

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussions based on the research questions

4.1 Data Description

By conducting the research about finding the kind of feedback in students' writing using integrated learning log study, the data gained are the integrated learning log writing, students' writing complaint & application letter, and the result of students' exam. Those data are gathered by students of English Department *DIK B 2017*. The number of students are twenty eight, consisting of seven male students and twenty one female students. They made the integrated learning log and portfolios. The total learning log which collected is twenty eight learning log. In the learning log, there are two hundred and eighty five feedback.

Integrated learning log written by each student is a table comprising dates, topic, suggestion, and opinion. The table had been completed in each English for Business Discourse class' meeting. The steps of writing integrated learning log are the following examples:

First, every student made a business letter (e.g complaint); next, they exchanged their work to their friends' in the group; then they gave feedback each other by writing their feedback in the learning log. After receiving feedback from

peers, students had to write their comments or opinions towards their friends' feedback in the same log.

4.2 Findings and discussions

4.2.1 What kinds of feedback appear in students' integrated learning log?

Through analyzing the feedback in the students' integrated learning log, there are two types of feedback, those are language and content feedback. Based on Swain (1998, 2000) which classified feedback using Language Related Episodes (LREs), the feedback comprised three aspects (lexis, grammar, and pronunciation). Pronunciation is omitted because in this study, the writer only focuses on writing skill, not speaking skill. To be more clearly about kinds of feedback and the numbers of language and content, it is shown as the table 4.1. Besides that, the writer divided the language feedback into two aspect such as vocabulary and grammar, look at the table 4.2. From vocabulary aspect, the writer found academic, content, support vocabulary in this study related to the Ybara's (2014) research, see at the table 4.3. The examples of the academic vocabulary in this study are enclosure, exchange, comply, interview, investigate, ability, cause, workshop, speaking, combine, mention, check, etc. For content vocabulary, there are product, company, job, purchasing, While the support vocabulary has more words such as only, because, about, after, before, capability, give, with, etc. On the other hands, grammar involves syntax and morphology, see at the table 4.4. For examples,

the students often give grammar feedback related to the plural or singular form, tenses, using article a or the, auxiliary.

From the content aspect, it is different on complaint and application. On complaint letter, the feedback is usually tied to the addressee, salutation, apologizing expression, rewarding expression, punctuation, adding acknowledgement etc. Otherwise, on application letter, the writer found some feedback related to addressee, adding acknowledgement, elaborating the skill, giving contact information, etc.

Table 4.1: The numbers of content and language feedback in each learners

No	NAME	TOPIC	NUMBERS OF FEEDBACK		TOTAL FEEDBACK
			CONTENT	LANGUAGE	
1.	Student 1	Complaint	1	3	11
		Application	0	7	
2.	Student 2	Complaint	1	5	10
		Application	2	2	
3.	Student 3	Complaint	1	2	6
		Application	2	1	
4.	Student 4	Complaint	1	2	6
		Application	2	1	
5.	Student 5	Complaint	1	4	9
		Application	1	3	
6.	Student 6	Complaint	3	1	13
		Application	4	5	
7.	Student 7	Complaint	2	6	16
		Application	3	5	
8.	Student 8	complaint	2	1	6
		application	2	1	

9.	Student 9	Complaint	2	0	7
		Application	2	3	
10.	Student 10	Complaint	1	2	5
		Application	0	2	
11.	Student 11	Application	1	2	3
12.	Student 12	Complaint	2	7	14
		Application	3	2	
13.	Student 13	Complaint	1	9	21
		Application	5	6	
14.	Student 14	Complaint	2	5	17
		Application	2	8	
15.	Student 15	Complaint	2	5	10
		Application	3	0	
16.	Student 16	Complaint	3	0	5
		Application	2	0	
17.	Student 17	Complaint	3	1	9
		Application	3	2	
18.	Student 18	Complaint	3	10	21
		Application	1	7	
19.	Student 19	Complaint	5	1	15
		Application	3	6	
20.	Student 20	Complaint	2	4	12
		Application	0	6	
21.	Student 21	Complaint	4	0	7
		Application	2	1	
22.	Student 22	Complaint	3	4	11
		Application	1	3	
23.	Student 23	Complaint	3	0	8
		Application	1	4	
24.	Student 24	Complaint	4	2	12
		Application	1	5	
25.	Student 25	Complaint	3	1	7
		Application	2	1	
26.	Student 26	Complaint	2	1	6

		Application	2	1	
27.	Student 27	Complaint	2	1	7
		Application	3	1	
28.	Student 28	Complaint	3	1	11
		Application	5	2	
TOTAL FEEDBACK			120	165	285
% OF TOTAL FEEDBACK			42%	58%	100%

The table 4.1 shows the numbers of feedback which is given to other students in same group on complaint letter and application letter. It is shown that there are 285 feedback which appeared in all students' complaint and application letter. It consists of 120 content feedback (42%) and 165 language feedback (58%). While from 285 feedback, the most number of feedback is 21 and the least number of feedback is 3. So the average feedback that students got was 10.17.

The study found that students were more focus on language feedback. Based on the finding, students get 165 language feedback from 285 total feedback. It means that 58% feedback about language. It is not surprising because the task was writing, so the students were more focus on language aspect. The Finding is in line with the previous research related to writing task activity such as Storch (1999, 2007), Wigglesworth & Storch (2009), Swain & Lapkin (1998). In this case, language feedback is classified into vocabulary and grammar part. Based on the findings, from the total of language feedback (165 feedback), there were 92 feedback on grammar and 73 Feedback on

vocabulary. This is because business letter is somewhat new thing to students and they did not have sufficient vocabulary and they have problem to select appropriate ones to suit the contexts

Based on the kinds of business letter, in complaint letter, there are 62 content feedback (45%) and 78 language feedback (55%). While in application letter, There are 58 content feedback (40%) and 87 language feedback (60%).

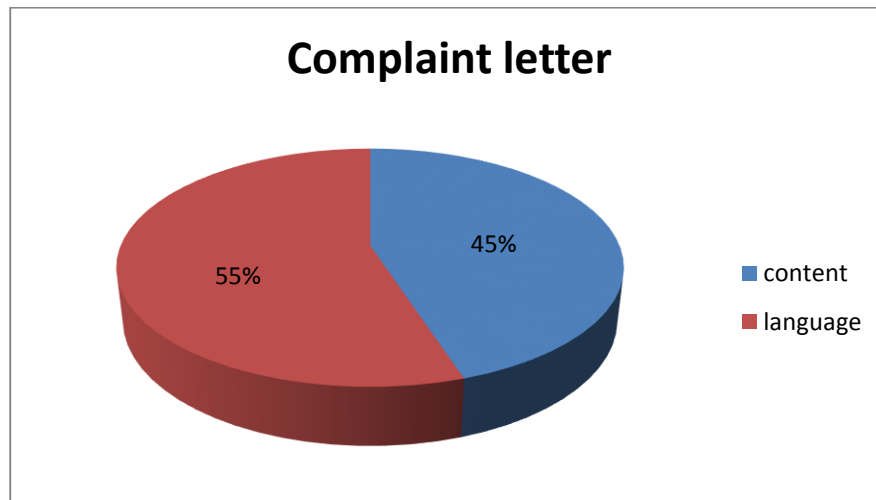


Figure 4.1 Numbers of content and language feedback in complaint letter

In Application letter

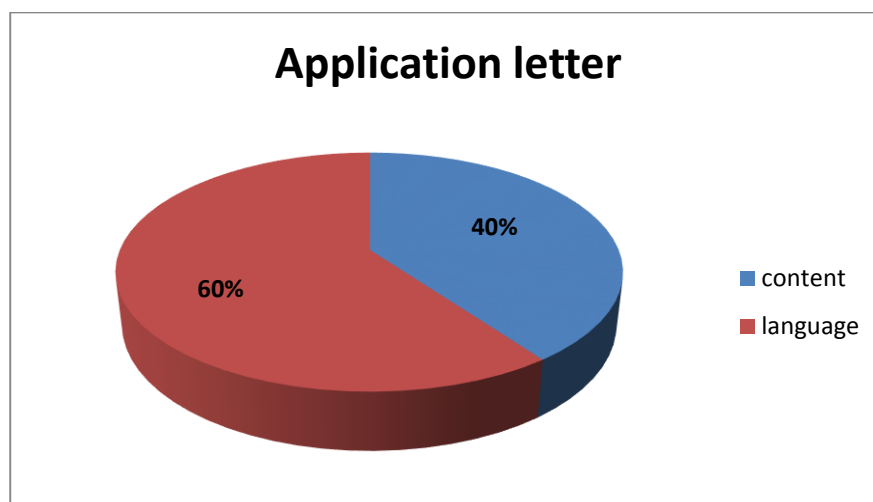


Figure 4.2 Numbers of content and language feedback in Application letter

It is understood if the language feedback is more apparent than the content feedback because students were more confident giving feedback in terms of vocabulary and grammar as they have knowledge on this during their English lesson from junior high school to senior high school. While giving content feedback on learning business letter (complaint and application) is a new thing because the students learned business letter (complaint and application letter) in English for Business Discourse comprehension on the content is limited.

Deliberations about language, whether in the first language learner (L1) or the second language learner (L2), were coded using Language Related Episodes (LREs) as units of analysis. According to Kowal and Swain (1994); Swain and Lapkin, (1995, 1998), An LRE is defined as an episode when learners talk about their language production by questioning it, self-correcting

or correcting others. Swain (1998, 2000) stated that these episodes of LRE are seen as representing opportunities for language learning. LREs were classified according to whether they focused on lexis, grammar, or pronunciation. In this study, the writer just focused on lexis and grammar because the study was to do with writing task and pronunciation was not observable.

Table 4.2 Numbers of Deliberation about language (Vocabulary and Grammar)

No.	NAME	TOPIC	LRE		TOTAL FEEDBACK
			Vocabulary	grammar	
1.	Student 1	Complaint	1	2	10
		Application	4	3	
2.	Student 2	Complaint	1	4	7
		Application	2	0	
3.	Student 3	Complaint	1	1	3
		Application	0	1	
4.	Student 4	Complaint	0	2	3
		Application	1	0	
5.	Student 5	Complaint	2	2	7
		Application	0	3	
6.	Student 6	Complaint	0	1	6
		Application	2	3	
7.	Student 7	Complaint	1	5	11
		Application	0	5	
8.	Student 8	Complaint	0	1	2
		Application	0	1	
9.	Student 9	Complaint	0	0	3
		Application	2	1	
10.	Student 10	Complaint	1	1	4
		Application	1	1	

11.	Student 11	Application	1	1	2
12.	Student 12	Complaint	2	5	9
		Application	0	2	
13.	Student 13	Complaint	5	5	15
		Application	3	2	
14.	Student 14	Complaint	4	1	13
		Application	4	4	
15.	Student 15	Complaint	0	5	5
		Application	0	0	
16.	Student 16	Complaint	0	0	0
17.	Student 17	Complaint	1	0	3
		Application	1	1	
18.	Student 18	Complaint	7	3	17
		Application	5	2	
19.	Student 19	Complaint	0	1	7
		Application	5	1	
20.	Student 20	Complaint	0	4	10
		Application	3	3	
21.	Student 21	Complaint	0	0	1
		Application	0	1	
22.	Student 22	Complaint	2	2	7
		Application	1	2	
23.	Student 23	Complaint	0	0	4
		Application	4	0	
24.	Student 24	Complaint	1	1	7
		Application	1	4	
25.	Student 25	Complaint	1	0	2
		Application	1	0	
26.	Student 26	Complaint	0	1	2
		Application	0	1	
27.	Student 27	Complaint	1	0	2
		Application	0	1	
28.	Student 28	Complaint	1	0	3
		Application	0	2	

TOTAL LANGUAGE FEEDBACK	73	92	165
IN %	45%	55%	100%

Table 4.2 presents the numbers of Deliberation on language. The table shows that deliberation on grammar were more observable than deliberation on lexis (vocabulary) can be seen on figure 4.3

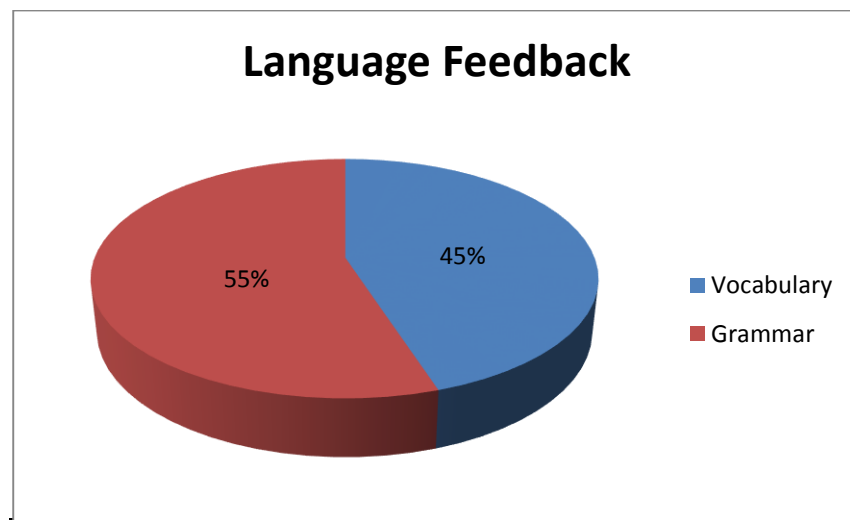


Figure 4.3 Numbers of Language Feedback

The figure presents that language feedback involves 73 vocabulary (45%) and 92 grammar (55%). Besides that, from table 4.2, the total of column is 56. it can be seen that vocabulary has 21 column which has number 0. Otherwise grammar has 13 column which has number 0. It can be concluded that students more prefer giving grammar than vocabulary.

Grammar will be more concerned when it is used in the writing activity. As Taylor (2008) stated that Grammar is the set of rules and regulation which are dominant used in writing activity. So, the comparison of

numbers between grammar and vocabulary is not surprising when the grammar surpass the vocabulary.

Table 4.3 : The Numbers of Vocabulary's types

No.	NAME	TOPIC	VOCABULARY			TOTAL
			Academic	Content	Support	
1.	Student 1	Complaint	0	0	1	1
		Application	1	0	3	4
2.	Student 2	Complaint	1	0	0	1
		Application	2	0	0	2
3.	Student 3	Complaint	0	1	0	1
		Application	0	0	0	0
4.	Student 4	Complaint	0	0	0	0
		Application	1	0	0	1
5.	Student 5	Complaint	1	0	1	2
		Application	0	0	0	0
6.	Student 6	Complaint	0	0	0	0
		Application	0	0	2	0
7.	Student7	Complaint	0	0	1	1
		Application	0	0	0	0
8.	Student 8	Complaint	0	0	0	0
		Application	0	0	0	0
9.	Student 9	Complaint	0	0	0	0
		Application	0	1	1	2
10.	Student 10	Complaint	1	0	0	1
		Application	1	0	0	1
11.	Student 11	Application	0	0	1	1
12.	Student 12	Complaint	0	0	2	0
		Application	0	0	0	0
13.	Student 13	Complaint	1	2	2	5
		Application	1	1	1	3

14.	Student 14	Complaint	1	1	2	4
		Application	1	0	3	4
15.	Student 15	Complaint	0	0	0	0
		Application	0	0	0	0
16.	Student 16	Complaint	0	0	0	0
17.	Student 17	Complaint	0	0	1	1
		Application	1	0	0	1
18.	Student 18	Complaint	2	1	4	7
		Application	1	0	4	5
19.	Student 19	Complaint	0	0	0	0
		Application	1	0	4	5
20.	Student 20	Complaint	0	0	0	0
		Application	0	0	3	3
21.	Student 21	Complaint	0	0	0	0
		Application	0	0	0	0
22.	Student 22	Complaint	0	1	1	2
		Application	0	0	1	1
23.	Student 23	Complaint	0	0	0	0
		Application	0	0	4	4
24.	Student 24	Complaint	0	0	1	1
		Application	0	1	0	1
25.	Student 25	Complaint	0	0	1	1
		Application	0	0	1	1
26.	Student 26	Complaint	0	0	0	0
		Application	0	0	0	0
27.	Student 27	Complaint	1	0	0	1
		Application	0	0	0	0
28.	Student 28	Complaint	0	0	1	1
		Application	0	0	0	0
TOTAL LANGUAGE FEEDBACK			17	9	47	73
IN %			23%	13%	64%	100%

As the table presented, support vocabulary is 47 feedback (64%), academic vocabulary is 17 feedback (23%), and content vocabulary is 9 feedback (13%). It can be inferred that support vocabulary is the most number than the others. While the least number is content vocabulary. From the data, it also concluded that the students in this study tends to make feedback tied to support vocabulary so they still use the words which they acquire in the junior and senior high school. On the other hand, academic and content vocabulary have a few feedback because the students have not got understood about the words used in English for Business Discourse class.

Table 4.4: The Numbers of Grammar Classification

No.	NAME	TOPIC	GRAMMAR		TOTAL
			SYNTAX	MORPHOLOGY	
1.	Student 1	Complaint	1	1	2
		Application	2	1	3
2.	Student 2	Complaint	1	3	4
		Application	0	0	0
3.	Student 3	Complaint	1	0	1
		Application	1	0	1
4.	Student 4	Complaint	0	2	2
		Application	0	0	0
5.	Student 5	Complaint	0	2	2
		Application	3	0	3
6.	Student 6	Complaint	1	0	1
		Application	3	0	3
7.	Student7	Complaint	4	1	5
		Application	5	0	5
8.	Student 8	Complaint	1	0	1

		Application	1	0	1
9.	Student 9	Complaint	0	0	0
		Application	0	1	1
10.	Student 10	Complaint	0	1	1
		Application	1	0	1
11.	Student 11	Application	1	0	1
12.	Student 12	Complaint	3	2	5
		Application	0	2	2
13.	Student 13	Complaint	2	3	5
		Application	1	1	2
14.	Student 14	Complaint	0	1	1
		Application	4	0	4
15.	Student 15	Complaint	1	4	5
		Application	0	0	0
16.	Student 16	Complaint	0	0	0
17.	Student 17	Complaint	0	0	0
		Application	0	1	1
18.	Student 18	Complaint	3	0	3
		Application	1	1	2
19.	Student 19	Complaint	1	0	1
		Application	1	0	1
20.	Student 20	Complaint	2	2	4
		Application	2	1	3
21.	Student 21	Complaint	0	0	0
		Application	0	1	1
22.	Student 22	Complaint	1	1	2
		Application	1	1	2
23.	Student 23	Complaint	0	0	0
		Application	0	0	0
24.	Student 24	Complaint	0	1	1
		Application	3	1	4
25.	Student 25	Complaint	0	0	0
		Application	0	0	0
26.	Student 26	Complaint	0	1	1

		Application	1	0	1
27.	Student 27	Complaint	0	0	0
		Application	0	1	1
28.	Student 28	Complaint	0	0	0
		Application	2	0	0
TOTAL LANGUAGE FEEDBACK			55	37	92
IN %			60%	40%	100%

The table above denotes that there are 55 (60%) feedback containing syntax and 37 (40%) containing morphology. It is common thing for students to make feedback about grammar related to syntax because in their previous school, they are usually taught about grammar related to syntax, not morphology. For example, when the students were at junior high school, they got tenses knowledge such simple present, past tense, present perfect, etc. It is in line to previous research (Wenger, 1998), he said that teacher often teaches about grammar specifically in forming sentence, not forming the words.

4.2.2 To what extent integrated learning log enables students to follow up the feedback?

In this research question, the writer wanted to see whether integrated learning log facilitate the students to use the feedback on their revised writing draft (complaint and application). The result is integrated learning log facilitating the students' learning especially in writing skill. It is proved with the students whom more used the feedback than abandoned it. See table 4.5. From the table, the writer can conclude that the used

feedback can help the students in improving their writing because the students tend to not realize their mistake in some parts. For examples, student 1 wrote the apologizing expression in the first sentence of complaint letter without using acknowledgement. Then, when her letter was given to her friend, her friend noticed her to add acknowledgement. After that, student 1 wrote her friend feedback in her integrated learning and gave her response. From the integrated learning log, the student 1 can learn from her friends about what she do not know about writing complaint and application letter.

Table 4.5 Feedback Distribution in Revised Letters

No.	NAME	FEEDBACK			
		APPEAR IN REVISED LETTERS		NOT APPEAR IN REVISED LETTERS	
		Complaint	Application	Complaint	Application
1.	Student 1	3	5	1	2
2.	Student 2	6	4	0	0
3.	Student 3	3	1	0	2
4.	Student 4	2	2	1	1
5.	Student 5	0	0	5	4
6.	Student 6	2	6	2	3
7.	Student 7	0	0	8	8

8.	Student 8	0	0	3	3
9.	Student 9	1	3	1	2
10.	Student 10	0	1	3	1
11.	Student 11	0	2	0	1
12.	Student 12	6	2	3	3
13.	Student 13	11	8	0	2
14.	Student 14	3	4	4	6
15.	Student 15	3	1	4	2
16.	Student 16	2	2	1	0
17.	Student 17	4	3	0	2
18.	Student 18	7	7	6	1
19.	Student 19	2	5	4	4
20.	Student 20	6	6	0	0
21.	Student 21	2	1	2	2
22.	Student 22	1	4	6	0
23.	Student 23	2	1	1	4
24.	Student 24	3	2	3	4
25.	Student 25	4	3	0	0
26.	Student 26	0	0	3	3
27.	Student 27	3	4	0	0
28.	Student 28	3	2	1	5

TOTAL FEEDBACK	79	79	62	65
	158		127	
% OF TOTAL FEEDBACK	55%		45%	

Table 4.3 showed how much students followed up feedback from their peers as reflected from their revised drafts. Based on table 4.3 there were 158 feedback (55%) which appeared in students' revised letters (complaint and application letter). While rest of the feedback (127 feedback or 45%) were not used.

Further analysis showed 79 feedback were used (followed up) in revised-complain letter and 62 feedback were not used. Similarly, there were 79 feedback used (followed up) and 65 feedback were not used in application letter revision.

Figure 4.4 Feedback on Complaint Letter

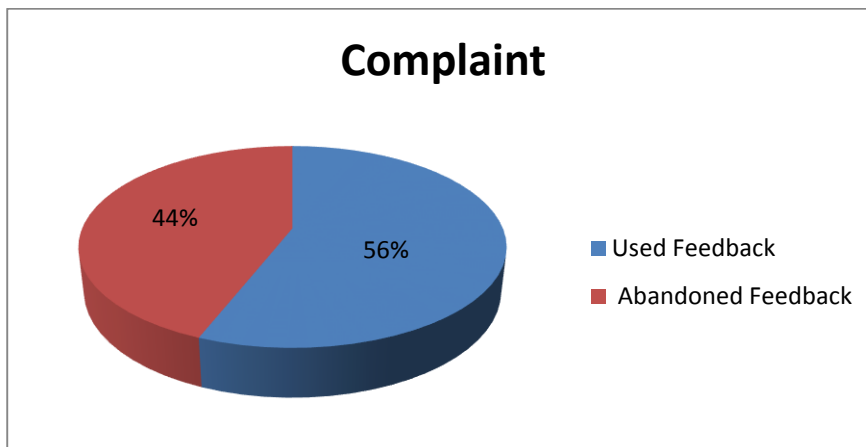
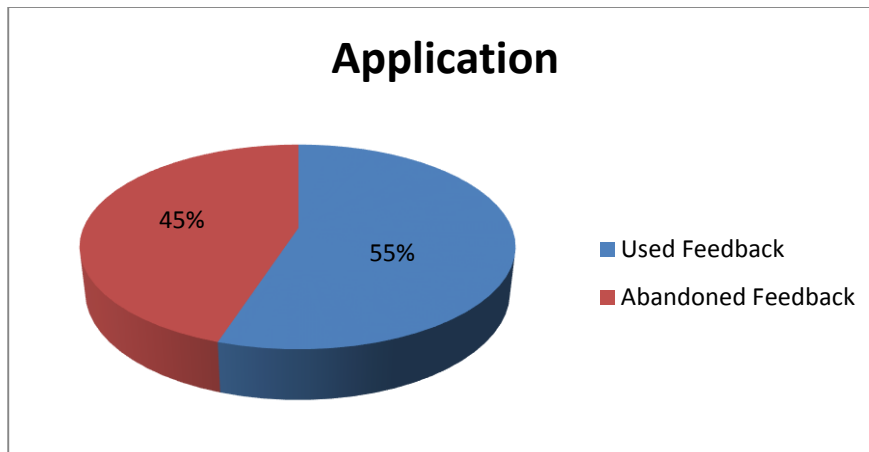


Figure 4.5 Feedback on Application letter



From the findings, it can be concluded that the integrated learning log can facilitate the students' learning specifically in writing complaint and application. it can also be considered as the learning tool for writing skill which is parallel to the previous research (Murphy, 2005 ; Campbell and Paine, 2012) mentioned that learning log or diaries can be used as the learning tool for learning language.