

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter is devoted to present the results and findings of the study and their discussion. It is divided into three main sections. The first section is about the finding of the research. The second section is the discussion which explains about the researcher's response towards the findings. The third section is about the weaknesses of the research. The account presented in this chapter is in line with the four research questions presented in Chapter I. Here is the summary of the research questions presented in the chapter below.

Table 4.1 Summary of the Research Questions

No.	Component	Aspects	Indicators
1.	Students' attitudes towards teacher's corrective feedback in teaching writing of English	Belief	a) The value The importance of corrective feedback in writing b) Assumptions The assumptions towards the effectiveness of corrective feedback in writing c) Expectation The expectation of the students' achievement The expectation of the improvement of writing skill
		Emotion	a) Satisfaction The satisfaction of the students in accepting corrective feedback in writing b) The students' feeling
		Motivation	a) Goal b) Readiness
		Behavior	a) Interaction

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2.	Teacher' attitudes towards corrective feedback in teaching writing of English	Belief	a) The value The importance of corrective feedback in teaching writing b) Assumptions The assumptions towards the effectiveness of corrective feedback in teaching writing c) Expectation The expectation of the students' achievement The expectation of the improvement of teaching skill
		Emotion	a) Satisfaction The satisfaction of the teachers in applying corrective feedback in teaching writing b) Teachers' feeling
		Motivation	a) Goal b) Readiness
		Behavior	a) Interaction
3.	What kind of feedback the students' need in teaching writing of English	Students' Need Teachers' Belief	Matching feedback with the students' needs
4.	How students' attitudes towards teacher's corrective feedback affect the students' achievement in writing English	Students' Attitudes and their achievement	Whether attitudes significantly affect students' achievement

A. Research Finding

1. Students' Attitudes towards Corrective Feedback in Teaching Writing

Attitudes can be thought as learned patterns of behavior which influence someone how to act or how to see a certain object, situation, idea, or person in a specific way. Moreover, based on the construct of theory, attitudes can be measured by considering some indicators which represent all of the aspects of attitudes. The aspects are opinion, emotion, motivation, and performance. In order to gain all the data of indicators, interview and questionnaire were used by the

researcher. Finally, the performance aspect was gained through interview, questionnaire, and observation.

a. Students' Belief about Corrective Feedback

Opinion is considered as the first aspect which can reveal the students' attitudes towards feedback in teaching writing. This aspect is elaborated into some indicators, such as the importance of feedback, the assumption of the feedback, and the expectation of students.

1) The Importance of Feedback in Teaching Writing

According to the statements of the informants, it could be seen that all of them, both different levels of proficiency, agreed and strongly agreed that feedback was important to be given in writing class. The calculation of the questionnaire about the informants' opinion towards corrective feedback was presented in diagram 4.1.

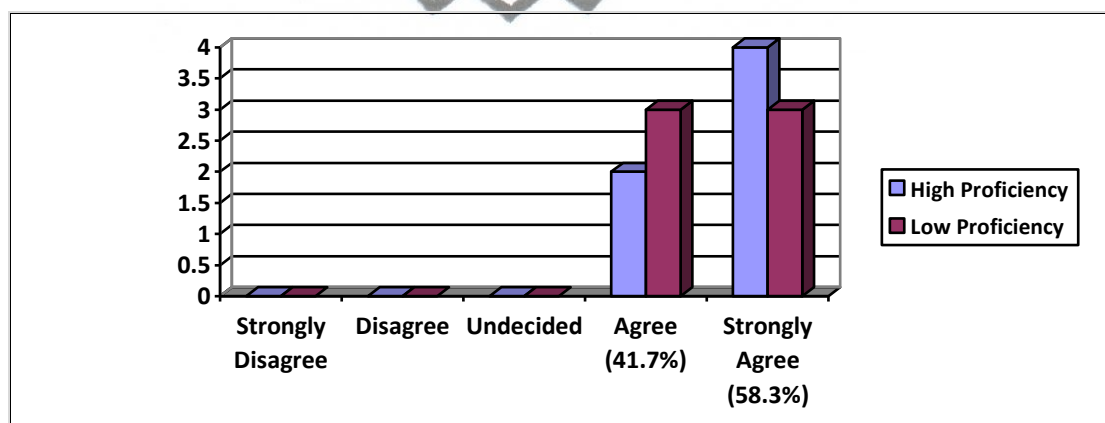


Diagram 4.1 The Importance of Corrective Feedback

The diagram 4.1 showed that 41.7% informants agreed and 58.3% informants strongly agreed of it. This section discovered that all of the informants had positive attitudes towards the importance of corrective feedback in writing.

Furthermore, there were some different reasons mentioned by informants in terms of the importance of feedback. Most of them had similar belief of it. The most common reason mentioned by them was about the use of feedback as a means to recognize their weaknesses in writing. They realized that their writing was far from perfection so that the given feedback could help them to learn. The feedback could lead them to concern on a certain aspect of writing which was indicated as the errors. In addition to that, the given feedback could also help to revise their work. They also state that feedback helped them to minimize to do the same errors on the next writing.

It is important, because without the given feedback from the teacher, I cannot develop my writing skill. Moreover, it can help me to avoid to do the same mistakes again. (Interview/S¹)

In this regard, the quite different reason was explained by S³. Someone who had higher linguistic competence was the reason mentioned by her. She thought that corrective feedback would be more useful if it was given by the teacher. Considering her belief, feedback was not only used as a means to recognize their weaknesses, but also as a way to measure the teacher's mastery of the material. She stated that it was important to know the mastery of the teacher in order to increase her reliance towards the given feedback by the teacher. In addition to that, she stated that the feedback given would determine her improvement in writing.

Yes, it is important. Because it can let me know how the teacher's mastery in this subject matter. I believe that if the teacher masters the subject, it will make me really believe on her feedback. Because the feedback will influence how far my improvement in writing in the future. (Interview/S³)

Moreover, another reason was mentioned by S⁷. He stated that the feedback was used in order to improve his score in writing. He believed that by revising his works, it could give an improvement of his score since he realized that his ability in writing was low. The finding of this research was quite worrying. It showed that there was a student which was more interested to his grade when revising. Considering this finding, the student was more concerned on how to improve his grade instead of how to improve his writing skill. The direct saying by the informant was stated as follows.

Yes, it is important to be implemented in terms of my achievement in writing class. I realize that my writing is bad so that the given feedback is really helpful for me to improve my score. (Interview/S⁷)

2) The Students' Assumptions towards Feedback in Teaching Writing

The results of the findings on this section were used in order to reveal the informants' assumptions on accepting feedback in writing class. The questions were about the effectiveness of giving feedback in writing class and whether it could ease them to revise it. Finally, it could be seen that the assumptions of informants were quite different in some ways. The diagram of the students' belief of the effectiveness of corrective feedback can be seen as follow.

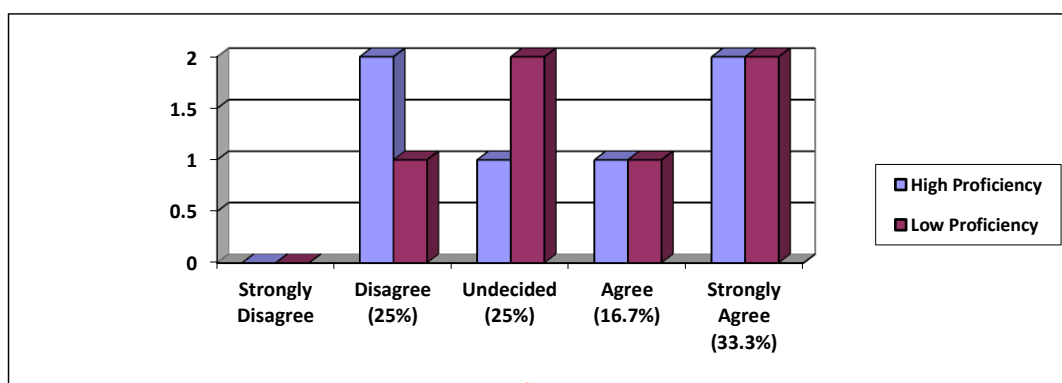


Diagram 4.2 The Students' Belief of the Effectiveness of Teacher's Corrective Feedback

According to the diagram 4.2, there were 25% informants, two informants indicating as high proficiency and one informants having low proficiency of writing, who agreed that the corrective feedback given by the teacher was not effective. There were 25% of informants who were not sure whether it was effective or not. There were also 16.7% and 33.3% of informants who stated as agree and strongly agree of it. The result showed that most of the informants (40%) both having high and low proficiency had a positive attitudes towards the effectiveness of corrective feedback, and 25% of them had negative attitudes.

Reflecting upon the statements of the informants, it could be seen that there were some different opinions. Three of the informants were not quite sure if feedback could ease them in writing. They argued that it depended on the teacher's ability in delivering or conveying the feedback. If it was easy to understand, it beneficially helped them. In fact, sometimes they felt that the feedback given by the teacher was hard to be conceived. It could affect their motivation when revising their work.

I am not sure, it depends on the teachers whether they can give feedback which is easy to understand or not. If the feedback is clear, it can improve the students achievement... the feedback given by the teacher here sometimes is not clear, but sometimes very easy to understand....(Interview/S¹)

Furthermore, there were more opinions mentioned by S³, S⁴, S⁶, S⁷, S⁹ and S¹². All of them believed that feedback was effective to be implemented in writing class. They said that feedback helped them when revising their work. As it was stated while conducting the interview, S³ stated that it could avoid her to make the same errors in writing. Additionally, one of them argued that it could give her a
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chance to improve her writing ability by considering the corrective feedback. It was also agreed that it could be effective to be implemented in writing class, because they did not need to confuse where she had to start learning and revising their work. Moreover, most of them confessed that the implementation of feedback was effective since it showed the errors that they made directly. That was why it really helped them a lot when revising their works, as stated by informant 3 as follows.

Yes, it is very effective, because feedback can make me learn from the experience while making errors. We just need to revise what is corrected..... the feedback is easy to understand...(Interview/S³)

On the other hands, the negative opinions were mentioned by S², S¹⁰, and S¹¹. They confessed that even the feedback sometimes helped them to revise their works, the way of the teacher in giving feedback was not effective to be implemented. They argued that it was caused by the large number of the students in writing class which resulted on the unbalancing frequency of doing consultation individually. Moreover, S² stated that the effectiveness of feedback depended on the way of the teacher while implemented it. He had a notion that the corrective feedback was often not easy to understand, and it was added by the limitation of the time to consult his works. During the observation, it could be seen that the teacher tended to give implicit feedback to students' works. Moreover, it showed that it helped them to point out the problematic parts or their language, but it could not help them to revise it. S² admitted that he still did not know how to revise it even the teacher had given a symbol which parts should be revising.

It is not really effective, because I feel that most of the feedback is not clear and uneasy to understand. This kind of feedback should be effective, but it depends on how the way of the teacher in giving it... the time is also not enough to ask with the number of students... the feedback on my worksheet is more helpful....(Interview/S²)

3) The Students' Expectation

This section explored about the expectation of the students towards the given feedback in writing class. The questions answered by the informants were about their expectation towards feedback and whether it could improve their achievement and their writing skill or not. Most of the informants agreed that feedback could improve their writing skill and their writing achievement, five informants indicating as high proficiency of writing and three informants indicating as low proficiency of writing. It could be seen that most of the informants had positive attitudes on their expectation of having corrective feedback on their works.

S³ pointed that it was caused by one-to-one discussion done by the teacher out of the class. The personal discussion was considered to be able to overcome the problems faced when revising their works. In line with S³, the other informants also stated that corrective feedback given could let them learn from their errors that they experienced. They explained that their achievement could be seen through their works. They could see it from the comparison between errors they made in the given first assignments and the ones they made in the latest assignments.

Yes, I think my writing skill can improve well, because through the given feedback I can write more sentences than before. Through feedback I tend
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to avoid the mistake I did at the first assignments... Yeah, I think it gives effect on my writing achievements..(Interview/S¹⁰)

Having different notions among others, S², S⁷, S⁸, and S¹² believed that although feedback could improve their writing achievement, but it could not improve their writing skill significantly. S² explained that it was caused by the given feedback which tended to be uneasy to understand. Consequently, it affected his motivation to learn and to revise his works. In addition to that, S⁷ and S¹² confessed that it was hard for them to improve their writing skill since most of the given feedback only concerned on the grammatical structure. They expected that the feedback could cover all elements of writing in balance. It was argued by them that their problem in writing was not only about grammatical structure, but also how to elaborate the ideas into a good writing.

Additionally, another informant thought that her writing skill did not improve significantly since she was found a difficulty to write a good writing. In addition to that, the existence of implicit feedback which was often given to their works was considered to be another problem for them when revising. During the observation and interview, it discovered that at the very first class meeting the teacher did not make an agreement towards the giving of implicit feedback through symbol. The agreement was important to be done in order to explain how the symbols worked and how students were expected to make use of it. It was experienced by informant 2 who stated that the way of the teacher when giving implicit corrective feedback was difficult to understand. The difficulty occurred by the informant when understanding the feedback given by the teacher was

considered by him to be the reason of the decreasing of his motivation when revising his works. Moreover, it could affect his achievement in writing.

b. Students' Emotion

The hereinafter aspect of indicator was talking about students' emotion. This indicator was specified into two. The first was about the students' satisfaction in accepting the teacher's feedback. The second was about the students' feeling when their works were given feedback by the teacher.

1) The Students' Satisfaction

The findings revealed how the students' satisfaction towards the given feedback in writing class. Dealing with this, there were some informants mentioned that they were not satisfied with the way of the teacher when giving feedback. Moreover, the diagram of the students' satisfaction towards the implementation towards teachers' corrective feedback can be seen as follow.

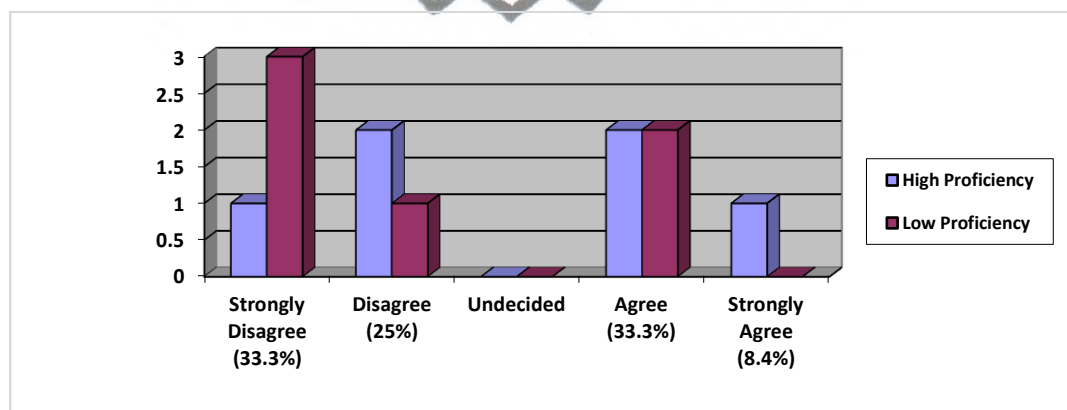


Diagram 4.3 The Students' Satisfaction towards the Implementation of Corrective Feedback

The table showed that 33.3 % of informants had very dissatisfaction, three informants indicating as high proficiency and one indicating as low proficiency of writing. Moreover, 25% of informants also had dissatisfaction towards the

implementation of corrective feedback given by the teacher, two informants indicating as high proficiency and one indicating as low proficiency of writing. On the other hands, 33.3% and 8.4% informants satisfied and really satisfied of it, three informants classified as high proficiency and one classified as low proficiency level of writing. In this regard, there were two different opinion mentioned by them in terms of their dissatisfaction. Considering the results, most of the informants had negative attitudes on their satisfaction towards the implementation of feedback given by the teachers.

The first reason was about the limitation of the time to do a consultation individually. They argued that the given time during the writing class was not balanced with the total number of students on the class. They stated that this activity just created a mess during the teaching and learning and it disturbed their concentration to keep focus. Furthermore, S¹ gave suggestion that it was better for them if the teacher arranged the students' errors and explained it orally in more detail. Oral feedback was considered to be given more often since it could decrease the noisiness during the class activity. They confessed that this activity would be better if it was conducted out of the class. However, the teachers often applied it during the class activity when they had given an explanation. Although the teacher gave them chance to ask out of the class, but it was still difficult to meet the unoccupied time of the teachers with them.

Additionally, another informant argued that the dissatisfaction comes from the teacher's feedback which was not easy to understand. The coded applied by the teachers was helpful to recognize their weaknesses, but it was difficult how to

improve it since there were no explanation of it. The implicitness of feedback given by the teachers indeed could affect the students' motivation if it was given more often instead of the explicit feedback. Regarding these problems, it showed that the noisiness and the implicitness of written corrective feedback were being the problems faced by them. It was indeed could be serious problems since it could affect the students' motivation to follow the lesson.

I think it is not good, because this kind of system needs more time to implement. If it is implemented in this class with all of the number of students like this, it just creates a chaos during the learning process... it is hard for me to concentrate in this kinds of situation.(Interview/S⁸)

In contrast of the statements above, the rest informants said that the feedback was satisfying. One of the informants explained that the feedback was very helpful to identify her errors and she had a lot of chance to ask everything during the class. It was also added by S⁴ who stated that she was satisfied with it. She argued that even the teacher only gave marks on her work, but it could trigger her to learn more and to improve her critical thinking. It seemed that she realized about her ability of writing which was caused to her eagerness to improve it.

It was also added by the observation where she tended to ask a lot during the class activity. Considering this, the implicit feedback through symbol could improve her curiosity and her engagement on learning process. In addition to that, another informant said that it could let him focus on what he should learn. The symbol given to their works had been their consideration which parts they should be revised. Moreover, another informant confessed that the personal discussion applied gave beneficial for him. He pointed out that he did not need to be reluctant to ask since the teacher gave them a chance to do it at the thirty minutes-end of the

lesson. Moreover, informant 12 stated that the corrective feedback given was quite detail so that it could ease him when revising his works. The positive corrective feedback given by the teacher was considered to be more encouraging for him to write better.

2) The Students' Feeling

The finding of this indicator revealed how students' feel when they got feedback on their works. This section discovered whether feedback would burden them when revising their works or not, and what they felt when they knew that their works were going to be revised by the teachers. The results showed that they had different feeling when receiving feedback on their works. Moreover, the diagram of the students' feeling towards the implementation of corrective feedback can be seen as follow.

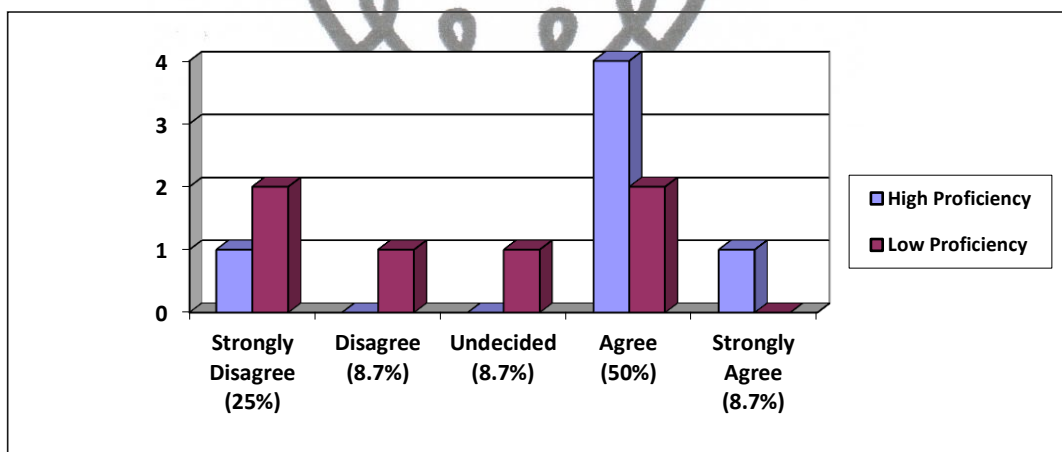


Table 4.4 Diagram of Students' Feeling when Accepting Corrective Feedback

The table 4.4 shows that there were some students included to be happy to find a corrective feedback on their work (50% and 8.7%). The other statements confessed that they did not feel happy with it (25% and 8.7%). It could be seen

that both of the informants indicating at different level of proficiency had either happy or unhappy with it. In this regard, most of the informants had positive attitudes towards their feeling when having corrective feedback on their works.

Here could we see that most of the informants felt that it was a pleasure for them to have their works being corrected by the teacher. S¹ stated that it made her focus on the specific things when revised it. She also mentioned that while revising, she had never felt to be burdened since it could affect her writing achievement. Additionally, another informant argued that she had no burden to revise her works since she realized that it could improve her writing achievement. It was the reason why she felt that it was fine to have her works being corrected. In line with the notion above, S¹¹ and S¹² also had similar notions about their feelings. They pointed out that feedback was able to make them learn more. The experience while making an error was able to help him not to repeat the same error. When conducting the interview, it was found that the amount of written corrective feedback they got did not affect their feeling. They confessed that it had become their responsibility as a student to revise it. Additionally, the amount of the feedback given to their works was considered by them to be a sign that they needed to study harder.

I am excited when I know that my works is corrected by the teacher, because I do not need to confuse to find the weaknesses of my writing... I do not feel burdensome while revising it... (Interview/S¹)

Moreover, there was an additional opinion mentioned by the informant towards her feeling. She actually felt happy when she knew that her works were corrected by the teacher. She argued that it showed the responsibility of the
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teacher and it made the teacher more competent. Nevertheless, she still had a burden to revise her works, because it meant that she had another works to do. Furthermore, it could be seen that someone who had higher linguistic ability was important to be the consideration in giving feedback. It assumed by them that corrective feedback from the teachers were more useful since they tended to have better competence.

It is ok for me, because it means that the teacher has a responsibility on her job, and also it makes her look so competent... it quite burdens me, because it means that I have another works to do again. (Interview/S³)

On the contrary, the rest of the informants did not feel excited when they knew that their works got a correction. According to the interview, their feeling depended much on the amount of the corrective feedback given by the teacher. They argued that the more feedback they got, the more error they had made. Therefore, they needed to work it out again. S⁴ mentioned that she did not feel happy with the revision, because she felt like her works being judged that it was wrong. It was a reason why she had a burden to revise it.

Additionally, another informant stated that the corrective feedback burdened her much, because she had to work twice in order to revise it. It could be seen that some of the informants felt annoyed when they knew that their works had too much feedback on it. In this regard, the statements of the informants here showed that the amount of the teachers' corrective feedback could determine the informants' emotional feeling towards the lesson.

The different notions were also mentioned by S² and S¹⁰. They mentioned that although they did not feel quite happy with the feedback given on their works,

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but they felt that they did not have a burden to revise it. Regarding this finding, their feeling depended much on their disappointment of their writing achievement. They argued that the more corrective feedback they got showed that their writing ability still low. Moreover, they did not feel that it was a burden to revise it since they revise it in order to get better grade and they also learnt from their experience when making errors.

I am not really happy, because it shows me that I still have a lot of weaknesses. I have to learn more because of this... But I do not feel that I have a burden, because when I revise it, I also learn at the same time... (Interview/S¹⁰)

c. Students' Motivation

This aspect of indicator was specified into two, which were students' goal and readiness. The data of the two indicators were collected in order to discover the motivation of the students towards feedback in writing class.

1) Students' Goal

This indicator discovered the goal of the students when they were revising their work based on the feedback. It could be seen here that all of the informants both at the different level of proficiency had the same goal when revising their works. The findings of this indicator were quite surprising. All of the informants pointed that although they revised their works in order to achieve their learning goal, they confessed that they revised it to improve their grade. It could be seen that they tended to follow the class since they believed that their teachers were someone who controlled the score. They scared if they did not follow the lesson, they would have got a low score. As it was mentioned before, it was quite

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worrying since the feedback did not only give them a motivation to write better, but also to improve their grade. However, it would be a problem in the future if they were only interested on their grade instead of their improvement in writing ability as it was mentioned by the informant 2 who confessed that revising was done in order to get a higher score instead of improving his writing ability.

On the contrary, some positive opinions were mentioned by two informants during the interview. They had a notion that the main purpose to revise their works was to recognize their errors besides it can also improve their achievement. The improvement of their writing ability was indeed more important to be concerned since they could not be too dependent on the teachers' assistance to write. They believed that the improvement of their grade would be equal to the improvement of their ability. It was mentioned by S¹² who stated that the corrective feedback could be used as a remainder for him that he still needed to learn harder. She admitted that the improvement of his writing skill was more important than his score.

2) Students' Readiness

The finding of this indicator explained about the readiness of the students in the classroom while the teacher gave feedback and while they were revising their works. It showed that there were two different notions mentioned by the informants. The first was the confession that they always had a preparation before joining the class, and the other was students who had no certain preparation rather than bringing a dictionary.

Considering the statements of the informants, there were four informants who confessed that they always prepared something before following the lesson. S¹, S⁸, S¹⁰, and S¹² said that they always brought at least grammar book and dictionary. In addition to that, S¹ admits that she did not only bring the book, she also sit in front of the class in order to make her be easier to ask about the material. As it had mentioned before, the class was getting noisiness every time the teacher asked them to do personal discussion. Therefore, sitting in the front row of the class could help them to keep her focus during the class activity.

Furthermore, other informants also had similar preparation. They always read the material before following the class and made a note for something that they did not understand. During the lesson, they would ask to teacher by reading the note they made. The preparation was very essential to be done by them since it could assist them while following the lesson. As it was mentioned by S¹² who admitted that he would prefer to study at home and make a note for something he did not understand so that it could be asked during the classroom activity.

On the contrary, the rest of informants admitted that they did not prepare anything. One of them pointed that even she did not prepare anything during the class, but she read the grammar book in home in order to ease her in revising the grammar in writing. Another informant also said that she had just waited for the lectures' correction and revised it based on the feedback given. As it was mentioned by S² who confessed that he had nothing to be prepared instead of waiting for the teacher coming into the class.

d. Students' Behavior

The findings of this indicator showed how the interaction between the students and the teacher occurred during the teaching and learning process. It revealed how the students' academic engagement when they were given the feedback.

In regard with this matter, it discovered that only one student admitted that he never asked the teacher as it was mentioned by S². He admitted that he less taken a part during the learning activity although the teacher had triggered him to be active by pointing him to ask. He said that he was shy to ask about his works. It seemed that his friends would tease him when he asked or discussed his works to the teacher. It was also proven by the observation that he tended to be passive and chose to sit at the back row. During the observation, it also showed that he tended not to follow the lesson well. When the teacher asked them to do a personal discussion, he tended to walk around the class and teased others. During the interview, it was known that he did that because he felt so bored with the class activity. Therefore, he walked around the class in order to discuss his works with his friends who were considered to be smarter.

I do not know... I ask my work to my lecture infrequently, I am shy to ask because my friends indeed will tease me... I walk around the class to break my boredom. I'd prefer to ask my friends rather than ask to the teacher... (Interview/S²)

On the other hands, there were two informants who had been active prominently during the class activity. They stated that they asked everything that they did not understand and tended to answer all of the teacher's questions. She also admitted that she would never let a single chance to consult her works with

the teacher. Additionally, she also said that if she did not get the answer, it could make her be anxious to find the answer. That was why she always asked everything that she did not understand. The observation also proven that both of the two informants tended to be active. They could engage with the learning process very well. They would prefer to sit in front of the row in order to ease them to keep in touch with the teacher.

If I think that there is something to be asked, I will ask it... it can make me be so curious if I cannot find the answer. That is why I will always do the consultation on the outside of the classroom personally. Sometimes it is just to make me sure that what I believe is true....(Interview/S⁶)

Furthermore, most of the students admitted that they tended to be shy to ask in the class. They tended to keep it mind and asked it out of the class. S⁸ said that she felt shame to ask in the class, because her friends would tease her. She said that it was better for her to ask out of the class personally because she could discuss everything without afraid to be laughed by her friends. Moreover, S³ argued that she asked a question infrequently in the classroom, because the teacher was always tended to explain something in general. The other informants explained that even they infrequently asked the teacher, they still kept their questions in mind and asked it later. In fact, during the observation, it was proven by their behavior that they tended to be more active to ask when they were given a chance to ask out of the class. Yet, they tended to listen to the teacher's explanation. It could be seen where there were only some students who looked very actively engaging with the teaching and learning process.

Table 4.2 Summary of Research Findings of Students Attitudes

No.	Research Questions		Research Findings
1.	What are the students' attitudes towards teacher's corrective feedback in teaching writing of English as a foreign language?		a) Total informants : 12 Students Proficiency level of writing : 6 students having low proficiency and 6 students having high proficiency b) Positive Attitudes : 2 students having high proficiency level of writing c) Trends to Positive Attitudes : 7 Students (3 students having low proficiency and 4 students having high proficiency) d) Trends to Negative Attitudes : 3 Students indicating as low proficiency level of writing
No.	Aspect of Attitudes	Indicators	Research Findings
1.	Belief	The Importance	41.7% informants agreed and 58.3% informants strongly agreed: 1) Feedback as a means to recognize their weaknesses in writing 2) Feedback is used in order to improve their score in writing
		The Assumptions	Most of the informants (40%) both having high and low proficiency had a positive attitudes towards the effectiveness of corrective feedback, and 25% of them had negative attitudes: Positive attitudes: 1) Feedback helps them when revising their work 2) It gives them a chance to improve their writing ability by considering the corrective feedback 3) It shows the errors that they make directly Negative Attitude: 1) The large number of the students in writing class results on the unbalancing frequency of doing consultation individually 2) The corrective feedback is often not easy to understand, and it is added by the limitation of the time to consult their works
		The Expectation	five informants indicating as high proficiency of writing and three informants indicating as low proficiency of writing agree that feedback can improve their writing skill and their writing achievement,. Four informants, three informants indicated as low proficiency and one informant as high proficiency, show negative attitudes. Positive attitude: 1) The personal discussion out of the class is considered to be able to overcome the problems faced when revising their works 2) Corrective feedback given could let them learn from their errors that they experienced

			<p>Negative attitude:</p> <ol style="list-style-type: none"> 1) It cannot improve their writing skill significantly 2) It is hard for them to improve their writing skill since most of the given feedback only concerned on the grammatical structure 3) the existence of implicit feedback which was often given to their works was considered to be another problem for them when revising
2.	Emotion	Satisfaction	<p>The table shows that 33.3 % of informants had very dissatisfaction. 25% of informants also had dissatisfaction towards the implementation of corrective feedback given by the teacher. 33.3% and 8.4% informants satisfied and really satisfied</p> <p>Positive Attitude:</p> <ol style="list-style-type: none"> 1) The teacher only gives marks on their works, but it can trigger her to learn more and to improve her critical thinking 2) Personal discussion out of the class can keep the reluctant away <p>Negative Attitude:</p> <ol style="list-style-type: none"> 1) The limitation of the time to do a consultation individually 2) This activity just creates a mess during the teaching and learning and it disturbs their concentration to keep focus 3) the dissatisfaction comes from the teacher's feedback which is not easy to understand
		Feeling	<p>The first opinion explains that they are considered to be happy having a corrective feedback on their work (50% and 8.7%). The other statements confessed that they do not feel happy with it (25% and 8.7%)</p> <p>Positive Attitudes:</p> <ol style="list-style-type: none"> 1) It helps them to learn and to improve their writing achievement 2) The amount of written corrective feedback they got do not affect their feeling. They confessed that it had become their responsibility as a student to revise it. <p>Negative Attitudes:</p> <ol style="list-style-type: none"> 1) Their feeling depends much on the amount of the corrective feedback given by the teacher 2) They feel like their works being judged that it is wrong 3) The corrective feedback burdened them much, because they have to work twice in order to revise it
3.	Motivation	Goal	<p>Most of the informants points out that although they revise their works in order to achieve their learning goal, they confesses that they revise it to improve their grade</p> <p>Positive Attitudes: (two informants)</p> <ol style="list-style-type: none"> 1) The main purpose to revise their works is to recognize their errors besides it can also improve their achievement

			Negative Attitudes: 1) They revised it to improve their grade
		Readiness	There are two different notions mentioned by the informants. The first is the confession that they always have a preparation before joining the class, and the other is students who have no certain preparation rather than bringing a dictionary
4.	Performance	Interaction	Two informants indicating as high proficiency level of writing can engage the activity well. One informant indicating as low proficiency level of writing cannot engage the activity well. Nine informants indicating as both high and low proficiency level of writing infrequently engage with the classroom activity.

2. Teachers' Attitudes towards Corrective Feedback in Teaching Writing

The findings of this section aimed to explore how the teachers' attitudes towards corrective feedback which they gave to the students in writing class. The attitudes of the teacher could be seen through their opinion, motivation, emotion, and behavior. These indicators were gained through interview, questionnaire, and observation.

a. Teachers' Belief about Corrective Feedback

1) The Importance of Corrective Feedback

The finding of this indicator was about the belief of the teacher about the importance of corrective feedback. It could be seen that both of the teachers had almost the same opinion. The finding was about whether the feedback was important to be given to students in writing class and how they defined the corrective feedback. The direct saying of the teachers was quoted below.

Yes, it is important. There is different ability among the students. If there is a student indicated as high ability, it can be assumed that my feedback is not quite important for him since they can assess their own writing, and vice versa. (Interview/T¹)

Reflecting upon the teachers' opinion above, T¹ believed that feedback was important to be given since it could be used as learning process for students. The errors they made could give better experience in learning so that it decreased the number of repeating the same errors. The inequality of students' ability was considered as the reason why feedback was playing significant part in teaching writing. She believed that students having low ability and motivation need to be given feedback more than the students having high ability. It is caused by the assumptions of the teacher where the competent students had an ability to do self-corrections.

In addition to that, T² also had similar opinions towards the importance of corrective feedback in writing. She had a notion that feedback was given in order to make the students learn from their weaknesses. Finally, she also stated that feedback could also be used to measure the students' writing ability. The ability of the students in writing could be seen through the number of corrective feedback that they had got. The direct saying of the teacher 2 could be seen as follow.

It is important. If they have no feedback, they will not learn. In writing class, it can be used to measure how far their ability in writing. They can revise their works and learn to write at the same time.(Interview/T²)

Moreover, in defining the corrective feedback, both of the teachers also had similar definition about it. The first teacher defines correctives feedback as a means to indicate the students' error in producing the language. In addition to that, the second teacher also stated that the corrective feedback was a response given which was aimed to make the students notice their errors.

2) The Teachers' Assumption about Giving Feedback in Teaching Writing

After conducting the research, it could be seen that the assumptions of the two teachers were quite similar. There were two questions asked to the teachers in order to know their assumptions towards giving feedback in writing class. The first was about the effectiveness of giving feedback in writing class. The second was whether it could ease the students when they revised their works or not.

It could be seen that the two teachers assumed that giving feedback was effective to be implemented in writing class. T¹ said that it could be effective since it was one of the ways to measure the progress of students' ability in writing. Because it was hard to accompany students when revising personally, the corrective feedback could be used as their assistance. It was applied in order to improve the students' motivation when revising their writing. Nevertheless, she was not sure whether the given feedback could ease the students when revising it or not. What she knew when giving feedback just it could help them a lot to check their writing. As it was mentioned by her during the interview that corrective feedback could be effective, since it was a way to measure their achievement.

Moreover, T² argued that it was used in order to let the students recognized their weaknesses, so that they could learn from it. Additionally, she also admitted that her feedback could ease them when revising their works. The way of the feedback given which was direct to the point to the errors of the students was believed by her very useful for them. In addition to that, she also gave more chance for the students to ask during the class activity or out of the classroom.

It is very effective. Through feedback we show them a way to learn and to focus on certain thing. I think it eases them to revise their works, because I always show them where they have to concern on their paper in detail.(Interview/T²)

3) The Teachers' Expectation

a) The Expectation of the Students' Achievement

The findings of this indicator were used to discover the expectation of the teacher when giving feedback in writing class. It could be deduced that the expectations of the two teachers were a little bit different. The finding was about whether feedback could improve the students' achievement in writing and whether it could affect their ability in writing.

Yes, it can improve the students' score of course. Because giving feedback on their paper works mean giving a chance for them to revise both of their writing ability and their writing achievement.(Interview/T¹)

According to the statements above, it could be seen that T¹ said that giving feedback would definitely improve both students' achievement and students' ability in writing. She explained that giving feedback meant giving them a chance to revise their works and also their score at the same time. She mentioned that the time where the students revising their works made them realize their errors so that they did not repeat to make the same errors.

Meanwhile, T² argued that even feedback could give beneficial towards students' achievement, but it was difficult to say that it was the only way to improve the students' ability in writing. As it was mentioned by her during interview that feedback can improve the students' grade, but it was difficult to say that it could also improve their writing ability significantly. She explained that

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most of the given feedback was about the grammatical structure of the writing. As the result, the content or the idea of the writing was still hard to be improved. She said that the different ability of students in accepting and understanding feedback would give effect for their improvement in writing.

b) The Expectation of Improvement in Teaching Skill

In this section, it could be seen that the two teachers had different notions on their improvement in teaching writing skill. The question was about whether it could increase their experience in teaching writing or not. The first teacher explained that it could improve her experience in teaching writing. On the contrary, the second teacher admitted that she did not know whether it could improve her experience in teaching writing or not.

According to T¹, giving feedback could improve her experience in teaching writing. As it was saying during the interview, she argued that her experience improved since she was accustomed to read the students' work. This thing made her used to find where students usually made a mistake in writing. Here was the direct saying of the teacher as follow.

On the contrary, T² never expected that giving feedback could improve her experience in teaching. She also did not know whether it could improve her skill in teaching writing or not. It was said that she did not feel anything instead of just doing better strategy to improve the teaching error pedagogy in writing. What she understood only did her responsibility to enlighten her students. However, she agreed if it could improve her ability in English since she learnt through students' work.

b. Teachers' Emotion towards Feedback in Teaching Writing

1) Satisfaction

The findings of this indicator were about the teachers' satisfaction of applying feedback in teaching writing. It discovered how their satisfaction when implementing feedback in the classroom. The findings showed that both of the teachers had the same notions about their satisfaction when implementing feedback to the students in writing class.

I am satisfied. The problem is about the limitation of the time. Because of that, I give a time for them to do a personal discussion with me whether it is in the class or out of the class.(Interview/T¹)

From the direct saying of the first teacher above, here could we see that T¹ was satisfied about the way she implemented feedback in writing class. She explained that the problem in giving feedback was the limited time for each meeting. In order to solve it, she gave an additional time to ask personally out of the classroom meeting. She admitted that the students looked so enthusiastic with this kind of activity. Additionally, it was hoped that it could give more chance for the students to discuss their works more than the class meeting given.

Additionally, T² was also satisfied with her feedback given to her students. She stated that there was no problem which meant much to the students. Moreover, she argued that the implicit feedback was given more to them in order to trigger their curiosity and build their mentality not to be the dependent students. It was also hoped that, the symbol given on their writing could lead them be more engaged actively during the teaching and learning process. In addition to that, having the same strategy with the first teacher, T² also gave more time for their students to discuss their works out of the class meeting individually or in a group.

2) Teachers' Feeling

This indicator found what teachers' feel when they gave feedback to the students' work. It discovered whether they felt afraid or not if the given feedback was uneasy to understand by the students. Moreover, the results showed that the teachers' feeling while giving feedback was quite different.

During the interview conducted, it found that T¹ sometimes felt afraid if her feedback could not satisfy her students. She admitted that written feedback and oral discussion during the class were not enough to make them understand. Although, she thought that her feedback was understandable, she still worried about it. It was the reason why she asked the students to discuss their works personally out of the class. On the other hands, T² did not feel afraid when giving feedback to them, both written or orally. As it was stated during the interview that she did the best strategy when giving error correction to them, so it did not need to be worried. What she just believed was the actively response of the students in the class. She believed that her feedback was understandable. Moreover, she confessed that the way she gave a chance in giving feedback for their works was more than enough.

c. Teachers' Motivation

1) Teachers' Goal

This indicator explained about the goal of the teachers when giving feedback in writing class. The findings showed that both of the teachers had the same purposes. Both of the teachers agreed that the use of feedback was to achieve the purpose of study in writing class. T¹ mentioned that the main purpose

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of giving feedback was to reach the purpose of the study in writing descriptive and narrative text. In addition to that, feedback was able to be used as a learning tool to show the students' progress during teaching and learning process until their works could get closer to the aims of this matter.

Furthermore, the similar notions also mentioned by T² who stated that the goal of giving feedback was to reach the purpose of learning as it was mentioned in lesson plan. Additionally, feedback was also part of the teaching and learning process which was used to show the students' weaknesses, to see the improvement of the students' ability, and to measure the students' achievement.

2) Teachers' Readiness

The findings of this indicators explored how the teachers prepared the teaching and learning material, whether they were going to bring the teaching material, power point, or any other teaching preparation in order to help them while giving feedback or not. The findings showed that the two teachers had the same statements about their readiness in giving feedback.

It could be seen that T¹ and T² had the same arguments. They admitted that they always had a preparation before they came into the class. T¹ explained that the preparation was about preparing the material which was used as an additional source for the students, a slide show, giving a source book of pdf, and so on. She stated that it was needed in order to help her in conducting the teaching and learning process. The theory based on the expert was also prepared by her in order to strengthen the students understanding and to be given as additional information to read.

Moreover, having similar notions with the first teacher, T² explained that she always had a preparation before coming into the classroom. She prepared the power point, the article, and also the students' work which had been corrected by her. She confessed that she tended to give the written feedback out of the class so that it could be given back to the students in the following meeting, The paper which had been corrected was used as a matter of learning for the students. She also argued that it was done in order to give more time when explained their errors orally. The direct saying the second teacher could be seen as follow.

As usual, I make a lesson plan, preparing the teaching material, and so on. I only give them feedback orally. I intentionally spent my time more in the class only for explaining what they do not understand. (Interview/T²)

d. Teachers' Performance

The following indicator discovered how the performance of the teachers in writing class. This indicator focused on the interaction between the teachers and the students during teaching and learning process while they gave feedback in the class. It revealed how the teachers encouraged their students to be active during the teaching and learning process.

The findings showed that T¹ was not sure that the interaction during teaching and learning in writing class was good, because there was only a little student who participated actively in the class. The observation conducted in the classroom also proved that the interaction between the teacher and the students tended to be passive, only a few students who sat in front of the class wanted to pay attention to them. In order to trigger the students' attention in the class, T¹ also gave a chance for the students who did not actively participate in the process

of learning to ask what they did not understand. But she stated that the result was not good to make them be more active. As it was mentioned by T¹ as follows:

My writing class can be called to be passive. They tend to ask at the out of the classroom, it can be seen that they will always struggle to consult their works in this occasion... (Interview/T¹)

In line with T¹, T² also felt that her class was not active. It was also proven by the observation where there were only a few students who looked so interested during the classroom. T² had always tried a way in order to make the class was more active by asking them to make a group discussion. Nevertheless, it seemed so hard to make the classroom to be more active. The indirect feedback was also used by her more often in order to emerge their curiosity to ask. She mentioned that most of them only listened to what she explained without having a struggle to be engaged into the teaching and learning activity.

Depends on the class that I teach, this class is so passive, only certain students seem so active. For students who seem so active in the class will always ask and take part in the teaching and learning process, and the rest just listens to it. (Interview/T²)

Table 4.3 Summary of Teachers' Attitudes towards Corrective Feedback

No.	Research Questions		Research Findings	
1.	What are the teachers' attitudes towards corrective feedback in teaching writing of English as a foreign language?		Total Informants : 2 Teachers Trends to Positive Attitudes : 2 Teachers	
No.	Aspect of Attitudes	Indicators of Attitudes' Aspect	Teacher 1	Teacher 2
1.	Belief	The Importance	Corrective feedback is important.	Corrective feedback is important
		The Assumptions	Corrective feedback is effective to apply.	Corrective feedback is very effective
		The Expectation	Corrective feedback can improve the students' ability and students' achievement.	Corrective feedback can improve students' writing achievements. She doubts that it can improve students' ability in

			Corrective feedback can improve her teaching skills.	writing. She is not sure that it can improve her skill in teaching, but it can increase her experience in teaching
2.	Emotion	Satisfaction	She is satisfied with the implementation of corrective feedback applied	She is quite satisfied with the implementation of corrective feedback applied.
		Feeling	She sometimes feels afraid whether the corrective feedback can be easily understood or not.	She does not feel afraid whether her corrective feedback can be understood easily or not.
3.	Motivation	Goal	The main aim of giving feedback is to reach the purpose of learning. It is also used to measure the progress of the students' in writing.	Feedback is a part of the learning process. It can be used to show the students' weaknesses, to discover the improvement of their writing ability, and to measure the students' achievement. The main goal is to reach the purpose of learning
		Readiness	T ¹ always prepares the teaching materials like lesson plan, making power point, reading the students' works, and etc.	T ² always prepares the lesson plan and teaching materials. The students' works is used as the example to teach.
4.	Performance	Interaction	T ¹ often point the students' who seem to be passive during the class. T ¹ always applies corrective feedback in writing class.	T ² often gives symbolic feedback to trigger the students' curiosity. T ² always applies corrective feedback in writing class.

3. Type of Feedback that Students' Need

The findings of this section discovered what type of feedback that the students' needs in writing. The findings were used in order to match the teachers' belief in giving feedback with the students' belief. After conducting the research, it showed that some of the informants did not agree with the way of the teacher

when giving feedback. It referred to the way of the teachers when giving feedback and how it could affect their concentration during the class activities.

It could be seen here that both of the teachers had similar notions about their belief in giving feedback in writing. T¹ believed that she did not give only written feedback on the students' work, but also gave some more explanation orally. T¹ argued that the written feedback such as giving a mark and giving some statements like "pay attention to your grammar" or "add your ideas" still confused them. They needed feedback which was direct to their errors so that it would not decrease their motivation to revise and to write again. T¹ stated that the most important point in giving feedback was how it could reach all of the students in the class. In order to fulfill it, she implemented the semi-formal discussion personally with the students. She also gave more time for the students to consult their work out of the class.

Furthermore, T² also had a similar notion with T¹. She added that written feedback was also used to trigger students' critical thinking. Moreover, the arising of their curiosity could let them to learn more. She argued that feedback was given to make them learn from their own experiences when they made errors, which meant that it was used as a part of learning. The direct explanations of one of the informants could be seen as follow.

The written feedback must be there to make them realize their weaknesses... the explanation is just a little bit. Because it is important to arise their curiosity... Feedback is given as a way for them to learn from their experience.(Interview/T²)

Furthermore, the finding of the informants' needs here was deduced not to be appropriate with the teachers' *commit to user* belief towards the implementation of feedback.

The data collected from the first class showed that the corrective feedback by doing one-to-one discussion with the teacher was not quite effective if it was done during the class activities. The informants argued that this activity could create a noisy which was really irritating. They argued that the one-to-one discussion was better to be conducted out of the class activity. In addition to that, the existence of giving implicit feedback more often also gave problems for the informants. They admitted that even the implicit feedback was useful for them to recognize their errors directly and to trigger their curiosity, but they needed explicit feedback which was given more often in order to ease them when revising. The direct explanation of one of the informants could be seen as follow.

...it is good to conduct personal discussion, but I think should be done out of the class... it is really annoying if it is done in the class activity, it is so noisy.(Interview/S¹)

According to the data, it could be seen that three of the informants in this class did not agree if the personal discussion was conducted during the class activities. They believed that it was more useful if it was implemented out of the class activity. What they needed was more specific written feedback which was explained explicitly. They confessed that even the implicit feedback was good in order to increase their curiosity, but they still needed explicit written feedback to be given more often. During the class activities, small peer discussion among friends was considered to be better for them.

On the other hands, S⁶ were having different notions with others. He believed that the explicit revision on his works could lead him to the dependency of feedback. She believed that how to improve his writing skill through

experiencing the errors she did was more important to advance. The direct saying of the informant could be seen as follow.

I used to expect the written feedback which also provides the correct form, but now I know that it is not good since it can make the dependency ... I do like the way the teacher spent her time to do a small group discussion at the out of the class... (Interview/S⁶)

The same result was also revealed from the data collected on the second class. S¹⁰ stated that even they like to do a personal discussion, but they tend to do it out of the class activity. The personal discussion could reduce their anxiety to ask instead of asking it during the class activity. In addition to that, S¹¹ did not really agree when the teacher only gave a mark on their works. They explained that even it could affect their motivation and triggered their curiosity to find out the answer, but it took a lot of time to revise it. It was better if the feedback was given explicitly and it was explained more detail orally during the class and personal consultation. The direct saying of one of the informants could be seen as follow.

I don't really like if the teacher gives more only a symbol on my paper. I expect the teacher gives more explicit written feedback and gives oral explanation which can reach all of the students in the class.(Interview/S¹¹)

4. Students' Attitudes and Students' Achievement in Writing

This section revealed the relationship between the students' attitudes of feedback and their achievement in writing, table below showed students' writing score and students' attitude level. The score of attitudes below was measured from Likert's scoring scale.

Table 4.4 Students' Writing Score

No	Student	Attitudes Score	Level	Score 1	Score 2	Mean Score
1	S ⁵	67	Trends to Negative Attitudes	65	60	62.5
2	S ²	67	Trends to Negative Attitudes	60	82	71
3	S ⁸	69	Trends to Negative Attitudes	60	70	65
TOTAL MEAN SCORE						66.2
4	S ¹⁰	82	Trends to Positive Attitudes	84	80	82
5	S ⁷	83	Trends to Positive Attitudes	60	75	67.5
6	S ¹¹	85	Trends to Positive Attitudes	82	75	78.5
7	S ⁴	87	Trends to Positive Attitudes	60	80	70
8	S ⁹	88	Trends to Positive Attitudes	60	85	72.5
9	S ⁶	92	Trends to Positive Attitudes	78	82	80
10	S ³	93	Trends to Positive Attitudes	70	82	76
11	S ¹²	96	Positive Attitudes	84	75	79.5
12	S ¹	99	Positive Attitudes	80	80	80
TOTAL MEAN SCORE						76.2

The table showed that the different levels of proficiency did not affect the students' attitudes towards the corrective feedback. Nevertheless, the total mean score of the informants showed that the students' attitudes could affect the students' achievement in writing. It could be seen that the informants having positive attitudes indicated as low proficiency level of writing tended to get better writing achievement. Therefore, there was an in-depth investigation conducted by the researcher through interview and observation to discover the further causes related with students' level of attitudes and students' achievement in writing.

Considering to the table above, student at the highest level of attitude get high score for both tests. She admitted that it was due to the direct of the teacher when giving feedback. She enjoyed consulting her works personally to the teacher out of the class since it could omit the distance between the teacher and students. As a result, it motivated her to learn and to write better. However, there was a good lesson that could be deduced from this case. Sometimes, it was better for the teachers not to create a big distance with their students. Creating a good

atmosphere which could improve students' eagerness to learn was important to be done. The explanation from the student as the informants could be seen as follow.

It motivates me to write better when I consult my works with my teacher out of the class. It keeps the distance between teacher and students away. (Interview/S¹)

In addition to that, there was another causes mentioned by the informant having the high score of writing among other informants. He confessed that writing was one of his interests in English. He was accustomed to write to the English department magazine which was published once in three months. He needed his works to be corrected in order to recognize his weaknesses. He enjoyed the class very well since it could provide a place to discuss his writing with others.

On the contrary, the student with the low score of attitudes got low writing score. However, even the mean of the score was low, it can be seen that there was an improvement of his writing score. During the interview, it revealed that he likes writing English, but he did not like the way of the teacher when giving feedback. He stated that giving feedback by doing consultation just wasting time. It caused to the decreasing of his motivation to revise his works. As a result, he tend to have peer correction with his friends rather than with his teacher. Before doing the test, he commonly studied his works and focused to learn based on his mistakes. The direct statement of the informant could be seen as follow.

I like writing, but I am not happy with the way of the teacher when giving feedback through personal consultation. I think, it is just wasting time... I'd prefer to discuss it with my friends that I think he is smarter or more competent in writing than me... (Interview/S²)

Moreover, there was another case occurred after collecting the students' writing score. From the table above, it could be seen that there was a student indicated as trends to positive attitude got lower score than the students with the lowest score of attitudes. After conducting the interview, the informant admitted that it was caused by her proficiency in writing. It was also proven by the teacher who said that even she tended to be active in the class, but her writing proficiency was not quite good. Nevertheless, the teacher could see her desire to improve her ability in writing. She tend to engage actively during the class and looked to have more attention to listen to what it was explained.

B. Discussion

1. Students' Attitudes towards Teachers' Corrective Feedback in Writing

Considering to the findings above, it can be deduced that the different students' level of writing proficiency does not affect the students' attitudes towards the teachers' corrective feedback in writing. It can be seen from the table that most of the informants have positive attitudes. Two of the informants are indicated as positive attitudes, seven of them are indicated as trends to positive attitudes, and three of them are indicated as trends to negative attitudes. Their attitudes can be seen through their belief, emotion, motivation, and behavior towards the corrective feedback implemented by the teachers.

This findings show that the difference of one's attitudes does not come from the different level of proficiency of students, but it develops gradually based on their learning experience. It is also supported by Mouly (1968: 454) who states that attitudes arise as by-products of one's day-to-day experiences and,

conversely, everything that goes on in the classroom as it affects the child leads to the formation on his part of certain attitudes. In this regard, it is influenced by the teachers' corrective feedback given in writing class.

The findings of the research discover that all of the informants believe that corrective feedback is important to be applied in writing class. The importance of applying feedback is due to the students' needs to recognize their weaknesses in writing. This finding is supported by the research conducted by Amrhein and Nassaji (2010) who discover that students consider the teachers' feedback as important since it can be used to see their errors and it is the best way to learn. By recognizing the weaknesses, it can minimize them to repeat their errors. As it is mentioned by Cole and Chan (1994: 224), they state that students seek help from teachers because they have a genuine need for assistance. The teacher belongs to their preferring assistance to give corrective feedback because of the higher linguistic competence of the teacher. Moreover, the given feedback is important to be applied in order to give them a chance to improve their achievement in writing. The research conducted by Kulik (1991) in Cole and Chan (1994: 218) also found that the provision of feedback can improve students' learning to a substantial degree. It is caused by feedback given which serve the students to keep on the right track to the learning goal.

Another finding of the research shows that most of the students whose belong to the positive attitudes agree that the corrective feedback given by the teachers is effective to be applied in writing class. It is effective since it can ease the informants when revising their works. It can also help them to write better by

recognizing their weaknesses. The findings of the research is also supported by Cole and Chan (1994: 215) who state that the aim of feedback should be to make individuals think about giving better quality responses. The way of teacher when giving feedback to the students' should motivate them to write better. Undoubtedly, the improvement of the students' motivation in learning can be the key of the success or the failure of the students (Brown, 2007: 168).

Nevertheless, most of the informants whose belong to trends to negative attitudes confess that the effectiveness of feedback depends on the teachers' ability when implementing and giving the feedback. Regarding with this findings, it can be seen that the implicit feedback given by the teachers is considered to be not effective to be implemented for some informants. The feedback given by the teacher sometimes is uneasy to understand which impact on the decreasing of their motivation to revise it. Implicitly, it can be explained that the explicitness of feedback is more important to be applied in order to give specific correction. This finding accords with the research conducted by Nugrahenny (2007) who finds that the coding given to the students' writing does not facilitate the students when revising. Their remarks indicate that instead of identifying mistakes, it will be better if the teachers can justify their errors through oral feedback.

Moreover, Brophy and Good in Cole and Chan (1994: 225) also mention that teacher feedback is more effective when it is specific rather than global and when it is explicit rather than implicit. It can be concluded that students should be told exactly which aspects of their responses are correct and which are incorrect. It is due to the avoiding of vagueness of information when giving feedback. In

this case, the implicitness of the written feedback given by the teacher affects the decreasing of some students' motivation when revising their works.

Furthermore, it can be seen that almost a half of the informant state that they do not satisfy with the corrective feedback given by the teacher. These students belong to both positive and negative attitudes. It refers to the way of the teacher when giving feedback. The strategy of consultation which is implemented by the teacher can create a mess in the class which can disturb her to focus on the lesson. They state that the direct written feedback which is added by giving oral explanation in the forum of the class is better for them to be done. Moreover, some of them admit that the consultation can be more effective if it is applied out of the classroom activities.

The reason mentioned by them is also supported by Cole and Chan (1994: 229) who state that it is a mistake to believe that all correctives should be given on a one-to-one basis, and that without such personal help students will not be able to achieve learning objectives. It can be seen that the way of the teacher when asking the students to do one-to-one discussion during the class activities can harm the students. The strategy implemented by the teacher just creates noisiness in the class. Moreover, it gives a consequence on the decreasing of the focus and concentration of some students to follow the lesson.

On the other hands, the rest of the students satisfy with the way of the teacher giving the feedback, especially when the teacher gives a symbolic direct feedback on their works. In order to operate it effectively as feedback, the language, conventions, and symbols used by the teacher must be clear, concise,

and capable of being acted on by the students. Though it is helpful sometimes to provide a more suitable or more idiomatic version or a phrase, but it can be very effective to save time in order to see at a glance whether there are errors that they tend to fall into particular categories. The symbol also is served as a prompt to think through for themselves the process of checking their works instead of passively seeing the correct forms without doing anything to process them mentally (Nött, 2015).

The different satisfaction of students is possible to happen in order to generalize their attitudes. Mouly (1968: 452) argues that a person may have a rather cognitive view of a given idea or object but have no great feeling about it. On the other hand, attitudes with a strong affective content generally lead to some form of overt action. Because of the development of attitudes which tend to be incidentally and generally unconsciously, a student may develop a strong dislike for a certain object as a result of its being taught by the teacher. For this case, it can be seen that the different of the students' feeling is influenced by the way of the teacher when implementing feedback during the class activity.

Furthermore, according to the findings of the research, it shows that even a half of the informants do not satisfy with the implementation of the feedback, but most of them feel happy and relief if their works are given a corrective feedback. Most of them argue that it is caused by the specificity of the feedback which eases them to revise. Moreover, the needs of the students having assisted by others can be seen here. Even though, it is undeniable that the purpose of giving feedback is to have every student have self-monitoring on the next following lesson, but the

additional assistance from the teacher is also important to guide them to reach the learning goal (Cole and Chan, 1994: 216). Regarding with this discovery, this finding is contradictory with the Nugrahenny's finding (2007) who explores that most of the informants do not feel excited about teachers' corrective feedback. This finding can be difference since the experience of the informants during the teaching and learning activity is also different. Furthermore, it can be deduced that the different way of the teachers when implementing corrective feedback can affect the students' feeling towards it.

Finally, the findings also show that the students having positive attitudes and trends to positive attitudes tend to be active during teaching and learning class. Most of them do not feel reluctant to learn by asking, preparing, and keeping their attention on the class. It is supported by the interview where S⁶ will always ask if there is something that she does not understand. On the other hand, the students having negative attitudes tend to be passive in the class. From the results above, it can be concluded that the attitudes of the students can give impact on their behavior during the learning class. They tend to act as what they believe, feel, and what motivate them. It is also supported by Fazio and Olson in Hogg and Cooper (2003) who also states that attitudes can underlie behavior in such a fundamental way that it is necessary to understand attitudes if we are to understand behavior especially that they tend to become generalized into an overall outlook permeating all aspects of life.

2. Teachers' Attitudes towards Corrective Feedback in Writing

Attitudes may be thought as a learned pattern of behavior which predisposes the individual to act in a specific way toward certain persons, objects, or ideas (Aiken, 1997: 251). Moreover, the findings of the research show that both of the teachers have positive attitudes towards the giving of corrective feedback in writing class. The generalization of teachers' attitude towards feedback can be seen through their belief, certain feeling or emotion, motivation, and their behavior during teaching and learning activities.

According to the two teachers, corrective feedback is important to be given in writing class. The corrective feedback in writing is included as a whole part of the learning process. From corrective feedback, students are expected to learn from their experience when making errors so that it can minimize the occurrence of repeating errors. In addition to that, it is also assumed by one of the teachers that the students having good ability in writing do not often need to be assisted by the corrective feedback since they can do self-correction. It is in line with the research finding conducted by Nugrahenny (2007) who states that students having low proficiency of writing will be embarrassed when they know that their works are being corrected by peer, so that the corrective feedback provided by the teacher is important. On the other hand, the students having not good ability in writing will be given feedback more. It is supported by Cole and Chan (1994: 224) who state that competent students are usually sure of their abilities and do not seek a teacher's help often while they are completing assigned

tasks. On the other hand, students with learning problems are often highly dependent on the teacher and will seek feedback whenever they are in doubt.

Furthermore, both of the teachers agreed that corrective feedback was effective to be applied in writing class. They stated that it was due to the rule of the feedback which could be used to assist them in producing a good writing. From the discussion above, the role of it to assist the learner is playing the crucial role. It is due to the statement which explains that feedback is not only given just to keep individuals informed about their knowledge, but also how to make the individuals think to give better quality responses (Cole and Chan, 1994: 215). The explanation above is being the base of the two teachers why they need to assist the students in learning writing.

During the research, it is found that both of the teachers feel that they are satisfied with the way of corrective feedback implemented by them in writing class. During the implementation of giving feedback, the personal consultation is implemented by both of the teachers to help students to achieve learning goals. However, even correctives are typically provided in both group and individual situations, but the one-to-one basis discussion with the students should not be given in teaching and learning activities (Cole and Chan, 1994: 229). The teacher actually has arranged the class on the small group basis in order to arrange corrective instruction for those in need of it, but the problems arise when the students still do not pay attention, and some of them seem to get confuse with the general explanations.

Moreover, the teacher often gives a symbolic feedback without giving explicit explanations on the students' works. They believe that it can save their time and it can trigger the students to think through themselves. This finding is in line with the research conducted by Amrhein and Nassaji (2010) who find that teachers consider the students autonomy to be important and discover that the explanation on students' works are too time consuming. It can be stated from the findings above that even the explicit feedback is considered to be more effective, but the needs of the learning to create a student to have self-correction is decreasing. This case indeed can affect their independency as a student. Moreover, this finding is supported by Cole and Chan (1994: 224) who state that the aim of the learning where the activities occurred should encourage students to become independent learners and not be overly dependent on teacher assistance.

In order to solve this problem, Cole and Chan (1994: 229) suggest that the corrective instruction during the class activities can provide through peer tutoring. In this case peers help one another to achieve learning goals. A peer acts the role of the teacher and the student being helped is given assistance. Generally, the peer provides feedback and a teacher is less involved in interacting with students. Consequently, the result of the implementation of feedback given by the teacher can be seen where a half of the students feel the dissatisfaction of the one-to-one discussion in writing activities.

3. Students' Needs of Corrective Feedback

Considering the findings of the research, it can be seen that the implementation of feedback given in writing class do not meet students' needs in

some matter of things. It refers to the way of the teacher when giving the personal discussion during the class activity. The belief of both of the teachers to conduct this strategy is that feedback should reach all the students in the class. How to assist all students' learning becomes their main purpose to conduct this activity. However, what students' need in giving feedback is not appropriate with the implementation of the teachers when giving feedback. In addition to that, the teachers often give more implicit written feedback instead of giving explicit feedback. They believe that how to encourage students to become independent students is more important to achieve. The use of symbol feedback in students writing theoretically can trigger students' curiosity of the errors they make (Nott, 2015).

On the other hands, students do like to do personal discussion with the teacher if it is done out of the class activity. The one-to-one discussion can give more harm than benefit for students. It is also mentioned by Cole and Chan (1994: 229) where giving personal discussion cannot help the students to achieve learning objectives. The personal discussion conducted during the classroom activity will create a noise which can affect the students' concentration in the class. The students believe that the results will be different if it is implemented out of the class.

In addition to that, students need more explicit feedback to be given more often instead of giving implicit feedback. The explicit feedback can help them to revise their works since it explains how to revise it. Moreover, it assumes that the explicit feedback given by the teacher can decrease the number of students who

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wants to do personal discussion with the teacher. The explicit feedback will tell students exactly which aspects of their responses are correct and which are incorrect. As a result, if the teachers give more implicit feedback to the students, the feedback will not be informative and uneasy to understand.

4. The Students' Achievement

Analyzing the data collected from the teachers and the observation, it has been explained that the students' level proficiency of writing do not affect their attitudes towards the feedback given by the teacher in writing class. Though the students having good writing proficiency tend to be indicated as positive attitudes, but there are some students indicated as trends to positive attitudes towards the corrective feedback. The result of interview with the teacher reveals that some of the students having not-so-good writing proficiency are more engaging actively in the learning activities. On the other hands, the students having trends to negative attitudes tend to be passive during the learning activity. The interview with the student discovers that they do not like the way of the teacher in giving feedback in writing class.

Considering the discoveries above, it is undeniable that the students' behavioral engagement is playing a role in determining the students' attitudes on a certain object in learning activity. As stated by Aiken (1997: 251) that the three aspects of cognitive, affective, and performance (behavioral or action) is necessary to measure the general attitudes of someone to certain object. From this aspect, the teacher can determine what aspect of the students that they are not able to respond well.

In addition to that, it can be seen that the students' attitudes can affect their achievement in writing. Most of the students having not-so-good proficiency and trends to negative attitudes have low score in writing. It contrasts to the students indicated as not-so-good level but having trends to positive attitudes. Those students tend to have higher score on the second test than those with trends to negative attitudes. It is also strengthened by the statement of the teacher who said that those students having positive and trends to positive attitudes are more actively engaging in the teaching and learning activity to reach their learning goal. This finding is in line with the research conducted by Singh, Kusum, and Dika (2002) in Michelli (2013: 9) which reveals that academic engaging in someone positive attitudes gives effect on the students' learning achievement. The students having positive attitudes tend to be more motivated and confidence in themselves. Moreover, it positively affects the students' achievement with two existing in the cycle so that one increases the other increases (Ellis in Michelli, 2013: 10).

C. The Weaknesses of the Research

This study discovers how the students' and teachers' attitudes towards teachers' corrective feedback in teaching writing class. However, the researcher realizes that this study still has some weaknesses during the completion of the thesis. It is due to the very limited source of data gained by the researcher. The limitation source of data gained by the researcher gives effect on the findings which cannot be concluded in general way.

In addition to that, the findings of the research are still limited to the students' and teachers' attitudes towards the corrective feedback given in writing

class without revealing in depth whether there is another factor out of the school which possibly affects the students' attitude in learning writing. Moreover, the findings still cannot discover the effectiveness of using certain corrective feedback in writing class. In addition to that, this research also does not explore how the students' preferences towards writing in detail. It is due to the limitation of the source and time conducted by the researcher when conducting the research.

Despite the weaknesses above, the researcher believes that the conclusions made in this research are credible and reflect the students' and teachers' attitudes towards teachers' corrective feedback in teaching writing of English since the data gained from the participants are factual. Furthermore, by considering the weaknesses of the research, therefore, further studies need to be conducted in order to fill the gap of this research.