

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

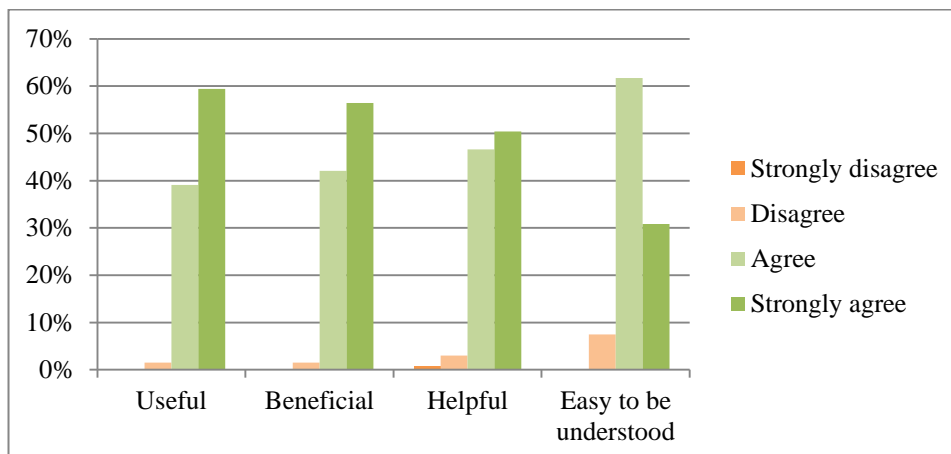
This chapter presents finding of the research based on the result of data collection and discussion related to students' perceptions toward teacher feedback and peer feedback in writing class.

#### **4.1 Findings**

The result was based on the questionnaire responses which consist of 26 items. Previously, the questionnaire was distributed to 133 participants on Wednesday, 4<sup>th</sup> December 2019. The statements of the questionnaire was divided into four parts which are peer feedback and teacher feedback, each of which consists of seven statements, and direct as well as indirect teacher feedback, each of which consists of six statements. The answered questionnaire was analyzed by using SPSS. Then, the analysis of data was presented in the form of table and explained in description. The data found presented in the following sub-sections.

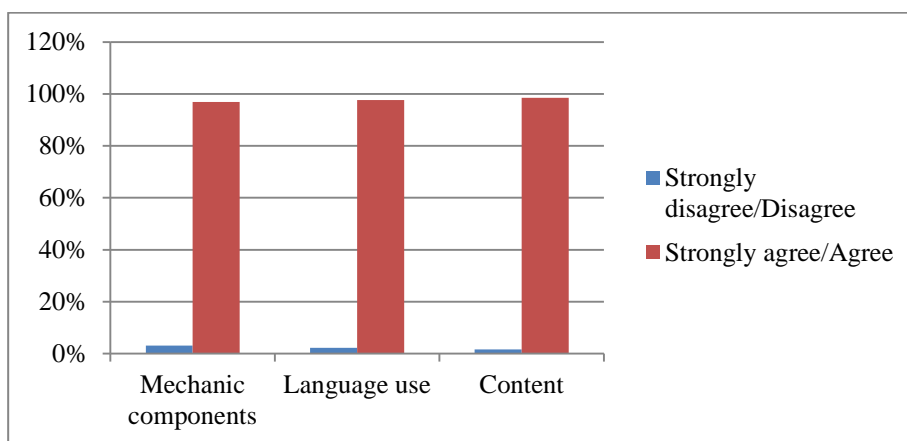
##### **4.1.1 Students' Perception toward Teacher Feedback**

The first finding discusses about students' perception toward teacher feedback. Based on students' answers, all of the participants have experienced and received teacher feedback in their writing classes. Teacher feedback was delivered differently. There were some teachers who applied both direct teacher feedback and indirect teacher feedback. There were also teachers who applied one type of feedback only, whether direct teacher feedback or indirect teacher feedback.



**Figure 4.1 Students' Perception toward Teacher Feedback**

Based on Figure 4.1, it can be seen that less than 10% of the students strongly disagree while others answered strongly agree or agree that teacher feedback is useful, beneficial, helpful, and easy to be understood. There are 52 participants (39%) who answered strongly agree and 75 participants (59.4%) who agreed that teacher feedback is useful for them.



**Figure 4.2 Students' Perception toward Teacher Feedback in Improving Components of Writing**

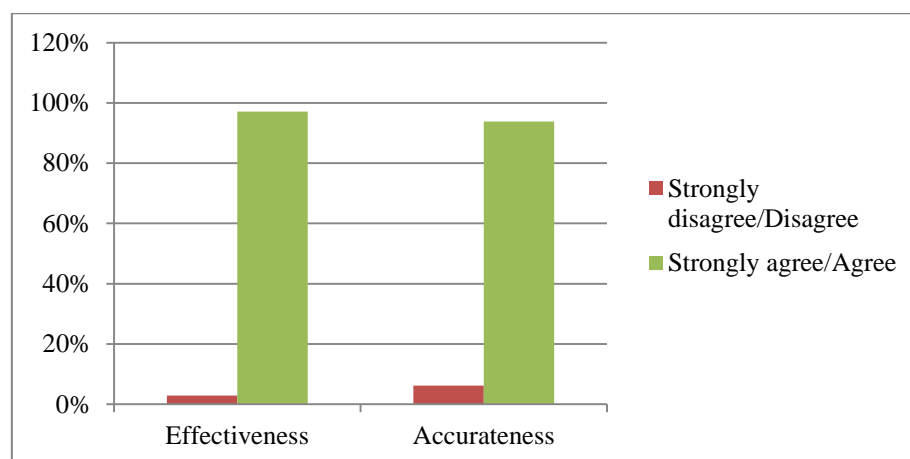
From Figure 4.2, it shows that most of the students strongly agree or agree that teacher feedback is beneficial and helpful to improve their components of

writing. Less than 5% of the students answered that teacher feedback does not help them improve their components of writing such as mechanic components, language use, and also content.

It can be concluded that teacher feedback is easy to be understood. Besides, almost all of the students agree that teacher feedback is useful and beneficial to help the students improve their components of writing.

#### 4.1.2 Students' Perception toward Direct Teacher Feedback

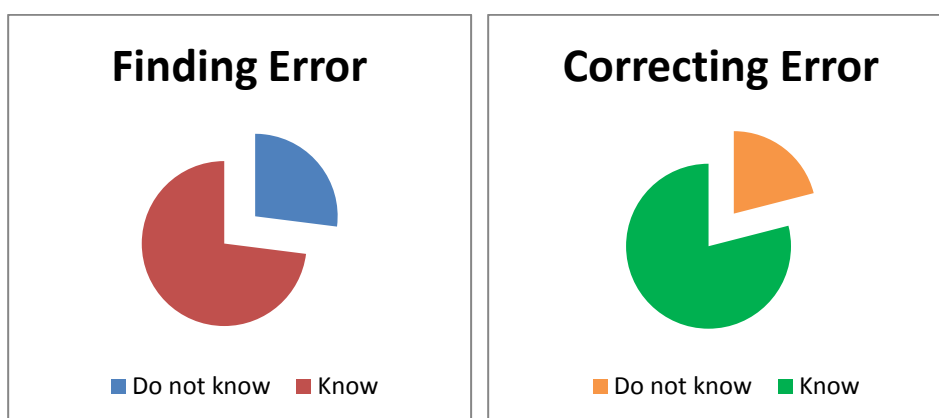
The second finding shows students' perceptions toward direct teacher feedback in writing class. For direct teacher feedback, there were only 103 participants who received both direct teacher feedback and indirect teacher feedback, while 19 others received and experienced direct teacher feedback only. The students who experienced one type of feedback only have different teachers in their writing classes.



**Figure 4.3 Students' Perception toward Direct Teacher Feedback**

Based on data on Figure 4.3, it shows that most of the students strongly agree or agree that direct teacher feedback is effective to help them correct their

mistakes. Besides, 93.85% of the students strongly agree/agree that direct teacher feedback provides them accurate correction. Less than 5% of the students who answered that direct teacher feedback does not help them correct their mistake effectively and accurately.



**Figure 4.4 Students' Difficulties toward Direct Teacher Feedback**

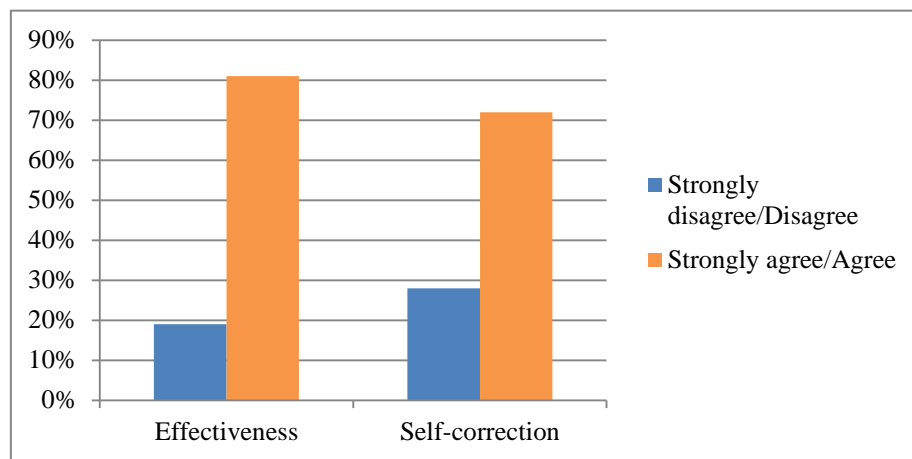
From the figure above, it shows that 26.2% of the students (32 students) do not know how to find their mistakes by themselves in the next writing task. Besides, 21.3% of the students (26 students) still find difficulties to correct their mistakes in the next task of writing.

To sum up, most of the students agree that direct teacher feedback is effective to help them correct their mistake. Besides, direct teacher feedback provides them accurate correction. However, some students have difficulties to find and correct their mistake in the next writing task.

#### **4.1.3 Students' Perception toward Indirect Teacher Feedback**

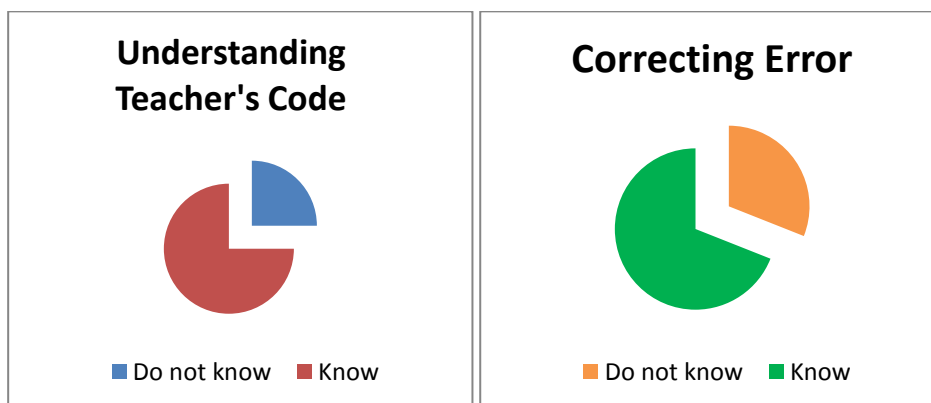
The third finding discusses about students' perceptions toward indirect teacher feedback in writing class. Because the students taught by different

teachers in their writing classes, they experienced different types of feedback in their writing class. There were 103 participants who had gotten both direct teacher feedback and indirect teacher feedback, while 11 participants only received one type of feedback which was indirect teacher feedback in their writing class.



**Figure 4.5 Students' Perception toward Indirect Teacher Feedback**

It can be seen that in indirect teacher feedback, 19% of the students strongly disagree/ disagree that indirect teacher feedback is effective. Besides, 28.1% of the students also strongly disagree/disagree that indirect teacher feedback makes them able to correct their mistakes by themselves that has been pointed out by their teachers.



**Figure 4.6 Students' Difficulties toward Indirect Teacher Feedback**

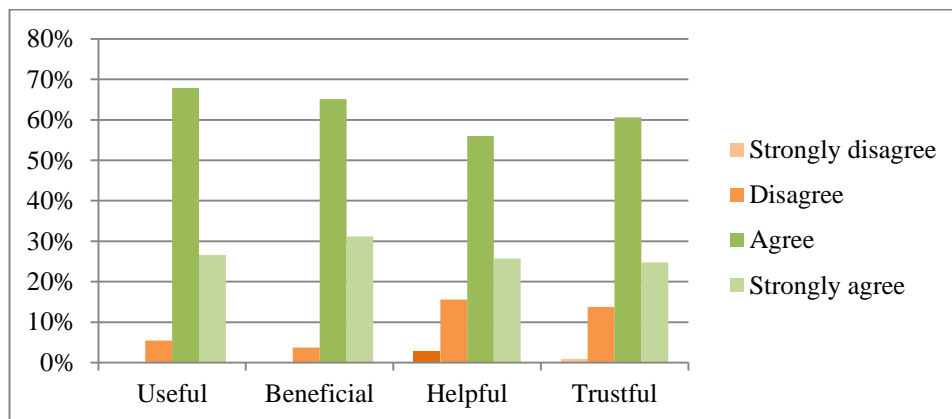
As presented in Figure 4.6, it can be seen that 25% of the students do not understand the codes given by their teacher. Besides, 30.7% of the students do not know how to correct their error that has been pointed out by teachers.

In conclusion, some of the students still find difficulties to do self-correction because they do not understand their teachers' mean and do not how to correct their error. The percentage of effectiveness is quite different to be compared with direct teacher feedback. It means that direct teacher feedback is more effective than indirect teacher feedback.

#### **4.1.4 Students' Perception toward Peer Feedback**

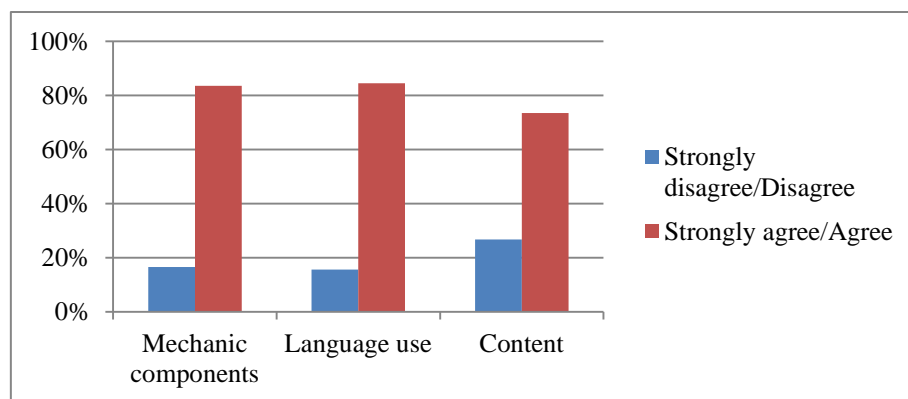
The last finding shows students' perception toward peer feedback. Based on students' experiences, peer feedback was conducted individually, in group, and also both of them. Half of the participants answered that they did not get any training before doing a peer feedback and also did not use any peer review checklist in giving feedback to their classmates.

It was found there were 109 participants who had received peer feedback in their writing classes while the others never experienced peer feedback since they were taught by different teachers in their writing classes. From 109 participants, it shows most of the students strongly agree or agree that peer feedback is useful and beneficial to help them get suggestion and comment from their classmates. It also shows that the students mostly trust their classmates' corrections.



**Figure 4.7 Students' Perception toward Peer Feedback**

It can be seen from Figure 4.7 that 26.6% of the students (29 students) strongly agree and 67.9% of the students (74 students) agree that their peer reviewers' comments and suggestions are useful. They also get the benefit from peer feedback as 32.2% of the students answered strongly agree and 65.1% of students answered agree for this item.



**Figure 4.8 Students' Perception toward Peer Feedback in Improving Components of Writing**

Figure 4.8 shows that about 70% - 80% of the students strongly agree or agree that their peer reviewers help them improve their components of writing such as mechanic components, language use and also content of their writing. Meanwhile, about 10-20% of the students answered strongly disagree or disagree

that their peer reviewers help them improve their components of writing, especially in content of writing aspect. There are 29 students (27%) disagree about this item.

In summary, most of the students agree that their peer reviewers' comments and suggestions are useful and beneficial to help them improve their components of writing. Peer feedback has less percentage of improving components of writing items to be compared with teacher feedback, especially in content of writing.

#### **4.1.5 Students' Perceptions toward Direct Teacher Feedback, Indirect Teacher Feedback, and Peer Feedback**

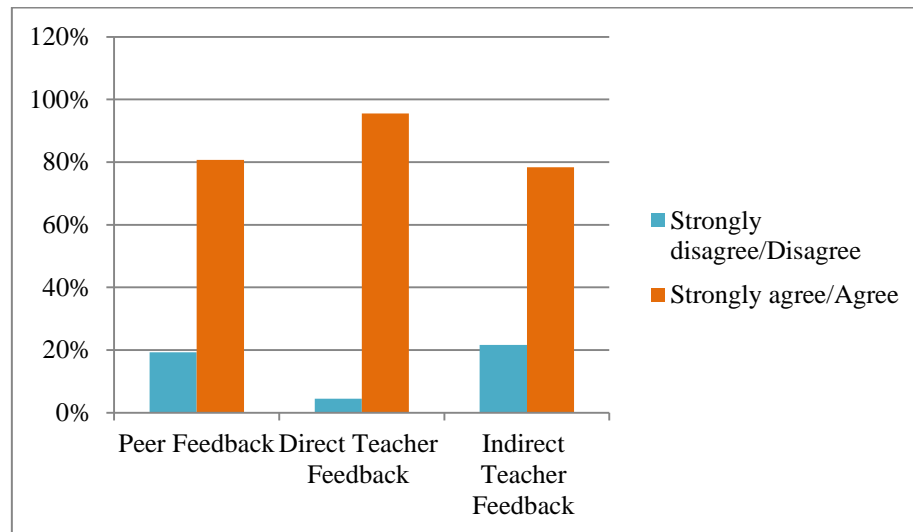
The last finding discusses students' perceptions toward direct teacher feedback, indirect teacher feedback, and peer feedback in writing class. Based on students' answers from questionnaire, feedbacks were conducted in some ways.

No.	Kinds of Feedback	Participants	Percentage
1.	Direct Teacher Feedback, Indirect Teacher Feedback, and Peer Feedback	88	66.2 %
2.	Direct Teacher Feedback and Peer Feedback	12	9 %
3.	Indirect Teacher Feedback and Peer Feedback	9	6.7 %
4.	Direct Teacher Feedback and Indirect Teacher Feedback	15	11.3 %
5.	Direct Teacher Feedback	7	5.3 %
6.	Indirect Teacher Feedback	2	1.5 %
	Total	133	100 %

**Table 4.1 The Types of Feedback Received**

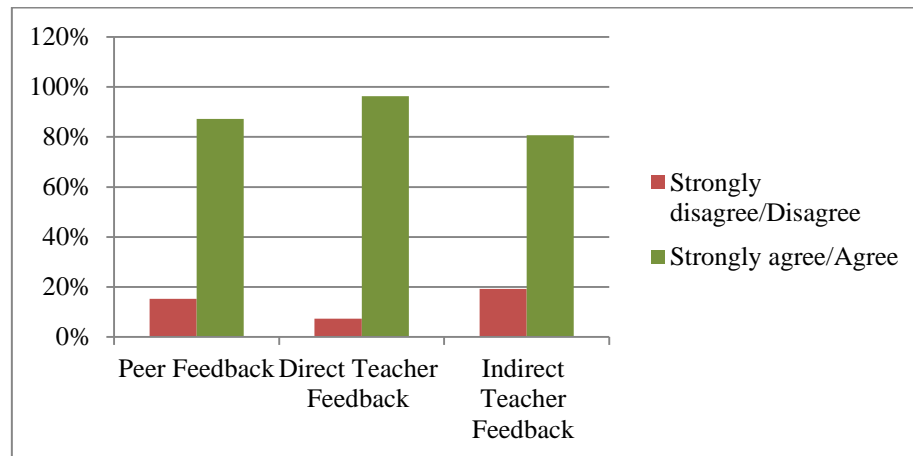
From the table above, it shows that majority of participants have received direct teacher feedback, indirect teacher feedback, and peer feedback with total number of 88 participants while the rest get two types of feedback or even one type of feedback only.





**Figure 4.9 Students' Perception about the Effectiveness of Direct Teacher Feedback, Indirect Teacher Feedback, and Peer Feedback**

Figure 4.9 shows students' perception about the effectiveness of three types of feedback. It can be seen that direct teacher feedback has the highest percentage among all. The differences between peer feedback and indirect teacher feedback is quite small since 80.7% of the students strongly agree or agree that peer feedback is effective and 78.4% of the students strongly agree or agree that indirect teacher feedback is effective. Students' perception about the effectiveness of these three types of feedback is in line with students' perception in receiving correction as presented in the next figure.



**Figure 4.10 Students' Perception toward Direct Teacher Feedback, Indirect Teacher Feedback, and Peer Feedback in Receiving Correction**

From the figure above, it can be seen that direct teacher feedback has the highest percentage among all, while the percentages of peer feedback and indirect teacher feedback are not too much difference. It means that direct teacher feedback is perceived to help students more than peer feedback and indirect teacher feedback.

It can be concluded that students has the most positive perception toward direct teacher feedback. Indirect teacher feedback has the lowest percentage because the students did not receive correction as much as in direct teacher feedback.

## 4.2 Discussion

Related to the result of the questionnaire displayed above, there were several things that have to be discussed in this sub-chapter. It covers students' perception toward teacher feedback (direct and indirect) and peer feedback in writing class. Based on the findings, students have good perception toward peer

feedback and teacher feedback in their writing class. Both peer feedback and teacher feedback are useful to help them improve their writing. As Harmer (2004) explains, teacher and peer reviewers can help students while in the process of writing, especially in evaluating process. Feedback gotten from teacher and peer reviewers can be used as a consideration whether their work needs to be revised or not.

Besides, most of students strongly agree/ agree that both teacher feedback and peer feedback can improve correction in components of writing such as mechanic components, language use, and also contents. According to Harmer (2004), writing has some mechanic components that could influence how students write their writing. In addition, language use in terms of grammar and punctuation could also influence the quality of writing. Jacobs (1981) mentions that writers should select word which is suitable with the content and avoid wordiness also ambiguity in order to convey their ideas well. Besides, he also mentions that writers should have awareness to use the correct grammatical form. The use of correct grammatical form can influence the writing to be more meaningful. Last but not least, Wilbers (2000) stated that content of writing can influence the quality of writing.

However, based on the findings, some of the students answered that their peer reviewers do not really help them improve their components of writing when it is conducted in peer feedback. It can be seen from Figure 4.8, there are about 10-20% of the students answered strongly disagree or agree that their peer reviewers help them to improve their components of writing, especially in content

of writing aspect. If we take a look on students' backgrounds and experiences, there are almost half of the participants did not get any training before giving peer feedback so the students may not know how to give feedback appropriately. Hyland and Hyland (2006) explain that students who were trained can give feedback better than untrained students. Besides, the use of peer checklist was not fully applied when peer feedback was conducted so it could influence the components of suggestions given to their friends.

Meanwhile, the students answered more positively for teacher feedback as seen in Figure 4.4 that more than 90% of the students strongly agree or agree that their teachers help them improve the components of their writing. Wilbers (2000) explained that all of these components play important roles that could affect the quality of writing. Therefore, not only the writer, but also teacher or peer reviewers have to pay attention and consider giving suggestion based on those components.

Besides, most of the students showed their good perspective on direct teacher feedback as can be seen in Figure 4.5 that there only 1.6% who strongly disagree or disagree that direct teacher feedback helps them correct their mistake effectively. It means, almost all of the students agree or strongly agree that direct teacher feedback is effective to help students correcting their mistake. Direct teacher feedback has the most positive perception among indirect teacher feedback and peer feedback because direct teacher feedback provides correction more accurately. According to Tan & Manochpinyo (2017), direct teacher feedback involves teachers to correct students' errors and provide correction

explicitly. Hence, the students can simply copy their teachers' suggestion to revise their writing.

However, direct teacher feedback has some weaknesses such as students face difficulties to find and correct their mistakes in the next writing task. As presented in Figure 4.4, there are 26.2% of the students (32 students) who do not know how to find their mistakes and 21.3% of the students (26 students) who face difficulties to correct their mistakes in the next task of writing. According to Tan and Manochphinyo (2017), students might face these kinds of difficulties since they are accustomed to simply copy their teachers' suggestion.

As well as direct teacher feedback, the students also showed their good perspective toward indirect teacher feedback. The result of data analysis showed that 81% of the students agree or strongly agree that indirect teacher feedback is effective to help them improve their writing and 71.9% of the students agree or strongly agree that indirect teacher feedback taught them to be able to correct their mistakes by themselves. The percentage is quite far to be compared with direct teacher feedback and peer feedback. It might happen since the students still face some difficulties to understand teachers' code and correct their mistakes by themselves. This is in line with Kamberi (2013) and Eslami (2014) who stated that indirect teacher feedback often made students overwhelm because they only received some codes from their teachers.

In accordance with the result of students' perception related to the weaknesses of direct and indirect teacher feedback, it is important for English teachers to consider the best feedback to be applied in their writing class.

According to Eslami (2014), direct teacher feedback is effective to be applied for students with low-proficiency level while indirect teacher feedback can be applied for students who can figure out teachers' code and find the correct form from their error by themselves.