# CHAPTER IV

FINDINGS AND DISCUSSIONS

This study is aimed at finding how corrective feedback works on students' writings. This chapter explains the findings of the study according to the research questions.

4.1 Research Findings

Research question 1: How do the teacher's corrective feedbacks affect students' revised texts?

Chart 4.1 shows the frequency of the error categories occurred in each task of students' writing (first task until the third task). Topics in each task are different, but maintain similar context. From the first task, the total numbers of errors in students' writing decreased after students received coded-feedback from the teacher. Students' errors decreased in all categories. In verb category, the total number of errors decreased from 14.59% to 8.35%. The number of noun-ending errors decreased from 3.84% to 1.53%. Article errors also decreased from 5.32% to 5.12%. Then wrong word errors decreased from 2.13% to 1.65%, and sentence structure errors decreased from 11.16% to 9.07%.

Chart 4.1

Summary of frequency of errors on students' writing
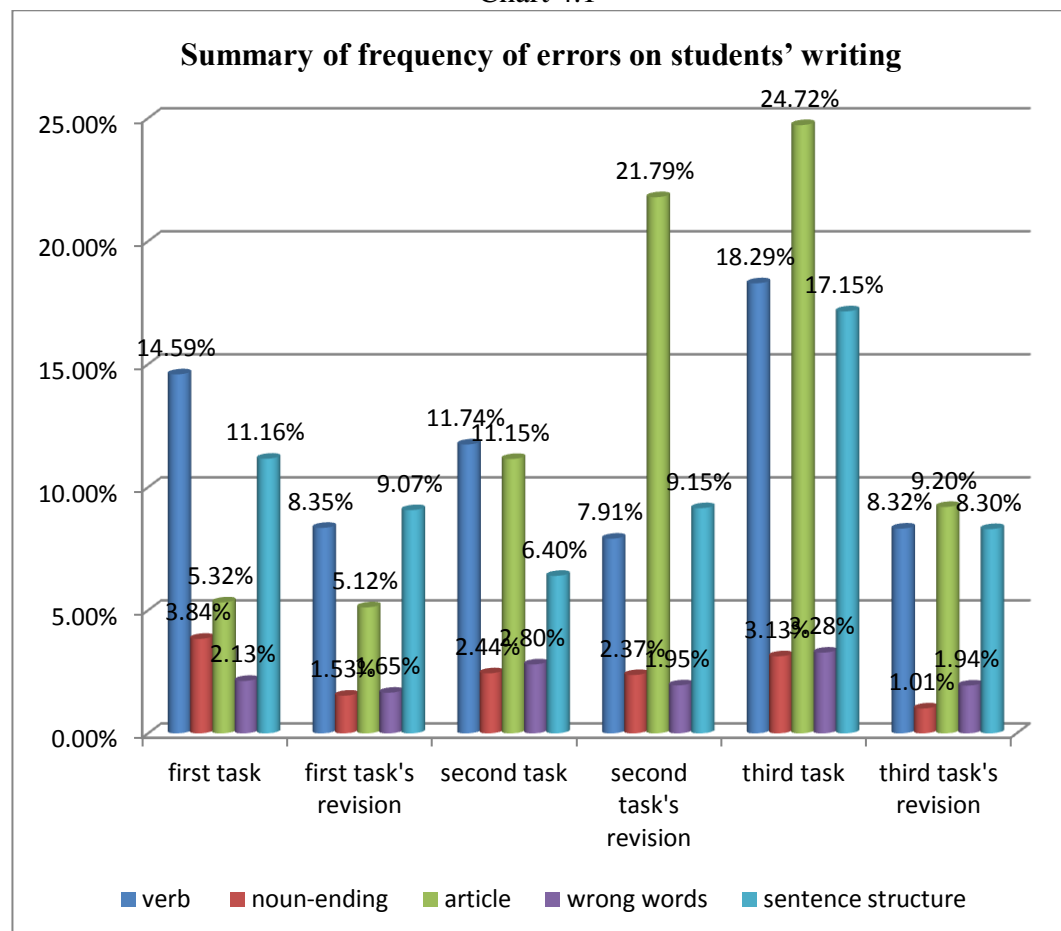
The decreasing of the total number of errors is not consistent. In the second task, the total number of errors increased again, even in revision text the total number of errors decreased, except article errors and sentence structures errors. The decreasing of the total number of errors in verb errors is from 11.74% to 7.91%, in noun-ending errors is from 2.44% to 2.37%, and in wrong words error is from 2.80% to 1.95%. In article errors increased from 11.15% to 21.79%, and in sentence structures errors, the total number of errors increased from 6.40% to 9.15%.

Again, the total number of errors in all categories in the third task also increased when students wrote a new piece of writing. In fact, after getting coded-feedback, the total number of errors is decreasing, similar to the first and second tasks. In verb errors, article errors and sentence structure errors, the errors were decreasing significantly. In verb errors, the errors decreased from 18.29% to 8.32%. Then in article errors, the errors decreased from 24.72% to 9.20%, and in sentence structure errors, the errors decreased from 17.15% to 8.30%. In noun-ending errors and wrong words, the errors are also decreasing, but it is not as significant as verb errors, article errors, and sentence structure errors. The errors in noun-ending decreased only from 3.13% to 1.01%, while in wrong word errors are only from 3.28% to 1.94%.

Comparing between the errors in revision text in the third task (table 4.1) and in the test (table 4.2), all the errors, except article errors, are increased again. However, the increasing number is not as high as three tasks before. The increasing number of errors in verb is from 8.32% to 10.26%, noun-ending errors is from 1.01% to 1.55%, wrong word errors is from 1.94% to 2.75%, and sentence structure errors is from 8.30% to 11.84%. As the only one category which didn't increase in the total number of errors, the article errors decreased from 9.20% to 8.70%.

From chart 4.1 about comparison on students' errors in the first task and in the third task found that the number of noun-ending errors decreased. However, most of error categories (verb, article, sentence structure errors, and wrong words)

increased in the third task. In other words, coded corrective feedback did not help students to correct grammatical errors in revised text.
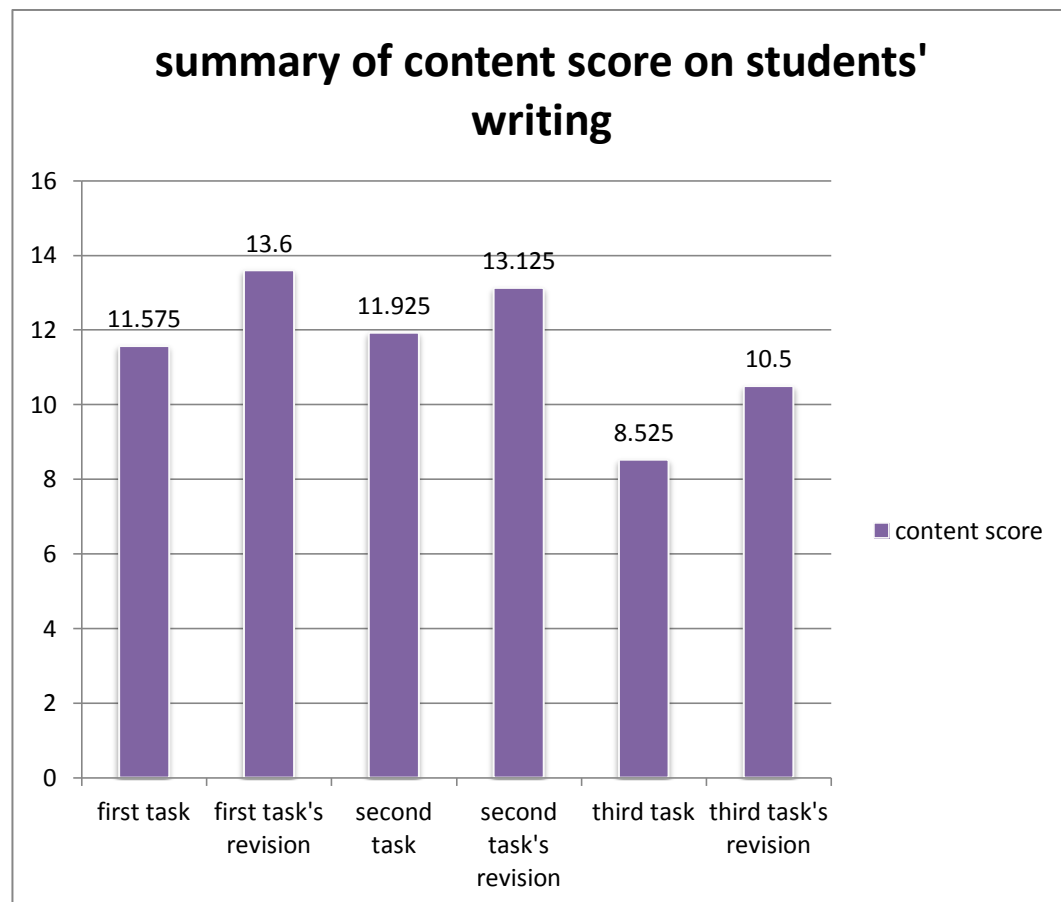
Chart 4.2

Table 4.4 shows the content score of students' writings. The content score was decreasing as students wrote a new piece of writing (in each task), but after receiving coded feedback their content score was increasing. In the first task, the content score increased from 11.57 to 13.6. In second task, the content score increased from 11.93 to 13.13. In third task, the content score increased from 8.52

to 10.50. Moreover, the content score also increased from the third task (13.13) to the test (14.45).

Research Question 2: What feedbacks are given by the teacher on the students' texts?

By looking at Appendix 3, it is showed that the teacher's feedbacks are coded corrective feedback and direct corrective feedback. Coded corrective feedback is used to analyze students' grammatical errors, while direct corrective feedback is used to analyze students' content score.

Research Question 3: How do the students' revise the texts according to feedbacks given?

From Appendix 1, it can be seen how the students revise the texts according to feedbacks given.

Table 4.1

Table of the way students revise the text

	first task	second task	third task
Students corrected errors only on the basis of feedback given	50%	47.05%	50%
Students corrected the errors by adding/ommitting some information	15.22%	11.76%	15.62%
Students corrected the errors but the correction form is still incorrect	10.87%	20.58%	21.87%
Students did not correct the errors	23.91%	20.58%	12.5%

The table 4.1 found the way students revised their text could be classified into four categories. First, students corrected errors only on the basis of feedback given. Second, students corrected the errors by adding/ommitting some information. Third, students corrected the errors but the correction form is still incorrect. Four, students did not correct the errors. The table shows that students mostly revised their text only on the basis of feedback given (49%). Meanwhile 19% students did not correct the errors, 17.77% students corrected the errors but the correction form is still incorrect, and 14.2% students corrected the errors by adding/ommitting some information.

4.2 **Discussions**

Research question 1: How do the teacher's corrective feedbacks affect students' revised texts?

The first research question looks into how teacher's corrective feedbacks affect students' writing (the first task until the third task). It looks at the number of errors in grammatical and the content score. The result for grammatical errors shows that the total number of errors in almost categories was always decreased after receiving coded-feedback. However, when students wrote a new piece of writing, many errors was present again. In the first task, the decreasing of the total number of errors in verb errors is 6.24%, noun-ending errors 2.31%, article errors 0.2%, wrong words 0.48%, and sentence structure errors 2.09%. Then in the second task, not errors in all categories are decreasing. The decreasing of the total

numbers of errors is in verb errors 3.83%, noun-ending errors 0.07%, wrong words error 0.85%. While article errors increased 10.64%, and sentence structures errors increased 2.75%. The result in the third task also shows that errors in all categories are decreasing. The errors in verb decreased 9.97%, article decreased 15.52%, and sentence structure errors decreased 8.85%. In noun-ending errors and wrong words errors, the errors are also decreasing, but it is not as significant as verb, article, and sentence structure errors. The errors in noun-ending errors decreased only 2.12%, while in wrong word errors is only 1.34%.

This finding is similar as Fathman and Whalley study (1985). They found that students who received focus on form feedback do make improvement in students' tasks, even it only occurred after students received feedback. When students wrote a new piece of writing, the errors increased again. Supported by Hendrikson (1978), he also found that there is no statistically significant effect on students' writings after receiving feedback. It is caused by students always made an increasing number of errors whenever they wrote a new piece of writing.

For the content score, the result of the content score was increasing after the students received coded-feedback from the teacher, although it also decreased whenever students wrote new topics of their writings. For the first task, the content score decreased 2.025, the second task also increased 1.2, and the third task 1.975.

In other word, the finding shows that the content score is increasing only when students received coded corrective feedback. It is supported by Hillocks (1986) who found that focused feedback can have an effect on certain aspects of

writing. It means that students should have got an effect after receiving focused feedback. Yet, the effect can only be seen after students received feedback. When students wrote a new piece of writing, the content score can decrease again.

Research Question 3: How do the students' revise the texts according to feedbacks given?

The third research question looks into to how the students revised their texts according to feedbacks given. It can be seen by comparing the total number of errors and the content score in students' tasks and test. For grammatical errors (table 4.3), it shows that errors on verbs, noun-endings, and articles are error categories which the total number is decreasing in students' writing (from the first task until a test). In verb errors, the errors decreased 1.27%, noun-ending errors decreased 0.83%, and article errors 4.18%. The increasing errors in wrong words are 0.46%, and sentence structure errors are 1.64%.

This finding is same as the result of Ferris and Roberts (2001) study. They found that students who received coded-feedback made fewer total errors in three "treatable" categories (verbs, noun-endings, and articles). Treatable category means as errors which occur in a patterned or rule-governed way (Ferris, 1999). It is treatable because students can consult to avoid or fix the types of errors which they made by looking at a handbook or set of rules (grammatical rules). While in untreatable categories (wrong words and sentence structure errors), mean error count increased. These categories called untreatable as it may reflect students' acquired competence than formal learning. So, the quality of students' writings

improved in grammatical features especially in three categories; verb errors, noun-ending errors, and article errors.

By comparing mean of the content score in students' tasks and test (table 4.6), it shows that the content score increase 2.91 after students received coded corrective feedback. This finding is similar as Beach's study (1979). Beach found that teachers' comments on a single dimension of content were effective and may be more helpful than ones that are verbose or scattered comments students' writings. Sommers (1982) also found that focused feedback can show an improvement in students' revision. Since most teachers comments are still vague and don't provide specific reaction to students' writing, students didn't make an improvement in their revision, even some students' revision can be worse than the original one.