CHAPTER II
LITERATURE REVIEW

A. FEEDBACK

1. Definition of Feedback

Feedback is given by the teacher to the students as the consequences of students’ performance. The teacher give feedback to the students as the input of their performance, it can be related with students’ mistake or students achievement. Accordint to Hornby (2005: 504) feedback is the form of suggestions, criticisms or information about how good or useful this feedback in teaching and learning. As a result of feedback is an act of transferring information to respond the students’ difficulties in teaching and learning.

Feedback can’t be separated from learning process. Much of the research literature around formative assessment points the importance of feedback to students as part of the learning process. Without feedback, language learning process can not be completed (Anthokin : 2000:115).

2. Types of Feedback

In giving feedback the teacher use oral and written form to give the input, criticism, or reward to the students. According to Cohen (1999:
there are two purposes forms of feedback. The detail description can be seen as follows:

a. Written feedback

In written feedback, comments, correction and/or marks are given to students’ written work. The marks may be on words or quick symbols such as underlining, circles, and other signs. This form fits well with older students (late elementary through high school). Written information of students’ efforts are most helpful when they are personalized or stereotyped and when they provide constructive information.

Written feedback is an essential part of system, one basically aspires to achieve the same goals as with oral feedback. The main target is to help the students and give feedback in a way that succeeds in developing their skills in the best possible way (Pirhonen: 2016: 13).

b. Oral feedback

Oral feedback is given orally and often interaction with students. It can be given to an individual, to a group or to the whole class. Brookhart in Pirhonen (2016:12) Teacher oral feedback is part of classroom interaction. Teacher to students and
student to student oral communication is central to the ESL/EFL classroom.

Ellis, Hall & Verplaetse in Mwipopo (2007:9) talk about the role of classroom interaction in a naturalistic way, in which it makes messages comprehensible. It seems obvious that EFL teacher make oral feedback to students more effective if their oral changes or turn taking pragmatically coherence. There are several factors included a consideration of good feedback. One is that talk needs to be delivered with a good rate of speech, using the simple and easy language that can be understood by the students, error corrections, giving rewards for students performing.

Oral feedback, also known as oral conference, refers to personal consultation between teacher and students during the evaluation of communication activities. The major problem in conducting this fits feedback is that the teacher needs to have sufficient time. Oral feedback fist well in younger students to pinpoint and correct the misconception immediately. According to Melati (2007) teacher’s oral feedback is very important for students’ improvement. It helps them to know their performance, mistake and progress than it help them to correct the mistake and improve their performance.
According to Melati (2007) there are three types of oral feedback namely: corrective feedback, evaluative feedback and descriptive feedback. The detail description can be seen as follows:

1. Corrective feedback
   The feedback given by the teacher to the students to correct students’ mistake and give the right or clarify the mistake based on the material.

2. Evaluative feedback
   Evaluative feedback provides a statement about students’ performance. The forms of evaluation feedback are score, letter grades, numbers, check marks, symbol, and or general comment such as good and excellent.

3. Descriptive feedback
   Descriptive feedback is specific information about what students do well, what they need to improve and what they can improve. Description feedback could be classified in three types they are strength, weakness, area to improve, and improvement strategies.
3. **Roles of Feedback in Language**

Feedback has many important roles in language teaching to give responses whether it is good responses or bad responses to make students’ performance better.

Alqahthin (2011: 228) stated the roles of feedback for implicitly legitimizing the expertise of EFL teachers and enhancing the use of language learning strategies that reinforce deep learning, rather than superficial learning. Mahdi and Saadany (2013: 26) stated oral or written feedback makes the students empowered and proud of their production when the teacher provides appropriate feedback for their work. Then, it is also to increase the students’ self-esteem when interactive communication can occur in process of activity. Lastly, it is to develop students’ understanding with the concept.

4. **Purpose of Feedback**

According to Lewis (2002), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement.

Here are the details:

a. Feedback provides information for the teachers and students

Feedback is a way for teachers to describe their learner’s language. It gives teacher information about individual and
collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing from assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual with another. The comments can also give direction about language, by stating a rule or giving an example. One way to focus on comments is to consider question about their language use.

b. Feedback provides students with suggestion about learning

Teachers can provide students with more simply description of their language use. Comments can also be made on the students’ learning process.

c. Feedback provides students with language input.

The teacher’s oral feedback provides students with meaningful and individual learning input. The teacher’s sentences, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students own current language use. In this way student can learn new vocabulary and structures in context.

d. Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and use language to the best of their
ability by taking on to account whatever the teacher knows about the learners’ attitudes. Both hardworking and under working students need encouragement can take personal circumstance into account.

e. Feedback can lead students toward autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. By seeing those arguments, it can be inferred that actually giving feedback is not only correcting students advice about learning, language input, a form of motivation and it should lead students towards autonomy.

5. Source of feedback

The students will understand the feedback if they can receive the corrections or comments. Lewis (2002: 15-23) writes that there are three source of feedback, namely, teacher feedback, peer feedback and self-evaluation, which is equivalent with self-directed feedback.

a. Teachers

Teachers have the important roles the teaching learning process even they are not the only one the source of learning, one of the teachers’ role in the class is to give feedback to the performance or ability. Teacher have been the main source of feedback both in oral or written languages in many classes (Lewis, 2007: 15). This situation also occurs in speaking lesson and according to (Hamer,
2001) when students have completed an activity, it is vital that teacher allows them to assess what they have done and then tell them what in teacher’s opinion well. The best question in this case is when and how to give feedback in speaking lesson. It can be answered by considering carefully the effect of possible different approach. In line with this, harmer also states that when students are in the middle of speaking task, overcorrection may inhabit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may everything depends upon teacher taet and appropriate of the feedback they give in particular situations.

b. Peer

A student has a role the other ones. the students give feedback to his or her friend. It will be good for students take role and it will give good impact for students’ learning. Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as source of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teacher or trained tutors in commenting or critcalyzing their speaking.
c. Self-evaluation (self-directed feedback)

Self-evaluation means the students correct and evaluate their own mistake. Self-evaluation has advantages and disadvantages. Advantages is students’ independence increased as they are supposed to find their own mistakes, the students are expected to remember what mistake they have done so they will not make the mistake later on moreover, self-evaluation save time in a large class. The disadvantages are not all the students will realize what mistakes they have made. The students will repeat the same mistake later on.

6. Feedback indicators

a. The objective of feedback

Teacher gives feedback to the students should be objective. Feedback is objective if there was no personal and accurate or based on fact. Given feedback is not accurate and it has personal in it (Lewis, 2002:3). For example, the teacher gives feedback directly and does not choose the students in receiving the feedback.

b. The clarity of feedback

Teacher gives feedback to the students in speaking lesson, it’s in order to give the students understanding about the massages in feedback itself. From the way feedback is
given as stated by Cohen (1990: 11), the messages of the feedback which can be understood easily are considered clear and understandable. On the other hand, the messages of the feedback which cannot be understood are considered unclear and understandable (Chonen, 1990: 11). For example, messages delivered by the teacher is to the point and clear.

c. The assistance of feedback

Good feedback is the feedback which can help the students become better learners. The massages of the feedback should improve the students ability on the topic concern. According to Lewis, (2002: 3) feedback can be classified into three categories extremely assisting, moderate, and not assisting. Feedback is considered extremely assisting if the feedback provides important information that help students become effective and efficient learners. In this context, the feedback given should really help students to improve their speaking ability. Feedback is considered moderate if the feedback given does not always guide to the area of improvement. The feedback does not always provide important information that help students become effective and efficient learners. Feedback can be considered not assisting if the feedback given does not contribute anything to the area of improvement.
d. The encouragement of feedback

Feedback given by the teacher can motivate the students to do something better in the future. According to Lewis (2002: 4) feedback can be encouraging, moderate, not encouraging. Feedback is considered encouraging if the feedback should really create the students’ motivation for doing something different in speaking. Feedback given is considered moderate if it does not always create the students’ motivation for doing something different in speaking. Feedback is considered not encouraging if the feedback given does not create the students’ motivation for doing something different in speaking.

e. The proportion of feedback

Good feedback makes the students feel happy and not feel embarrassed. Ferris D (2004) stated that feedback can be proportional moderate, and not proportional. Feedback is proportional if it makes students feel so happy and enthusiastic in receiving the feedback given. The feedback does not always make students feel insulted, bothered, and embarrassed. Feedback is not proportional if the feedback given makes students feel insulted, bothered and embarrassed.
7. The strategies in giving feedback

a. Sandwich feedback strategy

When correcting students’ work and providing negative performance, the teacher is often encouraged to begin with something positive and frequently instructed to use the “sandwich method” to correct students’ performances are instructed to begin with a constructive compliment on something the students did well after that they are advised to get to the meat of the matter, which of course is the constructive criticism part. Finally, the teacher is counseled to the end with another constructive compliment (Daniels, 2009). The intent is to reduce defensiveness, enhance useful communication, and make the input better tolerated by the person receiving the coaching (Nelson & Quick: 2013). Briefly, this approach is illustrated below in figure 2.1.

![Figure 2.1 sandwich feedback strategy](image)

*Figure 2.1 sandwich feedback strategy*

The reasons why the teacher choose sandwich feedback strategy, they are:
1) The teacher thinks it’s easier for the students hear and accept negative feedback when it comes with positive feedback.

2) The teacher assumes the sandwich approach provides balanced feedback.

3) The teacher believes that giving positive feedback with negative feedback reduces discomfort and anxiety.

b. Reward and punishment strategy

The teacher evaluate students’ mistake by giving reward and punishment. It will make the students more enthusiastic to learn when the students get the rewards. On the other hand, when the students get punishment because of their mistake, they will be more thinking about their mistake and did not do the same mistake in the future.

Evaluative feedback strategy is not focusing on the task or students’ progress, but it is meant to either encourage or discourage the students to do something. From teacher’s perspective, it is important to become aware of the ways we use praising (Reitbauer et al. 2013: 20). This strategy is to make the students are motivated in learning EFL. And the reward that given by the teacher is to make the students interest in learning EFL.
c. Descriptive feedback strategy

However, descriptive feedback strategy is more complex and includes for example ways of telling students that they are right or wrong. Moreover, a teacher or someone else can describe why an answer is incorrect. Thus, descriptive strategies are more complex and useful for students when it comes to learning. A teacher can also specify a better way of doing something, instead of only pointing out that he/she was wrong. Furthermore, explaining the achievement levels and how they have been reached is one part of descriptive feedback, same as involving other students in the process of feedback as well (Hargreaves et al. 2000:23).

8. Review of Previous Study

The third part of theoretical review is relevant study of teachers’ oral feedback in EFL classroom. Teachers’ oral feedback in teaching EFL classes being interested topic to conduct it as a research. The researcher has their own style to write their ideas, to collect the data, to generate their findings, and to draw the conclusion. The researcher found out some researchers that relates to the topic. It derived from education journal and thesis.

First is Effectiveness of teacher oral feedback in EFL/ESL classroom: a case study. University of Oregon. USA. This research
was conducted by Marko J Mwipopo (2007). The research aimed to investigate one English teacher and 13 students as the respondents of this research. In this research the researcher used observation, interview and questionnaire as the instruments for collecting the data.

The finding data in this research is the teacher give oral feedback to the students to make the students are motivated in teaching EFL class. Based on students’ responses that the teacher should improve their strategies in giving oral feedback. And also, another area to look at would be factors other than teacher’s oral feedback, such as cognitive ability of students prior to learning of foreign language, personality factors and type and level of motivation for a students learn English in the native speakers setting.

Second, students’ perception about the use oral feedback in EFL classroom. University of Jyvaskyla. This research was conducted by Noora Pirhonen (2016). The aims of this research was to

The participants in this research were 93 students in secondary school. Most of them studying for the first and second year in that particular school in Eastern England. In this research the researcher used open-ended questionnaire as the instruments for collecting the data.

The result of this research are: first of all, one must learn to appreciate feedback right from the beginning of the teacher training, and the future teacher need to become acquainted with the essential role
of feedback and oral feedback especially on language classrooms. Partical guidance and concrete examples and discussion is definitely needed in order to spread the knowledge to everyone. Second of all, it is not onlt the teachers who need guidance and help, but also the students. the more oral feedback is used, the more familiar students are with it and probably the more effective it becomes. Teachers need to explainthe importance of feedback to the students and help students to provide it to each other and to the teacher. One simply cannot assume that teachers always know the best, but instead we must realize the endless possibilities the classroom environment and students provide. By the working together, discussing, questioning and even arguing one can truly make use of oral feedback and thus start reaching the goals feedback can at the best provide. Finally, feedback definitely need to be tailpred to every individual, making sure students actually feel empowered, motivated and more confident after the feedback.

9. Basic Assumption

Feedback is given by the teacher to the students as the consequences of students’ performance. The teacher give feedback to the students as the input of their performance, it can be related with students’ mistake or students achievement.
One of the types of feedback that the teacher usually give to the students is oral feedback. Oral feedback, also known as oral conference, refers to personal consultation between teacher and students during the evaluation of communication activities. The major problem in conducting this fits feedback is that the teacher needs to have sufficient time. According to Melati (2007) there are three types of oral feedback namely: corrective feedback, evaluative feedback and descriptive feedback.