what the students write on their work. Thus, every student has diverse feedback (Nini.8)”

“My favorite feedback is written feedback written feedback and oral feedback for additional discussion as the feedback makes me understand (Nini.9)”

The reason why many students preferred to accept written feedback as the feedback made the students easy to identify their mistakes. Moreover, based on the opinions above, the language that the teacher used in delivering the feedback such as



using local language (Javanese language), made the students laugh and more pay attention. The students assumed the feedback was funny and understandable.

**Oral feedback.** Mahdi and Saadany (2013) revealed that oral feedback was appropriate to be used to give additional feedback after giving written feedback to the students. Mahdi and Saadany (2013) also stated that oral feedback was not fit to be given in front of many people as it could make the students shy. The participants in this study mentioned that they like oral feedback since oral feedback was easy to inquire a confirmation and ask more feedback to the teacher. However, both written feedback and oral feedback, behavior of the teacher on giving the feedback must be paid attention seriously. The behavior of the teacher must be interesting and able to create good atmosphere on learning. Furthermore, giving praise after commenting students' work was a must for the students as praising students' work was a step to appreciate their work. The statement above was supported by several opinions below.

“My favorite feedback is oral feedback as it can make me easy to ask a confirmation about my mistakes to the teacher (Nanik.14)”

Oral feedback became favorite of the students as the students felt easier to ask a confirmation if the students did not understand the feedback. Second reason the students prefer oral feedback because of the teacher. The students were comfortable to receive oral feedback if the students had known the characteristic of the teacher. To give oral feedback, participants had preference how teacher delivered oral feedback, and the statement could be seen below.

“Whatever the teacher conveys, it never annoys me because I have known the characteristic of the teacher (Nana.7)”

“Teacher behavior affects to the students on learning (Nene.10), and above all, the feedback does not demotivate me on learning (Nene.9)”

However, in delivering oral feedback, the teacher must pay attention several factors. The factors that should be paid attention such as the students did not like if they got rude language, the students got insult in public, and the teacher could make good atmosphere in delivering the feedback.

“I like feedback which does not blame me (Nunu.7), and I like detailed feedback and there is a compliment (Nunu.10)”

“Feedback must not make the students afraid (Nono.6)”

“I hate words in feedback and delivering the feedback, it seems someone who still upsets. (Nene.11)”

“I hate feedback if the language used in feedback seems to put the blame on me in public. (Nunu.11)”

Because feedback was social approach, thus, the teacher must consider those arguments of the students seriously to make good teaching and learning in classroom. If the teacher did not pay attention what the students preferred especially in delivering oral feedback, the students would be demotivated to be active in classroom.

From the finding above, this study concluded that feedback in weekly journal activity created several reactions which consisted of giving enjoyment on learning, Giving demotivation on learning, giving satisfaction on learning, and making students curious. The students also believed that language and behavior of the teacher were the biggest effect which created the reaction of the students. On giving feedback, the teacher often used casual language that made the students easy to understand the feedback. Moreover, the language or word used by the teacher on delivering the feedback sometimes contained funny words, so it could develop enthusiasm of the students on learning.

Types of feedback offered by the teacher in weekly journal activity, which was conducted by the teacher, were oral feedback and written feedback. Types of feedback offered by the teacher were in line with students' favorite feedback. Most of the participants said that oral feedback and written feedback were clear to show the errors or mistakes, so the students were easy to improve or correct the sentence. Moreover, due to oral feedback provided by the teacher, the students were excited to learn as they looked like having a space to ask a question freely and privately. However, between written feedback and oral feedback, the students preferred to written feedback to improve their writing ability as the feedback could make them easier to analyze, identify, and know the mistakes. Then, oral feedback became second choice if the students did not understand what the teacher meant in written feedback. Since by using oral feedback, the students were easy to get clarification.